



Maryland Education Coalition

# EQUITY FOR STUDENTS NOW!

Wednesday, January 27  
6-7:30PM

The background of the image shows the silhouettes of several graduates. They are holding up their black graduation caps and white diplomas against a clear, light blue sky. The graduates are positioned at various heights, creating a sense of a large group celebrating. The text is overlaid on this scene.

# The Maryland Education Coalition

**Town Hall and Call to Action**

**Wednesday, January 27<sup>th</sup>**

**6:00 pm – 7:30 pm**

# Agenda

## **I. Welcome/Introductions**

- Ellie Mitchell, Executive Director Maryland Out of School Time Network

## **II. The Maryland Education Coalition**

- Rick Tyler, Maryland Education Coalition Chair

## **III. MEC Legislative Priorities for the 2021 GA**

- Sue Fothergill, Attendance Works - Maryland Initiative

## **IV. Testimonial:** NaDonya Jones, 10th Grader at Western High School, Baltimore City Public Schools

## **V. What is in the Governor's Budget for Education?**

- Frank Patinella, MD American Civil Liberties Union

## **VI. COVID-19 and learning loss - disparities grow and students need help**

- Emma Dorn, Global Education Practice Manager for McKinsey and Company

## **VII. Panel Discussion:** Describe Programs and Strategies for Learning Loss Recovery and Acceleration

- Shané A. Tate, Program Manager, Out-of-School-Time Programming Montgomery County Collaboration Council for Children, Youth, and Families, Inc.
- Aaron P. Dworkin, CEO National Summer Learning Association
- Jeanne L. Paynter, Ed.D President, Maryland Coalition for Gifted and Talented Education

## **VII. Testimonial:** Madeleine Most, Grade 5, Capitol Heights Elementary School Prince George's County Public Schools

## **VIII. Legislative Update:** Delegate Maggie McIntosh

## **VIII. Break Out:** How do these issues impact you?

## **X. Call to Action**

- Shanetta Martin, M.A., Interim Education Policy Assistant Director

# Let's Chat



Please post in the chat:



\* Your name



\* Your organizational or school affiliation



\* What motivated you to join this town hall?



## MISSION

[The Maryland Education Coalition \(MEC\)](#) members represents parents, civil rights, & special student population groups. For over 40 years MEC has advocated for adequate, equitable resources and systematic accountability for the estimated 900,000 public school students in Maryland's public schools regardless of their academic, cultural, economic, geographic, racial or other demographic status. This includes students people of color, those identified as lower income, special needs, limited English, homeless, foster care, Gifted & Talented or within the Juvenile Service systems.

**We believe a public education is a constitutional right** based on [Article VIII of the Maryland Constitution](#) that requires all public school students equitable access to a quality education so each may graduate college or career-ready. **We also believe it is a civil right** based on several federal and state laws or regulations.

Historically, MEC was very instrumental working with our partners in the creation of the Thornton, Kirwan & Knott Commissions numerous other committees, the resulting laws and regulations benefiting Maryland's schools, staff & students. More recently, we have worked closely with the state and our partners on issues related to school reopenings, safety, health, additional instruction resources based on our adequacy & equity principles to address digital equity, evidence-based instruction and support services, social-emotional learning, safe, healthy and inviting school facilities and much more.

In the future, we will work to ensure that the Blueprint for Maryland's Future is not only fully implemented, but maintained and improved. We also will continue to work on a range of issues that ensure all students have access to a well-rounded education that will allow them the opportunity to graduate college or career-ready.



# MARYLAND EDUCATION COALITION

## 2021 General Assembly Recommendations



Override the Veto of the  
Blueprint Bill



Align the Blueprint Standards  
to Maryland State Standards  
for Education Title 13A



Maintain Existing Blueprint  
Priorities



Address the Digital Divide  
and Enrollment Loss



Improve Equity in Policy and  
Funding



Progressive Tax Policy to Fully  
Fund Education



# **MARYLAND EDUCATION COALITION**

Testimonial: Why does a well-rounded education matter now and in the future?

# Blueprint for Maryland's Future and Education Funding for FY22 (SY21-22)

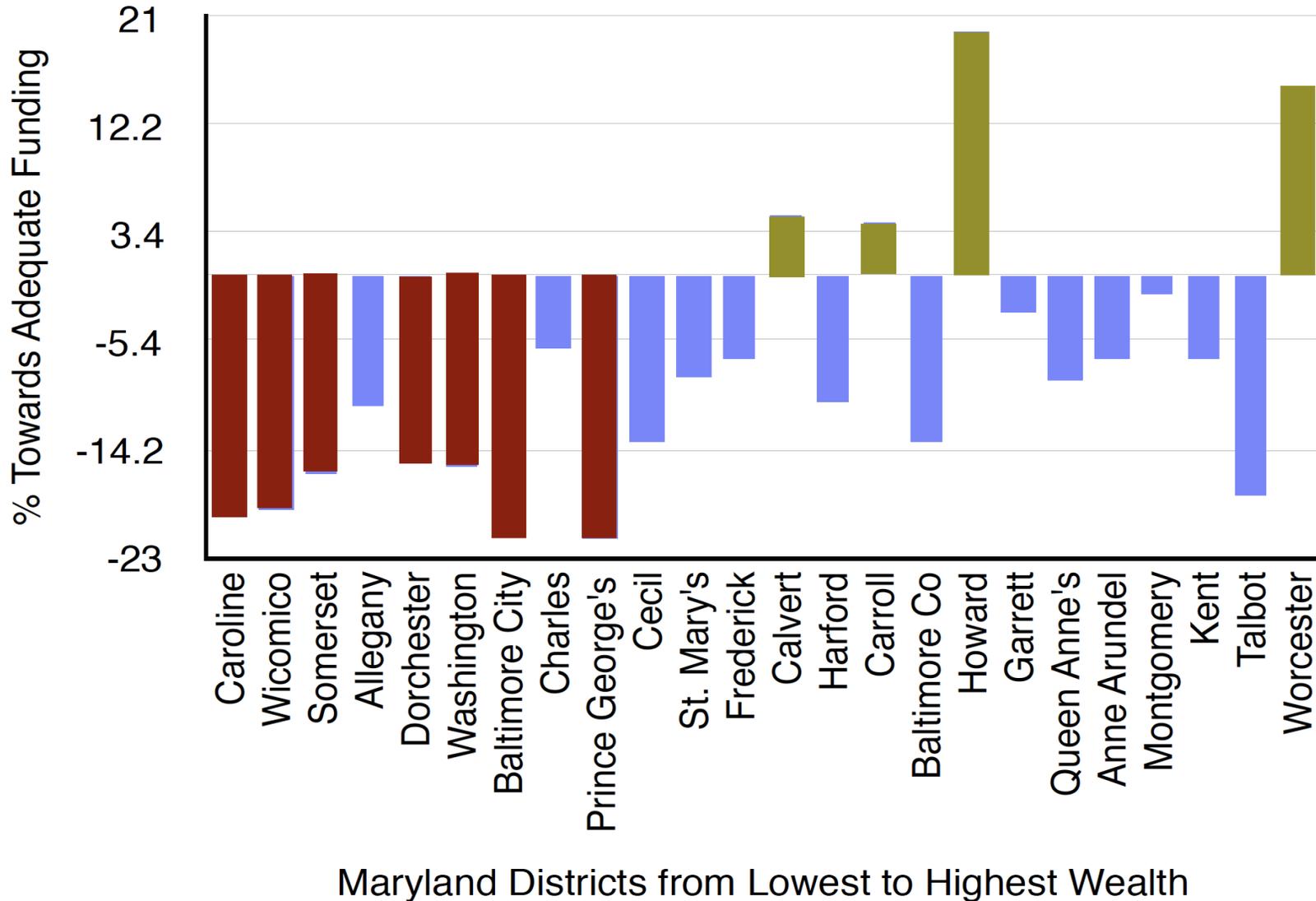
## CONSTITUTION OF MARYLAND

### ARTICLE VIII

### EDUCATION

*SECTION 1. The General Assembly, at its First Session after the adoption of this Constitution, shall by Law establish throughout the State a thorough and efficient System of Free Public Schools; and shall provide by taxation, or otherwise, for their maintenance.*

# Low-Wealth Districts Are More Underfunded Than Wealthy Districts



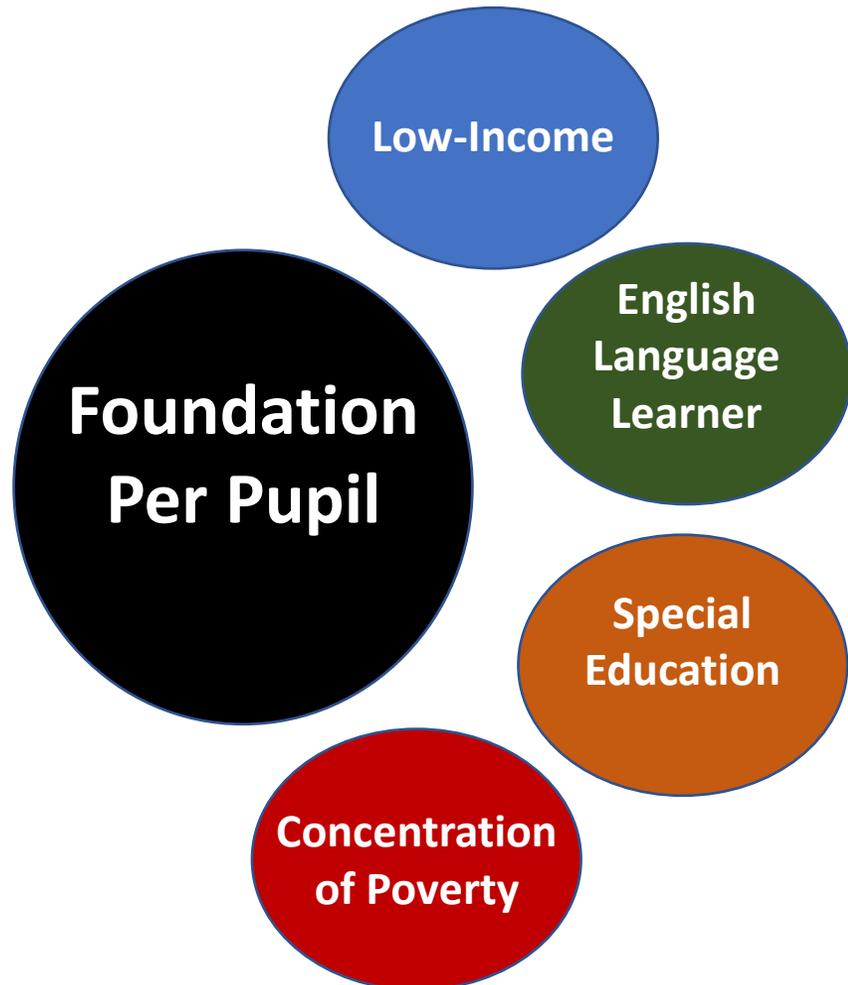
- Shows FY17 funding towards Thornton “Adequacy” targets (analysis by state DLS)
- Chart shows comparisons, **NOT** current “Adequacy” targets
- -\$342 million for Baltimore City Schools
- -\$503 million for Prince George’s County Schools
- -\$17 million for Caroline County Schools
- ~3,100 - \$4,400 Per Pupil for most underfunded districts

# Blueprint for Maryland's Future ("Kirwan")

- **Override the veto on the Blueprint Bill (HB1300) – February 8<sup>th</sup>**
  - We have the votes!
  - Money is there almost through FY26!
  - Stop-Gap measure to prevent increases if there's a recession
- **Blueprint "Companion" or "Correction" Bill**
  - ~\$4 billion phased-in over 10 years
  - Phase in must be adjusted
  - **OPPORTUNITY TO IMPROVE FUNDING EQUITY! BUT HOW?**

# Improving Funding Equity in the Blueprint “Companion” Bill

## State Education Funding Formula



- Focus on the STUDENTS, not districts
- Less funding in the Foundation in the early years
- Greater priority given to the weighted categories
- Concentration of Poverty Per Pupil
- Affects funding for FY23 and beyond

# Governor's FY22 (SY21-22) Education Budget

## State Education Funding Formula

*\$5.7 Billion for MD Schools for FY22*

## "Small" Blueprint Changes

*\$752 Million for MD Schools for FY22.*

*\* Shows major Blueprint programs and "Hold Harmless". Smaller categories not shown.*

### Statewide enrollment loss of 26,900 students

- Governor's budget does not calculate funding based on a "Hold Harmless" enrollment loss
- Triggers significant loss in education funding
- Not at TRUE "Hold Harmless" - grant applied AFTER lower enrollment calculated

### Blueprint Program

Concentration of Poverty  
Teacher Salary  
Supplemental/Tutoring  
Special Education  
PreKindergarten Suppl  
PreK Expansion  
Early Education  
Hold Harmless

### FY21

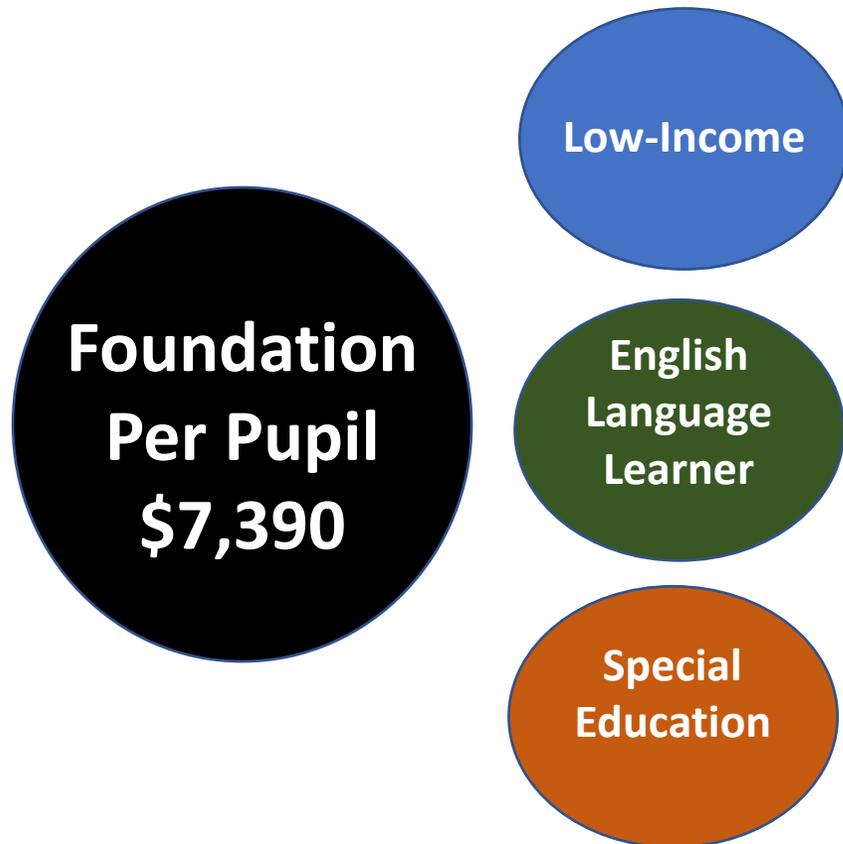
\$65.2 m  
\$75.0 m  
\$23.0 m  
\$65.5 m  
\$64.0 m  
\$26.6 m  
\$45.6 m  
\$0 m

### FY22

*\$71.9 m*  
\$75.0 m  
*\$174.6 m*  
\$65.5 m  
*\$53.7 m*  
\$26.6 m  
*\$54.7 m*  
*\$213.0 m*

# Governor's FY22 (SY21-22) Education Budget

## State Education Funding Formula



## ACTUAL Funds for Education Programming

- FY21 = \$5.9 billion + Small Blueprint \$389 million = \$6.29 billion
- FY22 = \$5.7 billion + Small Blueprint \$752 million = \$6.45 billion
- **Net Gain for FY22 = ~\$160 m. Statewide**  
*\* Blueprint Fund being used to fill gaps, very limited expansion of Blueprint programs*

**EDUCATION FUNDING IS FLAT**

# Improving the FY22 Budget For Education

- **Expand implementation of the Blueprint Bill**
  - Prioritize Equity
    - Provide per pupil phase in funding for schools at the 80% threshold of poverty
- **Additional Funding is Needed to Address COVID-19 Impact**
  - Learning Re-engagement and Recovery
    - Tutoring
    - Accelerated Learning
    - Extended Day
    - OST/Summer School
  - Digital Divide/Expenses
  - Some districts cut school level staff this year (-450 employees from City Schools)
- **Where Will the Funds Come From?**
  - The Blueprint Fund (current cash balance \$554 million)
  - Rainy Day Fund
  - General Fund
  - Federal Funds (December COVID Relief Act, New Larger COVID Bill)

# COVID-19 and student learning

The disparities are real, and students need help

January, 2021

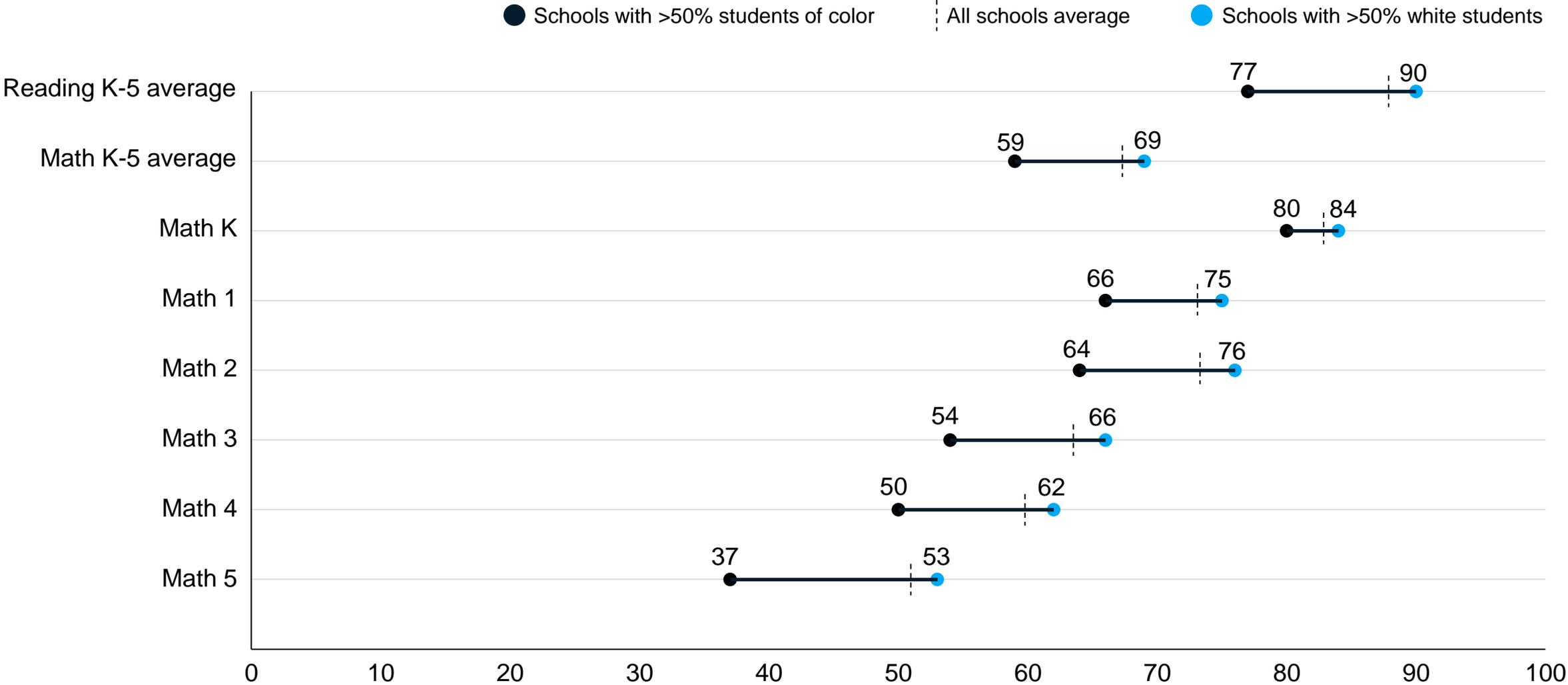


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**What is the impact of the pandemic on student learning to date?**

# Tangible learning loss has already occurred

Amount students learned in the 2019-2020 school year, % of historical scores



Source: Curriculum Associates fall assessment data

# Students didn't just learn less reading and math due to school shutdowns, they also experienced broader losses

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## Broader curriculum

- Science
- History



## Broader skills and capabilities

- Motor skills
- Socio-emotional learning



## Mental health

- Trauma
- Anxiety and depression



## Physical health

- Obesity
- Physical fitness

Students “regressed” and were “unable to hold a pencil, when they could do so before”

Anxiety and depression increased with lengthy school closures

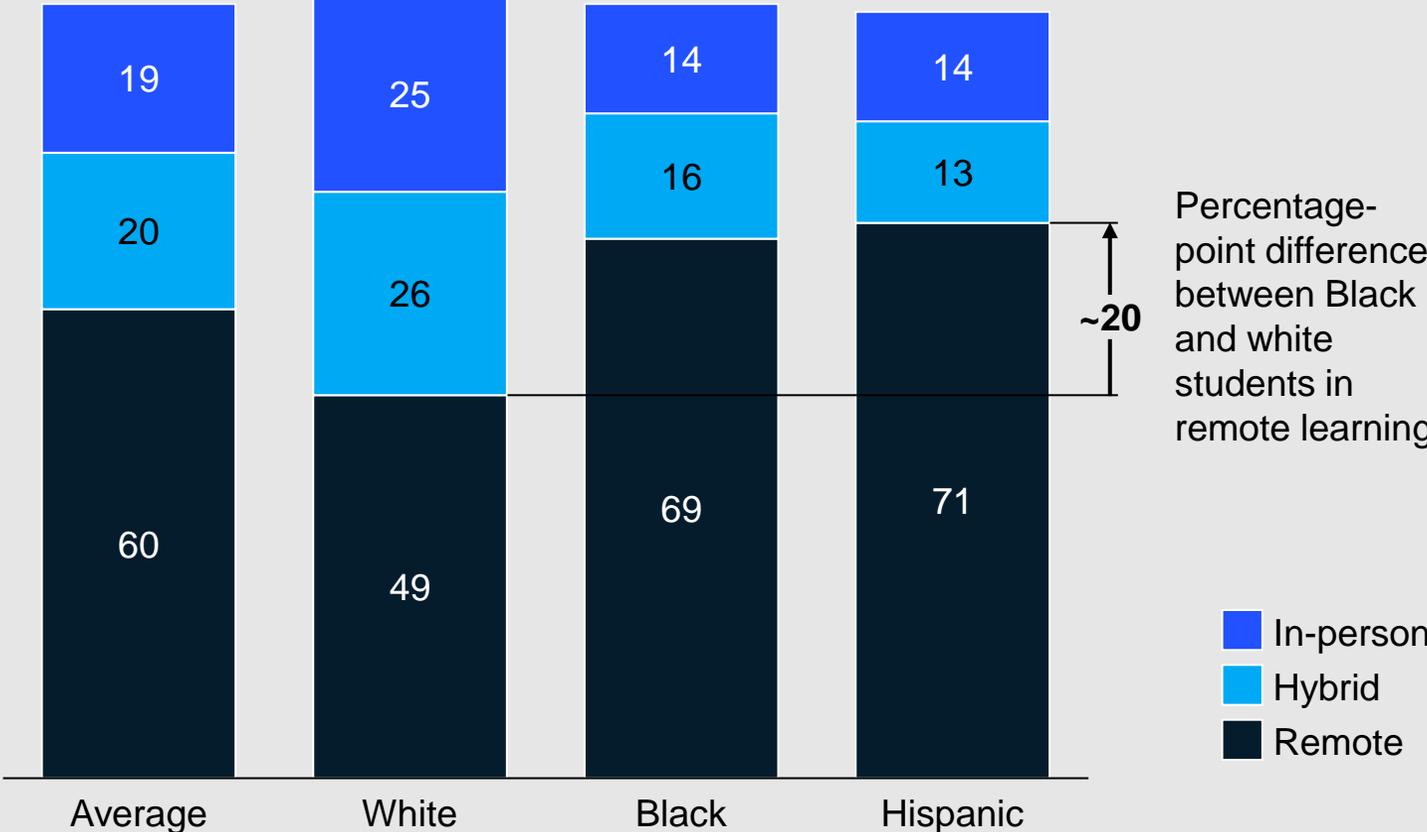
Some pupils “gained weight over the lockdown”

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# **Why is learning loss so unequal?**

**Black and Hispanic students are more likely to be learning remotely**

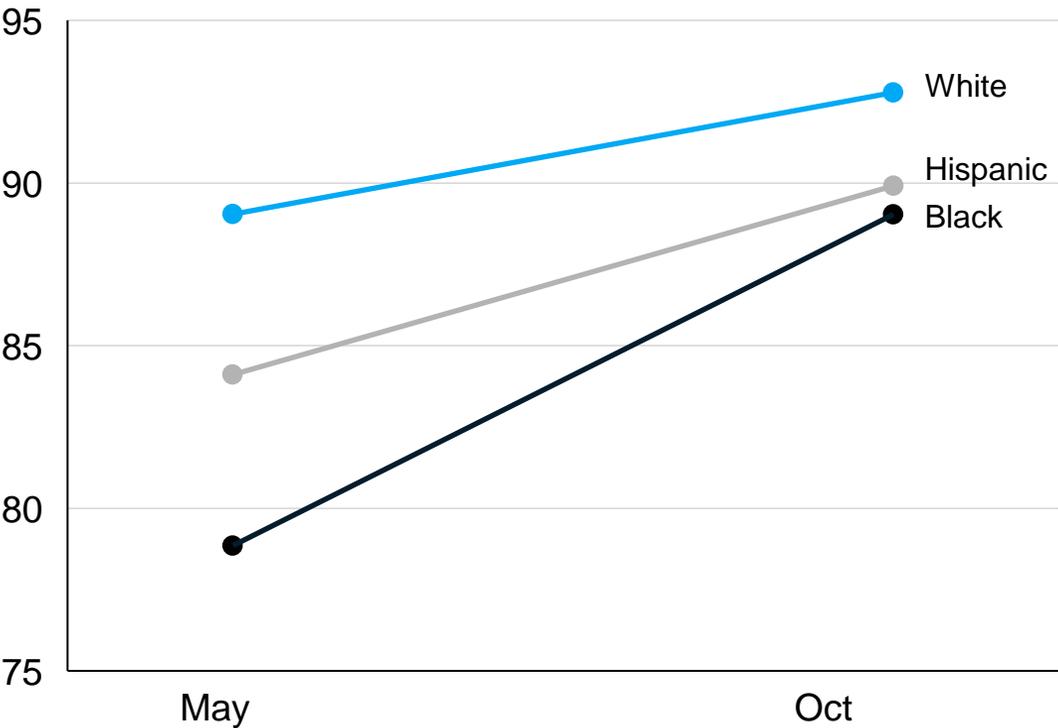
Students receiving each type of instruction (estimate), %



# Gaps in access have narrowed since the spring, but still remain

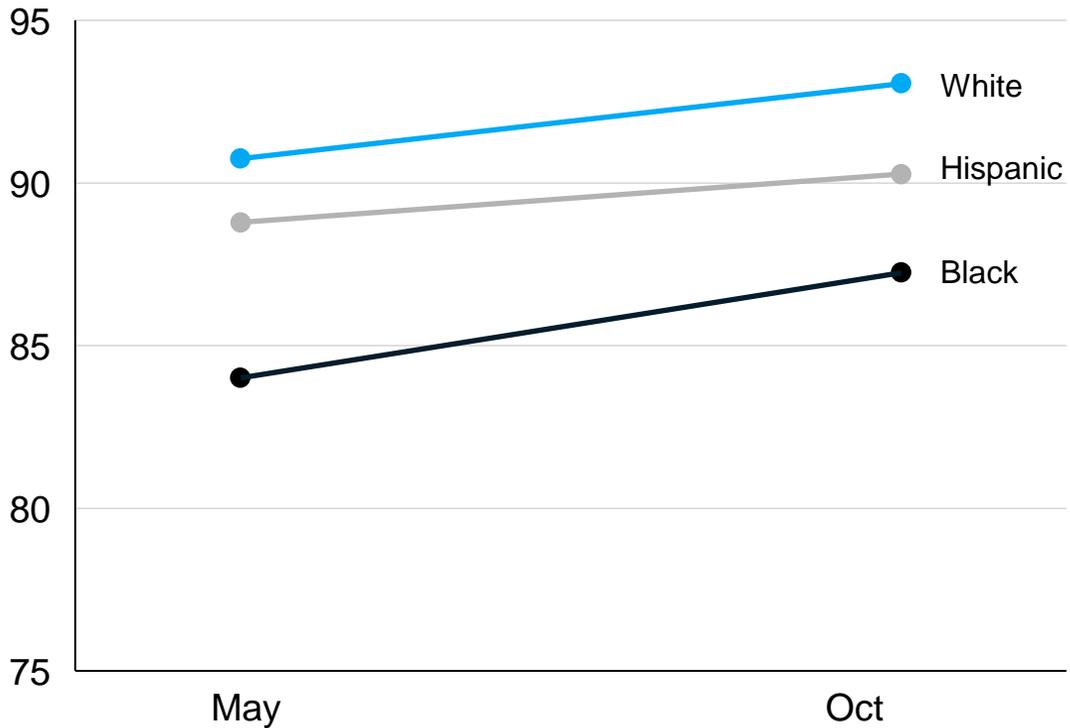
## Access to devices for learning

Percentage of students who always or usually have access  
(May 2020 to Oct 2020<sup>1</sup>)



## Access to the internet

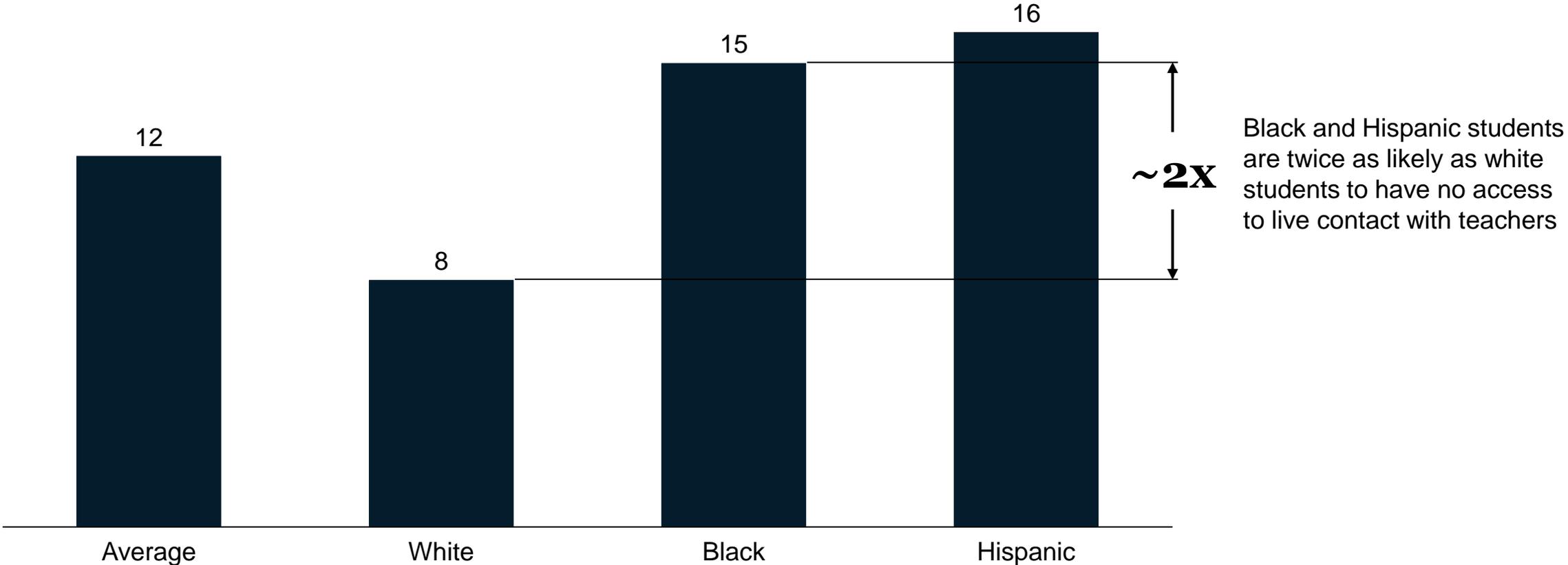
Percentage of students who always or usually have access  
(May 2020 to Oct 2020<sup>1</sup>)



1. May: Average of April 23 through May 26, 2020. Oct: Average of Sept 30-Oct 26th

# Black and Hispanic students are twice as likely as white students to have no access to live contact with teachers

Students who have no live interaction with teachers this fall (in person, by phone, or by video), %



Source: U.S. Census Household Pulse Survey, Days Spent in Live Contact with Teachers, in the Last 7 Days, Relative to Before the Coronavirus Pandemic, October 2020

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**What does this look like  
going forward?**

# Different scenarios significantly impact the scale of learning loss

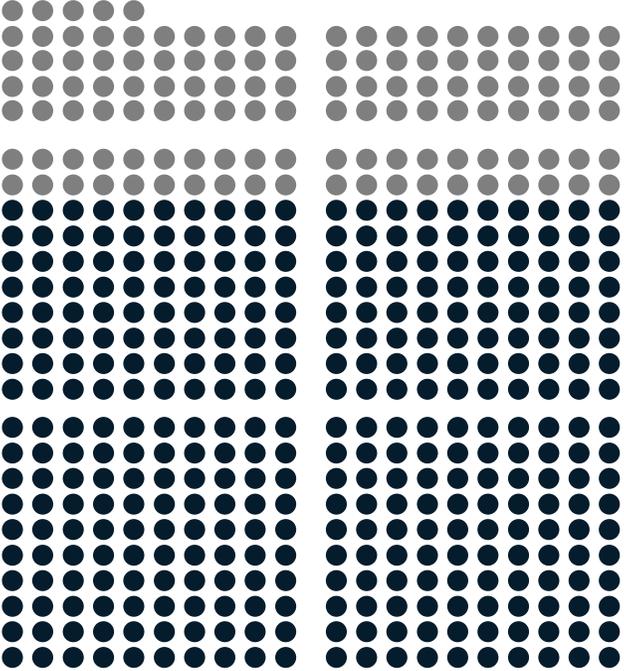
Estimated loss in mathematics learning from March 2020 to June 2021

**No Progress:** Learning loss as in spring

● 1 school-day lost

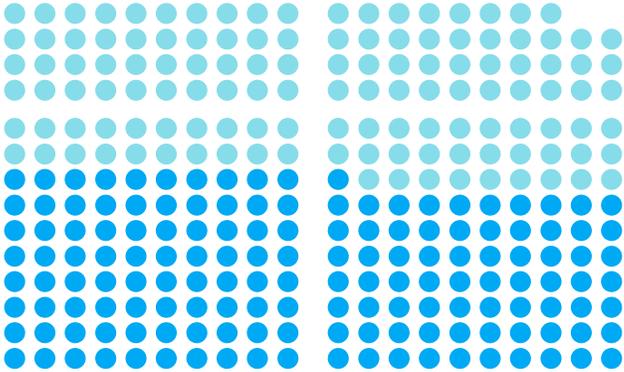
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## 12-16 months



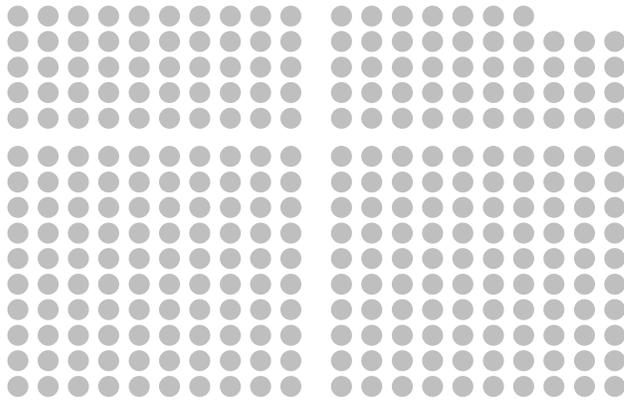
Students of color

## 5-9 months



White students

## 10 months



Average overall

# Different scenarios significantly impact the scale of learning loss

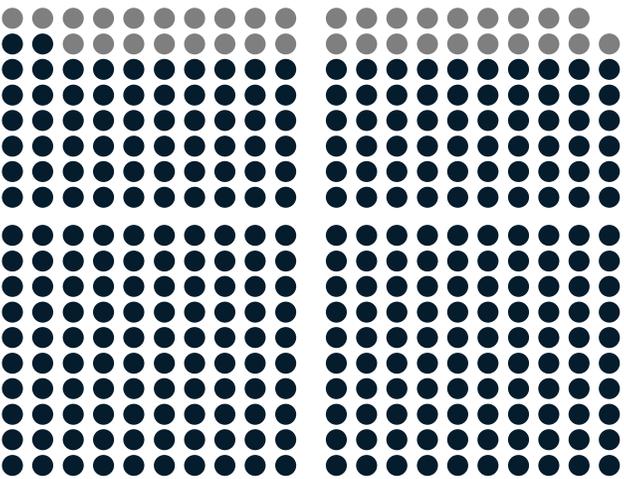
Estimated loss in mathematics learning from March 2020 to June 2021

Status Quo: Existing modalities with mix of remote quality

● 1 school-day lost

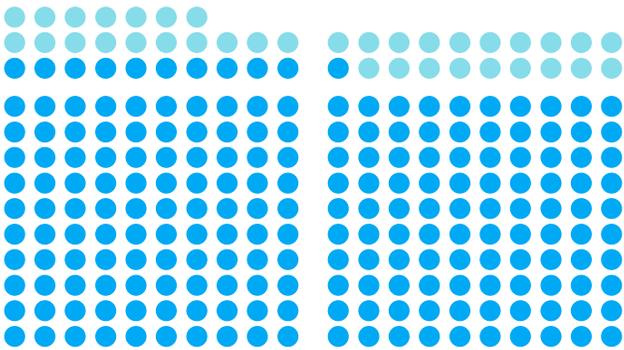
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## 11-12 months



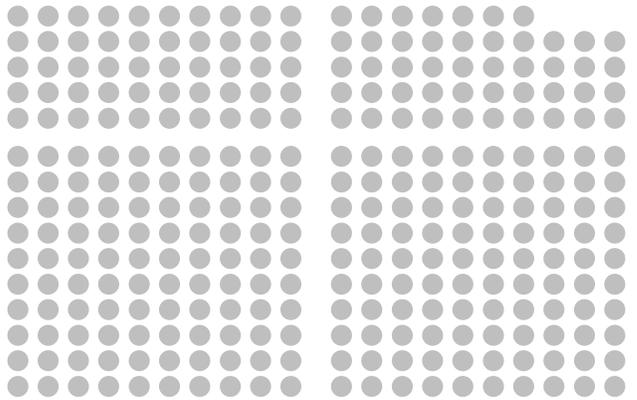
Students of color

## 7-8 months



White students

## 9 months



Average overall

Source: Curriculum Associates i-Ready Assessment data; Public U.S. district reopening analysis, by select characteristics; U.S. Census data, October 2020; Megan Kuhfeld, Dennis Condron, and Doug Downey, When does inequality grow?, 2019; Center for Research on Education Outcomes, Online Charter Schools Study, 2015

# Different scenarios significantly impact the scale of learning loss

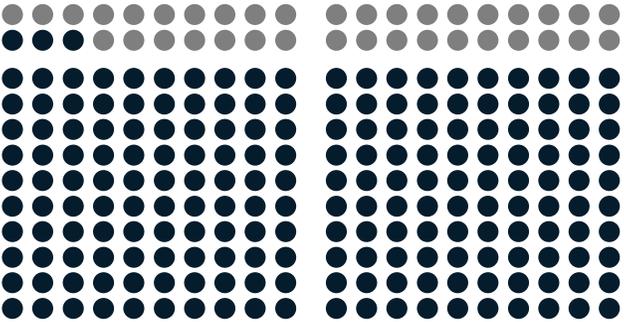
Estimated loss in mathematics learning from March 2020 to June 2021

**Better remote:** Investment to improve remote and hybrid

● 1 school-day lost

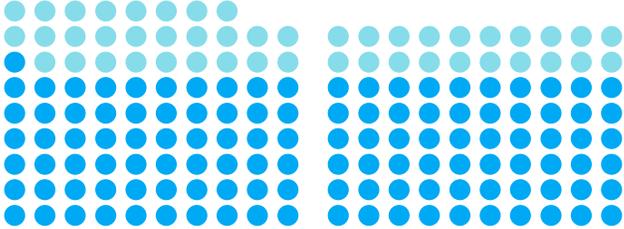
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## 7-8 months



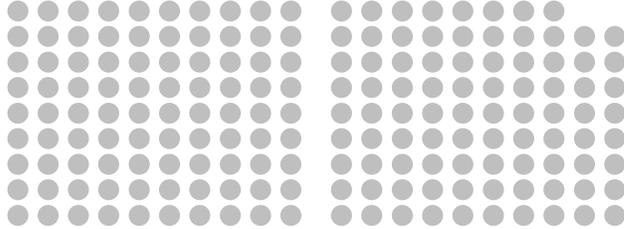
Students of color

## 4-5 months



White students

## 6 months



Average overall

Source: Curriculum Associates i-Ready Assessment data; Public U.S. district reopening analysis, by select characteristics; U.S. Census data, October 2020; Megan Kuhfeld, Dennis Condon, and Doug Downey, When does inequality grow?, 2019; Center for Research on Education Outcomes, Online Charter Schools Study, 2015

# Different scenarios significantly impact the scale of learning loss

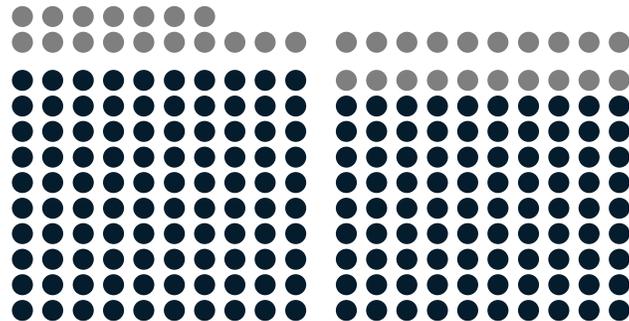
Estimated loss in mathematics learning from March 2020 to June 2021

**Back to school:** Status quo until Jan; typical growth thereafter

● 1 school-day lost

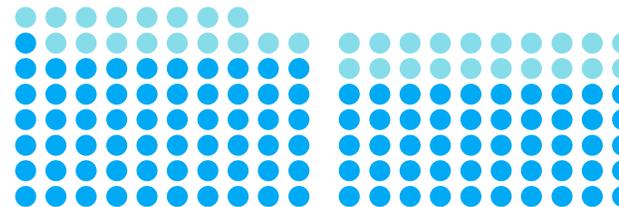
< Prev 04 - 04 Next >

## 6-7 months



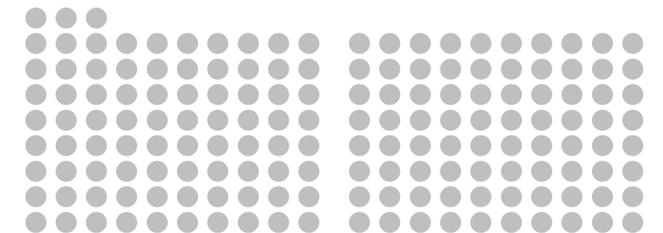
Students of color

## 4-5 months



White students

## 5 months



Average overall

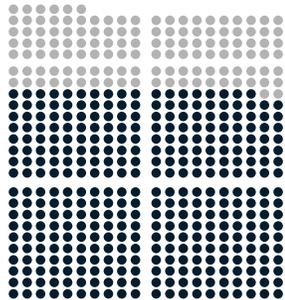
# Different scenarios significantly impact the scale of learning loss

Estimated loss in mathematics learning from March 2020 to June 2021

## No progress:

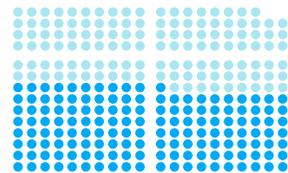
Learning loss as in spring

12-16 months



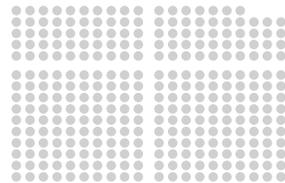
Students of color

5-9 months



White students

10 months

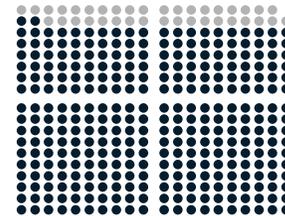


Average overall

## Status quo:

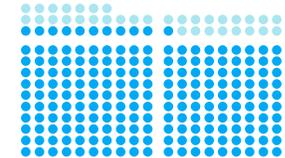
Existing modalities with mix of remote quality

11-12 months



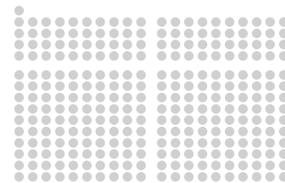
Students of color

7-8 months



White students

9 months



Average overall

## Better remote:

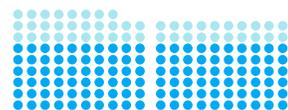
Investment to improve remote and hybrid

7-8 months



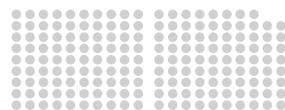
Students of color

4-5 months



White students

6 months

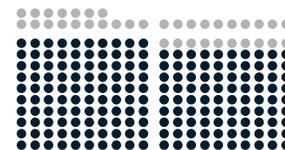


Average overall

## Back to school:

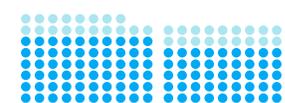
Status quo until Jan; typical growth thereafter

6-7 months



Students of color

4-5 months



White students

5 months



Average overall

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**What can we do about it?**

# We need to start planning now: how to help students accelerate learning?



## I More time

**Description**

Extend the number of hours spent on the material to ensure appropriate learning

**Examples**

- Weekend school
- Extended school day
- Summer school

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**22%** of systems plan to increase class time in the second half of the year<sup>1</sup>



## II More attention

Increase the quality of learning by promoting better attention to the material

- Peer-to-peer learning
- Small-group instruction
- High-intensity tutoring

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**62%** of systems will introduce a dedicated remedial programme<sup>1</sup>



## III Focused content

Reduce, synthesize, or revise the content of curricula to emphasize fundamentals within the same time period or provide scaffolds

- Intersubject or intrasubject prioritization
- Condensed curriculum
- Scaffolds for grade-level learning

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**60%** of systems have a plan to adjust the scope of contents to be covered<sup>1</sup>

Countries can choose a **combination of the strategies included in these levers** to cater to different needs of students

1. UNESCO, UNICEF, World Bank, 'Survey on National Education Responses to COVID-19 School Closures' June-July 2020. Answers provided by 117 education systems

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# Significant investments will be required to catch up lost learning

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## What might it cost? Examples of scaling existing evidence-based approaches

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### Acceleration academies

6 months of additional learning over 2 weeks of vacation academies

- Weeklong academies in reading
- 25 hours of targeted instruction
- Small groups of 8-12 students
- \$1,600 per student per year

**\$42 billion**

to reach 50% of the United States' 53 million schoolchildren

### High-intensity tutoring

1-2 years of additional learning over 1 year

- 50 minutes of tutoring daily in math
- Provided by paraprofessionals
- Two students per teacher
- \$2,500 per student per year

**\$66 billion**

to reach 50% of the United States' 53 million schoolchildren



# **MARYLAND EDUCATION COALITION**

Panel Discussion:

Describe Programs and Strategies for Re-engagement and Acceleration



# **MARYLAND EDUCATION COALITION**

Question for the Panel: What opportunities are currently offered by what is in the Blueprint Bill?



**national summer  
learning association**

# Transforming the Lives of Maryland's Students

 @SummerLearning



# OUR VISION



**Ensure every child, regardless of background and zip code, learns and thrives every summer.**

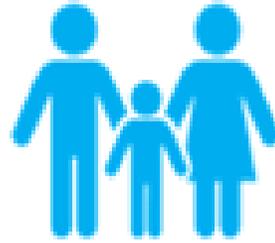
## **OUR WORK AIMS TO:**

- **Improve the lives of America's most vulnerable students**
- **Combat summer learning loss**
- **Close the achievement and opportunity gaps which grow over the summer months**

# SUMMER BY THE NUMBERS: ACCESS AND DEMAND



**33% of families**  
report having a child in  
a summer program



**72% of  
families** agree  
summer activities  
are important



The average cost of  
a summer program  
is **\$288 per  
child per  
week**

# Why Summers Matter

- Summer is the **time of greatest inequity in education**
- Lack of access to summer opportunities affects **academics and overall healthy development**
- Summer child care is **difficult for working families**
- Yet Summer is also a **flexible and entrepreneurial time**
- Summer programs **create opportunity and build community**
- Summer learning moved from a “**nice to have**” to “**need to have**”
- Many policy leaders and communities are **investing in summer as a key recovery and youth support strategy**

# SUMMER: A UNIQUE AND UNDERLEVERAGED TIME

## **Time for Improvement**

Provide students and staff opportunity to catch up, keep up and develop new skills.

## **Time for Innovation**

Empower staff to test and try out and measure new ideas, solutions, strategies before scaling

## **Time for Integration**

Break down silos in education and partner leaders and organizations in rare, new ways

## **Time for Impact**

Learning from hands-on summer programs is immediate, measurable and lasting. This is a solvable challenge.



# *ACCELERATION* For Equity in Excellence



**Equity:** create **equal opportunity**, increase **access**, and **eradicate gaps** among groups.

**Excellence:** support **high achievement**; cultivate individual talent, develop our **“best and brightest”** in the interest of the nation’s prosperity.

Jeanne L. Paynter, Ed.D.  
president@mccgate.org

# Policy Implications? Name GT students as subgroup of each targeted population in the Blueprint.

## MD Annotated Code: §8–202.

- (1) A gifted and talented student needs different services beyond those normally provided by the regular school program in order to develop the student's potential; and
- (2) *Gifted and talented students are to be found in youth from all cultural groups, across all economic strata, and in all areas of human endeavor.*

## COMAR 13A.04.07

### .02 Identification of Gifted and Talented Students.

- A. Each local school system shall establish an *equitable process for identifying gifted and talented students* as they are defined in Education Article, §8-201, Annotated Code of Maryland.
- B. *The identification pool for gifted and talented students shall encompass all students.*
- D. A universal screening process shall be used to identify a *significant number of students in every school* and **at least 10 percent in each local school system**, as early as possible, but no later than Grade 3.

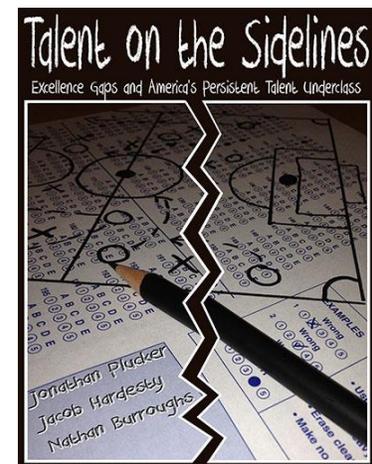
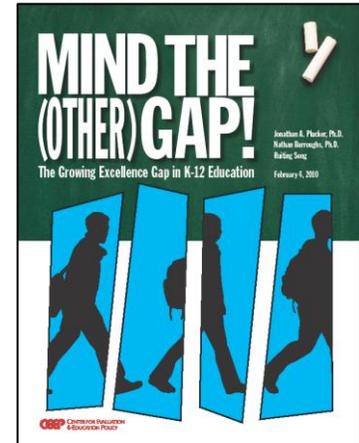
Funding Implications? A percentage (10% ? )of funding for *all* is available for GT students in that population

# Learning loss occurs at all levels

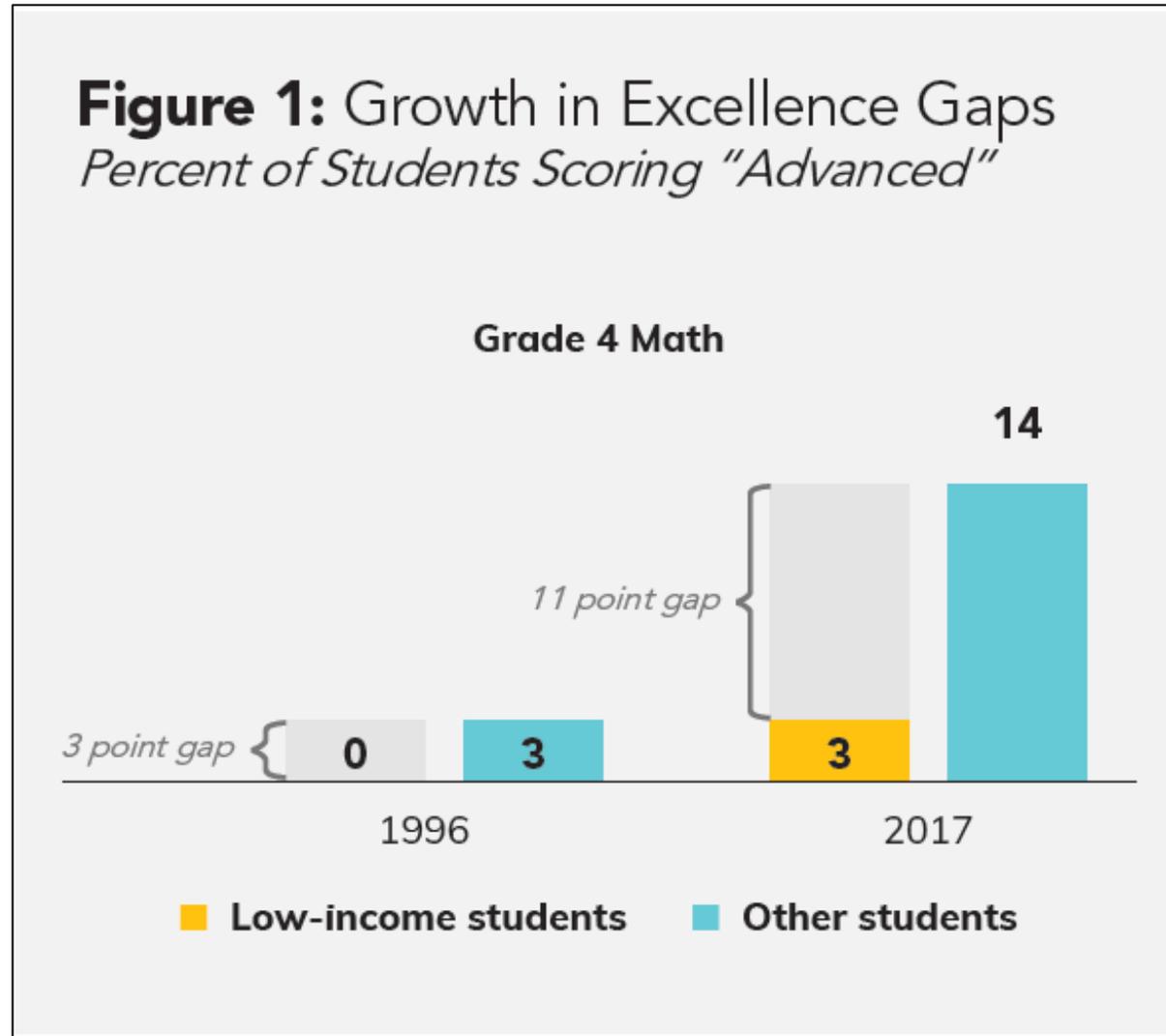
## Have you heard about **EXCELLENCE GAPS**?

- **Excellence Gap** is the term coined to describe the achievement gaps among student groups **at the advanced levels.**
- Despite reforms to reduce proficiency gaps, **Excellence Gaps persist** and have even **widened.**
- **We need different approaches** to develop talent.

Plucker, J.A., Burroughs, N., & Song, R. (2010). *Mind the (other) gap! – The growing excellence gap in K-12 education.* Center for Evaluation and Education Policy, Indiana University, Bloomington, IN.



# Mind the Gap— The Excellence Gap!



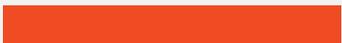
Source:  
Jack Kent Cooke Foundation.  
*The Excellence Gap is Growing.*

## **Figure 2:** Excellence Gaps Have Widened in the Past Two Decades

Growth in Grade 4 Reading Excellence Gap:

 **50%**

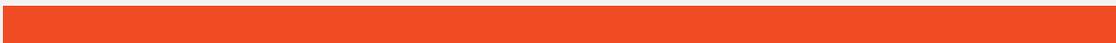
Growth in Grade 8 Reading Excellence Gap:

 **100%**

Growth in Grade 4 Math Excellence Gap:

 **267%**

Growth in Grade 8 Math Excellence Gap:

 **333%**



# Maryland Education Coalition Virtual Town Hall - Equity for Students Now!

January 27, 2021

# What Educational Equity Looks Like...



, especially for black and brown youth.

|      | Black | Hispanic | White | Asian | Alaskan Indian/<br>Alaskan Native | Native<br>Hawaiian/<br>Pacific<br>Island |
|------|-------|----------|-------|-------|-----------------------------------|--|
| 2017 | 12%   | 18%      | 10%   | 6%    | 17%                               | 16%                                      |
| 2018 | 13%   | 20%      | 10%   | 6%    | 16%                               | 13%                                      |
| 2019 | 13%   | 11%      | 10%   | 7%    | 12%                               | 11%                                      |

## Truancy Rates by Race and Ethnicity

Montgomery County (2019 Total Student Population=162,680\_

# The Blueprint Opportunity

- Additional per pupil dollars aligned with Concentration of Poverty Community Schools Coordinators allows for variety of models of expanded learning
- Can/May does not always mean WILL – so we must advocate for how the investment is truly expansive



# **MARYLAND EDUCATION COALITION**

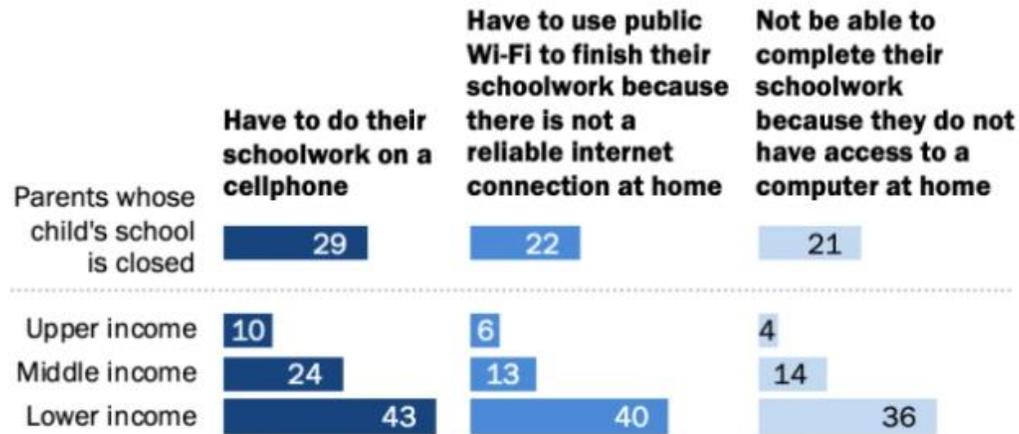
Questions for the Panel: What else can we do support re-engagement and acceleration for student learning and what are the equity implications?

**COVID-19:**  
**Hard for Everyone,**  
**Worse for Some**



# The educational impacts of COVID-19 affect students unequally.

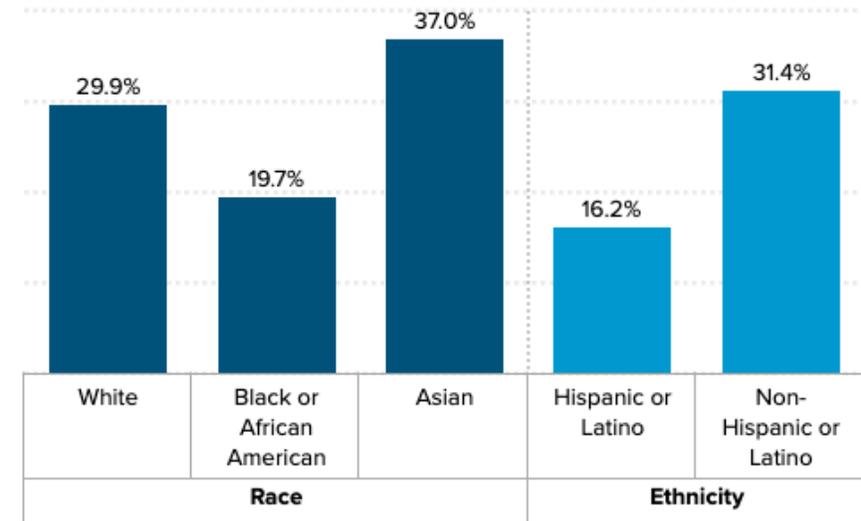
**A lack of technology can prevent children from low-income households from being able to complete schoolwork.**



36 percent of teenagers from lower-income households were unable to complete schoolwork because they do not have a computer at home, compared to just 4 percent of teenagers in upper-income households. 40 percent of teenagers in lower-income households have to use public wifi to finish their work, compared to just 6 percent of their peers in upper-income households.

**Black and Latino parents are less likely to be able to work from home.**

Share of workers who can telework, by race and ethnicity, 2017–2018



29.9 percent of white workers and 37.0 percent of Asian workers can telework or work remotely, while only 19.7 percent of Black workers and 16.2 percent of Hispanic or Latino workers can work from home.

# In the News...

## The New York Times

- Research has long since shown that a summer vacation can wipe out a month or two of student learning. Making up for an even more serious learning shortfall will require planning that should begin now. An obvious first step would be to use the summer of 2021 for summer school or catch-up tutoring. If the Biden Education Department decides on this approach, it will need to petition Congress to fund the project. The states are too cash poor at the moment and could not undertake such a venture on their own.

-- Editorial, Jan. 2, 2021

## The Century Foundation

The screenshot shows the website for The Century Foundation. At the top, there is a navigation bar with links for RESEARCH, EXPERTS, EVENTS, PUBLICATIONS, ABOUT, and DONATE. Below this is a search bar and a breadcrumb trail for EDUCATION > K-12. The main content area features a large, colorful illustration of a child reading a book, with a white box overlaid containing the title of a report: "Expanding Access to Summer Learning in Response to COVID-19". Below the illustration, there is a section for the author, Halley Potter, Senior Fellow, with a small profile picture and social media icons. The text of the report begins with: "Across the country, virtually all of the nation's 56 million schoolchildren are out of school due to COVID-19-related closures. In some cases, school has stopped altogether; one-third of states are not requiring remote learning; leaving the decision up to districts. In the thousands of school districts that have set up remote learning plans, teachers, students, and families are navigating this transition with uneven results." To the right of the main text, there is a "WHAT YOU SHOULD KNOW" section with bullet points. At the bottom of the page, there is a browser window showing several open tabs, including "DRU1686 Ann Sto...pdf", "DRU1686.pdf", "The dual dynamics...pdf", and "0000-0002-7710-...htm".

**“With most states already closing schools through the end of the school year, this summer will be pivotal.** Summer could provide time to deliver additional support for students that could ease some of the challenges of this crisis; or, without those efforts, it could be an especially hard time for disadvantaged students.”

-- *The Century Foundation*

# SCALING SUMMER LEARNING

Coordinated community action can lead to:

- Increased awareness and action
- More quality program slots for youth
- Better understanding of quality and what works
- Better practices that support more youth
- Ability to track progress and show impact across programs

# A New Vision for Summer School



# 5

## Core Principles

## THE *new* VISION FOR SUMMER SCHOOL *NETWORK*

- Increase and enhance the scope of traditional summer schools
- Target participation by students who would benefit the most
- Strengthen systems-level supports through community-wide partnerships and coordination
- Provide innovative professional development for staff
- Embed summer learning into the district's school-year operations



# Thank You!

[summerlearning.org](http://summerlearning.org)



**national summer  
learning association**



## *Accelerate to...*

- Challenge *all* learners by matching depth and complexity with students' readiness levels and interests.
  - advance the progress of students struggling students to achieve grade level
  - advance above-grade-level students into more challenging content that matches their achievement level.
- ***Challenging personal goals*** motivate **long-term gains/ slow loss.**
- ***Novel activities*** stimulate **short-term gains/quick loss.**

# One Strategy: Integrate SEL and PBL with the *5P Problem Planner*

**Use the Five-P to craft a talent-targeted task that is**

1. **p**rompted by a local need or issue
2. with a **p**ersonalized purpose
3. in which the students have an authentic **p**art to play
4. in creating a **p**rofessional product that meets
5. the established **p**erformance criteria.

1. Our community has a growing number of youth sports injuries.
2. You can help to *Stop Sports Injuries*.
3. Propose an idea for a product/process that helps to prevent or reduce youth sports injuries.
4. Present your proposal to an audience of local experts (e.g., local school physical education teachers and athletic coaches, young athletes, sports medicine specialists, sporting goods store personnel, etc.)
5. Accurately apply knowledge of how to collect and interpret data; follow the seven steps of the engineering design process.

# Accelerated Learning for All Students

*“For those who are considered to be struggling or at-risk (i.e., not scoring proficient on standardized tests), these practices develop their metacognition, self-efficacy, intrinsic motivation, and engagement.*

*While remediation focuses on filling in skill gaps, **an acceleration mindset concurrently challenges higher-level thinking** (along with targeted intervention) as a strategy to advance student mastery. Acceleration for these students means maintaining consistent high expectations” (p.175).*

# *ACCELERATION* For Equity in Excellence



**THANK YOU!  
PLEASE CONTACT  
ME WITH ANY  
QUESTIONS.**

Jeanne Paynter, Ed.D.  
[president@mcgate.org](mailto:president@mcgate.org)



### **Partnerships & Collaboration**

Develop partnerships among the school system and community-based youth serving organizations to implement a community-wide campaign against absenteeism and work with youth and families to address issues that impact school attendance.

*2020 MCCC Community Needs Assessment*

# Recommendation



Montgomery County leaders on all levels (government and youth-serving agencies) making strategic investments in supporting public-private partnerships with local out-of-school time providers

*(Excel Beyond the Bell Collaborative and Programs, Montgomery County Community Youth Support and Engagement Hubs, Youth Sports Initiative HHS Positive Youth Development Programming funded by CARES ACT/County Government Investments)*

Howard County providing \$750K to develop a virtual-learning program partnership among the Out-of-School Time providers. Local Management Board and Howard County Public Schools *(Howard County Scholars funded by CARES ACT)*

Prince George's County Public Schools partnering with OST providers to provide enrichment and mentoring experiences during the school day and on the virtual platform with school staff serving as "coordinators" for the sessions

Beyond the Blueprint for the Future:  
Partnerships in Action to Support Youth

# What Hope Looks Like Now





# MARYLAND EDUCATION COALITION

**Testimonial:** What should state leaders know about what you need to be successful in your education.



# **MARYLAND EDUCATION COALITION**

Perspective from Annapolis: Delegate Maggie McIntosh, Chair Appropriations  
Committee

## Small Group Breakout



**\* Why are these issues important to you?**



**\* What are your concerns about equity and education?**

# Let's Chat



Please post in the chat:



\* One thing that emerged for you as a priority as a result of what you've learned and discussed so far.



# **MARYLAND EDUCATION COALITION**

Call to Action

# 2021 MEC Priorities

## Blueprint for Maryland's Future:

*COMAR aligned, world-class public education*

### Legislative Action Request:

1. Veto Override (HB 1300 2020)
2. Blueprint Correction Bill
3. Address COVID-related Impacts
  - Learning Loss/Accelerated Learning Needs
  - Digital Divide
4. Funding for Public Education
  - Adequate and Equitable

What  
can you  
do?

## 2021 Legislative Action Timeline:

January 20<sup>th</sup>: Governor's budget released

February: Blueprint Veto Override

February/March: Companion Legislation

March: Budget hearings

April: Budget finalization

# What can you do?

## Stay informed:

**Maryland Education Coalition – comprehensive education policy:**

Web: [www.marylandeducationcoalition.org](http://www.marylandeducationcoalition.org)

Twitter: <https://twitter.com/MDEducCoalition>

Connect: [md.education.coalition@gmail.com](mailto:md.education.coalition@gmail.com); Google Doc Sign-up

## **Additional Blueprint Support Coalitions:**

Blueprint Coalition: <https://linktr.ee/ssmemails> - *#blueprint4MD*

Fair Funding Coalition: [www.fairfundingmd.org](http://www.fairfundingmd.org) – revenue tracking

## **Find your Legislator:**

Maryland General Assembly: [www.mgaleg.maryland.gov](http://www.mgaleg.maryland.gov)

## **State and District Level Conversations:**

Tune in, participate, and follow up on what you learn!



## Organizations

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



**MARYLAND  
EDUCATION  
COALITION**



## Individuals

Barbara Dezmon  
Shamoyia Gardiner  
Kalman (Buzzy) R. Hettleman  
David Hornbeck  
Sharon Rubinstein



## Leadership

Rick Tyler, Chair  
Karleen Spitulnik, Secretary

## About the Coalition

The Maryland Education Coalition is dedicated to raising the academic achievement of students in Maryland public schools by promoting adequate funding and systemic accountability for improving results.

## Connect



[md.education.coalition@gmail.com](mailto:md.education.coalition@gmail.com)



[www.marylandeducationcoalition.org](http://www.marylandeducationcoalition.org)



[@marylandeducationcoalition](https://www.facebook.com/marylandeducationcoalition)