

GOVERNOR'S P-20 LEADERSHIP COUNCIL

The P-20 Leadership Council provides a forum in which the Governor, legislators, and stakeholders from elementary and secondary education, postsecondary education, and the workforce and economic development communities can discuss policy priorities and the alignment of the various elements of our education and workforce systems.

2016 Annual Report

Contents

Introduction..... 3

2016 Year in Review 4

Workgroup Recommendations 5

Workgroup Reports..... 10

 Maryland Longitudinal Data System 10

 Workforce Development..... 16

 High School Equivalency/ GED 24

 Maryland College and Career-Ready Standards (MCCRS)/PARCC 33

 At-Risk Youth..... 37

 College and Career Readiness Report..... 46

Appendix A: P-20 Council Membership Roster 50

Appendix B: 2016 Work Groups and Work Group Members 53

Introduction

The Governor’s P-20 Leadership Council of Maryland (“P-20 Council”)¹ was authorized under Chapter 191 of the Acts of the General Assembly of 2010 to provide a forum in which the Governor, legislators, and stakeholders from elementary and secondary education, postsecondary education, and the workforce and economic development communities can discuss policy priorities and the alignment of the various elements of our education and workforce systems. The mission of the Council is to better prepare Maryland students for the jobs of the new economy while enhancing the State’s economic competitiveness by developing a workforce with 21st century skills. The Council also ensures that college and career readiness and college completion strategies for Maryland students are implemented.

In accordance with §24-801 of the Education Article of the Annotated Code of Maryland, the P-20 Council is charged with developing strategies to:

- Prepare all students with skills necessary to succeed in the modern workplace;
- Reduce dropout rates while increasing retention and graduation rates at the high school and college levels;
- Improve student achievement and close achievement gaps;
- Improve teaching quality and retention;
- Strengthen and expand educational leadership programs;
- Redesign and expand career technology education (CTE) programs to meet college expectations and employer needs;
- Strengthen science, technology, engineering, and mathematics (STEM) programs at all levels;
- Align high school, college, and employer expectations and needs;
- Create pathways for all students to obtain college degrees;
- Provide teachers with the resources and professional development needed to help students reach higher standards;
- Expand opportunities for continuous learning;
- Align high school graduation requirements with college readiness requirements;
- Improve connections between the pre-kindergarten, primary, secondary, and postsecondary education systems;
- Create programs and incentives to encourage mutually beneficial relationships between schools, school systems, postsecondary education, and the business community; and
- Ensure college and career readiness and college completion strategies are implemented.

The P-20 Council is required to submit an annual report to the Governor and General Assembly containing a summary of the Council’s activities and any recommendations from the Council. The P-20 Council is also required to submit a biennial report to the Governor and General Assembly on progress toward implementing college and career readiness and college completion

¹ “P-20” refers to a system of education that encompasses preschool through graduate studies and/or careers, and ensures that students from an early age are learning the necessary skills for a competitive workforce.

strategies, as prescribed in the College and Career Readiness and College Completion Act of 2013 (CCRCCA, SB740). This report will be submitted separately from this annual report.

2016 Year in Review

Governor Hogan appointed new members to the P-20 Council in 2015 representing a cross section of experts in education and workforce development. At the Council's first meeting in late 2015, seven workgroups were formed and council members volunteered to serve on workgroups of their interest and recruit non-council members with interest in the subject areas to participate. Those seven workgroups are:

1. Maryland Longitudinal Data System workgroup
2. Workforce Development workgroup
3. High School Equivalency/ GED workgroup
4. Maryland College and Career-Ready Standards/ PARCC workgroup
5. At-Risk Youth workgroup
6. College and Career Progress Report workgroup
7. Teachers workgroup²

Throughout 2016, each workgroup met on average five times both in person and on conference calls for a combined total of 29 workgroup meetings. At the quarterly Council meeting, workgroup Chairs updated the council on their activities, findings and goals. Each workgroup was tasked with developing its charge and to pursue recommendations members thought were most important to carry out the mission of the Council. Workgroup Chairs are pleased to submit to the Governor and General Assembly 43 recommendations in this annual report that, taken together, will undoubtedly improve the lives of Marylanders by carrying out the mission of the P-20 Council.

Each quarterly Council meeting lasted two hours and meeting locations were spread around the state in a variety of locations, including the Maryland State House in February, the Howard County Miller Branch library in Ellicott City in June, the Maryland Department of the Environment Headquarters in Baltimore City in September, and Stevenson University in Baltimore County in December.

Along with workgroup updates, the following are highlights from the quarterly Council meetings:

- February: Remarks by Lieutenant Governor Boyd Rutherford and a briefing and overview of the Maryland Longitudinal Data System by Executive Director Ross Goldstein;
- June: A legislative briefing on key education related bills by MSDE, a presentation on College and Career Readiness Implementation by Senator Pinskey, and a presentation on the MLDS Research Agenda by Executive Director Ross Goldstein;

² In June 2016, the teacher workgroup decided to dissolve and incorporate its goals into the larger teachers task force created by the Teacher Induction, Retention, and Advancement Act of 2016

- September: A briefing on *Bringing Career Pathways to Life* by Junior Achievement of Central Maryland, and an Ethics and Conflicts of Interest training by the Maryland Ethics Commission;

At the December quarterly meeting, Council members reviewed this annual report with final workgroup recommendations and voted to accept and approve all recommendations included in this report. Council members also discussed goals for 2017 and will continue these discussions at the February Council meeting in 2017.

Note from the Chair

The 2016 P-20 Report to the Governor and General Assembly comes at a time of tremendous progress, unique opportunities and persistent challenges in the related areas of education and workforce. We remain grateful for the hard work and insight of the Council's new and incumbent members. Organized into seven workgroups, these dedicated individuals met in person and on conference calls nearly 29 times resulting in 43 recommendations to help Change Maryland for the Better by strengthening the education-to-workforce continuum.

Less than two years into the first term of Governor Hogan, our state has made great strides in modernizing and streamlining our workforce development and apprenticeship programs. Bringing to the table government agencies, employers, trade unions, K-12 educators, and post-secondary institutions, Maryland's patchwork of well-meaning but less-than-effective "job training" programs have been transformed into a best-in-nation workforce development system that prepares students for in-demand positions. The Council builds on this tremendous progress with recommendations to expand these programs to reach more students and help residents obtain opportunities in STEM, including life sciences and cyber security.

The New Year brings unique opportunities. Governor Hogan and his team continues to work to grow our economy, address long-standing achievement gaps in our public education system; a new State Superintendent of Schools who brings new energy and leadership to the MSDE; a new CEO of Baltimore City Public Schools is hard at work addressing long-standing educational and administrative challenges in a city where most children lack access to the quality education that are often taken for granted in other jurisdictions.

2017 will bring exciting opportunities for the Council to continue making progress towards implementing workgroup recommendations and possibly expanding into new areas, such as the state's submission of a plan to implement the Every Student Succeeds Act. Members of the At-Risk workgroup and others on the Council recognize that this reauthorization of the federal Elementary and Secondary Education Act provides an historic first opportunity to devote funds to not only strengthening education-to-workforce pathways but also devote federal funds to expand this continuum back to early childhood, enhance STEM education and much more. Critically, ESSA allows for innovation and remediation of schools that have persistently fallen short in providing our children – especially minorities, low income, English learners and those with special needs with the opportunity for an excellent education that prepares them for a successful and fulfilling life after graduation.

In conclusion, our progress thus far working across party lines and among differing interests on behalf of our citizens and the opportunities before us leave us optimistic that we will continue to create new opportunities for our residents, strengthen our employers and grow our economy.

Workgroup Recommendations

Workgroups offer the following recommendations that are discussed in more detail throughout this report:

Maryland Longitudinal Data System Workgroup

- The P-20 Council should endorse the MLDS Governing Board recommendations.
- The MLDS Center should brief the P-20 Council regarding these known data gaps, as well as any additional data gaps that become apparent during research efforts.
- The P-20 MLDS work group should continue into 2017, and increase its efforts to meet the research needs of other P-20 work groups and the education/ workforce training community at large in Maryland.

Workforce Development Workgroup

- Develop goals for high areas of workforce need: STEM, cyber, Health Professions.
- Develop approaches to expand pipelines to workforce areas of need through both apprenticeships and college pathways.
- Workgroup members would like to convene a meeting with Maryland Longitudinal Data System Center (MLDSC) and partner agencies and stakeholders to improve flow of data into the MLDS, and to improve responsiveness to and coordination with agencies and the P-20 Council.
- Encourage the establishment of partnerships between Maryland higher education institutions and apprenticeship programs to identify ways to promote and encourage expansion of areas of apprenticeship and improve outcomes for apprentices. This may include developing pathways for apprenticeship students to transition into postsecondary certificate and degree programs, expanding partnerships to provide classroom instruction in apprenticeship programs, supporting organizations and businesses seeking to employ apprentices, and providing stackable and transferrable credentials to enhance the value of successful apprenticeships.

High School Equivalent/ GED Workgroup

- Support legislation allowing, but not requiring, a *GED Options Program*® to be instituted in local school systems to broaden opportunities to designate high school proficiencies for at-risk student success. Likewise, support legislation to revise the existing law which states that students currently enrolled in school must be officially withdrawn in order to take GED® tests.
- Create and pilot a Personalized Tutoring Program for GED® Mathematics in Anne Arundel County offering free tutoring to adults who have taken, but not passed, the GED® Math module.

- P-20 Council representatives should present information about GED® testing at a Maryland Association of Boards of Education meeting and at a Public School Superintendents' Association of Maryland to reinforce awareness to all school superintendents of SB 264 2008, Chapter 378, *Alternative Education Programs and GED Requirements*.
- Identify successful marketing and advertising strategies to enhance awareness of GED® testing for youth, older adults and New Americans.
- Provide opportunities for business leaders in Maryland to gain an understanding of the benefits of helping their employees obtain a high school diploma by targeting companies that employ large numbers of employees who do not have a high school diploma.
- P-20 Workgroup members will examine alternative diploma programs that provide high school equivalency credentials in other states.

Maryland College and Career Ready Assessment/ PARCC Workgroup

- Utilize the collective resources of the P-20 Council to assist in developing a coherent message on MCCRS and PARCC by bringing together an inter-agency statewide communication task force on MCCRS and PARCC.
- Request the Maryland Longitudinal Data Center to develop a report on students' performance on KRA and their performance in elementary grades.
- Request the Maryland Longitudinal Data Center to develop a report on analysis of the cycle of formative-summative testing and connection to entrance into and success in postsecondary education. Include in the report data disaggregated by subgroup, high performers and best practices, and analysis of data gaps.
- Request the Maryland Longitudinal Data Center to develop a report on the mean comparison between PARCC Implementation Years 1 through 3 and connection to entrance into and success in postsecondary education.

At-Risk Youth Workgroup

- Support a statewide screening for mental health issues and adverse experiences in childhood in Maryland schools
- Support early intervention from school based student support teams (SST) for identified students with the technical support from MSDE. This support should include the identification of best practices, recommended programs and a framework for data collection and follow-up support by qualified mental health practitioners and training for teachers and administrators.
- Support a state-wide effort to collect data on attempted suicides, reports of suicidal ideation, and mental health referrals through our schools.
- Support a state-wide framework for reporting follow-up care and outcomes for students with mental health needs, particularly students who have left the school setting due to safety concerns.
- Outreach and support for families through the school system and referrals to support agencies to reduce toxic familial stress.
- Support increased statewide public relations to bring attention to childhood mental illness and decrease stigma associated with mental illness.
- Seek funding to expand CTE Programs in districts that serve disadvantaged neighborhoods and at-risk youth.

- MSDE should continue to identify pathways to certification for technically skilled professionals so they can teach CTE programs without having a traditional teacher preparation background.
- Workgroup members request a meeting with MSDE to discuss and learn how the department is staffing administration of extended learning programming administration, the extent to which these programs are being fully funded, and to discuss allocating a portion of the \$7.5 million for the salary of a state-wide program administrator.

College and Career Readiness Report Workgroup

- MSDE should update the P-20 Council on Maryland's PARCC contract discussions.
- MSDE should brief the P-20 Council on the number of students who graduate with CCR designation when data is available.
- MSDE should brief the P-20 Council on the transition course data being collected.
- MSDE should survey local districts to determine how transition courses are being implemented and develop Best Practices to share with all districts.
- MSDE should present data collected and Best Practices to the P-20 Council.
- The P-20 Council should study the unintended consequences of requiring remediation for all students.
- MSDE should collect and report to the P-20 Council data to determine statewide progress towards meeting the goal of all students will complete Algebra II.
- The P-20 Council should evaluate the Algebra II data from MSDE and discuss if this goal is best for Maryland students or if alternative courses or pathways would be more appropriate for preparing students for college and career ready.
- In addition to required dual enrollment reporting requirements due from MSDE and MHEC in 2017, MSDE should survey local school districts and MHEC should survey community colleges following the end of the 2016/17 school year, and include the following information in their joint report:
 1. Updates on tuition arrangements from the local district perspective.
 2. Budgetary impacts including who is using the money and where is it going by county
 - a. How many students are FARM students, by county, and who is paying their tuition?
 3. Outreach/ marketing/ publicity efforts
 4. Barriers identified by local boards
 5. MOU updates
- The P-20 Council should review the 2017 joint MHEC and MSDE Dual Enrollment report when released and include recommendations to further improve dual enrollment reporting in the next CCR-CCA biennial report due Dec. 1, 2018.
- The P-20 Council should analyze the 2017 joint MHEC and MSDE dual enrollment report, the MLDS dual enrollment report, and the P-20 dual enrollment reporting requirements and look for efficiencies and overlap.
- The P-20 Council should discuss with the Maryland Longitudinal Data Center the feasibility of including budgetary and anecdotal information in the Center's Dual Enrolment Annual Report.

- MHEC should brief the P-20 Council when the final transfer agreement regulations are in place and discuss challenges community colleges and 4-year institutions are having supporting transfer students.
- MHEC should present to the P-20 Council data on the number of reverse transfer degrees issued and challenges identified in expanding the program.
- MHEC to evaluate and report on the effectiveness of ARTSYS, including the accuracy of course equivalencies and implementation at institutions.
- MHEC should meet with the P-20 GED workgroup as they develop a “GED Near Completers” program modeled after MHEC’s one-step away grant and other College Access Marketing campaigns.
- MHEC should track and report to the P-20 Council the percentage of students enrolled in remediation classes in each Maryland Community College and 4-year institution.

Workgroup Reports

Maryland Longitudinal Data System

The Maryland Longitudinal Data System (MLDS) workgroup held 5 meetings in 2016 on January 5, 2016; April 28, 2016; May 26, 2016; August 25, 2016; and December 8, 2016. Discussions centered around the charge of the workgroup, which was to make P-20 Council members more aware of the MLDS Center, coordinate research questions from other workgroups, and to review the MLDS Research Agenda and suggest changes that align with the Governor's education priorities. The MLDS was created by statute to "conduct research using timely and accurate student data and workforce data to improve the State's education system and guide decision making by State and local governments, educational agencies, institutions, teachers, and other education professionals."

The P-20 Council was originally created using an Executive Order by Governor Martin O'Malley in 2007. The order clearly made the connection between education policy and statewide competitiveness. As stated by the Governor in the order, "the Council shall be a partnership between the State, educators, and the business community to better prepare Maryland students for the jobs of the 21st Century while enhancing the State's *economic competitiveness* by creating a workforce with 21st Century skills." This Executive Order was codified into law in 2010 using that same language. This raises the question of how can education initiatives best influence the state's competitiveness in 2016 and in the future.

The MLDS Work Group of the P20 Council was created to make the broader P-20 more aware of the Maryland Longitudinal Data System (MLDS) Center which was created by statute to "conduct research using timely and accurate student data and workforce data to improve the State's education system and guide decision making by State and local governments, educational agencies, institutions, teachers, and other education professionals."

In 2016, the MLDS Work Group engaged with the MLDS Center's Governing Board and Center staff to understand and influence the research agenda, as well as investigate the potential and limitations of the system.

USE OF THE MLDS TO MAKE BETTER POLICY DECISIONS

The Maryland Longitudinal Data System (MLDS) Center was created by statute to "conduct research using timely and accurate student data and workforce data to improve the State's education system and guide decision making by State and local governments, educational agencies, institutions, teachers, and other education professionals." The MLDS is unique in its ability to integrate data from MSDE, MHEC, and DLLR.

THE MLDS AS A TOOL FOR POLICY DECISIONS

The creation of a longitudinal data system requires the collection of data over a long period of time, and that data can then be used to study the outcomes of students in the education system and workforce. In the short run, the MLDS can provide policy makers and education leaders with information to better understand questions having to do with the transitions between K-12

and post-secondary, between post-secondary and the workforce, and between K-12 and the workforce. As time goes on, detailed information about students' education and post-education outcomes will enable researchers at the MLDS Center to analyze the effectiveness of particular educational programs in terms of student outcomes and economic impact on the state.

The statute creating the MLDS requires the MLDS Center to perform research into:

- The State's education system;
- The impact of state and federal education programs;
- The performance of educator preparation programs; and
- Best practices regarding classroom instruction, education programs, and curriculum, and segment alignment.

The Center's Research Agenda was created to guide the work of the Center in addressing these statutory objectives. The Research Agenda was originally created by the P20 Council and adopted by the Governing Board in 2013. Since that time the Governing Board has made a few updates and changes, but has primarily retained the original set of questions created by the P20 Council. To date, these research topics areas are principally aimed at what happens to students when they leave the K-12 system and transition to post-secondary education or the workforce.

Given the goals and objectives of the P-20 Council, the MLDS Work Group discussed research topics and data sets that will help to validate choices that are made when implementing the federal Every Student Succeeds Act (ESSA) in Maryland in the coming years. Some examples of topics that were discussed include:

- What are the effects of different types of K-12 curricula, state standards (such as Common Core) and testing (MSPAP, MSA, PARCC, etc.) on post-secondary outcomes (i.e., "teaching the test")?
- What K-8 programs have the greatest impact on student longitudinal outcomes?
- Are there different workforce outcomes for traditional instruction versus online instruction?
- What are the post-secondary outcomes of Charter School students when compared to peers in other school settings?
- What is the impact of K-12 instructional technology on outcomes and employment readiness?
- Which programs have the greatest longitudinal impact on special needs students?
- What educational programs could have the greatest positive effect on the reduction of violence in society? And how?
- What can be done to maximize the potential of ESL students? And how?
- What is the impact of apprenticeship, co-op, and internship programs on employment outcomes?

MLDS DATA SHORTCOMINGS

While the MLDS has significantly positive elements in terms of its available data holdings, there are some areas related to data sources that should be considered for change. Some of these changes would require legislative changes, while others relate to the terms of the data MOUs that exist between departments that are contributing the data (MSDE, MHEC, and DLLR).

The MLDS Work Group engaged the MLDS Center staff to better understand the impact of current data limitations (retention and availability) on the ability of the Center to analyze student and workforce outcomes with fidelity. The Work Group requested the MLDS Center to evaluate and compile a list of current limitations that are affecting the MLDS and its effectiveness. A full report, entitled Data Gap Analysis, was prepared for the workgroup and the MLDS Governing Board, and is available for P-20 members from the Center staff. In the Data Gap Analysis, the Work Group was informed that data limitations may be the result of these possible situations (or a combination): 1) The Center currently has a data limitation that is constrained by state law; 2) The Center has a data limitation that is caused by the terms of MOUs that they have with state agencies that are providing data; and/or 4) The Center has a research agenda item that cannot currently be met by its current data set.

1. constrained by state or federal law
2. limitations caused by the terms of the MOU with the providing agency
3. research agenda question that cannot be completely met by the current available data
4. data that is not available from any source

The MLDS Center staff ranked the limitations that pose the most significant obstacles to accurately analyzing and reporting on student progress and outcomes over time and provided that ranked list as part of their report. The top five areas included: 1) Five year de-linking of workforce data; 2) Lack of workforce data on citizens employed by federal agencies or the military; 3) Lack of indication of a job being full time or part-time; 4) Lack of information on K-12 student discipline; and 5) Inadequate information to characterize the job/career of people in the System. The MLDS Center staff has proposed resolutions for all of these data limitations with the exception of the job/career ambiguity problem. Some of these proposed resolutions would require legislative changes to the MLDS's enabling legislation, or inter-agency MOUs or both. The most significant of these concerns is around the fact that current statutory requirements limit the amount of time that education and workforce data can be linked in the system to five years after a person has attended a Maryland educational institution. The MLDS Center Staff related that in many cases, evaluating outcomes five years following education is not a sufficient amount of time in a person's career to characterize a terminal outcome.

The Work Group recommended that this Data Gap Analysis Report be evaluated by MSDE, MICUA, MHEC, DLLR, and other stakeholders in order to surface concerns and considerations that may affect the recommendation of Work Group and the broader P-20 membership. The MLDS Work Group also reached out to members of the P-20 that are involved in the educational research community to get their specific input on how they would define longitudinal outcomes.

In parallel to the activities of the MLDS Work Group, the MLDS Center prepared recommendations in their own annual report to the Legislature which included the following proposed recommendations:

- **Recommendation #1** - Support legislation amending Education Article § 24-702(c), Annotated Code of Maryland to increase the amount of time a student record may remain linked to a workforce record in the Maryland Longitudinal Data System. Specifically, the legislation increases, from 5 years to 20 years, the amount of time that a student record may remain linked to a workforce record after the student's last enrollment in a Maryland educational institution. Having only five years of workforce data is insufficient to provide a meaningful understanding of student workforce outcomes. Increasing the linkage to 20 years will provide a more meaningful period of time to assess a student's workforce history and provide a more complete understanding of that student's workforce outcomes; resulting in better policy analysis and insights.
- **Recommendation #2** – The MLDS Center should develop and implement a communication plan that creates awareness of MLDS output and information, establishes a better understanding of how longitudinal data can be used to help drive decision making, and generally provides a systematic approach to engaging stakeholders.
- **Recommendation #3** – In recognition of the important role of apprenticeship programs as a strategy for improving workforce outcomes of Maryland students and the interest in the topic expressed by the Governor's P20 Leadership Council, the MLDS Center should work to incorporate apprenticeship data into the system as it becomes available.

The P20 MLDS Work Group supports the proposed recommendations of the MLDS Center, after receiving briefings and materials from the Center's staff on these issues. As a result of those briefings, the Work Group became aware of other potential limitations of the system that might warrant improvement in the future. These include:

- If a person has a DLLR record, but no MSDE or MHEC record, they are not entered into the MLDS database. That may result in an exclusion of more than two-thirds of employment records for the state. As such, studies that involve the study of workforce programs (such as apprenticeships) will not reflect participants in those programs that did not attend public K-12 or college in Maryland.
- There is no private K-12 school data in the system. At any given time, this leaves approximately 130,000 students out of the system. The MLDS statute allows high school and college; not private pre-K and not K-8. As a result, Maryland citizens that attended private K-12 may not have longitudinal records in the system.
- There is no military or federal government employment data in the system. Maryland has the 12th largest population of military personnel in the US (roughly 29,000), and none of their employment data is in the system. A substantial segment of the Maryland workforce (145,000 are federal and 75,000 military) work for the federal government.
- The Center is statutorily prohibited from obtaining any disciplinary data about students—office referrals, suspensions, expulsions—which account for a significant variance in

education outcomes. This information is a material variable in understanding student outcomes, and failure to have this information can lead to incorrect conclusions.

- The Center does not get postsecondary course data for courses for which credit toward a degree (associate's, bachelors, masters, or doctorate) are not given. That would include remedial or developmental courses as well as courses designed to develop a set of knowledge or skills that may have marketable job aspects but are not eligible for degree credits. MHEC will be collecting this data in the future.

CONSIDERATION OF DATA SOURCES

In the process of discussions with the MLDS Center staff, the Work Group considered the possibility of inclusion of new data sources that could improve the accuracy of MLDS-driven studies, as well as provide important insight for answering pressing education policy questions that may face the state. While controversial, the Work Group discussed the pros and cons of including private K-12 data, as well as data from the Department of Public Safety and Correctional Services.

- The MLDS enacting statute states that private high school data can be included; however, the law is silent on the inclusion of data on private primary schools and pre-schools. There is no "forcing function" in the law to compel a private school to provide data, however, inclusion of that data would significantly improve the completeness of the data set. It is unclear what the benefit to the private K-12 institution would be if their data was included, and as such the sense of the Work Group was that few private schools would participate.
- The enabling legislation allows the use of "student" and "workforce" data in order to better understand student outcomes. The Work Group considered whether or not the law should be changed to allow the MLDS to incorporate data from the Department of Public Safety and Correctional Services data on adult incarceration. The Work Group did not form a conclusion on this.

RECOMMENDATIONS

1. **The MLDS Governing Board has submitted a set of recommendations as part of their annual report process.**

- **Findings:** The work group reviewed the draft MLDS Governing Board recommendations, and found them all to be valuable to efforts being undertaken by the broader P-20 Council. These focused on improving the longitudinal data retention policy, improving communications, and looking to incorporate apprenticeship data.
- **Recommendation:** The P-20 should endorse the MLDS Governing Board recommendations.
- **Implementation:** Support of these recommendations is in this document.
- **Justification:** These MLDS Governing Board recommendations support broader P-20 initiatives.

2. The MLDS Governing Board should continue work to address data gaps that are known to exist in the system.

- **Findings:** The work group found that data gaps exist in the MLDS Center’s data inventory. While some of these gaps are being addressed by the Center today with known fixes, some of these may require future modifications to statute and/or regulations and/or MOUs. Some of these gaps do not have a current solution.
- **Recommendation:** The MLDS Center should brief the P-20 Council regarding these known data gaps, as well as any additional data gaps that become apparent during research efforts.
- **Implementation:** The work group will continue to work with the MLDS Center and its Governing Board on these issues.
- **Justification:** The validity of research produced by the MLDS Center is dependent on having high confidence in the data that is contained in it.

3. The P-20 MLDS work group should work more closely with other P-20 work groups to coordinate research needs with the MLDS Center.

- **Findings:** While progress has been made this year in facilitating increased interactions between the P-20, the MLDS Center, and the MLDS Governing Board, the work group believes that this process can be improved and interactions increased.
- **Recommendation:** The P-20 MLDS work group should continue into 2017, and increase its efforts to meet the research needs of other P-20 work groups and the education/ workforce training community at large in Maryland.
- **Implementation:** Individuals on the P-20 MLDS work group should be identified to act as liaisons between with other work groups, and the P-20 MLDS work group. These individuals would be responsible for increased two-way communications between these groups.
- **Justification:** Facilitating coordination between P-20 workgroups’ research needs and the MLDS Governing Board will improve the research agenda development by the MLDS Governing Board and provide the P-20 Council stakeholders with important information to help formulate good public policy.

Workforce Development

The workforce development workgroup held five meetings in 2016 on January 14, 2016; February 11, 2016; May 23, 2016; October 19, 2016; and November 7, 2016. Discussions centered around how the workgroup would implement its charge of leveraging educational data to fully assess and seek solutions to both short and long term workforce needs including barriers to expanding apprenticeship opportunities. Initial meetings developed a more thorough charge to guide the workgroup, including:

1. Use education and workforce data to identify current and projected workforce needs, prioritize highest priority areas, and assess whether the education pipelines are aligned with the workforce needs of the future;
2. Review educational and workforce data to assess the adequacy of existing (and alternative) pathways to careers;
3. Examine the degree to which students coming out of the P-20 educational pipelines (K-12, undergraduate and graduate programs) are prepared for current workforce requirements (i.e. do industries need to spend time and money on retraining or upgrading skills, competencies and knowledge?), and identify approaches to address deficiencies; and,
4. Review findings and formulate questions and next steps.

To carry out its charge, the workgroup would draw on data from DLLR (Department of Labor, Licensing and Regulation) and GWDB (Governor's Workforce Development Board) to decide which specific workforce needs to focus on: i.e.: STEM, Cyber, Health, Education, other.

Further, workgroup members also decided to identify a limited set of sub-topics, identify best practices, and make recommendations to the P-20 Council. Potential topics included:

- Apprenticeships and Internships
- Articulated Pathways
- Badging and Micro-credentialing
- Certificates
- Other

Background

One of the underlying assumptions of the P-20 work is that education is an engine for economic growth in Maryland. P-12 schools set students on the course to become productive citizens who can contribute to the social, political, and economic well-being of the state, and higher education, working in partnership with the schools and the workforce is committed to accelerating personal growth and economic success of graduates to fill Maryland's needs.

The P-20 Workforce Workgroup identified several areas that hold great potential for Maryland's economic development, and simultaneously, offer the greatest challenges to our workforce pipeline. This report summarizes our research and findings, and offers recommendations for next steps.

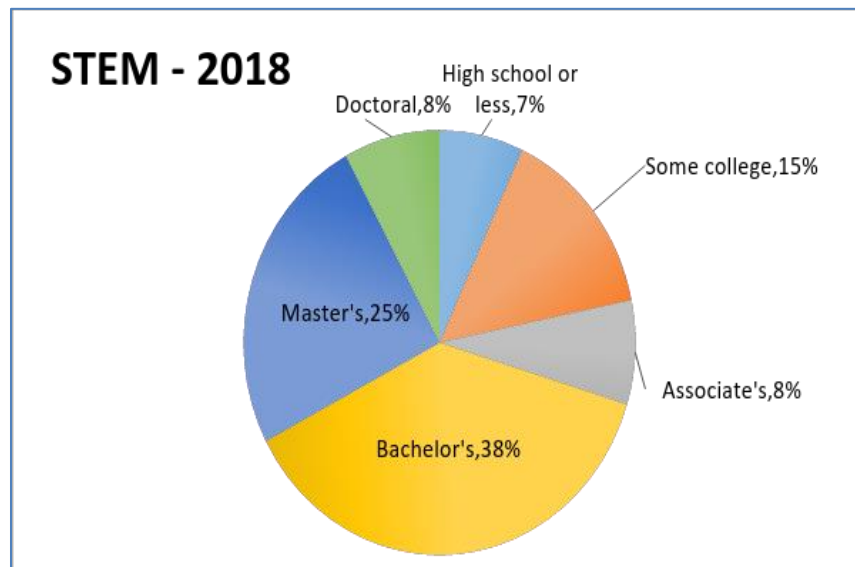
What problem has the workgroup identified?

In the post-Great Recession economy, adults with at least some college education have a better chance at success in today's job market. 11.6 million jobs have been added since the lowest point of the recession, and 99% of those jobs have gone to workers with some college education.³ Even with this outlook for lesser-educated workers, the workgroup sought to uncover employment needs and opportunities that exist in the state along the educational continuum. As discussed below, in Maryland, the healthcare field is one example of a growth area that will provide employment opportunity across a range of educational qualifications.

Our initial research examined the workforce needs and prioritized high need areas: STEM, IT, Healthcare. The workgroup also considered high interest areas of manufacturing and business management and administration.⁴

STEM & IT

The STEM occupation field is expected to grow by 22% over the next 10 years. The distribution of STEM career opportunities by education level is as follows:



Further, by 2018, over half of all jobs in STEM fields in the state will be in the computer sciences:

³ Center on Education and the Workforce at Georgetown. (2016). *America's Divided Recovery: College Haves and Have-Nots*.

⁴ Findings in this report based on data from the following sources:

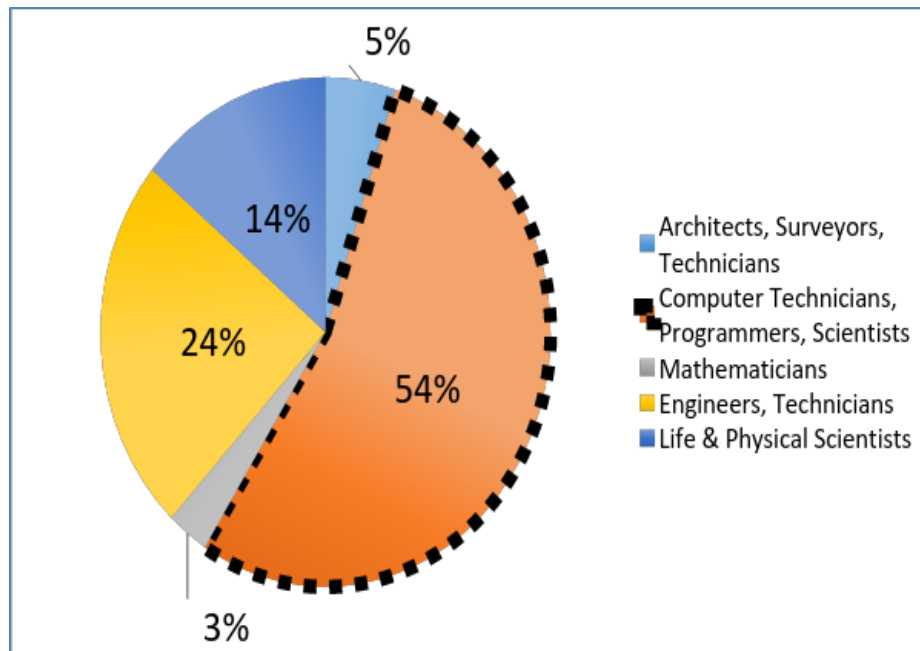
Burning Glass Technologies (2015). *Report on Cybersecurity Jobs in Maryland, Virginia, and Washington, DC*. Business-Higher Education Forum.

Center on Education and the Workforce at Georgetown. *Projections of Job Openings by Education, 2010-2020. & Career Clusters; STEM; Help Wanted: Projections of Jobs and Education Requirements Through 2018*.

Economic Alliance of Greater Baltimore. (2015, March 16) *Cyber Security in Greater Baltimore and in the State of Maryland: a State of the Market Report*.

GWIB (2015). *Maryland Workforce Innovation and Opportunity Act State Plan*. Governor's Workforce Investment Board: Baltimore, MD.

US Department of Labor, O*NET, <https://www.onetonline.org>



According to the US Department of Labor, most computer science jobs require a four-year degree, making this a field where the pipeline for P-20 focus is that of getting students into higher education opportunities. Many IT and cyber security job titles overlap with the computer science field. The DC-Maryland-Virginia region has the largest and fastest growing cyber security industry in the country. Between 2010 and 2014, job offerings in cyber grew by 35%. Average salaries are around \$83,000 and 84% of posted jobs require a Bachelor's degree or higher.

Computer science jobs span multiple sectors, from financial to manufacturing to healthcare, and average salary is \$100,000.⁵ Even so, only one in four high schools currently offer computer science learning opportunities to students. To address this, President Obama announced an initiative at the beginning of 2016 to provide funding to train teachers to teach computational thinking skills, as well as for K-12 students to have greater access to computer science learning.⁶ States that have been early adopters of the initiative (Arkansas, Delaware, Hawaii, and Washington) have recommended policy and legislation calling for required course offerings at schools as well as to allow the computer science courses to count for graduation credit. Also recommended: include industry in the development of learning standards, appoint a leader of the initiative at the state or school system levels, and include teacher training in plans to expand computer science offerings.

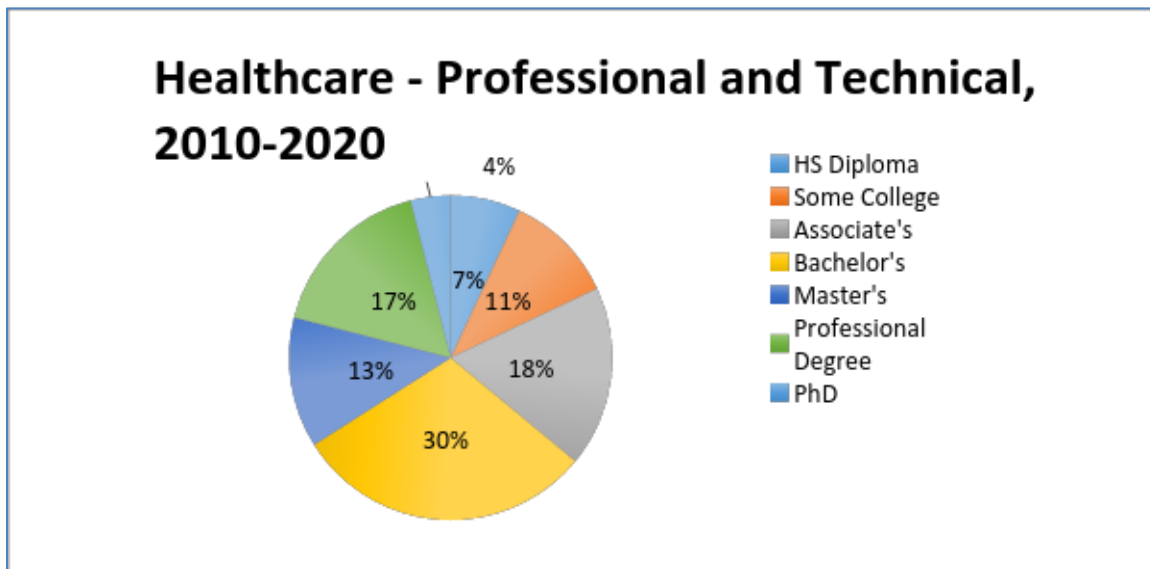
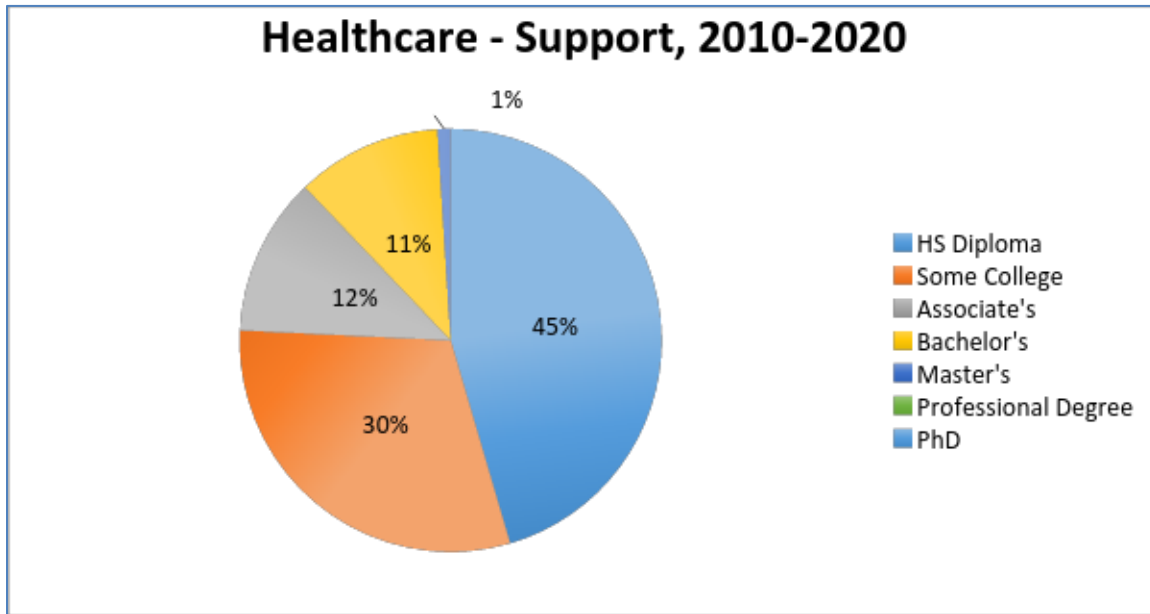
Healthcare

The healthcare industry was also identified as a growth area. Jobs in the health sciences and healthcare fields are expected to grow by 23% in Maryland over the next 10 years, and this field

⁵ American Youth Policy Forum. (2016, July 11). *Cracking the Code: Giving More Students Access to Computer Science*.

⁶ <https://www.whitehouse.gov/blog/2016/01/30/computer-science-all>

has a range of opportunities distributed by education level. As such, this field has multiple pipelines the state should focus on:



Advanced Manufacturing

Out of special interest within the workgroup, we also examined the advanced manufacturing field. The top occupations within this field include: manufacturing technicians and engineers, commercial and industrial designers, industrial engineering technicians, and electrical engineers. These occupations require vocational or on the job training, and in some cases 2-year degrees. According to GWDB's WIOA State Plan, general manufacturing is a declining industry, but the IT manufacturing cluster grew by 2.19% from 2013-2014. Some other areas of manufacturing that experienced growth were metal manufacturing, pharmaceutical and medicine manufacturing,

and agriculture, construction, and mining machinery manufacturing. The specific counties in MD where these are occupations are emerging are: Dorchester, Frederick, Montgomery, Queen Anne's, Somerset, and Talbot. These occupations are classified as growing in Washington County.

Other growth areas

Maryland's largest employment cluster is Business, Management, and Administration. This category should experience a 21% growth over 10 years. Other industries that will see 20%+ growth over 10 years include: finance and insurance, education, human services, and mining and gas extraction.

Apprenticeships and Internships

Our subsequent discussions addressed both higher education options and apprenticeship pathways to fulfilling Maryland workforce shortage areas.

The Workforce workgroup explored apprenticeship pathways and discussed setting "targets" for increasing numbers of apprenticeships. Taken together, college completion and apprenticeship pathways are needed to provide a robust workforce pipeline for Maryland.

The workgroup discussed the importance of establishing consensus on a target for the number of Apprenticeship programs (and completers) as part of the P-20 Workforce Development Workgroup. Dr. Ben Passmore (USM) provided ballpark calculations based on preliminary numbers provided by DLLR, and researched additional independent studies from the Aspen Institute. The analysis below captures the goal-setting exercise conducted by the Workforce Development Workgroup around both apprenticeships and college completion targets.

Apprenticeships

- **Current levels:** There are approximately 9,200 Registered Apprenticeships (RA) currently in Maryland. This is approximately the level of RA's for the last few years (average 9,236 for FY2012-2014)
- **Average time to completion:** Approximately 3 years (varies from 2 to 6 years), on average each year there are 2,500-3,500 new RA's without the overall number rising or falling.
- **Requirements per year:** Generally, 144 class hours/ 2,000 hours on-the-job training, the equivalent of 9 semester credit hours and a full-time job
- **Completion rates:** Approximately 50% although this may be an overestimate and may be as low as 33%.

College Completion Targets

- **Goal:** Move from 44% to 55% of working age population with a college degree (either Associates or above) by 2025. This goal requires the growth of degree production from 37,000-38,000 UG degrees produced by Maryland colleges and universities to around 58,000 by 2020 and maintaining that level by 2025.
- **Increase:** Roughly 1% increase per every 1,000 additional degrees added and held by 2025, by this calculation current apprenticeship programs are producing around 1,000 completers per cohort and 3,000 overall per year on a rolling basis.

Establishing 60% goal

- **Current levels:** RA's probably add 1-3% to current college completion levels (so if we met current completion goals and moved to 55%, then current numbers of apprentices would move the State up to around 57-58%)
- **Hitting 60% completion:** Therefore, to hit 60% overall, we would need to see an increase of at least 700-800 completers per year. To meet these levels, we would need to increase RA's by minimally 4,500 per year. These would need to be relatively short-term (2 year) RA programs with at least 50% completion rates.

Workgroup Goal: move from around 9,000 RA's to 14,500-15,000 RA's within the next two years to meet a 60% goal.

Recommendations

- **Finding 1:** Analysis above reveals significant workforce needs in STEM, Cyber, and health industries.
 - **Recommendation 1:** Develop goals for high areas of workforce need: STEM, cyber, Health Professions.
 - **Implementation 1:** Draw on MLDS data and other in-state sources to do retrospective and prospective analysis to set targets.
 - **Justification 1:** Maryland's economy is driven by regional workforce shortages in areas that require varying levels of education. The greatest opportunities appear to lie in areas which require higher levels of education. How we balance our workforce and workforce needs will determine Maryland's long-term economic prospects.
-
- **Finding 2:** The workgroup's analyses revealed that just 33-50% of those in registered apprenticeships complete them, and that just 44% of the working age population has completed some college.
 - **Recommendation 2:** Develop approaches to expand pipelines to workforce areas of need through both apprenticeships and college pathways.
 - **Implementation 2:** Approaches could include, but are not limited to, the establishment of targets for annual college degree and apprenticeship completers as discussed above and the development of incentives to move individuals into workforce pipelines (cost-free training, paid internships and apprenticeships, targeted scholarships).
 - **Justification 2:** The expansion of pipelines within the state of Maryland is a win-win situation for employees and business owners. Un- and under-employed Marylanders can benefit from expansion of opportunities to enter workforce pipelines, just as Maryland's employers can benefit from the stability of recruiting from a local workforce.
-
- **Finding 3:** Workgroup members have found that organizations and special interest research centers outside of Maryland are more able to quickly and easily summarize just-in-time data on workforce need and availability for the US and the world than is possible

in Maryland. The Maryland Longitudinal Data System Center was designed to serve this role, in many instances, in Maryland.

- **Recommendation 3:** Workgroup members would like to convene a meeting with Maryland Longitudinal Data System Center (MLDSC) and partner agencies and stakeholders to improve flow of data into the MLDS, and to improve responsiveness to and coordination with agencies and the P-20 Council.
- **Implementation 3:** Workgroup members will coordinate with policy researchers, DLLR and the MLDS Center to develop a list of critical data questions for the State, data sets that would be needed to address those questions, and recommend to the MLDS Governing Board additions and modifications to the MLDSC research agenda to improve the efficiency and effectiveness of research into workforce needs.
- **Justification 3:** The purpose of the Maryland Longitudinal Data System (MLDS) is to generate timely and accurate information about student performance that can be used to improve the State's education system and guide decision makers at all levels. To accomplish this task, the MLDS collects and organizes individual-level student and workforce data from all levels of education and the State's workforce, including: Maryland State Department of Education, the Maryland Higher Education Commission, the Department of Labor, Licensing and Regulation.

This workgroup believes that data provided by the MLDS partner institutions is critical to help educate and inform policy makers, and it is critical to insure that the agencies are coordinating with one another and providing all the relevant information necessary to answer the complex, integrated questions that have been raised by the Workforce Development Workgroup.

-
- **Finding 4:** Post-secondary institutions can support the expansion of apprenticeship programs through aiding in the development of new apprenticeship areas, and increasing the value of programs through improving the stackability and portability of the resulting credentials. Many related classroom instruction courses for apprenticeship programs offered through continuing education programs at community colleges do not qualify for credit bearing classes.
 - **Recommendation 4:** Encourage the establishment of partnerships between Maryland higher education institutions and apprenticeship programs to identify ways to promote and encourage expansion of areas of apprenticeship and improve outcomes for apprentices. This may include developing pathways for apprenticeship students to transition into postsecondary certificate and degree programs, expanding partnerships to provide classroom instruction in apprenticeship programs, supporting organizations and businesses seeking to employ apprentices, and providing stackable and transferrable credentials to enhance the value of successful apprenticeships.
 - **Implementation 4:** Workgroup members will pursue several steps to promote expanded opportunities for credit-bearing courses at community colleges:
 1. Identify community college programs that lead to occupations where apprenticeships are viable and available and create an inventory that includes options for earning industry-recognized credentials, community college certificates, and degrees (AAS, AS).

2. Survey community colleges to determine what programs currently exist to fulfill workforce needs.
3. Determine where workforce shortage areas are not being addressed by current community college programs.
4. Work with community college presidents to determine how to award credit toward a certificate or a degree through apprenticeship programs.
5. Explore the regulatory barriers and possible employer incentives to offering more internship opportunities for undergraduates at two-year and four-year colleges and universities.

- **Justification 4:** Stackable certifications are a hallmark of apprenticeship programs and give instant credibility to a student entering the workforce. It adds value to the programs and helps with parental buy in as a viable post-secondary option. As such, apprenticeship programs will be viewed as a more attractive option for postsecondary education if they lead to college credit. This will encourage students and their parents to see the value of apprenticeships as a source of post-secondary education and career readiness.

Goals for 2017

The Workforce Development Workgroup expanded its understanding of the current context through research and analysis of both Maryland specific data, and national data on workforce needs, career pathways, education and training requirements, and alternative education and training programs. In the process of this research, analysis and discussion, it became clear that we need additional information to help us set goals and targets for various workforce segments; and we should be seeking broad based support from the P-20 community for marketing, recruitment and training opportunities aligned with the identified and projected workforce shortage areas.

We recommend that the Workforce Workgroup continue on its current trajectory, digging deeper into how to expand pipelines, ensure the maintenance and enhancement of the skills and knowledge of the current workforce, and setting goals and timelines for matching the workforce to the businesses, trades, industries and knowledge economy that will promote Maryland economic development and Maryland citizens' well-being.⁷

⁷ A report will be available from MLDS in late December, 2016, which should be of use to the workgroup in its future analyses: *Workforce Outcomes in Maryland: Patterns among Students who Earned a High School Diploma, Certificate of Completion, GED, and High School Non-Completers*

High School Equivalency/ GED

The High School Equivalency/ GED® workgroup held six meetings in 2016 on January 12, 2016; March 21, 2016; May 11, 2016; July 14, 2016; August 11, 2016; and October 18, 2016. Recognizing that one significant barrier to employment, training programs, apprenticeships and middle skill development is the lack of a high school diploma, discussions centered around the charge of the workgroup, which was to study impediments to employment and make recommendations to decrease barriers to employment through nontraditional adult educational programs and high school equivalency attainment.

In Maryland, approximately 500,000 adults do not have a high school diploma or equivalent. Of these, about 70,000 are under 25 years old⁸. This is surprising given that Maryland is routinely viewed as having one of the highest levels of education among its residents.

The number of young Marylanders without a high school diploma increases each year, evidenced by the graduation rate collected per jurisdiction each year by the Maryland State Department of Education in the Annual Report Card⁹. For example, in 2015, the graduation rate in Maryland was about 87% for those who entered high school four years earlier. But there were over 8,000 students who entered grade 9 in the '11-'12 school year who did not graduate with their class after four years. About 1,550 of the approximately 8,000 students returned to school for a fifth year and earned a diploma as reported in the 5-year adjusted cohort.

Class of 2015 1 st time freshmen, Fall '11	1 st Year ('11-'12)	2 nd Year ('12-'13)	3 rd Year ('13-'14)	4 th Year ('14-'15)	4-Year Totals
Graduation Rate (%)					86.98
Diplomas Earned	0	36	995	54442	55473
4-Yr Adjusted Cohort					63775

Class of 2015 1 st time freshmen, Fall '11	1 st Year ('11-'12)	2 nd Year ('12-'13)	3 rd Year ('13-'14)	4 th Year ('14-'15)	5 th Year ('15-'16)	5-Year Totals
Graduation Rate (%)						89.11
Diplomas Earned	0	36	995	54432	1397	56860
5-Yr Adjusted Cohort						63809

⁸ <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

⁹ <http://reportcard.msde.maryland.gov/Entity.aspx?WDATA=State>

Data shows that well over 6,000 youth who should have attained or could have a high school diploma in a single year did not. Graduation rates in certain areas in the state leave larger percentages of students without a diploma with a few jurisdictions in Maryland having a graduation rates between 69% and 75%. These are unacceptable numbers; and, they impose higher costs to individuals by curtailing their career options and to society by leaving these youth without skills to fit into the marketplace.

Few prospects exist for Marylanders who do not possess a high school diploma. Students who do not graduate from high school face much more difficult life circumstances and almost no opportunity for advancement. They will earn lower wages and have lower lifetime earning potential as well as disproportional representation in the criminal justice system. Obtaining a Maryland High School diploma through the GED® program opens doors to multiple career pathways, employment, higher wages, post-secondary education, military engagement, vocational training opportunities and apprenticeships. Almost all programs aimed at improving employment prospects require that the individual possesses at the very least, a high school diploma. Students who do not graduate from high school are at a significant disadvantage and face diminished prospects for their futures.

In addition, the cost of failing to graduate from high school or attaining high school equivalency skills impacts society through lower tax revenues, greater dependence on public assistance and higher health care costs, poor health, higher crime rates and increased incarceration costs. Studies have shown that Maryland's high school dropouts cost the state an average of \$300,000 over the course of a lifetime (MSDE, *Dropout Prevention and Alternative Programs*)

Findings

The P-20 Council Workgroup of High School Equivalency and GED® has identified six findings that most severely negatively impact the opportunity to attain a high school diploma for adults who did not graduate from high school through the K-12 system. These individuals therefore have limited or no access to postsecondary education, career training, skilled workforce experiences and upskilled employment opportunities. The six findings are:

1. Too few alternative pathways to graduation exist within the K-12 system for students age 17 and older who are at high risk of dropping out of high school.
2. There are not enough adult instructional programs offering personalized, targeted tutoring in GED® mathematics which has the lowest pass rate of all four modules of the test.
3. Local school systems' Pupil Personnel Workers, School Counselors, and Home School Coordinators usually do not possess the exposure, training or resources to guide exiting students to a pathway to obtaining a high school diploma via the GED® test.
4. Taking the GED® test or enrolling in coursework to prepare for GED® testing is not sufficiently advertised, marketed, or promoted to the adult population who could benefit from greater awareness and/or incentive programs.
5. Employers of adults who do not have a high school diploma do not offer programs that could assist their employees' efforts to obtain a high school diploma. A systematic effort to engage employers in a variety of such activities is inadequate or, in many cases, nonexistent.

6. There are not enough approved programs for adults in Maryland to obtain a high school diploma: The GED® and National External Diploma Program are the only two at this time.

Recommendations

After identifying the findings or barriers, this Workgroup suggests detailed recommendations in this report for each finding. The Workgroup offers specific proposals for implementation processes and justifications for each. Some recommendations can be accomplished by Workgroup members, P-20 Council members, and community partners. Other recommendations require further discussion and research, program development, and expanded participation in 2017.

- **Finding 1:** Too few alternative pathways to graduation exist within the K-12 system for students age 17 and older who are at high risk of dropping out of high school.
- **Recommendation 1:** Support legislation allowing, but not requiring, a *GED Options Program*® to be instituted in local school systems to broaden opportunities to designate high school proficiencies for at-risk student success. Likewise, support legislation to revise the existing law which states that students currently enrolled in school must be officially withdrawn in order to take GED® tests. Revise COMAR language correspondingly.
- **Implementation 1:** The Workgroup will present and discuss the challenges and opportunities of a GED Options program as a dropout prevention program in secondary schools to the P-20 Council and other stakeholders such as the Maryland Association of Boards of Education, Maryland State Department of Education, School Superintendents and other stakeholders such as the Maryland Adult Learning Advisory Council (MALAC).
- **Justification 1:** Data indicates that approximately 1,500 students graduated after a costly fifth year of study in a Maryland public high school and hundreds more were required to pass expensive summer school coursework to complete required credits needed to graduate in 2015.

GED Test Data

Data shows that in 2015, 2,988 adults earned a Maryland High School Diploma by passing the (then) new GED® computer delivered tests. The tests introduced in 2014 are significantly more rigorous and are based on the College and Career Readiness (CCR) Standards as well as the CCR standards for Adults. Of those 2,988 diploma recipients, 1,233 (41%) were in the age range of 16, 17, 18 and 19. This population had a pass rate of 83%. In contrast, adults who were 35 years old and older had a pass rate of 58%. (*GED Analytics*)

GED Options Program®

The *GED Options Program*® offered by GED Testing Service® is a well-regarded dropout prevention program utilized by 7 states: Florida, Texas, Oregon, Wisconsin, Mississippi, Virginia, and Washington. This program can reduce the significant costs associated with credit recovery programs, repeated course work, required summer school courses, or additional years of high school.

The GED Option program targets students who are able to complete high school requirements, but who, for a variety of circumstances, are behind in the credits needed to graduate with their class. With the GED Option, the student remains enrolled and attends high school for at least 15 hours of instruction per week. This instruction includes not only GED preparation, but also workforce development skills and/or career and technology education. To implement a GED Option in Maryland, the State Board of Education would need to amend COMAR to recognize the GED Option program as an approved pathway leading to a Maryland high school diploma.

Compulsory Attendance Law requires attendance in school until age 18 (as of July 1, 2017) and burdens school systems with finding alternative programs to address the needs of those students who may have dropped out of school in prior years when it was allowable. Allowing, but not requiring, school systems to offer GED® preparation and GED® testing to selected high risk students *while they are currently enrolled in high school* offers a practical and sustainable solution that provides an opportunity to motivate students to stay in school, increase daily attendance, provide opportunities for workforce development training and other school services and to increase the graduation rate.

Task Force to Study Raising the Compulsory Public School Attendance Age to 18 Supports GED Options Program®¹⁰

In July 2006, the Task Force to Study Raising the Compulsory Public School Attendance Age to 18 was authorized (Chapter 449, Acts of 2006)¹¹. The Task Force commenced its work in November 2006, when it began to consider the impact of extending the compulsory public school attendance to age eighteen. The final task force report found that “As the GED Tests are a valid method of earning a diploma, Maryland should consider implementing the GED Option program, which has been adopted in 11 states, including New York and Virginia.”¹²

GED Options Legislation

Following the Task Force Report supporting a GED Options program, legislation was introduced in the Maryland General Assembly to implement a program in 2008¹³, 2009¹⁴, and again in 2010¹⁵. In 2008, letters of support were submitted by the Maryland State Teachers Association, Maryland Association of Resources for Families and Youth, the Legislative Black Caucus, and the Maryland State Association of United Ways. Letters of opposition were submitted by the Maryland State Board of Education, Maryland Association of Boards of Education, Anne Arundel Board of Education, Harford County Board of Education, and the Public School Superintendents’ Association of Maryland.

GED Options Pilot Program in 4 Local School Districts

In May 2015, the Task Force on English Learners¹⁶ was created as a conduit for conversation and action in the state around the challenges and opportunities surrounding the growing number

¹⁰ <http://msa.maryland.gov/msa/mdmanual/26excom/defunct/html/32schatt.html>

¹¹ <http://mgaleg.maryland.gov/webmga/frmMain.aspx?ys=2006rs/billfile/hb0036.htm>

¹² <http://msa.maryland.gov/megafile/msa/speccol/sc5300/sc5339/000113/005000/005105/unrestricted/20071432e.pdf>

¹³ <http://mgaleg.maryland.gov/webmga/frmMain.aspx?tab=subject3&ys=2008rs/billfile/sb0447.htm>

¹⁴ <http://mgaleg.maryland.gov/webmga/frmMain.aspx?tab=subject3&ys=2009rs/billfile/sb0340.htm>

¹⁵ <http://mgaleg.maryland.gov/webmga/frmMain.aspx?tab=subject3&ys=2010rs/billfile/sb0128.htm>

¹⁶ <http://marylandpublicschools.org/stateboard/Documents/05242016/TabD-LanguageLearners.pdf>

of English learners in Maryland. At the first meeting of the EL Task Force, members overwhelmingly identified the need for multiple diploma pathways for recently arrived older high school ELs and those with interrupted education. Four local districts that participated in the EL diploma pathways discussion, Charles County, Montgomery County, Prince George's County, and Frederick County, collaborated to propose a pilot program for 2016-17 for ELs with gaps in their education who meet identified age, English Proficiency, and credit requirements. GED workgroup members will meet with MSDE officials and the four local superintendents to discuss the pilot program and the possibility of support for expanding it to all students in Maryland.

With the passage of the CCRCCA in 2013, much has changed in education curriculum since a GED Options program was first introduced. The CCRCCA has renewed an interest in preparing students for College and Career readiness. P-20 GED workgroup members believe students and school systems would benefit from an in-school GED Option® program where they could alternatively study for and pass GED® modules in lieu of typical credits in one or more subjects. Workgroup members also believe that there is a renewed interest in alternative pathways to graduation from local school systems who are struggling with implementation of Compulsory Attendance Law, Maryland Education Article 7-301, that requires school attendance until age 18 starting in July 2017. Members of the GED workgroup will reach out to stakeholders to discuss support for this program and hope to seek a compromise.

- **Finding 2:** There are not enough adult instructional programs offering personalized, targeted tutoring in GED® mathematics which has the lowest pass rate of all four modules of the test.
- **Recommendation 2:** Create and pilot a Personalized Tutoring Program for GED® Mathematics in Anne Arundel County offering free tutoring to adults who have taken, but not passed, the GED® Math module.
- **Implementation 2:** The Workgroup envisions that the Mathematics tutoring program will start in the spring of 2017 and be managed by the Anne Arundel County Literacy Council which has an existing cadre of trained tutors.
- **Justification 2:** This program will meet the needs of GED® testers who have taken and passed the other three modules of the GED test, but who have not achieved a passing score on the mathematics test, the most challenging of the four tests.

Only 14% of Maryland testers pass the mathematics module on the first attempt, according to GED® Testing Service. Testers who need assistance in mathematics typically cannot simply review material and retest on their own; they need the targeted individual instruction that a qualified tutor can provide.

Existing adult instructional programs are largely focused on English Language Acquisition programs as well as Adult Basic Education because these programs meet the needs of the population they serve. As few as 5% of the program attendees are likely to be assessed at secondary education (GED®) levels of instruction. Further, often these programs must operate on a semester schedule with classes determined by the institution in order to best utilize their paid teachers. A GED® tester who needs more immediate help in test preparation should not have to wait for a new semester or commit to a 15 week semester of full GED® preparation classes. Further, they cannot be assured that their needed course will run if enrollment is too low.

A pilot Personalized Tutoring Program for GED® Mathematics in Anne Arundel County would develop and train volunteer tutors who may be retired employees from areas such as the Naval Academy, Anne Arundel County Public School Retired Teachers Association, Northrup Grumman, etc. Workgroup members would develop a method of advertising and promoting free tutoring, recruit students, manage referrals, and collect data. A recently published study done by McKinsey Consultants demonstrated the value provided by personalized instruction and how school systems across the country were implementing opportunities to integrate personal approaches into their teaching programs¹⁷. Our recommended tutoring approach emulates this model.

Existing and newly recruited mathematics tutors will be matched with the student. Tutoring can occur in any public space such as a library, but we hope to identify and be granted tutoring space such as unused classrooms at Anne Arundel Community College or space in the American Job Center. Those requesting free tutoring services will be matched to a tutor and scheduled for 8, 10 or 12 targeted, private sessions with the tutors who are qualified to offer mathematics and trained to tutor adults. General training will be offered by the Literacy Council and GED® Testing Service will provide specific GED® mathematics training to tutors.

The Anne Arundel Literacy Council will generate publicity for the innovative program. Support for this program is sought from local civic groups, local elected officials, the Anne Arundel County Workforce Development Center, Anne Arundel Community College, Anne Arundel County Public Schools and private corporations to assist and support this pilot program.

- **Finding 3:** Local school systems' Pupil Personnel Workers, School Counselors, and Home School Coordinators have not had sufficient exposure, training or resources to guide exiting students to a pathway of obtaining a high school diploma via the GED® test.
- **Recommendation 3:** P-20 Council representatives should present information about GED® testing at a Maryland Association of Boards of Education meeting and at a Public School Superintendents' Association of Maryland to reinforce awareness to all school superintendents of SB 264 2008, Chapter 378, *Alternative Education Programs and GED Requirements*, which states:

FOR the purpose of requiring, to the extent possible, representatives of county boards of education to provide information concerning alternative education programs and GED® program requirements and testing locations to certain individuals; providing for the application of this Act; and generally relating to the provision of educational information to individuals who no longer attend or intend to leave high school.

- **Implementation 3:** The P-20 Council will work with the Maryland GED® Office to develop a packet of downloadable GED® test item samples from each module for use by LEA school counselors, pupil personnel workers, and student support staff.
- **Justification 3:** This commitment to providing GED® program requirements and professional development to local school systems will result in greater participation in GED® testing by youth ages 17-20 that have recently dropped out of K-12 schools and for whom the prospect of passing the GED® tests is very high.

¹⁷ "How to scale personalized learning" McKinsey and Co.

Once information is available, students at-risk of dropping out will have the opportunity to take a sample GED® test to gain a better understanding of the complexity of the four modules of the tests and assess their likelihood of passing the GED® test if they drop out. Alternatively, some at-risk students will recognize the value of staying in school.

According to GED Analytics, capturing these youth immediately after they exit school results in much higher pass rates on the GED® tests. Youth 17-20 have a pass rate of 83% while individuals ages 35 and older have a pass rate of 58%.

In addition, Maryland GED® Office will develop a coordinated professional development program in collaboration with MSDE's Student Services and School Counseling Office. Information sessions can then be offered to local school systems' student service staff including counselors, coordinators and pupil personnel workers. This will enhance their awareness of GED® testing as a diploma option for students who have dropped out, students who are at high risk of dropping out and for students who are enrolled in Home Instruction programs, who will not graduate from the K-12 system. The professional development sessions will offer information about registration and testing processes as well as access to GED® preparation including existing Adult Secondary Education (ASE) programs, programs, literacy council programs, library services, online test preparation programs and other resources available to students who drop out of school or who are enrolled in Home Instruction programs.

- **Finding 4:** Taking the GED® test or enrolling in coursework to prepare for GED® testing is not sufficiently advertised, marketed, or promoted to the adult population who could benefit from greater awareness and/or incentive programs.
- **Recommendation 4:** Identify successful marketing and advertising strategies to enhance awareness of GED® testing for youth, older adults and New Americans.
- **Implementation 4:** Identify state agencies that have engaged in effective public service announcements as well as social media promotion campaigns.
- **Justification 4:** The disparity between the adults in Maryland who do not have a high school diploma and the number of testers is too great. Although there has been a slight increase in testers annually since the introduction of the new test in 2014, in the past decade, typically only about 5,000 adults earn a diploma each year through GED® testing.

The GED® message to obtain your high school diploma is not reaching enough young people who recently dropped out of school. In Maryland, only about 7% of youth ages 17-20 who were eligible to obtain a GED® diploma did so in 2015. (*GED® Analytics*). P-20 Council and GED® Workgroup members should solicit information about successful marketing strategies from MSDE and other state agencies that have promoted their services to the public via social media, television and other selected advertising outlets. Workgroup members should solicit information from other states with high testing volume and from GED® Testing Service to identify successful marketing ideas and strategies.

Workgroup members will coordinate and meet with state and local agency communications directors to research and develop a marketing and advertising plan aimed at reaching the adult population who should have a high school diploma but do not. Members will also identify New American groups who can help promote GED® preparation and testing as well as English acquisition.

For example, in 2015 fewer than 3,000 diplomas were issued by Maryland's GED® Office. Some states have a much higher participation in GED® testing and issue more diplomas or credentials per year, thereby offering greater advancement opportunities to this population. This places Maryland at a competitive disadvantage in the labor marketplace as companies look to expand their operations and have labor needs.

- **Finding 5:** Employers of adults who do not have a high school diploma do not offer programs assisting their employees' efforts to obtain a high school diploma. Likewise, a systematic effort to engage employers in a variety of such activities is inadequate or in many cases, nonexistent.
- **Recommendation 5:** Provide opportunities for business leaders in Maryland to gain an understanding of the benefits of helping their employees obtain a high school diploma by targeting companies that employ large numbers of employees who do not have a high school diploma.
- **Implementation 5:** Offer presentations to private sector employer groups aimed at demonstrating the value of attracting and retaining a better-prepared workforce, upskilling their workforce, building corporate goodwill and visibility.
- **Justification 5:** Adults who do not possess a high school diploma are limited in their ability to move from low-skill jobs to middle skill jobs because many on the job training programs, apprenticeship programs or job advancement possibilities are limited to employees with at least a high school diploma.

The workgroup proposes a variety of options to provide assistance to employees who seek a Maryland High School Diploma. Some examples of these are:

- Funding GED® preparation course tuition
- Providing tutors to offer workplace assistance
- Establishing a support group for adult learners
- Purchasing preparation materials or computers for volunteer GED® preparation programs
- Offering classroom or other learning space for GED® preparation
- Investing in a GED® Works™ program¹⁸
- Strengthening awareness of GED® programs and soliciting support within the employer network

The P-20 Council Workgroup will request opportunities to present to groups such as Maryland Business Works, Maryland Business Roundtable; Governor's Workforce Development Board and Task Forces and other private sector employers and employer groups and recommends further investigation in 2017 into such programs or projects.

- **Finding 6:** There are not enough approved programs for adults in Maryland to obtain a high school diploma: GED® and National External Diploma Program are the only two at this time.
- **Recommendation 6:** P-20 Workgroup members will examine alternative diploma programs that provide high school equivalency credentials in other states. *The P-20 Council Workgroup recommends further investigation into other programs in 2017.*

¹⁸ <http://www.gedtestingservice.com/gedworks/>

- **Implementation 6:** P-20 GED® Workgroup members will research Hi Set¹⁹ and Test Assessing Secondary Completion (TASC),²⁰ two recently developed high school equivalency tests offered in a number of states in lieu of, or in addition to, the GED® tests. Workgroup members will review and provide a comparison to GED® tests in terms of cost, delivery system, outcomes, test volume and pass rates.
- **Justification 6:** Offering alternative or additional high school equivalency testing could result in greater involvement, renewed interest, additional opportunities, and potentially more engagement or reengagement by adults in Maryland who seek a high school diploma.

Workgroup members will generate a survey to be used to poll those states that use one of these tests or use multiple tests to ascertain their value, results, concerns and lessons learned. DLLR partners with the Maryland State Board of Education and the Maryland State Department of Education who will participate in discussions as to what test or tests will be allowable in Maryland. The Workgroup with partner participation will develop recommendations based on the results of the survey and test data to offer to the P-20 Council in 2017.

Goals for 2017

The P-20 Council's High School Equivalency/GED Workgroup utilized available data on GED® testing and GED® high school diploma attainment to establish specific goals that ultimately should impact the development of a stronger, more inclusive, more skilled, and better prepared workforce to help grow a more vigorous economy in Maryland. The Workgroup identified a potential dropout prevention program, GED Option®, which would allow certain high risk students to remain in their public high schools, take advantage of career readiness courses, counseling services, free and reduced meals, if applicable, and allow them to graduate with their cohort. It also proposed constructing a pathway to diploma attainment for those who dropout. The Workgroup suggested a pilot math tutoring program to help testers complete and pass all modules of the GED® test. Additional recommendations include plans to increase GED® visibility and build relationships with community and employer partners.

In 2017 the Workgroup anticipates it will expand awareness of its mission and develop and implement its recommendations. The Workgroup plans to generate and build relationships with various stakeholders including educators, private sector employers, state agencies, and policy makers who support the proposals of the group. The result will be expanded career and training opportunities and possibilities for adults in the state who do not possess a high school diploma and added workforce ready citizens.

¹⁹ <https://hiset.ets.org/>

²⁰ <http://www.tasctest.com/>

Maryland College and Career-Ready Standards (MCCRS)/PARCC

The MCCRS/PARCC Workgroup held five meetings in 2016 on January 7, 2016; February 16, 2016; April 19, 2016; August 15, 2016; and November 8, 2016. Discussions centered around how the P-20 Council can be a guide to focus on communication about good teaching & learning in Maryland, as well as how to utilize the resources of the Maryland Longitudinal Data System (MLDS).

Resources and information that were shared include background materials from K-12 standards and assessments such as:

- Maryland College and Career-Ready Standards (MCCRS) and Partnership for Assessment of Readiness for College and Careers (PARCC) Implementation Review Workgroup website²¹
- MCCRS & PARCC Implementation Review Workgroup Final Report²²
- Commission to Review Maryland's Use of Assessments in Public Schools
- July 2016 Final Report on Local, State and Federally Mandated Assessments in Maryland²³
- Notes and materials from the Commission²⁴

In addition, resources from higher education were also shared and discussed, particularly those on *Aligning Expectations: Partnering with K-12 to Ensure College Readiness*. In partnership with the National Association of System Heads (NASH) and the State Higher Education Executive Officers Association (SHEEO), Higher Ed for Higher Standards have developed a set of recommendations for how college leaders can engage in reviewing and reworking K-12 standards and student assessments. Higher education has already played a significant role in shaping new standards and assessments to accurately measure college readiness in order to improve students' transition from high school to their campuses.

The complete toolkit²⁵ includes an *Introduction, The Case for Higher Education's Involvement, Ensuring College-Ready Standards, Ensuring Assessments Measure College Readiness, and Standards at Work: Postsecondary Success*.

As the foundation for the P-20 pipeline, college-ready standards and assessments can help ensure that more students arrive on college campuses prepared for college-level work and are on track from day one to earn a degree or certificate. Ensuring that standards and assessments are college-ready helps to close the preparation gap so that proficient in high school means prepared for college or work. It is essential that Pre-K to 12 leaders and higher education leaders' partner on these processes to ensure the standards and assessments are truly college-ready and career-ready. A video that was produced by Maryland Business Roundtable (MBRT) in 2015

²¹ <http://archives.marylandpublicschools.org/parccworkgroup/index.html>

²² http://archives.marylandpublicschools.org/parccworkgroup/docs/MCCRS_PARCC_FinalReportMarch2015.pdf

²³ <http://archives.marylandpublicschools.org/commissiononassessments/docs/AssessmentsCommissionFinalReport072016.pdf>

²⁴ <http://archives.marylandpublicschools.org/commissiononassessments/index.html>

²⁵ <http://bit.ly/2gHcqhb>

exemplifies this partnership and the necessity of collaboration and communication and serves as a model for this workgroup's communication goals.²⁶

Our work will continue this year to develop recommendations that will support our charge to "research and analyze data to ensure that MCCRS and PARCC Assessments accurately reflect the State's college and career readiness initiatives." For this work, the group decided on two priority areas:

- **Priority Area 1 - Communication Plan:** P-20 will communicate to broad stakeholder groups the value of globally competitive standards and assessments to support the good teaching and learning that bolsters a strong Maryland, and how they support strong citizens and a robust economy in our state.
- **Priority Area 2 - Data Analysis of Implementation:** To support this work, the MCCRS/PARCC Workgroup will analyze data to understand the current state of the implementation of the standards and assessments in Maryland.

The workgroup has identified findings that directly impact our Workgroup Charge and accompanying priority areas. Each finding is accompanied by corresponding recommendations. While some recommendations can be accomplished by Workgroup members, P-20 Council members, and community partners, other recommendations require further discussion, research, and expanded stakeholder involvement in 2017.

Priority Area 1 – Communication Plan

P-20 will communicate to broad stakeholder groups the value of globally competitive standards and assessments to support the good teaching and learning that bolsters a strong Maryland, and how they support strong citizens and a robust economy in our state.

- **Finding 1:** Maryland lacks a coherent message and inter-agency communication and collaboration with all stakeholder groups regarding MCCRS and PARCC.
- **Recommendation 1:** Utilize the collective resources of the P-20 Council to assist in developing a coherent message on MCCRS and PARCC by bringing together an inter-agency statewide communication task force on MCCRS and PARCC.
- **Implementation 1:** Develop a communication plan for all stakeholders (P-20 Educators & the Community) and bring together a task force of Communications Offices that include MSDE, PTA, district, and higher education stakeholders to develop a coordinated communication plan.
- **Justification 1:** In order to provide aligned communication that enables all Maryland stakeholders to fully understand the relevance of the Maryland College and Career-Ready Standards (MCCRS) and PARCC assessments, a coherent communication plan must be collaboratively developed.

The communications plan would include:

- Elevator Speeches
 - Develop elevator speeches in two versions that include a short and long explanation of how (1) the goal is to have challenging standards so students are

²⁶ <https://youtu.be/XI7yQW8A9iE>

well-prepared for college level work and (2) the focus on the workforce element and how the standards prepare children for their careers.

- Social Media
 - Bring together a task force of Communications Offices that include MSDE, PTA, district, and higher education stakeholders to develop a common social media plan.
 - Organize district/office twitter accounts
 - Create a P-20 Council Twitter account
 - Develop sample Twitter posts
 - Create blogs and develop a sample blog template
- Testimonials
 - Create brief testimonials from the education community communicating (1) the goal is to have challenging standards so students are well-prepared for college level work and (2) the focus on the workforce element and how the standards prepare children for their careers.

Testimonial Types:

- Blog posts
- Videos
- Quotes
- Radio commentaries
- Letter to the *Baltimore Sun*
- Statements from University Presidents

Testimonial Topics:

- Big Picture – use in a broader context with school starting
- Educate with substance so that they have a sense of what the standards are and what they mean
- For Parents:
 - Understanding the “why” – questions that parents can ask their children
 - How the new standards focus on what is behind the content and the application of learning, rather than just rote memorization
 - How we should challenge and talk to our children
- Alignment of standards and assessments
- Career Technology Education (CTE) - speaking and listening skills, problem solving, etc.
- Focus on the value of young people being able to handle tough decisions and critical thinking.

Priority Area 2 - Data Analysis of Implementation

To support the statewide implementation and communication work, the MCCRS/PARCC Workgroup will analyze data to understand the current state of the implementation of the standards and assessments in Maryland.

- **Finding 1:** Policy makers lack data and information on the implementation of MCCRS and analysis of PARCC data.

- **Short Term Recommendation 1:** Request the Maryland Longitudinal Data Center to develop a report on students' performance on KRA and their performance in elementary grades.
- **Long Term Recommendation 1:** Request the Maryland Longitudinal Data Center to develop a report on analysis of the cycle of formative-summative testing and connection to entrance into and success in postsecondary education. Include in the report data disaggregated by subgroup, high performers and best practices, and analysis of data gaps.
- **Long Term Recommendation 2:** Request the Maryland Longitudinal Data Center to develop a report on the mean comparison between PARCC Implementation Years 1 through 3 and connection to entrance into and success in postsecondary education.
- **Implementation 2:** Work with the P-20 MLDS workgroup to coordinate these research agenda questions and others from the P-20 Council into the MLDS Research Agenda.
- **Justification:** Stakeholders and policy makers will benefit from having data and information on the implementation of MCCRS and analysis of PARCC data in order to provide appropriate guidance and resources to districts. Proper scaffolding and support is necessary to foster a culture of aligned, highly effective teaching and learning throughout the state of Maryland. It is also essential to have accurate, timely information on progress to communicate with stakeholders throughout the implementation process.

Goals for 2017

The MCCRS/PARCC Workgroup's goals for 2017 are to accomplish the recommendations outlined for our two priority areas. Our first priority is to communicate to broad stakeholder groups the value of globally competitive standards and assessments to support the good teaching and learning that bolsters a strong Maryland, and how they support strong citizens and a robust economy in our state. We will focus on accomplishing this goal by developing a coherent message on MCCRS and PARCC through the creation of an inter-agency statewide communication task force on MCCRS and PARCC.

Our second priority for 2017 is to analyze data to understand the current state of the implementation of the standards and assessments in Maryland. In the short term, this will be done with an MLDS-developed report on students' performance on KRA and their performance in elementary grades. In the long term, MLDS has agreed to develop a report on analysis of the cycle of formative-summative testing and connection to entrance into and success in postsecondary education. Data disaggregated by subgroup, high performers and best practices, and analysis of data gaps will be included in this report. In addition, the MCCRS/PARCC Workgroup will analyze the MLDS-developed report on the mean comparison between PARCC Implementation Years 1 and 3 and connection to entrance into and success in postsecondary education.

At-Risk Youth

The At-Risk workgroup met three times in 2016 on January 8, 2016; July 7, 2016; and October 12, 2016. In addition, workgroup members also met with Baltimore City Schools Superintendent Dr. Sonja Santelises and MSDE Superintendent Dr. Karen Salmon.

Introduction

This P-20 Council workgroup is unique both in its infancy and in the complexity of the issues being addressed. We realize that providing sustainable, cost efficient solutions to ensure an equitable and effective education for Maryland's persistently underperforming students is an ambitious task and that we are only able to scratch the surface of these issues in our inaugural report. It is our sincere hope that the P-20 Council will continue to support this workgroup in coming years and that our work can continue to evolve. This inaugural report attempts to identify problems and strategies for further study.

It is also important to note that the timing of this report coincides with the development of new regulations currently being drafted on both the national and state levels to fulfill the requirements of the Every Student Succeeds Act (ESSA). This evolving educational environment provides this workgroup with both extreme challenges and opportunity. Priorities are being re-examined by the State Department of Education as it decides issues of accountability with regards to underperforming schools and special populations. We hope the recommendations in this report will be taken into account while statewide decisions are being made, but it is difficult to adequately critique the current system because there are so many unknowns in such a changing landscape. Many suggestions listed in this report are currently being studied by MSDE and some may be addressed within ESSA guidelines.

Closing the achievement gap for Maryland students who are persistently underperforming in relation to their peers is both an economic and ethical necessity for our state.

Evidence of the Achievement Gap

Data indicates that despite efforts under Race to the Top and years of expressed concern by education administrations, policy makers, lawmakers, community organizations and the public, gaps continue to persist for disadvantaged youth in Maryland. High percentages of public high school students in our low socio-economic areas are low-achieving, disengaged, and academically deficient. Every year, our inner-city public schools award diplomas to thousands of students who are not prepared for either college or career.

Statewide evidence of this persistent disparity can be seen in **Table 1** below, which compares post-secondary enrollment rates for students eligible Free / Reduced Meals (FARMs) eligible students and students who are not FARMs eligible.²⁷

²⁷ From MLDS Dashboard, Research Agenda Question #2, "What percentage of Maryland high school exiters goes on to enroll in Maryland postsecondary education?"

Table 1: *Percentage of Maryland high school exiters that enrolled in Maryland postsecondary education*

High school graduation year	Free/Reduced Price Meal (FARMS) Status	Number of high school graduates	Number of high school graduates with postsecondary initial enrollments	Percent of high school graduates with postsecondary initial enrollments
2007 - 2008	FARMS	11,136	7,420	67%
	Non-FARMS	47,426	37,980	80%
2008 - 2009	FARMS	12,722	8,521	67%
	Non-FARMS	45,606	37,012	81%
2009 - 2010	FARMS	15,571	10,347	66%
	Non-FARMS	43,543	35,753	82%
2010 - 2011	FARMS	15,301	9,920	65%
	Non-FARMS	42,119	34,462	82%
2011 - 2012	FARMS	17,760	10,886	61%
	Non-FARMS	41,011	32,944	80%
2012 - 2013	FARMS	18,396	10,885	59%
	Non-FARMS	40,436	32,175	80%
2013 - 2014	FARMS	18,642	10,108	54%
	Non-FARMS	39,668	30,300	76%
Grand Total		409,337	308,713	75%

According to the MSDE Report Card, in one of our poorest districts, 2015 PARCC MATH scores for students in grades 3-8 indicate that only 12% scored proficient in this district as compared to a statewide average of 32%. PARCC English Language Arts scores were 14% and 39%, respectively. 2015 PARCC scores also vary greatly between schools within districts as a function of socioeconomic status. For example, a school located in a low-income area of a school district has SAT scores of 307 and 334 in writing and math respectively, while a school in a higher income area served by that school district has scores of 455 and 458.

Definition of “At-risk students”

For the purposes of this report we will use the 2016 Baltimore County Public Schools’ list of early warning indicators to identify students who may not be on track for being college or career ready at graduation. The indicators include:

- An attendance rate of less than 90%
- More than two days suspended
- Any quarter grades of D or F
- A quarterly GPA of less than 2.0
- Failing PARCC scores

Workgroup Recommendations

This workgroup’s recommendations are listed below, with further detail provided. Some items recommend specific action, other items recommend further study.

- Mental Health Support in Maryland Public Schools
- Increased Access to Career and Technology Education
- After School Programs

Mental Health Support in Maryland Public Schools

It is not possible to address the educational and career outcomes of at-risk students in Maryland without also addressing their mental health needs. There is an abundance of research literature illustrating a robust relationship between mental illness and toxic stress in childhood and subsequent poor academic achievement.^{28 29} Toxic environments, particularly during the early sensitive periods of brain development, increases the risk of social and academic problems and later disability in our students. Examples of toxic stress may include living in poverty (particularly before age 9), a living situation that is unsafe, exposure to violence, physical and emotional abuse or having parents with substance abuse issues.³⁰ These studies also reveal that minority students in poverty are at particular risk for mental illness and have less access to mental health services than other students. A recent meta-analysis of 88 trials indicated that 83.3% of students with mental illness who received therapy outperformed their peers who were not provided with therapy on academic measures.³¹ Per a compilation of Federal research reported by the Robert Wood Johnson Foundation, approximately 50% of Americans will suffer with some form of mental illness in their lifetime, with the majority originating during childhood. The economic and social costs of lack of early intervention for mental health needs in our schools is immeasurable but has been estimated to be in the billions of dollars including the costs of ongoing mental health care, disability services as adults and loss of work hours.

Interviews with multiple school officials and a recent needs assessment with participation from all 24 Maryland local school systems indicated the need to provide more comprehensive support for mental health and trauma -informed care in addition to identification of best-practices, screening, follow- up and data collection. These issues were of primary concern to districts, particularly those with higher rates of poverty and minority students.³² This information highlights the need for a less “patch-work” approach to mental illness support in Maryland.

Based on the workgroup’s review of pertinent research and statewide collected data, the following recommendations are supported:

²⁸ http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2014/rwjf414424 retrieved on Nov 30, 2016.

²⁹ <http://csmh.umaryland.edu/Resources/BriefsReportsWhite-Papers/> retrieved on Nov 30, 2016

³⁰ Center of the Developing Child, Harvard University. Website [Toxic Stress](#) retrieved on Nov 30, 2016

³¹ **A review of educational outcomes in the children's mental health treatment literature** **Kimberly D. Becker**, Nicole Evangelista Brandt, Sharon H. Stephan & Bruce F. Chorpita Pages 5-23 | Published online: 31 Oct 2013

³² Needs assessment of LEA responses to suicidal behavior in students (Maryland State Board of Education, Mental and Emotional Health Subcommittee, 2016. Michele Guyton, Ph.D. Chair)

- **Finding 1:** We do not currently routinely screen for family stress or adverse experiences in our student population. These factors have shown to be highly predictive of other mental health and academic needs
- **Recommendation 1:** Require statewide screening for mental health issues and adverse experiences in childhood in Maryland schools.
- **Implementation 1:** Both MSDE and General Assembly should be approached and encouraged to pass regulations requiring this screening, procure funding for this program and determine the most effective.
- **Justification 2:** At-risk students will be identified earlier and supportive interventions put into place.

- **Finding 2:** Early intervention for students who have been identified as at-risk and students with special educational needs has been shown to improve the academic success and mental health of students long-term.
- **Recommendation 2:** Earlier intervention from school based student support teams (SST) for identified students with the technical support from MSDE. This support should include the identification of best practices, recommended programs and a framework for data collection and follow-up support by qualified mental health practitioners and training for teachers and administrators.
- **Implementation 2:** This will need to be a top-down initiative by MSDE to support LEAs by providing framework and best practices as well as training.
- **Justification 2:** Local schools will have the appropriate support and programs they need to help at-risk youth earlier.

- **Finding 3:** MSDE does not currently require LEAs to provide data on attempted suicides, reports of suicidal ideation, and mental health referrals through our schools.
- **Recommendation 3:** There should be a statewide effort to collect provide data on attempted suicides, reports of suicidal ideation, and mental health referrals through our schools.
- **Implementation 3:** Requests from the State Department of Education to LEAs may be enough to elicit his information. If not, MSDE should move forward to require it.
- **Justification 3:** This data will allow MSDE to make informed decisions about the mental health needs of our student population.

- **Finding 4:** There is currently no state-wide protocol in place to track treatment and outcomes for students who have been removed from school for mental health/safety reasons.
- **Recommendation 4:** A state-wide framework should be developed with protocol for reporting follow-up care and outcomes for students with mental health needs, particularly students who have left the school setting due to safety concerns.
- **Implementation 4:** This could be addressed by MSDE, the State Board of Education or by the General Assembly through legislation. Obviously, confidentiality concerns must also be addressed.
- **Justification 4:** This change would reduce the numbers of students who do not receive necessary treatment and also promote a safer school environment.

- **Finding 5:** Familial toxic stress occurring outside of the school setting has a significant impact on school performance.
- **Recommendation 5:** Outreach and support for families through the school system and referrals to support agencies to reduce toxic familial stress.
- **Implementation 5:** School systems should be supported in an effort to create partnerships with community organizations and treatment centers.
- **Justification 5:** Increased wrap-around family and social support will decrease levels of toxic stress for students and improve academic success.

- **Finding 6:** The stigma attached to mental illness often interferes with students and families receiving needed services.
- **Recommendation 6:** Increased statewide public relations to bring attention to childhood mental illness and decrease stigma associated with mental illness.
- **Implementation 6:** A partnership with public officials including the current Maryland Administration and Leadership could help raise awareness and reduce stigmas associated with mental illness, particularly in childhood, with minimal expenditure.
- **Justification 6:** Increased awareness will make it more comfortable for parents and students to reach out for and ultimately receive help for mental health issues.

Increased Access to Career and Technology Education as a Strategy to Engage At-Risk Youth

Maryland public schools offer more than 40 different Career and Technology Education (CTE) programs within ten career clusters in schools throughout the State. These programs are designed in collaboration with representatives of business, industry, labor unions, government, secondary and postsecondary education, and other stakeholders to ensure alignment with Maryland's workforce and economic development needs. As such, CTE is an important educational option for all students, including those who are considered at-risk as they enter high school. These programs are designed to engage students through project-based learning around a career focus. As such, CTE students often reach higher levels of achievement, attend school, and graduate at higher rates. Students who enter high school experiencing academic challenges should receive career counseling to help identify future education and career interests consistent with the range of CTE programs available. CTE provides contextualized learning through the application of mathematics and reading skills necessary for career success. For a full listing of CTE programs in the state, go to www.mdcteprograms.org

The following recommendations are proposed by this workgroup:

- **Finding:** Provide funding to expand local education agencies' implementation of high-quality State CTE Programs of Study. Ensure that resources are available to enable local school systems to provide appropriate accommodations and supports for at-risk youth.
- **Recommendation:** Seek funding to expand CTE Programs in districts that serve disadvantaged neighborhoods and at-risk youth.
- **Implementation:** Work with LEAs to determine where in each district, potentially at-risk student populations would benefit from CTE programs.

- **Justification:** Provide opportunity for at-risk youth to transition from having no significant employment or education options upon graduation, to being career ready upon graduation by obtaining industry certifications and early college credit in CTE programs of study.
- **Finding:** Many at-risk youth excel in CTE programs yet these programs are often hindered by staffing challenges when LEAs attempt to recruit and retain technically skilled professionals as indicated in MSDE's teacher shortage report.³³
- **Recommendation:** MSDE should continue to identify pathways to certification for technically skilled professionals so they can teach CTE programs without having a traditional teacher preparation background.
- **Implementation:** Workgroup members will work with stakeholders to communicate the alternative certification options currently available from MSDE, including the Professional Technical Educator (PTE) certification for career changers, and will work to seek solutions to further shortages.
- **Justification:** P-20 Council members and partners can help increase the pool of applicants to Maryland's LEAs when the requirements are clearly understood and communicated.

After School Programs

A growing body of evidence exists³⁴ that confirms quality afterschool/out of school programs help children become more engaged in school (school day attendance and improved work habits), help raise their academic performance (test scores, grades, graduation rates and college enrollment), and reduce their likelihood of taking part in at-risk behaviors or acting out in school (drug and alcohol use, sexual activity, and criminal conduct). These quality "extended learning" programs advance short-term and long-term goal setting, foster and support repeated academic success, provide opportunities for learned responsible citizenship, deliver often missing or inadequate life-needs support, provide mentorship experiences, and afford consistent, day-to-day academic support.

The Maryland After-School and Summer Opportunity Fund Advisory Board's 2014 Comprehensive Plan and Recommendations echoed the findings above by observing that more than half of the distance in achievement between lower and higher income children/youth could be explained by unequal access to summer extended learning experiences. The same report also identified participation in extended learning programs as being positively associated with increased school-day attendance and reduced chronic absenteeism. The Plan's recommendations included, "There should be consistent and reliable funding available to reach the scale and scope of need and demand for quality out of school time programs, including funds and resources for transportation to increase access to and utilization of programs."

33

<http://archives.marylandpublicschools.org/MSDE/divisions/certification/progapproval/docs/MarylandTeacherReport20142016.pdf>

³⁴ See *Expanding Minds and Opportunities* (2013), by William S. White and Terry K. Peterson, as one of the most complete compendiums.

Also in fall 2014, the Afterschool Alliance's *America After 3PM* study found almost 200,000 Maryland children were unsupervised between the hours of 3PM and 6PM. Overall, participation by Maryland youth in afterschool programs had declined slightly from 17% in 2009 to 16% in 2014. Yet, the percentage of children who would participate in such programs if they were available was estimated at 35%. The report also found that 35% of families in Maryland reported at least one of their children participated in summer learning programs in 2013, up from 21% of families in 2008. While this is encouraging, 49% of parents in the 2013 survey reported that they would like their child to participate in a summer learning program, if one was available and affordable. Clearly, there is unmet need for extended learning in both afterschool and summer programs.

Chapter 32 of the Acts of 2016, *The Public Schools Opportunity Enhancement Act* (HB1402), was passed by the Maryland General Assembly and went into law without the Governor's signature. This legislation repealed the Maryland After School Opportunity Fund (MASOF), reduced the statutory funding level from \$10 million (funding which had not been included in the Governor's budget for more than 12 years) to \$7.5 million dollars (and mandated this funding for fiscal years 2018 through 2021) and restricted those resources to jurisdictions with 50% or greater student eligibility for the free and reduced meal program.

MASOF had been organized under the Governor's Office of Children. HB1402 identified the Maryland State Department of Education as the responsible entity for the Public Schools Opportunity Enhancement Act. The program is organized under the Assistant Superintendent for Students, Family, and School Support; Division of Student Family, and School Support; Youth Division.

State government efforts are complimented by the work of the Maryland Out of School Network (MOST), the Maryland affiliate of a nationwide network created by the Charles Stewart Mott Foundation to provide more and better after school programs. MOST does not run programs but serves as agents for policy/advocacy and provides training and professional development for practitioners.

- **Finding:** Chapter 32 of the Acts of 2016, *The Public Schools Opportunity Enhancement Act* (HB1402), adds new program administration requirements to MSDE, on top of the existing, multi-million dollar 21st Century Community Learning Centers Initiative (21st CCLC) and, perhaps, others.
- **Recommendation:** Workgroup members request a meeting with MSDE to discuss and learn how the department is staffing administration of extended learning programming administration, the extent to which these programs are being fully funded, and to discuss allocating a portion of the \$7.5 million for the salary of a state-wide program administrator.
- **Implementation:** Workgroup members are unsure of how to access budgetary information or if information is gathered for all extended learning opportunities offered within Maryland regardless of sponsor.
- **Justification:** Workgroup members would like to discuss staffing and funding levels with MSDE to determine if 1) the funding for the 21st CCLC, combined with the \$7.5M mandated for the Public Schools Opportunity Enhancement Act, is sufficient to meet the 2014 MASOF recommendation that consistent and reliable funding be available to reach the scale and scope of need and demand for quality out of school time programs, and 2)

Given HB1402's restriction of funding to jurisdictions with 50% or greater eligibility for free and reduced meals, is 21st CCLC sufficient to meet the needs of children in the other two-thirds of Maryland political jurisdictions?

Goals for 2017

School Leadership

A School District-to-Schoolhouse Support Model should be piloted and evaluated for effectiveness in addressing the needs of students in high-needs disadvantaged areas. The objective here is to determine if fully empowered school Principals are more effective in increasing academic achievement for a disadvantaged student population, than Principals who must operate under control of the district office. In the School District-to-Schoolhouse Support Model, the schoolhouse Principal determines strategies that will be implemented to increase academic achievement in with their low-achieving, disengaged student population. Data collection, evaluation, and support are negotiated between the Principal and the district office. The role of the district office is to support the efforts at the schoolhouse level. It is important to note that the school Principal is selected based on their ability to implement strategies that address in-school needs of their at-risk student population.

This proposed model for study differs from the current upward flow data-driven model wherein the District establishes certain metrics and the Principal is required to meet those metrics. Workgroup members believe the upward flow data-driven model gives little freedom and flexibility to Principals to address the in-school needs of the at-risk students in their building.

A study by the Wallace Foundation (August 2010) states “The principal and teacher leaders within each school must engage the faculty and develop a vision of what the school must do if it is to graduate more students who are prepared for life and work in the 21st century. If state and district leaders have done their jobs, if the vision and desired outcomes are clear and the necessary supports are in place, then the principal and teachers can begin to design and implement solutions tailored to the unique needs of their own students and communities.”³⁵

- **Goal for 2017:** The At-Risk workgroup will work with MSDE to study the challenges and opportunities of an alternative support model with a ground-up approach as opposed to a top-down approach where the local district supports strategies implemented by the Principal.

This study seeks to address the broader question, which is, Are School District-to-Schoolhouse Support Models more effective in improving academic achievement in our disadvantaged areas than system-wide upward flow data models?

Uses of Student Performance Data That Promote Academic Effectiveness

Workgroup members believe academic growth and competitiveness should always be the primary focus in the schoolhouse, particularly for low-achieving disadvantaged students, but recognize that the district, the school, and the teacher need acceptable numbers to evaluate progress. However, workgroup members believe the current focus on student test scores and use

³⁵ (<http://www.wallacefoundation.org/knowledge-center/Documents/Three-Essentials-to-Improving-Schools.pdf> , Bottoms, Schmidt-Davis 2010)

of student performance data in evaluating schools and teachers may be detracting from effective teaching and learning.

- **Goal for 2017:** Workgroup members will meet with MSDE and stakeholders to better understand how student test data is being utilized and will offer recommendations to improve the use of data for disadvantaged youth.

Charter Schools

Workgroup members understand that charter schools and charter school reform is an important yet often controversial topic for discussion, but strongly believe that effective charter schools is an important piece to addressing the at-risk youth population and that insufficient autonomy exists in our State's public school system to allow local school administration to focus on unique challenges.

- **Goal for 2017:** Workgroup members would like to convene charter school stakeholders to gather feedback and discuss possible changes to improve charter schools in urban areas that serve at-risk youth.

Developing Citizenship in Our Disengaged, Low-achieving, Disadvantaged Youth

Workgroup members believe policy makers and advocates are providing better opportunities to increase the academic achievement of at-risk youth and help put them on the road to being college or career ready, but that other efforts of helping at-risk youth feel respected, become enfranchised and engaged, and for them to learn that they do make a difference in their community could be improved with more emphasis on promoting a sense of citizenship.

- **Goal for 2017:** Some members of the workgroup proposed efforts to promote citizenship in our discussions but we were not able to reach a consensus for this report. Workgroup members will continue this discussion with stakeholders in 2017 and hope to reach a consensus in the coming year.

College and Career Readiness Report

The College and Career Readiness Report workgroup held 5 meetings in 2016 on June 3, 2016, June 24, 2016, August 30, 2016, October 6, 2016, and December 2, 2016 to coordinate data collection from partner agencies for this biennial report.

As established in the College and Career Readiness and College Completion Act of 2013 (SB740, 2013) (referred to hereafter as CCRCCA) and in accordance with §24-801 of the Education Article of the Annotated Code of Maryland, the Governor's P-20 Leadership Council of Maryland (P-20 Council) is required to submit a biennial report to the Governor and Maryland General Assembly regarding progress on the implementation of college and career readiness and college completion strategies in § 7–205.1, § 11–207, § 11–209, § 15–114 through 15–117, and Title 18, Subtitle 14A of the Education Article. This report is being submitted to the Governor and General Assembly separate of this P-20 report and should be referred to for an in-depth discussion and analysis of CCRCCA provisions. However, in drafting the report, the CCR workgroup tasked with producing the report identified several recommendations for further research.

Maryland Participation in PARCC

Maryland is only one of 8 states fully participating in the PARCC assessment system, which has 11 partners in total participating at varying levels. The eight participating states include Colorado, District of Columbia, Illinois, Maryland, Massachusetts, New Jersey, New Mexico, and Rhode Island. In addition, the Bureau of Indian Education, Department of Defense schools and Louisiana also participate at varying levels.³⁶ The 2015 CCR-CCA Report cited 13 PARCC states, including Arkansas, Mississippi, New York and Ohio as partner states.

In the coming year, MSDE, the State Board, and the State Superintendent will consider the role of PARCC testing throughout the state and re-negotiate related contracts. Council members have expressed an interest in learning more about PARCC contract discussions and the reasons behind declining participation by states using PARCC assessments.

- **Recommendation:** MSDE should update the P-20 Council on Maryland's PARCC contract discussions.

College and Career Ready Assessments

- **Recommendation:** MSDE should brief the P-20 Council on the number of students who graduate with CCR designation when data is available.

Transition Courses

- **Recommendation:** MSDE should brief the P-20 Council on the transition course data being collected.
- **Recommendation:** MSDE should survey local districts to determine how transition courses are being implemented and develop Best Practices to share with all districts.
- **Recommendation:** MSDE should present data collected and Best Practices to the P-20 Council.

³⁶ PARCC Online <http://www.parcconline.org/about/states>

Remediation Courses

Unintended Consequences of Remediation for all students not CCR

According to MSDE, there is a need to bridge a disconnect between asynchronous expectations, which is assessments and college admittance not occurring simultaneously, and CCR measures being applied a year before graduation. College Board, with its massive database of test results, uses a different (lower) score for *predicting* college success for juniors than they do for graduating seniors, as does ACT. The lower score is based on the assumption of an additional year of schooling, i.e.: senior year. However, this lower score does not meet higher-education *entry* standards. Thus, many students who will complete another year of English and mathematics, in addition to other academic work, are required to take an “additional learning opportunity” to remediate a problem that for many because of asynchronous expectations does not exist.

These students who do not need remediation have to spend learning time to do just that. For some students that has meant dropping elective courses like music, fourth year foreign language, a fourth social studies class, etc.

Another group of students who are required to be unnecessarily remediated, often in both English and math, are students with no intention of attending college who intend to enter the workforce. The certificate/license CTE courses in Maryland high schools are not available to all students, and students not enrolled in those programs are currently assumed as planning to attend college, despite plans to the contrary for many.

The College and Career Readiness and College Completion Act of 2013 goal is 55% of Maryland adults will hold an AA degree or higher. According to MSDE, requiring remediation classes for all students could force a large percentage of the student population into undesired classes and does not respect the talents, interests, and goals of every student.

- **Recommendation:** The P-20 Council should study the unintended consequences of requiring remediation for all students.

Four Year of Math

The CCRCCA set an ambitious math goal that all Maryland students would complete Algebra II. However, completion of Algebra II is neither a Maryland mathematics credit requirement nor a high school graduation requirement.

While developing this report, MSDE officials were asked to provide an update on progress towards meeting this goal, but were unable to do so because they do not collect this data.

- **Recommendation:** MSDE should collect and report to the P-20 Council data to determine statewide progress towards meeting the goal of all students will complete Algebra II.

- **Recommendation:** The P-20 Council should evaluate the Algebra II data from MSDE and discuss if this goal is best for Maryland students or if alternative courses or pathways would be more appropriate for preparing students for college and career ready.

Dual Enrollment

- **Recommendation:** In addition to required dual enrollment reporting requirements due from MSDE and MHEC in 2017, MSDE should survey local school districts and MHEC should survey community colleges following the end of the 2016/17 school year, and include the following information in their joint report:
 1. Updates on tuition arrangements from the local district perspective.
 2. Budgetary impacts including who is using the money and where is it going by county
 - a. How many students are FARM students, by county, and who is paying their tuition?
 3. Outreach/ marketing/ publicity efforts
 4. Barriers identified by local boards
 5. MOU updates
- **Recommendation:** The P-20 Council should review the 2017 joint MHEC and MSDE Dual Enrollment report when released and include recommendations to further improve dual enrollment reporting in the next CCR-CCA biennial report due Dec. 1, 2018.
- **Recommendation:** The P-20 Council should analyze the 2017 joint MHEC and MSDE dual enrollment report, the MLDS dual enrollment report, and the P-20 dual enrollment reporting requirements and look for efficiencies and overlap.
- **Recommendation:** The P-20 Council should discuss with the Maryland Longitudinal Data Center the feasibility of including budgetary and anecdotal information in the Center's Dual Enrollment Annual Report.

Transfer Agreements

- **Recommendation:** MHEC should brief the P-20 Council when the final transfer agreement regulations are in place and discuss challenges community colleges and 4-year institutions are having supporting transfer students.

Reverse Transfer Agreements

- **Recommendation:** MHEC should present to the P-20 Council data on the number of reverse transfer degrees issued and challenges identified in expanding the program.

Incentivizing Associate's Degree Completion

- **Recommendation:** MHEC to evaluate and report on the effectiveness of ARTSYS, including the accuracy of course equivalencies and implementation at institutions.

Near Completers

- **Recommendation:** MHEC should meet with the P-20 GED workgroup as they develop a “GED Near Completers” program modeled after MHEC’s one-step away grant and other College Access Marketing campaigns. As discussed earlier in this report, the GED workgroup is launching a math tutoring pilot program targeting adults who are “GED near completers.” GED near completers would be defined as those who have passed 3 of the 4 test modules and are close to earning a high school diploma. The GED workgroup would benefit from MHEC’s experience targeting near completers and MHEC should work with the GED workgroup to develop a marketing campaign similar to the College Access Marketing Campaign.

Degree Plans

- **Recommendation:** MHEC should track and report to the P-20 Council the percentage of students enrolled in remediation classes in each Maryland Community College and 4-year institution.

Appendix A: P-20 Council Membership Roster

THE COUNCIL SHALL CONSIST OF THE FOLLOWING MEMBERS:

- (1) THE GOVERNOR OR THE GOVERNOR'S DESIGNEE;
 - Governor Larry Hogan
- (2) THE SECRETARY OF HIGHER EDUCATION;
 - James D. Fielder, Jr., Ph.D.
- (3) THE SECRETARY OF LABOR, LICENSING, AND REGULATION;
 - Kelly Schulz
- (4) THE SECRETARY OF COMMERCE;
 - Mike Gill
- (5) THE CHANCELLOR OF THE UNIVERSITY SYSTEM OF MARYLAND;
 - Robert Caret
- (6) THE STATE SUPERINTENDENT OF SCHOOLS;
 - Karen Salmon, Ph.D.
- (7) THE CHAIRMAN OF THE MARYLAND HIGHER EDUCATION COMMISSION;
 - Anwer Hasan
- (8) THE CHAIR AND THE EXECUTIVE DIRECTOR OF THE GOVERNOR'S WORKFORCE INVESTMENT BOARD;
 - Chair: Francis "Hall" Chaney
 - Executive Director: Mike DiGiacomo
- (9) TWO MEMBERS OF THE HOUSE OF DELEGATES, APPOINTED BY THE SPEAKER OF THE HOUSE;
 - Adrienne Jones
 - Anne Kaiser
- (10) TWO MEMBERS OF THE SENATE OF MARYLAND, APPOINTED BY THE PRESIDENT OF THE SENATE; AND
 - Paul Pinsky
 - Nancy King
- (11) THE FOLLOWING MEMBERS APPOINTED BY THE GOVERNOR:
 - (I) A MEMBER OF THE STATE BOARD OF EDUCATION;
 - Michele Jenkins Guyton
 - (II) A REPRESENTATIVE OF LOCAL SUPERINTENDENTS OF EDUCATION;

- D’Ette Devine

(III) A REPRESENTATIVE OF LOCAL BOARDS OF EDUCATION;

- Kathleen Causey

(IV) TWO MEMBERS OF EMPLOYEE ORGANIZATIONS THAT REPRESENT ELEMENTARY AND SECONDARY SCHOOL PERSONNEL IN THE STATE;

- Frank Voso
- Daniel Sereboff

(V) A REPRESENTATIVE OF ELEMENTARY AND SECONDARY SCHOOL PRINCIPALS;

- Robert Willoughby

(VI) TWO REPRESENTATIVES OF NONPUBLIC ELEMENTARY AND SECONDARY SCHOOLS;

- Patricia Ziff
- Ellen Pultro

(VII) AN EXPERT IN EARLY CHILDHOOD EDUCATION;

- Megan Leach

(VIII) AN EXPERT IN CAREER AND TECHNOLOGY EDUCATION;

- Christopher Fallon

(IX) TWO REPRESENTATIVES OF COMMUNITY COLLEGES;

- Joanne Drielak
- James Ball

(X) TWO REPRESENTATIVES OF INDEPENDENT COLLEGES OR UNIVERSITIES;

- Andrea Chapdelaine
- Joseph Holt

(XI) A REPRESENTATIVE OF PUBLIC INSTITUTIONS OF HIGHER EDUCATION OUTSIDE THE UNIVERSITY SYSTEM OF MARYLAND;

- Roger Casey

(XII) A REPRESENTATIVE OF COLLEGE OR UNIVERSITY DEANS WHO HAS RESPONSIBILITY FOR A SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) DISCIPLINE;

- Sharon Slear

(XIII) FOUR REPRESENTATIVES OF THE UNIVERSITY SYSTEM OF MARYLAND;

- John Bambacus

Governor's P-20 Leadership Council

- David Parker
- Antonio Campbell
- Diane Allen

(XIV) THREE REPRESENTATIVES OF THE BUSINESS COMMUNITY;

- Donna Stifler
- Lenzie Johnson
- Brian White

(XV) SIX ADDITIONAL MEMBERS WITH EXPERIENCE AND KNOWLEDGE THAT WILL BENEFIT THE WORK OF THE COUNCIL.

- Jeffrey Ferguson
- Ellen Sauerbrey
- Susan Getty
- Roderick Isler
- Timothy Robinson, M.D.
- Thomas Sullivan

STAFF SUPPORTING THE GOVERNOR'S P-20 LEADERSHIP COUNCIL

- Michael Harrison, Dept. Labor, Licensing and Regulation

Appendix B: 2016 Work Groups and Work Group Members

Maryland Longitudinal Data System Workgroup

- **Workgroup Charge:** This workgroup will review the MLDS 2015/16 Research Agenda to understand and suggest how the P-20 Council can best utilize this resource and will also review the MLDS Research Plan and suggest changes that align with the Governor’s education priorities.
 - P20 Council Members: Michele Guyton, Thomas Sullivan, Kathleen Causey, Chris Fallon, Anwer Hasan
 - Other Members: Steven Rizzi (Chair), Dennis Hoyle, Ross Goldstein

Workforce Development Workgroup

- **Workgroup Charge:** This workgroup will leverage educational data to fully assess and seek solutions to both short and long term workforce needs including barriers to expanding apprenticeship opportunities.
 - P20 Council Members: Robert Caret (Chair), Andrea Chapdelaine, Joanne Drielak, Susan Getty, Frank Voso, James Ball, David Parker, Mike DiGiacomo, Paul Pinsky, Karen Salmon, Daniel Sereboff, Donna Stifler, John Bambacus, Roger Casey, Brian White
 - Other Members: Nancy Shapiro, Bret Schreiber, Ben Passmore, Darius Irani, Dewayne Morgan, Stephanie Hall, Greg Von Lehman, Chris Falkenhagen, Lynn Gilli, Tom Sadowski

High School Equivalency/ GED Workgroup

- **Workgroup Charge:** This workgroup will study impediments to employment and make recommendations to decrease barriers to employment through non-traditional adult education programs.
 - P20 Council Members: Jeffrey Ferguson, Chair
 - Other members: Patricia Tyler, Molly Dugan, Heather Lageman, Pamela Wruble

Maryland College and Career-Ready Standards (MCCRS)/ PARCC Workgroup

- **Workgroup Charge:** This workgroup will research and analyze data to ensure that Maryland College and Career-Ready Standards (MCCRS) and PARCC Assessments accurately reflect the State's college and career readiness initiatives.
 - P20 Council Members: Andrea Chapdelaine, Chris Fallon, Jack Smith, Robert Willoughby, D’Ette Devine, Ellen Pultro, Paul Pinsky
 - Other Members: Heather Lageman (Chair), Brian Dulay, Nancy Shapiro

At-Risk Students Workgroup

- **Workgroup Charge:** This workgroup will study strategies to assist at-risk students achieve college and career readiness with emphasis on low-achieving, low-socio-economic students, and also the Special Education needs students.
 - P20 Council Members: Chris Fallon (Chair), Tony Campbell, Ellen Sauerbrey, Tim Robinson, Lenzie Johnson, Joseph Holt, Michele Guyton, Roderick Isler, Thomas Sullivan, Roger Casey

- Other Members: Molly Dugan

College and Career Readiness Report Workgroup

- Workgroup Charge: This workgroup will research and prepare the required biennial report due in December, 2016.
 - P20 Council Members: Robert Willoughby (Chair), Paul Pinsky, Adrienne Jones
 - Other Members: Larry Leak

For more information on this report, please contact:
Michael Harrison
Policy Director
Department of Labor, Licensing and Regulation
(410) 230-6008
Michael.Harrison@Maryland.gov