

### **Recent & Ongoing Activities**

- Advocacy Priorities amended/approved by DA
- Board of Ed meeting with MCCPTA BOD, engaged on key advocacy issues
- Kirwan Commission – (State appointed) Commission on Innovation and Excellence in Education
  - Public hearings

### **Future Activities**

- League of Women Voters +MoCo Media to plan future BoE candidate and County Council forums
- Establishing Task Force to draft Questionnaire for BoE, CC, other candidates for political office
- Establishing planning group for Annapolis trips during session.

### **Important Dates**

- Nov 2- Board of Ed Facilities & Boundaries work session
- Nov 6- Board of Ed Facilities & Boundaries hearing
- Nov 13- County Council Hearing on MCPS Performance Tracking

### **Other notes:**

*Description of Oct 25 Kirwan Commission meeting from Board of Education legislative aide Patricia Swanson: official documents can be found here: <http://mgaleg.maryland.gov/Pubs/CommTFWorkgrp/2017-Innovation-Excellence-in-Education-Commission-2017-10-25.pdf>*

*Chair Kirwan started the meeting by stating the two charges of the Commission were to review/make changes to the funding formula for education in the state and to recommend policies to make Maryland a top performing state as it pertains to education.*

*The first charge has never been done by a state before so they need additional time to do it. The general consensus was to continue the Commissions work into next year. There will be an interim report that will include where there has been consensus like early childhood education, CTE, etc. There will be a subgroup that will work during the 2018 Legislative Session to flush out the financial pieces more.*

### **Determining the Fiscal Impact of Implementing the Building Blocks**

*The panel of DLS, APA, and NCEE were asked how to develop a process to start working on making changes to the funding formulas. Because it hasn't been done by any other state before, there isn't a clear path on how to move forward. There is a balance between some policies requiring new money and also changing how current policies are done, which will not be additional money but a change in what we fund. They then went through each building block and highlighted where APA/NCEE agreed and received guidance on how to move forward. They will be coming back with cost estimates for the following:*

- *Building Block #1 – Early Childhood Education – Discussion began with 0-3 year olds and whether it is in the purview of the Commission to recommend supports for these children as they do not fall within the PreK-12 education continuum. Balance of who should pay and the persistent achievement gap that happens during these ages. Consensus around PreK with a mixed delivery model and sliding scale for payment.*
- *Building Block #2 – More Resources for At-Risk Students – Creating weights for at-risk, special education, and ELL students that are appropriately sized to provide services to students and their families. Some recommendations: more high quality teachers, incentives for teachers, career ladder for teachers who teach in high-needs schools, etc.*
- *Building Blocks #3 and #4 – Instructional Systems and Gateways for Students - Are curriculum/assessments aligned and what are the exit requirements for high school? Do they match to postsecondary entrance requirements? How can we align HS graduation and postsecondary entrance? Should MSDE and/or the State Board oversee the development of coherent instruction systems?*

- *Building Blocks #5 and #6 – Create Supply of Highly Qualified Teachers and Schools where Teachers can be Professionals* – This is a lift for post-secondary and school districts to work together more efficiently. Attracting strong HS graduates into teaching and retain them with compensation systems and ladders of career advancement.
- *Building Block #7 – Create and Effective System of Career and Technical Education* – CTE should be seen as a high-quality pathway with both employment and post-secondary option for graduates. Training should be required in a wide range of attractive careers. Adjustments should be made to current CTE program; maybe join Pathways to Prosperity network?
- *Building Block #8 – Create a Leadership Development System* – This would happen at multiple levels and over at least two years for existing and soon-to-be-Superintendents, central office staff, principals and interested assistant principals. The system should be designed by MSDE and the State Board.
- *Building Block #9 – Governance System to Develop Policies and Implement* – High performing systems have governance systems with the authority and legitimacy to develop coherent, powerful policies and are capable of implementing them at scale. Roles and responsibilities need to be clear; shared goals exist across the system; and progress towards these goals are clearly tracked.

### **Special Education**

*An overview of how Special Education is funded in Maryland and nationally was given. While there are estimates of expenditures to deliver special education services, these are not based on student attainment of specific goals or standards. Three factors determine what special education costs: number of children who receive services, the level of need for those students, and the intensity of the special education and related services provided to individual students. A majority of states use formula funding to fund special education; 12 states do categorical funding and 5 do reimbursement funding. It is recommended that a multi-tiered approach be used for special education. Two considerations posed were: 1) the level of child need is compounded by poverty and insufficient general education and results in more intensive and costly special education services and 2) early intervention is a critical factor and early education programs should be designed based on a model that targets interventions to a child's specific learning and social emotional development.*

### **APA Adequacy Follow-Up**

*The consultant that proposed the untested formula that would have reduced funding from the state to MCPS gave an overview of the study they did last year – including the three models they used and the blended model they used as the final recommendation. Generally, this model has a higher base and smaller weights. They also brought up CWI (versus GCEI), NTI (only using November date), and the multiplicative wealth formula approach they used – this is the formula that had the state giving Montgomery County \$350 million less, and the county providing \$800 million more. They are working on an addendum to their report that reflects a change in the way that retirement costs are handled. The original report assumed state/locals both contributed; however, the normal costs are paid entirely out of local appropriations with no contribution from state share.*

*There were questions around Transportation funding, concentrations of poverty, and initial technology infrastructure costs - response from APA was these were not directly covered in the RFP. Concentrations should be addressed by more wrap-around services and through Health Departments. DLS is working on simulating a concentration formula at both the LEA and school level. DLS said this was brought back because of lingering questions by Commissioners, not necessarily because they would be implementing the recommendations.*