

FEDERAL PRIORITIES
FOR
PRE-K-12 EDUCATION

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REAUTHORIZATION REQUESTS

REAUTHORIZATION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT

Legislative Vehicle: Elementary and Secondary Education Act

Specific Requested Action: Reauthorize the Elementary and Secondary Education Act

Description of Reauthorization Request:

The State of Maryland has fully supported the broad goals of the *No Child Left Behind Act* (NCLB). In fact, Maryland has embraced the role of standards-based reform in education for almost two decades, before the enactment of NCLB, by setting high expectations for all students and developing an assessment and accountability system, the quality of which has been recognized nationally for the past six years. Further, over the past several years, Maryland has invested unprecedented levels of state funding in public education as a result of the *Bridge to Excellence in Maryland Public Schools Act of 2002*. The Maryland State Department of Education considers the following to be priorities for the Reauthorization of the Elementary and Secondary Education Act:

STRENGTHEN RESOURCES:

ESEA reauthorization must continue to support the work of state education agencies and local school systems including increased and continued funding for standards, assessments, teacher quality, data systems, accountability systems, and working in partnership with states to develop research-based instructional programs and best practices. High standards cannot be met, and strict accountability measures have no meaning, until the appropriate resources are provided and the capacity of each school and classroom to meet the individual needs of children is increased. Provision of such funding would allow schools to closely monitor and support each child's progress in a way never before possible. This degree of individual attention would provide more equitable opportunities for all children. It would, in essence, level the playing field. This federally mandated educational initiative must be adequately funded and sustained in order to achieve the goal of this law.

RECONSIDER IDENTIFICATION OF PERSISTENTLY DANGEROUS SCHOOLS:

The Maryland State Department of Education adopted state regulations intended to implement an unsafe school choice policy with rigor. Maryland's policy stipulates that a school will be designated "persistently dangerous" if for three consecutive school years the total number of student suspensions for more than ten days or expulsions for the certain offenses (arson or fire; drugs; explosives, firearms; other guns; other weapons; physical attack on a student; physical attack on a student; physical attack on a school system employee or other adult; and sexual assault) equals 2.5 percent of the students enrolled in that school.

In the years since *NCLB* was enacted, the Maryland State Board of Education has been facing the annual task of identifying persistently dangerous schools with increasing apprehension and serious reservation. Schools are an extension of the communities in which they are located. The persistently dangerous label is demoralizing to communities, school staff, students and parents. We hear anecdotal stories that principals are reluctant to suspend students in order to avoid the persistently dangerous label and, as a result, the very students who exhibit unsafe behaviors and actions remain in the

school. Additionally, while the intent of the law is good, that is, to allow children attending unsafe schools to transfer to safer schools, very few families actually take advantage of the transfer option. Most want their children to attend schools in or near the communities in which they live and/or have a deep respect for the history and the traditions that school has provided over the years. These neighborhood schools were often attended by the parents and other family members of the current students.

Further, Maryland is concerned about the lack of consistency in the designation from state to state. While NCLB requires states to label schools as persistently dangerous, it allows states sole discretion to establish the parameters for this identification. Many states have established parameters such that no schools have actually been identified as persistently dangerous, while Maryland has 4 such schools. The lack of national standards in this area and the varying degree of rigor in implementing this provision of *No Child Left Behind* leads to certain schools receiving this pejorative label while others that might actually be less safe proceed with business as usual. For example, all of the Maryland schools labeled persistently dangerous are located in Baltimore City which suggests that some jurisdictions are more impacted than others by the policy. Should the persistently dangerous designation stay in place in the reauthorized law, a national standard for identifying schools as persistently dangerous is necessary to advance the intent of the law for the benefit of all schools and the communities they serve.

PROPERLY INCLUDE ENGLISH LANGUAGE LEARNERS:

English Language Learners (ELL) present special challenges to school systems within the context of *NCLB*. Depending on the level of English language proficiency attained, a student's performance on English-only assessments may not portray an accurate profile of a student's actual gains or progress during the course of a school year. Furthermore, a large number of ELL students have had their educations interrupted due to war, poverty, political strife, mobility, or other factors prevalent in their countries. These aforementioned factors are often the reasons the students have immigrated to the United States to begin with. It is not unusual to encounter a student whose chronological age would place him in high school, yet his total years of formal schooling are limited, or not much beyond the third or fourth grade levels.

The above factors need to be taken into account in the reauthorization of *ESEA* and factored into any redesign of the accountability system for English Language Learners. First and foremost, ELL students must be able to meet a benchmark standard on an English, "academic" proficiency (not merely oral proficiency) assessment before participating in the State Assessment Program. English proficiency attainment can and should be a part of the total accountability process, and progress on English language attainment can and should measure how well a school is performing with this population of students.

Secondly, flexibility in designing accountability systems to measure progress of ELL students must be given to State agencies. If appropriate "qualifying" assessments are given to students, exemption from State assessment systems will satisfy the intent of the law.

Third, multiple measures of growth and achievement are essential for ELL students. Given the double handicap of low English proficiency and interrupted education, other measures such as a growth model, work sampling, or basic skills assessments in the native language could all serve to create a true picture of a student's actual progress.

Finally, with a growing immigrant population, research at the federal level related to English Language Learners is desperately needed. The use of native language instruction, native language assessment, and the appropriate time to

include ELL students in state assessments are all hot-button issues and the available current research is quite disparate in conclusion.

SUPPORT DEVELOPMENT OF VOLUNTARY NATIONAL STANDARDS AND ASSESSMENTS:

The development of fifty sets of standards and assessments across the United States has led real innovation, state-level ownership of reform, and more clarity as to what should be taught and assessed. At the same time, fifty sets of standards have led to immense costs to states, charges of watered down standards, lack of instructional continuity for students moving from state to state, the inability to make valid comparisons across states to help develop policy, and the realization that standards should not be that different among states—algebra is algebra no matter where you live.

The need for national standards and assessments continues to grow clearer and clearer as we continue to move forward with school reform and as we face an increasingly competitive global economy. However, we do not support the development of national standards using a top-down federal approach. Rather, we support a state-led collaborative approach with federal financial and coordinating support. Efforts such as the multi-state development of the American Diploma Project’s Algebra II Exam prove such work is possible and is attractive to states when they are instrumental in developing the standards.

PROPERLY INCLUDE STUDENTS WITH DISABILITIES:

While schools recognize and support the need for high standards and accountability for **all** students, there are some fundamental issues that need to be addressed in the reauthorization of the Elementary and Secondary Education Act (ESEA) as it relates to students with disabilities. First, there is a major federal law that dictates all aspects of a student with disabilities educational program - from qualifications for identification to the implementation of a student’s Individualized Education Program (IEP). The Individuals with Disabilities Education Act (IDEA 2004) dictates that for a student to be identified and qualify for services, they must have a disabling condition that has educational impact and requires the need for special education instruction. Thus, one can expect that most students with IEP’s are demonstrating below grade level academic performance in the core areas being tested. This is not congruent with the expectations of ESEA, which expects ALL students, including those with disabilities to achieve on grade level each year.

The expectations of IDEA and ESEA must be aligned and congruent. Decisions about educational programs for students with disabilities should be based on their Individualized Education Programs that are designed to ensure their achievement. Instruction and assessment must be consistent with the IEP goals of the student with disabilities. Additionally, it is paramount that the student’s achievement of the IEP goals takes precedence in measuring success over any other accountability measures.

INCLUDE RESPONSE TO INTERVENTION (RTI) IN NCLB:

When Congress reauthorized IDEA in 2004, they changed the law about identifying children with specific learning disabilities. Schools will “not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability ...” (Section 1414(b)) Maryland was a state that relied solely on the use of the discrepancy model. *This change removed* the requirements of the “significant discrepancy” formula for learning disabilities classification based on I.Q. tests and requires that states must permit school systems to instead adopt alternative models including the “Response to Intervention (RtI)” model.

Response to Intervention (RtI) is a pre-identification scientifically-based strategy. It is available as an instructional intervention strategy only to students who are not yet identified as eligible for special education. This is usually a "three-tier" system (beginning in general education and ending in referral to special education) that serves to identify students at risk for learning problems, provide early intervention, and reduce placement of students into special education due to instruction failures.

Specific learning disabilities (LD) are defined as:

...a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

In attempting to avoid misdiagnosis or inappropriate diagnosis, the Act restates the exclusionary clause and references No Child Left Behind (NCLB) by restating that "lack of appropriate instruction in reading" cannot result in LD diagnosis. Nor can a student meet LD eligibility requirements if the determinant factor is diversity in a student's racial, cultural, and language background.

Since this is solely a regular education initiative implemented by regular education teachers, it is more appropriately included in ESEA, not IDEA. As currently written, RTI is no program's responsibility and there is lack of implementation throughout the states due to this confusion and lack of funding.

PROVIDE FLEXIBILITY IN SCHOOL CHOICE AND SUPPLEMENTAL EDUCATIONAL SERVICES:

Currently, students are eligible for school choice when their school has not made AYP for two years or more and for supplemental educational services (SES) after three years or more. As in most states, Maryland has found that students and their parents are taking advantage of SES at a much higher rate than choice. In fact, Maryland has the highest rate of SES participation in the country. The reauthorized ESEA should provide states with the flexibility to determine the order in which choice and SES are offered or whether both options should be available to students after a school has not made AYP for two years. Providing states this flexibility may better serve students' needs and parents' wishes.

TEACHER PROFESSIONAL DEVELOPMENT:

NCLB needs to reflect the same high quality professional development message in Title I and throughout the statute. The reauthorization bill should:

- a. Define high quality professional development *attributes* (see Maryland Teacher Professional Development Standards), rather than *activities* (workshops, or study groups for example). Emphasize focus on subject matter knowledge and instructional and assessment strategies.
- b. Designate directed spending of Title I and IIA, B and D funds for professional development that meets the revised definition of high quality professional development.
- c. Separate language for principal professional development from teacher professional development as both content and delivery systems are different.
- d. Designate a specified portion of Title IIA funding to support comprehensive teacher induction programs at state and district levels (Model after The New Teacher Center at the University of California Santa Cruz).
- e. Require a percentage of funds in (c) above (15%) to be spent on evaluating the impact of professional development on measurable teacher outcomes.

- f. Do not include language requiring local school districts to jointly develop and submit applications with local teacher organizations. This could become problematic in interpreting that professional development must be negotiated. Instead, emphasise teacher involvement in planning, implementing and evaluating stages of major professional development activities.
- g. Require stronger teacher preparation programs in institutions of higher education.

Responsible State Agency: Maryland State Department of Education

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**REAUTHORIZATION OF THE WORKFORCE INVESTMENT ACT OF 1998
TITLE IV, REHABILITATION ACT OF 1973, AS AMENDED**

Legislative Vehicle: Workforce Investment Act (WIA)

Specific Requested Action:

1. Reauthorize the Rehabilitation Act, Title IV of WIA to assure that persons with significant disabilities have access to high-quality disability workforce services.
2. In Section 8 of Title IV, Allotment Percentage, institute a “hold harmless” provision in the funding formula so that all states receive no less than a cost-of-living increase based on the prior year consumer price index.
3. In Title I, address required cost sharing among WIA partners to prevent the diversion of adult education or vocational rehabilitation funds to support infrastructure costs and core services in the Department of Labor One-Stops.

Maryland Impact:

The Maryland State Department of Education, Division of Rehabilitation Services (DORS) administers the public vocational rehabilitation (VR) services program. Last year, almost 2,300 individuals with significant disabilities achieved employment as a direct result of DORS services, demonstrating very significant gains in earnings and a substantial reduction in the receipt of public benefits. Seventy-five percent (75%) of DORS completers report wages as their primary source of support during their first year of work.

The Maryland State Department of Education’s vocational rehabilitation services program has been the most negatively impacted state VR agency in the nation by the current allocation formula. The current federal distribution formula uses state per capita income and growth in state population to allocate funding. Federal funding for the public VR program in Maryland has increased by only 7.5% over the past 9 years, whereas national VR funding has grown by 19.8% and the compounding effect of inflation has exceeded 20% during this same time frame. **MSDE estimates that up to 5,300 persons with significant disabilities will be left unserved in FY 2009 by Maryland’s public VR program due to this shortfall in federal funding.** These individuals will remain unemployed and dependent on public income maintenance programs.

The Maryland VR program has demonstrated a very positive return on investment by facilitating economic self-sufficiency of persons with disabilities through employment and careers, earning wages and paying taxes, and reducing dependence on public benefits. It is estimated that individuals who receive VR services and go to work will pay back fully the cost of their rehabilitation services through taxes in 2-4 years.

Responsible State Agency: Maryland State Department of Education

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REAUTHORIZATION OF THE EDUCATION TECHNOLOGY PROGRAM

Legislative Vehicle:

The “Achievement through Technology and Innovation Act of 2007” or the “ATTAIN Act” (S.1996, 110-2).

Specific Requested Action:

Reauthorize the current Title II-D Enhancing Education through Technology Act of 2001 by replacing it with the “Achievement Through Technology and Innovation Act of 2007” or the “ATTAIN Act”.

Maryland Impact:

Because much of local technology funding is spent on infrastructure and data systems, less funding is available for curriculum integration, even though it remains a high priority in *No Child Left Behind* and the *Maryland Educational Technology Plan for the New Millennium: 2007-2012*. Therefore, local school systems rely on the federal Educational Technology funding to supplement local technology dollars. These funds have been instrumental in helping school systems integrate technology resources and systems with professional and curriculum development to promote research-based instructional methods, in supporting student academic achievement and in assisting all students in becoming technologically literate. The Title II-D Program has allowed school systems to: fund technology resource teacher positions to assist other teachers in integrating technology into their classrooms; establish a purchasing consortium so that all 24 school systems have equitable access to online databases; provide online courses for students and teachers; develop student and administrator technology standards and tools to measure attainment of the standards among other initiatives.

Without the continuation of the federal funds through the ATTAIN Act, many teacher resource positions cannot be funded, limiting teacher access to a technology coach/mentor; technology equipment purchases would dwindle, further widening the digital divide; and provision of content-specific resources and related professional development would be severely limited. There would be no funds for partnerships that allow local school systems, working in collaboration with the Maryland State Department of Education, to create systemic technology change through strategic initiatives such as STEM. In addition, although previous State funding has helped to address infrastructure issues, school systems are struggling to maintain, improve and continue to acquire equipment and to create more robust networks to meet the growing technology needs of students, teachers and administrators. These challenges also impact the State’s move to a 1:1 student to computer ratio for secondary schools, online testing, the growing demand for online courses for students and online professional development for educators.

Responsible State Agency:

Maryland State Department of Education

Contact:

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REAUTHORIZATION OF THE CHILD NUTRITION PROGRAMS (CNP) AND THE SPECIAL SUPPLEMENTAL NUTRITION PROGRAMS FOR WOMEN, INFANTS AND CHILDREN (WIC)

Legislative Vehicle: Child Nutrition and WIC Reauthorization Act of 2009

Specific Requested Action: The federally-funded child nutrition programs include school lunch and breakfast, child care meals, afterschool snacks, summer foods, and WIC and will be reauthorized by Congress in 2009. Reauthorization is requested with changes to simplify, and streamline the programs to provide greater access to participants.

Currently, the various Nutrition Programs, in general, are extremely complex and have many inconsistencies that create barriers to participation. Congress will have the opportunity to review the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, Special Milk Program, Summer Food Service Program, Commodity School Program, and WIC to provide greater consistency and simplicity so that participants have greater access to the programs and state agencies, such as Maryland, are better able to serve and provide nutrition benefits to the constituents within their State. The Programs require complete review to bring them into greater consistency and conformity. Our recommendations include the following:

1. Meal Benefit Applications and Social Security Numbers as eligibility requirements under the Richard B. Russell National School Lunch Act (79 P.L. 396, 60, Stat. 230).

Income eligibility guidelines requiring meal benefit applications by households are used by schools, institutions, and facilities participating in the National School Lunch Program (and Commodity School Program), School Breakfast Program, Special Milk Program for Children, Child and Adult Care Food Program, and Summer Food Service Program. The meal benefit applications must be distributed to each household and must disclose the social security number of an adult household member or indicate that they have no social security number by writing the word "none."

In Maryland, we have found the social security number requirement to be a barrier to access to those alien households and to those concerned about identity theft. In addition, the process is extremely time-consuming, takes away from the business of education, and is archaic. All children should have the opportunity to benefit from nutrition programs. A revamped/simplified eligibility requirement (rather than household applications) to determine the level of payment to agencies would provide less complexity, greater participant access, efficiency, and more accuracy to those school districts and agencies administering the programs.

2. Provide for less duplication of services to households applying for federal benefits (i.e., Nutritional Meals, Food Stamps, Temporary Assistance for Needy Families, WIC, CHIP, Housing, etc.)

Currently, most of the federal assistance programs have different eligibility guidelines which make for a great deal of confusion, complexity, inconsistency, and inefficiency for households and state agencies administering the programs. A consistent alignment of federal eligibility requirements of assistance programs, access to electronic eligibility calculators, and support of "one stop shopping" would greatly reduce the unnecessary burden to households and state agencies.

Maryland Impact: In Maryland, the Child Nutrition Programs support 1,457 school meal sites, 877 summer sites, 564 child care centers, and 3,790 child care homes. Of the \$173 million in federal funds paid to Maryland institutions in fiscal

year 2007, 54.8% were for the National School Lunch Program, 19.5% were for the Child and Adult Care Food Program (CACFP), 14.7% for the School Breakfast Program, 8.1% for USDA Commodities, 2.7% for the Summer Food Service Program, and 0.2% for the Special Milk Program.

The Child Nutrition Programs provided over 93 million meals to Maryland students through the National School Lunch Program and School Breakfast Program in the 2007-2008 school year. There were 22,950,620 breakfasts and 71,735,270 lunches served during the school year. Fifty percent of the lunches and 70% of the breakfasts served were to students eligible for free or reduced priced meals. On average, 122,897 students were served breakfast, 369,257 students were served lunch, and 10,733 students were served snacks daily. The Summer Food Service Program provided daily summer meals to 58,907 children in July 2008. The CACFP served daily meals and snacks to 47,299 eligible children and adults in March 2008.

Responsible State Agencies: Maryland State Department of Education and the Maryland State Department of Health and Mental Hygiene.

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BILL OR REPORT LANGUAGE REQUESTS

MEDICAID PROGRAM: REPEAL REGULATIONS: OPTIONAL STATE PLAN CASE MANAGEMENT SERVICES AND TRANSPORTATION SERVICE

Legislative Vehicle:

FY 2010 Labor/HHS/Education and Related Agencies Appropriations Bill or Stand-Alone Bill

Specific Requested Action:

Congressional action to **repeal** CMS 2237-IFC Interim final rule published in the Federal Register, Volume 72, Number 232, December 4, 2007 and CMS 2287-P proposed rule published August 13, 2007 in the Federal Register. H.R.2642, Supplemental Appropriations Act 2008, included a moratoria on these Medicaid regulations until **April 1, 2009**.

Description of Program:

Repeal the requirements in CMS-2237-IFC that eliminate the ability of local school systems and local Infants and Toddler Programs to receive Medicaid reimbursement for case management services under an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP). Repeal this requirement and the requirement requiring 15 minutes or less as the unit of service.

Repeal the requirements in CMS-2287-P that prohibit Medicaid reimbursements for transportation service for Medicaid eligible children with disabilities who receive transportation and health related services through the Individuals with Disabilities Education Act (IDEA).

The timeline for this request is April 1, 2009, the final date of the current Moratoria on six (6) CMS Medicaid Regulations.

Maryland Impact:

The IEP Case Management has been available to 24 local school systems since 1993. IFSP case management has been available to the 24 local lead agencies since 1990. The twenty four local school systems and five agencies that the school systems contracted with have provided Autism Waiver case management service since July 1, 2001. The changes in CMS-2237-IFC limits the ability of a local school system and local lead agency to include the development, review and implementation of an IEP or IFSP in targeted case management and places explicit prohibitions on “bundling.” The regulations change the “unit-of-service” from a monthly unit to an increment of 15 minutes or less.

Twenty four local school systems and twenty four local lead agencies bill Medicaid for case management services for IEPs, IFSPs and Autism Waiver Case Management for Medicaid eligible children. In FY 07, the last full year in which local school systems were able to claim reimbursement, the local school systems received \$20,253,634. in federal funds from Medicaid for IEP case management. In FY 2008, fifteen local school systems, eight local health departments and the Garrett County Partnership for Children and Families received

\$2,033,200 in federal funds from Medicaid for case management services. Federal Regulation CMS-2237-IFC, effective March 3, 2008, will eliminate the ability of these programs to receive federal funds to support these agencies effectively losing \$22 million dollars of federal funds for the local jurisdictions. Additionally, 24 local school systems received \$748,403 federal funds from case management that supports the Autism Waiver.

Transportation reimbursement on days that a Medicaid eligible child receives a Medicaid covered service has been available to local school systems since February, 1993. CMS-2287-P would prohibit local school systems from claiming transportation reimbursement. In FY 2008, local school systems received \$937,780 dollars in federal funds for transportation for children with disabilities.

Responsible State Agencies: The Maryland State Department of Education
Department of Health and Mental Hygiene

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POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Legislative Vehicle:

Reintroduce HR. 3407 and S. 2111 of the 2nd Session of the 110th Congress, with amendments

Specific Requested Action:

Pass legislation amending the Elementary and Secondary Education Act encouraging states to implement Positive Behavioral Interventions and Supports (PBIS) and authorize funding for competitive grants to State Education Agencies in order to implement PBIS in school systems and schools. Similar legislation was considered during the 2nd Session of the 110th Congress in the forms of HR. 3407 and S. 2111 without accompanying funding authorizations.

Description of Project:

Maryland has been implementing PBIS since 1999 through a partnership between the Maryland State Department of Education and Sheppard Pratt Health System. Johns Hopkins University has been conducting studies on the effectiveness of PBIS in improving school climate and student behavior. PBIS is an evidenced-based initiative that involves school teams analyzing discipline data on an ongoing basis, implementing school-wide behavioral expectations, teaching students what appropriate behavior looks like in various contexts, and rewarding students for demonstrating positive behavior. Behavioral coaches provide ongoing assistance to schools in their implementation of PBIS.

PBIS consists of a three-tier paradigm based on primary, secondary, and tertiary prevention and intervention. While Maryland has been able to train over 500 schools in the primary level of PBIS, **a need exists for funding in order to implement the secondary and tertiary tiers.** These federal funds would be used to provide statewide and regional trainings on secondary and tertiary interventions, ongoing technical assistance, competitive grants to local school systems in order to leverage the services needed to intervene with students not responding to first tier interventions, and staff at the State Education Agency to coordinate these efforts.

Maryland Impact:

The ability to fully implement all three tiers of PBIS would mean that climate would improve in those schools affected. Moreover, students not responding to the first tier of PBIS would receive services that would allow them to remain in school and in class. Thus, they would be available for learning for more time. PBIS is currently being implemented in all 24 school systems. These funds would have an impact in all Congressional districts in Maryland.

Responsible State Agency: Maryland State Department of Education

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PROGRAMMATIC REQUESTS

The America Competes Act

Legislative Vehicle:

FY 2010 Labor/HHS/Education and Related Agencies Appropriations Bill

Specific Requested Action: Fund the Education provisions of the America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science (COMPETES) Act

Description of Program:

On August 2, 2007, the America Competes Act was signed into law. The Law's major education components include among other programs:

- a new teacher education initiative managed by the National Science Foundation to facilitate partnerships between science professionals and educators;
- increased scholarships for college students majoring in science, math, and engineering fields, who agree to become teachers;
- new summer training programs for teachers focusing on Advance Placement and International Baccalaureate education;
- a new grant program to assist SEAs/LEAs to implement effective mathematics programs in high schools, improve math instruction, provide targeted help to low-income students who are struggling in math, and provide math coaches who can assist high school teachers; and
- grants to states to promote better alignment of elementary and secondary education with the knowledge and skills needed to succeed in academic credit-bearing coursework in institutions of higher education, in the 21st century workforce and in the Armed Forces.

However, the actual funds needed to implement the programs have not been appropriated.

VOCATIONAL REHABILITATION SERVICES
Vocational Rehabilitation State Grants, WIA Title IV

Legislative Vehicle:

FY 2010 Labor/HHS/Education and Related Agencies Appropriations Bill

Specific Requested Action: Request a **10% increase** to funding levels for the public Vocational Rehabilitation (VR) program, Title I of the Rehabilitation Act of 1973 as amended.

Description of Program: The public vocational rehabilitation services program provides individualized workforce and rehabilitation services that enable persons with disabilities to become employed, achieve economic self-sufficiency, and have successful careers in the 21st century workplace. In Maryland, the State Department of Education (MSDE), Division of Rehabilitation Services (DORS) administers the public vocational rehabilitation services program. Last year, almost 2,300 DORS clients achieved their employment goal, demonstrating very significant gains in earnings and a substantial reduction in the receipt of public benefits.

Maryland Impact: Federal funding for the public VR program in Maryland has increased by only 7.5% over the past 9 years, whereas national VR funding has grown by 19.8% and the compounding effect of inflation has exceeded 20% during this same time frame.

Maryland DORS has demonstrated a very positive return on investment by facilitating economic self-sufficiency of persons with disabilities through employment and careers, earning wages and paying taxes, and reducing dependence on public benefits.

- Individuals who receive VR services and go to work will pay back fully the cost of their rehabilitation services through taxes in 2-4 years
- For every dollar invested in VR services, \$14.00 to \$18.00 are returned to the economy through increased earnings and reduced public benefits
- Last year, Maryland DORS enabled 1,321 individuals receiving SSI/SSDI to go to work enabling these individuals to reduce or eliminate their dependence on federal disability benefits
- 75% of individuals who successfully complete Maryland DORS services have wages as their primary source of support compared to only 13% of those same individuals before DORS services.

Responsible State Agency: Maryland State Department of Education

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SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES STATE GRANTS
Elementary and Secondary Education Act (ESEA), Title IV, Part A

Legislative Vehicle:

FY 2010 Labor/HHS/Education and Related Agencies Appropriations Bill

Specific Requested Action:

Restore Safe and Drug-Free Schools and Communities State Grants to FY 2005 levels of \$437 million nationally and \$6.6 million in Maryland. From FY 2005 to FY 2008 funding for this program has been cut 33%. Funding for FY 2008 and FY 2009 is \$295 million nationally and \$4.4 million in Maryland.

Maryland Impact:

While schools remain one of the safest places for children and youth, they are not insulated from what occurs in the communities of which they are a part. Two recent incidents have been extremely disturbing: 1. Last school year a teacher was attacked by a student and the incident was recorded on another student's cell phone and posted on the web 2. A middle school student was recently murdered on school property at the end of the school day by another student. This is the first murder on school property in Maryland in over 20 years, but an indication of the increasingly violent circumstances in which our students live.

Recognizing the challenges facing school systems in Maryland, Dr. Nancy Grasmick, State Superintendent of Schools, and Congressman Elijah Cummings hosted a statewide summit in June 2008 in order to identify solutions to issues relating to school safety. Participants included a diverse representation of stakeholders including policy makers from all levels, school officials, students, teachers, parents, and community and faith-based organizations. Further, a student safety summit was convened in October 2008 in order to elicit student input to the issues involving school safety. An action planning committee has been convened and is formulating short and long-term actions based on the solutions generated at both summits which include expansion of PBIS to the 2nd and 3rd tier, programs that focus on interventions before serious situations arise, expanding after-school programs, and a consistent code of conduct among school systems.

The continued erosion of Safe and Drug-Free Schools and Communities funding is compromising the impact that school systems and schools can have in providing schools and classrooms where teaching and learning are maximized. These funds constitute the only funding specifically targeted to providing programming and tools by which school officials can focus directly on those conditions which compromise school safety.

The Maryland State Department of Education has lost 1.5 professional positions and one support staff position as a result of these federal cuts. The reduction is adversely affecting the ability of all 24 local school systems to provide a continuum of programs and services to create and maintain safe school environments, which are essential to academic achievement and success. The greatest adverse impact will be in the ability of all 24 local school systems to provide the staff needed to:

- Provide scientifically based research programs to deter student drug use and violence;
- Prepare for , prevent, mitigate, respond to, and recover from crises arising from traumatic events or natural disasters; and
- Restore the learning environment in the event of a crisis or emergency.

Additionally, Maryland school systems will be limited in their ability to collaborate with families, communities, and drug and violence prevention providers and to provide professional development and training for staff, to include school resource officers and other security personnel.

Responsible State Agencies: Maryland State Department of Education and the Governor’s Office for Children

Contact: Debra Lichter; 410-767-4694; dlichter@msde.state.md.us

BEGINNING READING PROGRAMS

Elementary and Secondary Education Act (ESEA) Title I, Part B, Subpart 1

Legislative Vehicle:

FY2010 Labor/HHS/Education and Related Agencies Appropriations Bill

Specific Requested Action:

Restore the funding of *Reading First* or initiate new funding in FY 2010 to the FY 2007 level of \$1.029 billion nationally and \$12 million in Maryland.

Description of Program:

A *Beginning Reading Program* is a collaborative, focused strategy between local school districts and the Maryland State Department of Education (MSDE) to strengthen classroom instruction to improve student achievement. Funds are used to provide:

- reading coaches for the early elementary (K-3) grades, to lead staff in planning for student progress, assessment and data monitoring and implementing the Response to Intervention (RtI) process in local schools
- intervention teachers and staff to work with “at risk”, special education and ELL populations
- classroom books and materials to assure that every classroom contains the full compliment of materials needed to teach reading, and
- research-based professional development for 800 teachers on effective practices of classroom reading instruction.

Maryland Impact:

In FY 2008, Maryland’s *Reading First* funding was cut 66%, to \$4.02 million. The improvement of instruction and student achievement in struggling schools as a result of *Reading First* will be threatened by the \$7.9 million reduction in the FY 2008 federal budget which will impact Maryland in 2009/2010.

The results of the *Reading First* program are evidenced by increases in student achievement. The 2008 Maryland School Assessment results indicate that there has been a 12% increase in the pass rate of students in Reading First schools. The amount of change varied from 4 percent in Baltimore County to 19 per cent in Montgomery County. 62% of third graders in Reading First schools met or exceeded proficiency. The percentage of Reading First schools that made Annual Yearly Progress (AYP) increased from 82 percent in 2007 to 93 per cent in 2008. Maryland has been successful in closing the achievement gap for minority and economically disadvantaged children. The *Reading First Program* has contributed greatly to this success. Every one of the *Reading First* schools has experienced increases in reading scores.

Pass rates among students in *Reading First* schools increased in all eight participating LEAs, an indication that benefits from the program have been spread throughout the state. However, Baltimore City schools appear most often on the list of most improved schools, especially in grades 1 and 3. Additionally, *Reading First* school systems have replicated the program by identifying *Reading First* “model” schools within their districts. Baltimore, Allegany, and Dorchester counties have identified 35 schools that model the *Reading First* tenets. Calvert and Kent Counties are implementing these beginning reading practices as a part of our statewide effort to expand the use of this “best practice” in all beginning reading instruction.

Responsible State Agency: Maryland State Department of Education

Contact: Debra Lichter; 410-767-4694; dlichter@msde.state.md.us

CHILD CARE AND DEVELOPMENT FUND

Legislative Vehicle: FY 2010 Labor/HHS/Education and Related Agencies Appropriations Bill

Specific Requested Action:

1. Increase funding levels by 5% to meet current maintenance of effort.
2. Consider additional increase to reform the State's Child Care Subsidy Program in accordance with MSDE's and DHR's Study Group Recommendations of 2005.

Description of Program:

The Maryland State Department of Education, Division of Early Childhood Development (DECD), administers the CCDF funded initiatives. Last year, over 11,792 child care facilities and 214,597 children benefited directly or indirectly from initiatives funded through the CCDF. The Child Care Subsidy component of the CCDF will experience a shortfall of 10% in FY2010, thereby requiring the establishment of a waiting list for new applicants of all low-income income brackets with the exception of clients receiving temporary cash assistance unless additional Federal funds are provided. CCDF regulations require a one-for-one State match of any Federal funding.

Maryland Impact:

The Maryland State Department of Education's early childhood programs and services have not been able to meet the growing need for child care subsidy.

If the CCDF does not include an increase in funding for FY2010, Maryland will be forced to establish a waiting list for new enrollees into the program. The program currently services more than 24,700 children, representing an increase of almost 2,000 children since March 2007. Depending on the severity of the recession, MSDE forecasts low growth rate in participation through June 2010 with a cost increase of an estimated \$8 million more than FY2009.

In 2005, MSDE and DHR jointly called for a reform of the Child Care Subsidy Program which included a gradual increase in the rate of reimbursement for child care services. Cost estimates from early 2008 indicated a \$25 million increase to the program to reach the 65th percentile of the same year's market rate. Any increase in the rate reimbursement enhances the affordability of quality early care and education.

Maryland's early education system has demonstrated a positive return on investment by supporting quality early childhood learning environments, child care subsidies for eligible families and high quality professional development opportunities for child care professionals through the CCDF. MSDE considers the Child Care Subsidy Program one of several affordable early care and education options for low-income families. Access to Child Care Subsidy is essential to maintain or increase the number of children ready for school.

Responsible State Agency: Maryland State Department of Education

Contact: Debra Lichter; 410-767-4694; dlichter@msde.state.md.us

IMPROVING SCHOOL READINESS HEAD START ACT OF 2007

Legislative Vehicle:

FY 2010 Labor/HHS/Education and Related Agencies Appropriations Bill

Specific Requested Action:

Congressional action to increase appropriations for P.L. 110-134 to the levels authorized in the legislation

Description of Legislative Request:

A continuing resolution maintains funding at FY 2008 levels, affecting the ability of Head Start programs to implement many of the new requirements included in the recently reauthorized Head Start bill (P.L. 110-134) for quality improvements. It is estimated that Early Head Start and Head Start programs have experienced budget reductions of over 11 percent since 2002.

Maryland Impact:

MSDE is working with Head Start programs to increase staff education and program quality to improve school readiness for the approximately 5,800 four-year olds who annually enter kindergarten from Head Start. A lack of federal funds to meet the additional requirements of the Act, including alignment with State learning standards and increased educational requirements for staff, will affect the ability of Head Start programs to provide quality programming and fully prepare children for success in school.

Head Start programs have agreements in place with local school systems that combine resources and efforts for early childhood education to serve the State's neediest children. Many children attend Head Start part-day and public pre-kindergarten part-day; thereby providing a full day of quality education and comprehensive services to families and maximizing Federal and State funding. The collaboration is particularly needed for children with disabilities and for children with limited English proficiency. Although the Act requires coordination with local education agencies, current and proposed funding will not allow for these partnerships to be supported to the degree desired and may lead to fewer children being ready for school.

Responsible State Agency: Maryland State Department of Education

Contact: Debra Lichter; 410-767-4694; dlichter@msde.state.md.us

STATE ASSESSMENTS

Legislative Vehicle: 2010 Labor/HHS/ Education and Related Agencies Appropriations Bill

Specific Requested Action: Increase federal funding for state assessments by 25%; from \$400 million to \$500 million nationally; from \$7.4 million to \$8.9 million in Maryland.

Description of Program: An important aspect of NCLB accountability systems is the federal approval of state assessments for use in calculating AYP. Peer reviewers require results from numerous studies of a test's validity, alignment and other psychometric properties. These studies are expensive and not included in current vendor contracts (some studies require independent reviews). In order to meet the requirements to have Maryland's new tests (ALT-MSA, science and Mod-HSAs) peer reviewed and approved for use in the NCLB accountability system additional funding is required.

Additionally, USDE has recently issued guidance advising states that Title III funds cannot be used to pay for the development or administration of English Language Proficiency assessments. In the past, Maryland school systems have used Title III funds to pay for the development and administration of English Language Proficiency assessments.

Maryland Impact: Maryland has the distinction of receiving federal approval to use the state assessments for accountability under NCLB on the first submission. This allows the state to implement NCLB in a timely and consistent way, and allows staff to move on to other projects without having to re-submit work. Peer review will be held up for the tests mentioned above if Maryland does not receive additional funding to conduct the required studies on each test. The current testing budgets are being stretched to the limit, and Maryland does not want the quality of the testing program compromised in any way.

Further, currently there is no funding available for the development and administration of English Language Proficiency assessments. Considering the current fiscal constraints under which the state is operating, federal funding is needed for this purpose.

Responsible State Agency: Maryland State Department of Education

Contact: Debra Lichter; 410-767-4694; dlichter@msde.state.md.us

LONGITUDINAL DATA SYSTEMS

Legislative Vehicle: FY 2010 Labor/HHS/Education and Related Agencies Appropriations Bill

Specific Requested Action: Increase funding for Longitudinal Data Systems by \$ million nationally and \$10 million in Maryland to support the continued development of a state longitudinal education data system.

Description of Program: Additional funding is needed to allow Maryland to meet the increasing reporting requirements of the NCLB Act, specifically the required EDEN/EDFacts data file submissions, to meet the NCLB requirement to report the NGA cohort graduation rate by 2011, to begin to link student data over years and data collections to provide improved student records to identify at risk students, and to provide the capacity to link data systems from preK-12 through higher education and ultimately to workforce data. The longitudinal data system will also provide policy-makers with needed information to make data-driven decisions that will most positively impact the public education system.

Maryland has made strides to improve its data systems through an IES grant but still has significant work to do before it meets the essential requirements for educational data systems as described by the Data Quality Campaign (DQC). Maryland has met only three of the ten requirements identified by the DQC, but can make significant improvement with some additional support because the main component, a unique student identifier was assigned to all students in December of 2007. This is the key to being able to link data across time and across data collections to create the longitudinal system. Maryland will also use this funding to expand data collections to better meet the needs of policy-makers and legislators, as well as to share data with institutions of higher education. Updated systems will allow increased availability of data for program evaluation and research to determine the effectiveness of instructional programs at the classroom, school, school system and state level. It will also increase data quality through the use of more sophisticated data auditing techniques, and allow for more complete and efficient transfer of student records among schools for the vulnerable population of mobile students.

Maryland Impact: Maryland is behind other states in the capacity to track students through their public education experience. The limitations of the current data system make completing required data collections and meeting federal reporting requirements cumbersome and inefficient, and although there have been improvements in recent years, there is still significant work to do if we are to remain compliant with NCLB regulations. Maryland also needs additional data on its students to inform policy-makers of the effectiveness of current funding and potential areas of need for additional funding. Approximately \$10 million is needed complete the development of Maryland's Longitudinal Data System.

Responsible State Agency: Maryland State Department of Education

Contact: Debra Lichter; 410-767-4694; dlichter@msde.state.md.us

ENHANCING EDUCATION THROUGH TECHNOLOGY PROGRAM

Elementary and Secondary Education Act (ESEA) Title II, Part D, Subpart 1

Legislative Vehicle: FY 2010 Labor/HHS/Education and Related Agencies Appropriations Bill

Specific Requested Action: Request that funding for the Education Technology Program under the *No Child Left Behind Act*, Title II, Part D be **increased to the FY 2002 level** of \$700 million nationally (\$9.1 million for Maryland).

Maryland Impact:

Maryland received approximately \$9.1 million in Enhancing Education through Technology funding at the inception of the program. The funding level has dramatically decreased over the ensuing years and is currently \$267 million nationally (\$3.4 million in Maryland). The State has experienced approximately a 58% reduction since the Program began in FY 2002.

Local school systems rely on the federal Ed Tech funding to supplement local funding dedicated for technology acquisition. Because local school systems are spending much of their local technology funds on infrastructure and systems for data collection and analysis, there is less money available for curriculum integration, even though technology for instruction remains a high priority through *No Child Left Behind* and *The Maryland Educational Technology Plan for the New Millennium: 2007-2012*. A 58% reduction in Ed Tech funding has resulted in less formula money for each local school system and a decrease in the amounts available for individual competitive grants to eligible local school systems. In addition, there have been much less competitive partnership funds available. These partnerships have been instrumental to local school systems, working in collaboration with the Maryland State Department of Education, in creating statewide systemic change related to technology through strategic, focused initiatives.

Although previous State funding in Maryland helped to address infrastructure issues, local school systems are struggling to maintain, refresh and continue to acquire equipment and to create faster, more robust networks to meet the needs of more sophisticated technologies for use by students, teachers and administrators. Not only will these challenges impact instructional uses of technology, but also it has implications for online testing, online courses for students and online professional development for educators. If the United States is truly serious about preparing American students to be competitive in the global economy, and particularly in the STEM fields, funding for Education Technology Programs must be increased.

Responsible State Agency: Maryland State Department of Education

Contact: Debra Lichter, 410-767-4694; dlichter@msde.state.md.us

STATE GRANTS FOR MATHEMATICS AND SCIENCE PARTNERSHIPS

Elementary and Secondary Education Act (ESEA) Title II, Part B

Legislative Vehicle:

FY2010 Labor/HHS/Education and Related Agencies Appropriations Bill

Specific Requested Action:

Restore funding to FY 2007 levels.

Description of Program:

Title II, Part B funding in Maryland is granted to the local education agencies (LEA) to support collaborative partnerships between LEA and science, technology, engineering, and/or mathematics (STEM) faculty in institutions of higher education (IHE) as they work to improve the academic achievement of students in the areas of mathematics and science. The partnerships under Title II, Part B support rigorous content for teachers and job embedded professional learning. While having specific requirements, the flexibility of funding allows the LEA, the SEA, and the IHE to focus the funding on areas of need that are critical to meet the goals of the No Child Left Behind Act.

Maryland Impact:

From FY 2007 to FY 2008, Maryland's allocation decreased 12.8%, from \$2.064 million in FY 2007 to \$1.799 million in FY 2008, while nationally, funding decreased 1.7%.

Data from 2005-2006 grant evaluations indicated that programs that included an intensive summer program followed by a coaching program were more effective in implementing new content than a summer program with follow-up. As a result, Maryland adjusted its priority areas for 2008-2009 grant funds to develop and implement successful programs that include job-embedded professional development, such as coaching or mentoring, to strengthen, broaden, and deepen *mathematics or science* content knowledge of elementary and middle school teachers in grades 4, 5, 6, 7, or 8 including regular classroom teachers, special education teachers, and English language learner (ELL) teachers to help ensure they are highly qualified to teach *mathematics or science*. Title II, Part B partnerships fund physics and chemistry coaches working with ten LEAs to ensure effective implementation of the content, technology, and extensive use of the equipment. In Maryland the Title II, Part B projects have provided intensive high quality professional development to over 364 elementary, middle, and high school teachers in either mathematics or science content. If the United States is truly serious about preparing American students to be competitive in the global economy, and particularly in the STEM fields, funding for Math and Science Partnerships must be increased in order for mathematics and science teachers to stay current with changing technologies.

Responsible State Agency: Maryland State Department of Education

Contact: Debra Lichter; 410-767-4694; dlichter@msde.state.md.us

JACOB K. JAVITS GIFTED AND TALENTED STUDENTS EDUCATION PROGRAM
Elementary and Secondary Education Act (ESEA) Title V, Part D, subpart 6

Legislative Vehicle:

FY2010 Labor/HHS/Education and Related Agencies Appropriations Bill

Specific Requested Action:

Request national funding be restored to the \$11.25 Million 2002 funding level in order that both Priority One (Research) and Priority Two (State grant) competitions can be held. In 2009, the funding was \$7.5 million, a \$3.75 million decrease and therefore, there was no available funding for Priority Two grants. Priority One grants are five-year research grants and the three-year Priority Two grants support the implementation of model programs for students and teacher professional development. Maryland is currently the recipient of a \$680,000 Priority Two grant from 2005.

Description of Program:

The purpose of this program is to carry out a coordinated program of scientifically-based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary and secondary schools to meet the special education needs of gifted and talented students. The major emphasis of the program is on serving students traditionally underrepresented in gifted and talented programs, particularly economically disadvantaged, limited English proficient (LEP), and disabled students, to help reduce the serious gap in achievement among certain groups of students at the highest levels of achievement.

Maryland Impact:

The Jacob K. Javits grant is the only federal program available to Maryland schools that specifically targets identification and services for gifted and talented students, including those student groups historically underserved in gifted and talented programs.

The Maryland State Department of Education is currently the recipient of a Priority Two Jacob K. Javits grant for \$680,000 to develop as a state model the Primary Talent Development Early Learning program (PTD), an innovative talent identification and development program for all students Pre-K – 2. Program materials that are developed through the work of the grant will be distributed to all 24 school systems at the close of the grant in September 2009.

Four (4) school systems have received subgrants to implement the PTD program: Baltimore County, Calvert, Dorchester, and St. Mary's. Eleven (11) school systems are currently in some phase of implementing PTD systemically in every elementary school: Baltimore City, Baltimore County, Calvert, Caroline, Cecil, Dorchester, Kent, Queen Anne, Somerset, St. Mary's, and Worcester. If the United States is truly serious about preparing American students to be competitive in the global economy, it must invest in its best and brightest students at an early age.

Responsible State Agency: Maryland State Department of Education

Contact: Debra Lichter; 410-767-4694; dlichter@msde.state.md.us

ADVANCED PLACEMENT INCENTIVE PROGRAM
Elementary and Secondary Education Act (ESEA) Title I, Part G

Legislative Vehicle:

FY2010 Labor/HHS/Education and Related Agencies Appropriations Bill

Specific Requested Action:

Request 5% funding increase for the Advanced Placement (AP) Incentive Program.

Description of Program:

The purpose of Advanced Placement Incentive Program is to increase the participation of students from low-income families in both Pre-AP and AP courses and exams through the development, enhancement, or expansion of AP courses and aligned Pre-AP courses in mathematics, science, English, and other subject areas. Allowable activities include: (1) professional development for teachers; (2) curriculum development; (3) the purchase of books and supplies; and (4) other activities directly related to expanding access to and participation in AP courses and exams for students from low-income families.

Maryland Impact:

The Maryland State Department of Education is the recent recipient of a three-year, \$2.04 million Advanced Placement Incentive Program (APIP) grant, *Project 3+3* that provides funds to Baltimore City Public Schools to build and expand AP programs in eleven (11) high schools. *Project 3+3* uses three (3) value-added design components, access, acceleration and affiliation to achieve the goal of successful participation and performance in AP courses/exams for students from low-income families. Project NEXUS, another 3- year APIP grant which focuses on building rigor at the middle school level and develops the pipeline to AP, will unfortunately end in May 2009.

Over the past five years, the Advanced Placement Incentive program grants have contributed to Maryland becoming first in the nation in the percentage of students (34.5%) earning high test scores on Advanced Placement exams. In 2007, the AP program was offered in 214 Maryland public high schools to more than 38,500 public school students. From 2003 – 2007, the number of students from low income backgrounds taking and succeeding in Advanced Placement courses and exams has increased substantially. The number of Asian, African American, and Hispanic students in the AP program has increased 101% in the past five years. A 5% funding increase will enable additional Maryland school systems to increase the participation of low-income students in both pre-AP and AP courses and tests.

Responsible State Agency: Maryland State Department of Education

Contact: Debra Lichter; 410-767-4694; dlichter@msde.state.md.us

CAREER AND TECHNICAL EDUCATION STATE GRANTS AND TECH-PREP EDUCATION STATE GRANTS

Carl D. Perkins Career and Technical Education Improvement
Act of 2006

Legislative Vehicle:

FY 2010 Labor/HHS/Education and Related Agencies Appropriations Bill

Specific Requested Action:

Increase Title I and Title II appropriations 5% to improve and expand career and technology education programs.

Maryland Impact:

Level funding or a reduction of funds would have a negative and direct impact on the quality and availability of CTE programs and the resulting achievement gains of students served through these programs. Almost one-half of all high school students (120,000) and over 55,000 community college students enroll in CTE. Fewer students completing programs also would adversely affect the needs of Maryland's employers, both current and prospective. This is especially critical in view of the estimated 60,000 new jobs expected as a result of BRAC.

Reduced funding would also jeopardize the availability of support services for students who are members of special populations (limited English proficient, economically deprived, students with disabilities, etc.). These students, who represent over 56% of all CTE students, frequently require extra help to successfully complete the CTE programs' industry requirements.

At the state level, a reduction in funding would limit the development and implementation of new cutting edge CTE programs in areas such as engineering, biomedical sciences, and information technology that offer high skill, high wage careers for students and the needed workforce essential to the State's economy.

Responsible State Agency: Maryland State Department of Education

Contact: Debra Lichter; 410-767-4694; dlichter@msde.state.md.us

EDUCATION FOR THE DISADVANTAGED

Elementary and Secondary Education Act (ESEA) Title I, Part A (CFDA 84.010)

Legislative Vehicle:

FY 2010 Labor/HHS/Education and Related Agencies Appropriations Bill

Specific Requested Action:

Maryland requests Title I, Part A funding be **increased by 8%**. This request is being made in response to current economic trends that suggest Maryland will see an increase in the number of children living in poverty by 2010.

Description of Program:

Maryland provides Title I, Part A funds to all twenty-three counties, Baltimore City, and SEED School Maryland, to enhance its commitment to provide adequacy and equity in education and promote academic excellence as we eliminate performance gaps among all students, especially students who are economically disadvantaged, minority, disabled, migrant, homeless, and limited English proficient. Funds are used to implement curriculum and professional development based on scientific research, strategies to increase parental involvement, and to provide support to low performing schools.

Maryland Impact:

From FY 2007 to FY 2008, Maryland's allocation increased only .2%, from \$188.03 million to \$188.32 million, while nationally, funding increased 8%. In FY 2009, Title I funding was basically level with FY 2008.

Maryland is committed to the NCLB goal that all children will achieve proficiency by 2014. When students need additional support to reach academic benchmarks, funding must be available to provide additional academic services. Intervention programs that address the distinctive academic needs of diverse populations within Maryland schools must be available and affordable if Maryland is going to ensure that each child reaches proficiency.

All of Maryland's twenty-four school systems have increased student achievement, as measured by the *Maryland School Assessment*, for the past four years. In 2008, 32 elementary and middle schools exited improvement, of which 17 were Title I schools. Funding is used to provide academic intervention, additional teachers to reduce class size, targeted after-school programs and Supplemental Educational Services, supplemental instructional materials and technology. To continue the momentum, requires consistently increasing effort. By increasing federal funds, Maryland would be able to provide additional support to low performing Title I schools (i.e. those in school improvement, corrective action, or restructuring) so they too reach the goal by 2014.

In the spring of 2008, 365 Title I schools took the State Assessment, resulting in 87 schools in some level of improvement. Baltimore City receives the largest Title I allocation (\$66.23M) and has the largest number of Title I schools, 112, with 62 in improvement. Due to the large concentration of poverty, Baltimore City can only serve schools with high concentrations of students eligible for free-and-reduced-price meals. Baltimore City has reduced the number of Title I schools it serves by 10. Prince George's County is the second neediest school district and receives \$27.05M. There are 52 Title I schools in Prince George's County, of which 15 are in improvement.

Responsible State Agency: Maryland State Department of Education

Contact: Debra Lichter; 410-767-4694; dlichter@msde.state.md.us

SPECIAL EDUCATION - STATE PERSONNEL DEVELOPMENT GRANT PROGRAM (CFDA 84.323A)
Individuals with Disabilities Education Act (IDEA), Part B Discretionary Grant, Secs. 651-655

Legislative Vehicle:

FY 2010 Labor/HHS/Education and Related Agencies Appropriations Bill

Specific Requested Action:

Restore funding levels to the FY 2007 funding level of \$50 million nationwide; \$1,240,000 for Maryland

Description of Program:

The goal of the SPDG Program is to reform and improve State systems for personnel preparation and professional development in early intervention, educational, and transition services in order to improve educational outcomes/results for children with disabilities.

Maryland Impact:

Maryland is in the process of implementing its third year of a 5-year SPDG grant. In August 2007, Maryland received notification that for the five year period beginning July 1, 2007 through June 30, 2012, \$1,240,000 would be awarded annually for grant development and implementation. Maryland received full funding for the first year. For the second year of the grant, funding was reduced to \$579,730 because the SPDG funds were completely cut from the federal budget. At this time, full funding for the remaining three years of the grant is in question.

If full funding is not restored, Maryland's SPDG Program initiatives that have been, and continue to be, developed and implemented to reform and improve personnel preparation and professional development systems for teachers, principals, administrators, related services personnel, paraprofessionals and early intervention personnel will be in jeopardy. Further, efforts to continue the goal of improving educational results for children with disabilities through the delivery of high quality instruction and recruitment, hiring and retention of highly qualified special education teachers will be negatively impacted. Finally, progress that is being made toward implementing initiatives focused on increasing accessibility of information by parents that will enable them to be more fully involved in the development and implementation of their children's educational programming will be restricted.

Responsible State Agency: Maryland State Department of Education

Contact: Debra Lichter, (410) 767-4694, dlichter@msde.state.md.us

LANGUAGE ACQUISITION STATE GRANTS
Elementary and Secondary Education Act (ESEA) Title III, Part A

Legislative Vehicle:

FY2010 Labor/HHS/Education and Related Agencies Appropriations Bill

Specific Requested Action:

Request 10% increase in funding for state grants to assist states and thus local school systems in providing English language education to students whose native language or recent arrival in the United States precludes their full participation in the curriculum, helping them to achieve the State academic content and achievement standards that all children are expected to meet.

Description of Program:

The purpose of the program is to increase academic achievement and to support and evaluate the attainment and progress towards attainment of English of students identified as English language learners (ELLs) including immigrant and refugee children. The major emphasis of the program is providing high quality, research-based professional development and technical assistance to local school systems in order to increase the effectiveness of both ESOL and content teachers for improvement of ELLs in academic achievement.

Maryland Impact:

From FY 2008 to FY 2009, Maryland's allocation increased 4.26%, from \$8.539 million in FY 2008 to \$8.904 million in FY 2009, close to the 4.22% national funding increase.

The program supports Maryland's ability to assist local school systems in the delivery of improved instruction to English language learners. Maryland is seeing a marked increase in the number of students receiving ELL services. There has been a 33.24% increase in the number of ELL students in Maryland from school year 2005-2006 with 31,905 ELL students to school year 2008-2009 with 42,510 ELL students. The top five languages of ELL students are Spanish, French, Chinese, Korean and Vietnamese. The counties with the largest ELL populations are Montgomery County with 16,646 and Prince George's County with 12,626 students.

Additionally, two specialist positions at MSDE are funded with Title III funds. These specialists provide technical assistance and professional development for teachers and administrators in the local school systems, gather and analyze ELL proficiency and attainment data, promote parent and community participation in ELL programs, and assist with the implementation of Title III requirements. With an approximate yearly growth of 13.6% per year in the number of ELL students, Maryland anticipates a critical need for increased funds to support the education of ELL students.

Responsible State Agency: Maryland State Department of Education

Contact: Debra Lichter; 410-767-4694; dlichter@msde.state.md.us

IMPROVING TEACHER QUALITY STATE GRANTS
Elementary and Secondary Education Act (ESEA) Title II, Part A

Legislative Vehicle:

FY2010 Labor/HHS/Education and Related Agencies Appropriations Bill

Specific Requested Action:

Request 5% increased funding of the state grants to assist states and thus local education agencies to secure and retain highly qualified and effective teachers in core academic subjects.

Description of Program:

This program is carried out by: increasing the number of highly qualified teachers in classrooms; improving the skills of principals and assistant principals in schools; and increasing the effectiveness of teachers and principals by holding LEAs and schools accountable for improvements in student academic achievement.

Maryland Impact:

This program has essentially been flat-funded in Maryland since 2002. From FY 2008 to FY 2009, Maryland's allocation decreased .09% from \$41.396 million to \$41.357 million.

Maryland's percentage of core academic classes (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography) taught by highly qualified teachers (HQTs) has increased from 64.5% in 2002-2003 to 84.6% in the 2007-2008 school year. This improvement is significant, representing steady and consistent progress, yet there is still work to be done to reach the 100% target that was set for the 2005-2006 school year and thereafter. While Allegany County has 97.8% of core academic classes taught by HQTs, Baltimore City has only 51.1% and Prince George's County has only 73%. Additionally, Maryland struggles with the disparity of the percent of classes taught by HQTs between high and low poverty schools. At the elementary level, 94.2% of classes in low poverty elementary schools are taught by HQTs, compared to 64% of classes in high poverty schools. Funds from Title IIA that are granted to the local schools systems are directly targeted to recruiting and retaining these HQTs.

At MSDE, 17 positions are funded with Title II, Part A funds. These positions provide technical assistance and professional development for instruction and curriculum in the core academic areas to teachers and administrators in all local school systems. Without the funding from this grant these services would not exist. The Title II, Part A Teacher Quality state funds are essential if local school systems are to implement the No Child Left Behind Act's definition of high quality professional development and ensure all educators have the in-depth knowledge of the content and instructional pedagogy, as well as the cognitive, emotional, and social characteristics of all learners.

Responsible State Agency: Maryland State Department of Education

Contact: Debra Lichter; 410-767-4694; dlichter@msde.state.md.us

**GRANTS TO STATES FOR WORKPLACE AND COMMUNITY TRANSITION FOR INCARCERATED
YOUTH OFFENDERS PROGRAM**
(HE Amendments of 1998, VIII-D)

Legislative Vehicle:

FY 2010 Labor/HHS/Education and Related Agencies Appropriations Bill

Specific Requested Action:

Restore funding to FY2007 levels to assist and encourage eligible incarcerated youth to acquire skills through the pursuit of a postsecondary education certificate or degree.

Maryland Impact:

From FY 2007 to FY 2008, Maryland's allocation decreased 1.7%, from \$322,500 in FY 2007 to \$316,900 in FY 2008, the same as the 1.7% national funding decrease.

- Maryland currently incarcerates approximately 23, 000 men and women at an annual cost of about \$25,000 each. There are about 4,700 inmates under the age of 25 (20.6%). The number of eligible youth offenders is 2,800 (6.6%) and the number currently served under this grant is 185.
- The largest numbers of youthful offenders come from Baltimore City, Prince Georges County, Baltimore County, Anne Arundel County, and Montgomery County.
- Fifty to 55% percent of ex-offenders are re-arrested, re-convicted or re-incarcerated within 3 years of release. Research has shown that one of the most beneficial efforts that positively impact recidivism is participation in education programs.
- The reduction in recidivism, as shown in one study sponsored by the U.S. Department of Education was approximately 20%.
- Post-secondary (college) education and occupational skills training have the most positive impact on ex-offender recidivism. Inmates with the ability to access these opportunities are far less likely to return to prison.
- Maryland does not have enough qualified, skilled workers to fill current and anticipated jobs. Ninety-five percent of currently incarcerated Maryland inmates will be released. One major initiative of the Maryland Department of Public Safety and Correctional Services is the successful transition and re-entry of incarcerated adults to the community.
- Another State initiative is workforce development. The inmate population can be a source of ready and willing workers for the State if they can access appropriate skill training while incarcerated.

Full funding of the Workplace and Community Transition for Incarcerated Youth Offenders Program helps Maryland provide the necessary programs that lower recidivism and supply the State with skilled workers.

Responsible State Agency: Maryland State Department of Education

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PROJECT REQUESTS

THE JUDITH P. HOYER CENTER FOR EARLY CHILDHOOD LEARNING AND INNOVATION

Legislative Vehicle:

FY 2010 Labor/HHS/Education and Related Agencies Appropriations Bill or Stand-Alone Bill

Specific Requested Action:

Appropriate \$5 million to support the development of the Judith P. Hoyer Center for Early Childhood Learning and Innovation at the National Children's Museum at National Harbor in Prince George's County.

Description of Program:

The National Children's Museum's primary vehicle for public outreach—*The Judith P. Hoyer Center for Early Childhood Learning and Innovation*—will generate and provide a rich menu of resources and activities designed to promote early childhood development across the country.

Early childhood programs make an important difference in the lives of young children, generally the period from birth through age 5. Research links high-quality, intensive early childhood programs with later school achievement, adult productivity and a sound future economy.

There is a strong connection between child development early in life and the level of a child's success later in life. For example, infants who are better at distinguishing the building blocks of speech at 6 months are better at more complex language skills at 2 or 3 years of age and better at acquiring skills for learning to read at 4 or 5 years of age. Not surprisingly, a child's knowledge of the alphabet in kindergarten is one of the most significant predictors of his or her tenth grade reading ability. When preschool children are provided an environment rich in language and opportunities to listen and use language constantly, they begin to acquire the essential building blocks for learning how to read.

Early literacy—developing language and reading skills—is one result of high-quality early childhood education. Early childhood education also enhances school readiness, reduces racial and ethnic achievement gaps and develops self-confidence, curiosity and self-discipline.

Equally important for young children to reap the benefits of early childhood learning, they must have highly-trained teachers and engaged parents. According to national research¹, the single most important influence on student learning is the quality of teaching. A well-educated staff, responsive and sensitive to the children in their care, is one of the strongest predictors of high-quality, early learning programs.

With a focus on classroom teachers, home educators, childcare providers, parents and others interested in the education and welfare of young children, the *Judith P. Hoyer Center for Early Childhood Learning and Innovation* will become the recognized resource on a wide range of child development topics and training. Working in partnership with the State of Maryland's Judy Centers, NCM's *Judith P. Hoyer Center for Early Childhood Learning and Innovation* will provide innovative methods and approaches to curriculum and

assessment development, family literacy, early-childhood education, and teaching through play, among other resources

The Case for Partnership with Judy Centers

With 28 locations throughout Maryland, Judy Centers provide a comprehensive set of services for at-risk children birth through age five and their families. Judy Centers are located in or affiliated with public elementary schools and provide full-day, full-year services. Services are designed to foster a child's readiness for school. These Centers are named in memory of Judith P. Hoyer, former coordinating supervisor of early childhood education in Prince George's County, Maryland—site of the Museum's new home. Improving the lives of young children was her dream and life's work. Before she died in 1997, Mrs. Hoyer succeeded in shaping and enhancing the future of thousands of students. She established a school-based early childhood and family center, offering early childhood care and education, health services, adult education, family literacy, and programs for infants and toddlers.

Moreover, Mrs. Hoyer called for constant dialogue and collaboration among adults working with young learners. She believed early childhood educators, parents, and caregivers are the "child's first teachers" and, as such, are responsible for shaping their lives.

NCM's *Judith P. Hoyer Center for Early Childhood Learning and Innovation* will help bring the work and philosophy of the Judy Centers to the nation. In partnership with the Maryland State Department of Education (MSDE) and Judy Centers across the State, NCM will link educators, parents, and childcare providers across the nation with the Center's whole-child, whole-community approach to learning.

Specific NCM services—both on-site and online—designed to bring the Judy Centers to a wider audience include professional development training and hands-on interactive workshops featuring MSDE/Judy Center staff demonstrating their innovative approaches to teaching and learning; public access to websites, books, and other resources supporting the Judy Center philosophy of educator and parents as "child's first teachers"; and the Museum's "living laboratory of exhibits" to research and test new school-readiness practices. The Center will accomplish this through **four cornerstones**:

Early Childhood Education and Family Literacy

- Providing parents, classroom teachers, home educators, childcare providers, and other professionals with curriculum tools and techniques to grow young minds.
- Offering school readiness programs for daycare providers and children in their care.
- Involving parents in their children's learning through reading stories and books together and child-directed play time that helps children bond with their parents.
- Providing parental support on early childhood issues such as health, human growth and development, good nutrition, discipline, and other subjects.
- Guiding interactive parent/child activities, with an emphasis on the Museum's core areas: the environment, health and well-being, play, civic engagement, the arts, and the global neighborhood.

Learning Communities

- Using the Judy Center model to share best practices in early childhood education with preschool programs around the country.
- Offering symposia, programs, training, events, and other multi-generational learning opportunities developed in collaboration with institutions of higher education and community-based organizations.

- Collecting and distributing information, in various formats, on subject areas explored in the Museum to schools and other organizations that educate and care for children.

Museum without Walls

- Bringing the Museum’s extraordinary exhibit and program experiences directly to children through schools and community-based organizations.
- Demonstrating for early childhood professionals best practices using Museum programs and exhibit experiences. Extending the Museum experience beyond the confines of the actual building through new technologies (i.e., Internet, handheld devices, and mobile phones).

Research and Policy

- Facilitating and encouraging research on best practices in early childhood education by hosting in-residence opportunities for students and professionals in child development.
- Actively engaging in the research process and sharing research findings that will help and empower children.
- Connecting visitors to national policy issues affecting the lives and well being of children and families.

The 2,100-square-foot Center will be located near the National Children’s Museum’s main lobby. Visitors can access the venue free-of-charge either online or from within the Museum or through a separate outside entrance after hours.

A critical component, Judy Centers will be at the center of a network of community-based and national organizations that will make up the *Judith P. Hoyer Center for Early Childhood Learning and Innovation*. The Museum is founded on these partnerships and collaborations, building partnerships with leading organizations focused on the well-being of children and families. For instance, the National Institute of Health Child Human Development, Children’s National Medical Center, and the Brazelton Touchpoints Centers will offer a variety of learning opportunities, aimed at new parents and teachers, focusing on topics such as development milestones, healthy families, asthma and obesity prevention. The Alliance for Childhood and other policy partners will also investigate play and learning, and the healthy use of media.

The National Children’s Museum (NCM) will be a world-class cultural and educational center dedicated to engaging children and empowering them to make a difference.

The Museum will serve millions of children and their families each year through a new experiential place at National Harbor, an engaging online experience, and partnerships and programs spreading across the country. Every experience associated with NCM—from the permanent, hands-on exhibits inside the Museum to its online “e-zibits” and national programs—will reflect the themes identified by research as critical to inspiring and supporting children’s efforts to be engaged and active in their communities.

The Museum’s primary vehicle for public outreach, *The Judith P. Hoyer Center for Early Childhood Learning and Innovation* will generate and disseminate information and resources to help children thrive, families flourish, and educators excel across the country. Through its four cornerstones—family literacy, learning communities, the Museum Without Walls, and research and policy—*The Judith P. Hoyer Center for Early Childhood Learning and Innovation* will bring the work of the Judy Centers to a national audience by linking thousands of educators, parents, and childcare providers across the nation with a whole-child, whole-community approach to learning.