



Nancy S. Grasmick
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

TO: Members of the Maryland State Board of Education
FROM: Nancy S. Grasmick *Nancy*
RE: 2011 Departmental Legislation
DATE: October 26, 2010

PURPOSE:

The purpose of this item is to give an overview of the process and procedures used by the Maryland State Department of Education (MSDE) in submitting departmental legislation to the Governor's Legislation office. Also, a brief description of the departmental issues that will be proposed before the 2011 session of the Maryland General Assembly will be presented.

EXECUTIVE SUMMARY:

I have asked Ms. Renee Spence to briefly update the members of the State Board of Education on the following departmental proposals:

Funding Study – Alignment to Standards

This legislation proposes an amendment to defer the deadline for re-study of the funding adequacy of the budget formulas for public elementary and secondary education commonly referred to as Bridge to Excellence (BTE) and/or the Thornton Formulas. The formulas were enacted in the 2002 session (SB856) as the Bridge to Excellence in Public Schools Act. The legislation was a result of the work of the Commission on Education Finance, Equity and Excellence, the Thornton Commission.

BTE was developed as a standards-based funding structure. The “adequacy” was part of the charge of the Thornton Commission, which used it as a guiding principle:

Adequacy: The Commission believes there should be a direct link between what is expected of school systems and the level of funding that school systems receive. A proper model for funding school systems should be based on the projected costs associated with meeting State performance standards, including the additional costs associated with providing services to students with special needs.

Integral within the current national educational reforms is the movement to Common Core Standards, which will require a new set of national assessments. The Maryland State Board of Education has adopted these standards for Maryland. The development of these new assessments has not yet started, but the expectation is that states would have the first year of data in the spring of 2015. If the evaluation needs to assess any progress on implementation/learning of the

Common Core, the State would need at least two years of data, meaning the earliest date for the study would be summer 2016.

Graduation Rate

Changes are needed to amend Maryland's definition of graduation rate cohort to be consistent with the federal definition since that will take precedence over our State law. We are also amending this section of law to reflect the new federal race codes relative to data collection for all students.

The amended language is found below in capital letters.

"Four-year adjusted cohort graduation rate" consistent with the federal definition and new requirements in the amendments to the No Child Left Behind Act of 2001 (NCLB) to 34 C.F.R. §200.19.

"FOUR-YEAR-ADJUSTED COHORT" MEANS A GROUP OF STUDENTS WHO ARE ENTERING THAT GRADE FOR THE FIRST TIME FORM A COHORT THAT IS SUBSEQUENTLY "ADJUSTED" BY ADDING ANY STUDENTS WHO TRANSFER INTO THE COHORT LATER DURING THE 9TH GRADE AND THE NEXT THREE YEARS AND SUBSTRACTING ANY STUDENTS WHO TRANSFER OUT, EMIGRATE TO ANOTHER COUNTRY, OR DIE DURING THAT SAME PERIOD.

The public in the aggregate and disaggregated by HISPANIC/LATINO OF ANY RACE; AND FOR INDIVIDUALS WHO ARE NON-HISPANIC/LATINO ONLY, AMERICAN INDIAN OR ALASKA NATIVE, ASIAN, BLACK OR AFRICAN AMERICAN, NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER, WHITE, TWO OR MORE RACES, students who are limited English proficient, students who receive free and reduced priced meals, and students who receive special education services; and

Post the information obtained under this subsection for each county on its website in the aggregate and disaggregated by HISPANIC/LATINO OF ANY RACE; AND FOR INDIVIDUALS WHO ARE NON-HISPANIC/LATINO ONLY, AMERICAN INDIAN OR ALASKA NATIVE, ASIAN, BLACK OR AFRICAN AMERICAN, NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER, WHITE, TWO OR MORE RACES, students who are limited English proficient, students who receive free and reduced priced meals, and students who receive special education services.

Youth Suicide Prevention

The purpose of this legislation is to amend the Youth Suicide Prevention School Program statute, Md. Ed. Code Ann. § 7-501, et seq., by eliminating references to out-of-date funding sources, certain funding mandates, grant programs, and reporting requirements. As currently written, § 7-506(c) of the statute states that the Governor shall include funds in his budget to fund the Youth

Suicide Prevention Program. Section 7-505(c) states that the funds may be included in the MSDE budget and the DHMH budget. Section 7-503(b) allows political subdivisions to apply for grants under the statute. These sections are out of date because in FY 2000, and thereafter, no funding was provided for the Program. Therefore, this bill will repeal those parts of the statute related to state funding as a specific funding source for the Program.

Section 7-505(b)(4) directs MSDE to seek federal funds available under the Garrett Lee Smith Memorial Act. These federal funds are now managed by the Mental Hygiene Administration. Therefore, this bill will repeal the directive to the Department.

Finally, §§ 7-505 and 7-506 require the MSDE to monitor each Youth Suicide Prevention Program that receives State funding through a grant program and to report to the Governor annually on the status and effectiveness of the Programs. Because there is no specific State funding for the Youth Suicide Prevention Program, there is no grant program and the reporting requirement is now a moot point. Therefore, this bill repeals those provisions.

Elimination of these specific provisions does not mean that schools will not provide Youth Suicide Prevention Programs. Sections 7-501 through 7-504 authorize/schools to establish youth suicide programs, which include staff development, classroom programs of instruction, crisis intervention, and other related policies and procedures, continue to be implemented as an integral part of school-wide and system-wide planning. Staff at MSDE, among their other duties, are assigned to work with youth suicide prevention in schools, and serve as members to the statewide Suicide Prevention Task Force. We intend to continue this focus.

Family Day Care – Amnesty

The Maryland State Department of Education is committed to improving the quality of care and providing for the health and safety of children in child care settings across the State as well as ensuring that children enter school ready to learn.

The proposed amendment removes the Amnesty period for unregistered family providers. The statute referenced in §5-552.1 included a sunset period of September 30, 1997. This amendment is administrative in nature and removes a program no longer in operation.

If you have any questions, please feel free to contact me or Ms. Renee Spence at 410-767-0462. As always, thank you for your continuous help and support.

dry