# GOVERNOR'S P-20 COUNCIL

*2017 Annual Report*

# Contents

## Introduction

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

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

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

The P-20 Council is required to submit an annual report to the governor and General Assembly containing a summary of the council's activities and any recommendations from the council. The P-20 Council is also required to submit a biennial report to the governor and General Assembly on progress toward implementing college and career readiness and college completion strategies, as prescribed in the College and Career Readiness and College Completion Act of 2013 (CCRCCA, SB740). This report was submitted in 2016 and can be accessed on the P-20 webpage at http://dllr.maryland.gov/p20/. This report will be submitted again in 2018.

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

# 2017 Year in Review

## COUNCIL MEETINGS

The council met quarterly as statutorily required on:

- February 27 in the Governor's Reception Room in Annapolis;
- June 6 at Stevenson University Greenspring Valley Campus in Baltimore County;
- September 12 at the Howard County Library Miller Branch; and
- December 5 at Year Up Baltimore on the campus of the Baltimore City Community College.

At each quarterly meeting, council workgroups provided updates on their 2016 goals as well as new initiatives. In addition, guest speakers and government partners would present relevant education and workforce related information. For instance:

- The February meeting in Annapolis featured Marie desJardins, associate dean, College of Engineering and Information Technology at UMBC, who gave a presentation on the Maryland Center for Computing Education. The council also received an update from Maryland Higher Education Commission Secretary Dr. James Fielder on adoption of their state plan.

- The June meeting at Stevenson featured a presentation on state efforts to transition youth receiving early intervention or special education, given by Dr. Michele Jenkins, P-20 member and Maryland State Board of Education member; Marcella Franzkowski, assistant state superintendent for special education and early intervention services, MSDE; and Christy Stuart, secondary transition coordinator, MSDE.

- At the September meeting in Howard County, Mary Gable, assistant state superintendent for the Division of Student, Family, and School Support, and Dara Zeehandelaar Shaw, executive director of research and accountability, gave an update on the Every Student Succeeds Act plan. Also at the September meeting. Maryland Longitudinal Data System Executive Director Ross Goldstein gave an update on MLDS research required by the More Jobs for Marylanders Act, Chapter 149 of the Acts of 2017.

- At the December meeting, Roland R. Selby Jr., executive director of Year Up Baltimore, presented to the council what the organization is doing to provide education and job training skills to young adults ages 18-24 in Baltimore City.

Council workgroups met independently of the quarterly council meetings. These meetings are discussed below in each workgroup report.

## 2017 SUCCESS STORY

In the P-20 Council 2016 annual report, the GED workgroup concluded that there are not enough adult instructional programs offering personalized, targeted tutoring in GED® mathematics, which has the lowest pass rate of all four modules of the test. The workgroup recommended creating and piloting a Personalized Tutoring Program for GED® Mathematics in Anne Arundel County offering free tutoring to adults who have taken, but not passed, the GED® math module. The workgroup envisioned that the mathematics tutoring program would start in the spring of 2017 and be managed by the Anne Arundel County Literacy Council which has an existing cadre of trained tutors.

The workgroup found that only 14% of Maryland testers pass the mathematics module on the first attempt, according to GED® Testing Service. Testers who need assistance in mathematics typically

cannot simply review material and retest on their own; they need the targeted individual instruction that a qualified tutor can provide.

The workgroup also found that many adult instructional programs operate on a semester schedule, with classes determined by the institution in order to best utilize their paid teachers. Therefore, a GED® tester who needs more immediate help in test preparation would have to wait for a new semester or commit to a 15-week semester of full GED® preparation classes.

In early 2017, GED workgroup Chair Jeff Ferguson approached the Anne Arundel County Literacy Council (AACLC), who had been offering tutoring services in Adult Basic Education and English Language studies for many years, about offering a specialized GED math tutoring program. AACLC was equipped with an existing cadre of several hundred trained volunteer tutors and was interested in providing an additional free service. The literacy council agreed to help fill the existing gap of programming within the county and began offering mathematics tutoring.

The AACLC identified 28 volunteer tutors who had a mathematics background and who would be available to provide tutoring to GED® testers. The target student for this program was testers who had not had success passing the Mathematical Reasoning module, but who had passed the other three modules. This project required additional trainings for the tutors. Training for tutors was provided on May 3, 2017, in an evening session and on May 20 in a Saturday morning session. Over 25 tutors attended and were extremely enthusiastic in their evaluations of the sessions.

In September, the *"Annapolis Capital Style Magazine"* published a very favorable article on the literacy council's GED math tutoring program entitled Math Tutoring Adds Up by Alex Mann and was accompanied by three color photos of students and their tutors. The article was a four-page, color spread highlighting the need for tutoring to remove the math barrier and demonstrating the success of the students with the help of their tutors from AACLC. The personal stories were inspiring and the story was a first step in achieving a goal of promoting GED preparation and testing to adults who do not have a high school diploma. Click here for the article.

## 2018 GOALS

At the December council meeting, the council decided to form an additional workgroup to coordinate with the Governor's Workforce Development Board's (GWDB) Cybersecurity and Information Technology Task Force. In November, this task force was directed by Governor Hogan in Executive Order 01.01.2017.27 to study opportunities to grow Maryland's economy through the computer science and information technology industry. This new workgroup, chaired by P-20 member Heather Lageman, will coordinate the expertise and knowledge of council members with that of the GWDB to help produce a report for the governor by June 1, 2018.

Individual workgroup goals and plans for 2018 are discussed in the report below. In addition, the biennial College and Career Readiness Report will be due on December 1, 2018, requiring tremendous coordination with MSDE and MHEC. The chair of the CCR workgroup plans to convene a meeting of stakeholders in early 2018 to map out a coordinated plan for the year.

Finally, the council is excited to be joined by Dr. Brit Kirwin at the February 2018 meeting to be briefed on the Commission on Innovation and Excellence in Education, which he chairs.

# Workgroup Reports

## HIGH SCHOOL EQUIVALENCY/GED

The P-20 Council High School Equivalency GED® Workgroup concluded in its 2016 report that, in 2017, the group should be expanded from four members to at least six in 2017 to advance the initiatives of the workgroup.

The entire workgroup or selected members met 18 times in 2017, sometimes meeting with selected stakeholders to provide information and resources, explore potential partnerships, or to plan programs.

The members of the High School Equivalency Workgroup for 2017 are the chair, Dr. Jeffrey Ferguson; Director of Office of Adult Education and Literacy Services (DLLR) Terry R. Gilleland, Jr.; Baltimore County Public Schools Leadership Coordinator Heather Lagerman; Adult Education Program Specialist (DLLR) Melissa Zervos; AAWDC Director of Workforce Innovation and Opportunity Initiatives Susan Ross (now retired); and Maryland GED Administrator (DLLR) Molly Dugan.

In the second year of the High School Equivalency Workgroup, the members were committed to developing action plans to move forward on the initiatives set in 2016. Those six initiatives were:

1. Support legislation allowing, but not requiring, a GED Options Program® to be instituted in local school systems to broaden opportunities to designate high school proficiencies for at-risk student success. Likewise, support legislation to revise the existing law which states that students currently enrolled in school must be officially withdrawn in order to take GED tests.

2. Create and pilot a Personalized Tutoring Program for GED Mathematics in Anne Arundel County offering free tutoring to adults who have taken, but not passed, the GED math module.

3. P-20 Council representatives should present information about GED testing at a Maryland Association of Boards of Education and Public School Superintendents' Association of Maryland meeting to reinforce awareness to all school superintendents of SB 264 2008, Chapter 378, Alternative Education Programs and GED Requirements.

4. Identify successful marketing and advertising strategies to enhance awareness of GED testing for youth, older adults, and New Americans.

5. Provide opportunities for business leaders in Maryland to gain an understanding of the benefits of helping their employees obtain a high school diploma by targeting companies that employ large numbers of employees who do not have a high school diploma.

6. P-20 workgroup members will examine alternative diploma programs that provide high school equivalency credentials in other states.

The final recommendation to explore additional options to provide alternative programs for earning a Maryland high school diploma was eliminated as a goal for this workgroup.  2017 legislation required DLLR and MSDE to collaboratively develop plans to approve several adult high schools which will provide options for credit recovery for eligible adults without a diploma. Completers of the program will be awarded a Maryland high school diploma.

The scope of service and necessity for the other initiatives is statewide but the workgroup determined that selecting a jurisdiction as a pilot would be the most effective way to move forward. Anne Arundel County

was selected for the pilot because of the diverse population and the large number of individuals and entities in that county who were interested in actively participating in GED preparation and wish to support youth and adults who do not have a diploma. In addition, according to the Governor's Office for Children's "*Disconnection by Jurisdiction"* report, Anne Arundel County is fifth in the state in the number of disconnected youth with 8,175 young adults. Disconnected youth are defined as young adults between the ages of 16 and 24 who are neither working nor in school. Some of these youth may possess a high school diploma but many do not.

## *Highlights of 2017*

**Tutoring Program Underway:** The Anne Arundel County Literacy Council (AACLC), which had been offering tutoring services in adult basic education and English language studies for many years and which has an existing cadre of several hundred trained volunteer tutors, was interested in providing an additional free service. The literacy council agreed to help fill the existing gap of mathematics tutoring programming within the county.

They identified 28 volunteer tutors who had a mathematics background and who would be available to provide tutoring to GED testers. The target student for this program was testers who had not had success passing the Mathematical Reasoning module but who had passed the other three modules. This project required additional trainings for the tutors. Training for tutors was provided on May 3, 2017, in an evening session and on May 20 in a Saturday morning session. Over 25 tutors attended and were extremely enthusiastic in their evaluations of the sessions.

**Generating Collaboration**: Another overarching challenge is within communication between agencies and other entities that provide services to this population. So an additional initiative of the workgroup was to provide a venue for all service providers within Anne Arundel County to identify the services they provide and to strategize ways to work together supplementing and supporting the work of each entity.

In the first meeting of these stakeholders hosted by Anne Arundel Workforce Development Center (AAWDC) as one of the first workgroup initiatives, it became clear there is some duplication of services, and sometimes a lack of collaboration between providers. After several planning sessions, the first roundtable was hosted at AAWDC on June 5, 2017. Attendees included representatives from Anne Arundel County Public Schools, Anne Arundel Community College, Anne Arundel County Literacy Council, OIC, Anne Arundel Workforce Development Center, MSDE, and the Department of Labor.

**Creating GED Awareness:** Through the efforts of the director of the AACLC, "*Annapolis Capital Style Magazine"* published a very favorable article in the September 2017 edition about the math tutorial project. It was entitled "Math Tutoring Adds Up"[2] by Alex Mann and was accompanied by three color photos of students and their tutors. The article was a four-page color spread highlighting both the need for tutoring to remove the math barrier and demonstrating success of the students with the help of their AACLC tutors. The personal stories were inspiring and the story was a first step in achieving a goal of promoting GED preparation and testing to adults who do not have a high school diploma. Click here for the article.

**Legislation**: Legislation allowing a limited GED Options program is being introduced in the 2018 Maryland General Assembly as Senate Bill 43. This was a recommendation of this workgroup in 2017.

**Counseling Students Who Exit School Without Graduating:** Members of the P-20 Council High School Equivalency Workgroup worked throughout the year to develop relationships with both MSDE

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[2] http://files.constantcontact.com/ae12e4b8201/31819a5e-d2f4-451c-a50d-f805b1af30ce.pdf

and Local Educational Agencies (LEAs) to provide information and resources to the high school staff who work with the youth and students receiving home instruction who are the most at risk of not graduating. A coordinated professional development effort resulted in meetings with Anne Arundel County Public Schools counselors, pupil personnel workers, and home instruction directors. Meetings were held in August and September of 2017 and GED staff presented a PowerPoint, a list of resources and websites, sample test items, and a fact sheet about GED to each group meeting. DLLR's GED office generated these tools to inform the professionals who work with the potential clients and former students who did not graduate and who need encouragement and motivation to enroll in adult education classes or seek tutoring in order to earn a high school diploma via GED. It is important to encourage these former students to test soon after exiting the K-12 system because data shows that the younger the tester, the higher the pass rate.

There were multiple such meetings across the state as the workgroup moves toward expansion.

**Collaboration:** In addition to involvement by AACPS, AACC, and the AACLC, the workgroup met with the Governor's Office for Children and discussed working with their Opportunity Youth initiative. The Anne Arundel County Local Management Board is also a key player in developing partners and in developing outreach plans within the county. As well, the Anne Arundel County Library System hosted a meeting during which several projects that are underway around the county can incorporate GED outreach to the communities they serve.

## *2018 Goals*

- Expand the workgroup membership. The workgroup plans to ask Deborah Russell to replace retired Susan Ross representing AAWDC and invite two new members to join: a representative from pupil personnel and school social worker specialist, MSDE. A representation from GED Testing Service who could provide us with a global perspective as to what other states are doing to increase GED test success.

- Organize two GED information sessions in Anne Arundel County, one in the Brooklyn Park area and one in the Annapolis area, hosted by the local library branches. These will be open to the public and we hope to provide direct invitations to youth who did not graduate within the past three years from the local high schools.

- Explore developing additional relationships with active literacy councils in other areas that have existing tutoring programs and expand the GED math tutoring programs.

- Offer two additional training sessions to the AACLC tutors and to any other entities that offer GED tutoring in other jurisdictions.

- Investigate messaging and promote statewide high school diploma attainment via GED and other methods for adults using media outlets and identify a high-profile spokesperson. Collaborate with adult high school outreach, as this program recruits students for this program.

- Broaden the outreach by unifying the message. Determine if the community college systems might wish to partner with us in creating a *Finish Your Education for a Successful Future* campaign for Marylanders who did not finish high school, as well as those who started college course work but did not attain a degree. Explore utilizing recent passers as spokespersons for GED preparation and testing motivation.

- Continue to offer GED data and information to high school professionals such as school counselors, PPWs, and student service staff. Continue providing professional development for DSS/DHR/DJS case management for foster youth and juvenile services' youth.

- Offer GED presentations at statewide conferences.

- Determine which Governor's Workforce Development Board workgroups can assist in providing information to employers in Maryland and develop partnerships with them as appropriate.

- Generate ideas and methods for a comprehensive plan for employers to invest in GED by providing incentives for employees and their families with either financial support, tutoring, study materials, onsite or online preparation, or in other ways.

- Continue to provide opportunities for all stakeholders to cooperate and collaborate on GED awareness, programs, and project development.

- Present workgroup initiatives and GED data to the P-20 Council.

## AT-RISK YOUTH

The At-Risk Workgroup convened following the September P-20 board meeting and chose members Tom Sullivan and Tony Campbell as co-chairs. Other members included Michele Guyton and Tim Robinson. The group decided Michele Guyton would continue to pursue the mental health recommendations from 2016 and that Tony Campbell would research a Living Classrooms program called Leaders Go Places for possible recommendation as a program to expand in at-risk schools.

### *Leaders Go Places*

The committee evaluated enhanced grading methods so that students could be rewarded academically beyond the traditional grade. One method they evaluated was the Leaders Go Places Program (LGP) by the Living Classrooms foundation in Baltimore.

Ten years ago, Living Classrooms developed the Leaders Go Places Program to support the mission of empowering students to become strong scholars, leaders, and citizens by measuring their progress in the areas of academics, effort, positive behavior, and service to the community. The program recognizes and rewards students for their achievements using four leadership levels to help them meet entrance criteria for admission to top public high schools.

Students reaching bronze leadership have an 80-84% grade point average (GPA) and have been accepted into MERVO and Carver High schools. Silver leadership students have an 85-89% GPA and have been accepted into Dunbar High School and have received scholarship support to St. Francis Academy, Cristo Rey, Catholic, and Mercy High schools. The gold leadership students (90-94% GPA) typically are accepted into top performing public high schools such as Poly, City, and Western. Finally, the platinum leadership students with a 95% or higher GPA have been guaranteed acceptance into the most prestigious private high school in central Maryland, including Gilman, McDonough, and Park.

In addition to academics, Leaders Go Places measures students in the areas of leadership and citizenship, which are important criteria for admission into top private schools with scholarships. Student leadership skills are evaluated using the Crossroads School's Five Promises: honor and integrity, commitment to quality, contribution, perseverance, and no excuses. Citizenship is evaluated based on service learning projects in the local community.

This leadership program has been increasingly successful with the numbers of student leaders increasing each year. During the last four years, the number of students reaching leadership has doubled and now typically exceeds over 100 students each quarter. Leaders Go Places not only rewards students by getting them into good schools and exciting careers in the future, but while at Crossroads rewards them each quarter by taking them on exciting leadership trips such as the Smithsonian Museums, the Franklin Institute in Philadelphia, and the Virtual Reality Lab at UMBC.

The following is a potential grading system that incorporates scholarship, leadership, and citizenship.

**Scholarship:** This program inspires students to excel in the classroom by recognizing and rewarding academic achievement. Each quarter, students are encouraged to attain one of the four leadership levels or reach for the next level.

Bronze:      80% GPA or higher
Silver:       85% GPA or higher
Gold:        90% GPA or higher
Platinum:   95% GPA or higher

**Leadership:** Leadership is evaluated based on the students' ability to embody the Five Promises, which are recorded on report cards.

1) Honor and integrity (doing the right thing)
2) Commitment to quality (producing quality results)
3) Perseverance (never give up, try harder)
4) Contribution (help others!)
5) No excuses (live up to your commitments)

**Citizenship:** To qualify, students must have participated in service learning each quarter. Gold and platinum leaders must help to plan as well as participate in high-impact community service projects, for example: Ronald McDonald House, Meals on Wheels, Baer School (for disabled students), Ark School (for homeless children), etc.

**Recommendation:** At-Risk Workgroup members support more holistic approaches to student evaluation such as the Leaders Go Places program as a way to inspire academic and personal growth. The workgroup recommends more research and collaboration with MSDE to evaluate the possibility of expanding programs such as this in at-risk schools.

Enhanced grading can be implemented by combining three areas of performance into a standard of excellence achievable by every student: scholarship, leadership, and citizenship. Scholarship is based on grades and an effort designation. Leadership criteria include a set of five promises students must keep. Citizenship consists of completing service learning projects every quarter in their community. The workgroup believes that more students will be engaged in the educational process because new adjudication models will build confidence in students.

## *Mental Health*

Several recommendations were made in last year's P-20 report regarding student mental health. As an extension of that initial work, the Maryland State Board of Education Mental Health Committee has been working with community partners and experts in the field to make changes and recommendations including regulatory and policy changes designed to decrease student suicide and promote the success of

the "whole child" in our public school system. The inaugural report of the committee is available in its entirety on the Maryland State Department of Education website.

The following recommendations were made to the state board on October 25, 2017. The At-Risk Workgroup supports these recommendations as written.

**Recommendation 1**: Acknowledge, recognize, and facilitate state and local school system awareness of mental health concerns of youth, including signs and symptoms, impact of trauma on the development of mental health issues and the link to youth suicide risk, evidence-based programs, and resources.

> MSDE has recently completed online resources and new web pages regarding youth suicide and released PR statements to the local press.

This workgroup has expressed interest in proposing recommendations that trauma informed care and adverse childhood experiences frameworks be supported and actively promoted throughout the state in order to better understand, predict, and respond to mental health and educational needs in our schools. Recent research in this area has elucidated the effects of early traumatic events on the developing brains of children. Enhanced understanding of this research and specific training in the appropriate response to these changes in school is a critical skill for our school-based personnel in addition to our policymakers. Programs, such as ACEs training mentorships, are being reviewed and more discussion will follow on this topic.

**Recommendation 2:** Provide continuous updated statewide guidance and comprehensive training for staff to include educators, administrators, and student service personnel around student mental health to increase knowledge and skills of supporting students at-risk for suicide.

> MSDE has recently completed and freely distributed the Resource Guide of Maryland School Mental Health and Wellness Programs including evidence-based best practices.

**Recommendation 3:** Develop mechanisms to determine the impact of suicide prevention programs.

> Current projects for program evaluation are under review.

**Recommendation 4:** Explore and share with local school systems external funding opportunities to leverage partnerships with state agencies and national organizations to promote coordination of youth suicide prevention efforts.

> This may be a recommendation that could be addressed by members of P-20 outside of this workgroup.

**Recommendation 5:** Develop regulations and policies to support school staff in delivering uniform and equitable services to students with mental health concerns.

Proposed policy changes are currently under review for many action items under this recommendation; however, the current P-20 workgroup has decided to adopt a proposed action under this recommendation to explore alternative pathways for certification of school psychologists and counseling staff to provide more school-based resources to support students with psychological and emotional challenges.

The maximum recommended ratio of school counselors to students according to the American School Counselors Association is 1:250. Currently Maryland schools are experiencing a shortage of qualified and certificated school counselors and far exceed those recommendations, particularly in high-risk areas. This

workgroup acknowledges that we cannot appropriately address the issue of student mental health without improving this ratio. Currently there are many licensed mental health (LPC, LMHC) professionals who are not able to work within the public school system due to regulation and specific licensing requirements.

**Recommendation 6:** To investigate policies and initiate conversations between licensing boards and MSDE to explore alternative pathways or changes in regulation in order to increase our pool of qualified mental health professionals. These agencies may include the Board of Professional Counselors and Therapists, Board of Social Work Examiners, or Board of Examiners of Psychologists.

## MARYLAND LONGITUDINAL DATA SYSTEM

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

During 2017, the MLDS Center and its research team engaged with multiple P-20 Work Groups to improve the understanding of what the MLDS can do, as well as providing study results to help inform policy advice being provided by the Work Groups.

### *The MLDS as a Tool for Policy Decisions*

The creation of a longitudinal data system requires the collection of data over a long period of time, and that data can then be used to study the outcomes of students in the education system and workforce. In the short run, the MLDS can provide policy makers and education leaders with information to better understand questions having to do with the transitions between K-12 and post-secondary, between post-secondary and the workforce, and between K-12 and the workforce. As time goes on, detailed information about students' education and post-education outcomes will enable researchers at the MLDS Center to analyze the effectiveness of particular educational programs in terms of student outcomes and economic impact on the state.

### *MLDS Data Shortcomings*

During 2017 the MLDS research team produced a number of new studies and dashboards that were in response to requests from a broad set of Maryland constituencies (including the state legislature, the executive branch, the P-20, and the education research community). The process of designing and performing these studies continues to inform the research staff on what sort of data they need in the MLDS, as well as improved methodologies for conducting the studies. During the past year, some of the current and emerging research questions being addressed by the Center seemed to point to a need to include more datasets that would give researchers improved inclusion of citizens across a broader set of post-secondary employment situations.

The MLDS Work Group has continued to engage the MLDS Center staff to better understand the impact of current data limitations (retention and availability) on the ability of the Center to analyze student and workforce outcomes with fidelity. In 2016, the Work Group requested that the MLDS Center evaluate and compile a list of current limitations that are affecting the MLDS and its effectiveness. A full report, entitled Data Gap Analysis, was prepared for the workgroup and the MLDS Governing Board, and is available for P-20 members from the Center staff. In the Data Gap Analysis, the Work Group was informed that data limitations may be the result of these possible situations (or a combination): 1) The

Center currently has a data limitation that is constrained by state law; 2) The Center has a data limitation that is caused by the terms of MOUs that they have with state agencies that are providing data; 3) The Center has a research agenda item that cannot currently be met by its current data set; and/or 4) data is not available from any source.

The MLDS Center staff ranked the limitations that pose the most significant obstacles to accurately analyzing and reporting on student progress and outcomes over time and provided that ranked list as part of their report. The top five areas included: 1) Five-year de-linking of workforce data; 2) Lack of workforce data on citizens employed by federal agencies or the military; 3) Lack of indication of a job being full time or part-time; 4) Lack of information on K-12 student discipline; and 5) Inadequate information to characterize the job/career of people in the System. In 2017, the five-year de-linking limitation was corrected in statute by legislation, and the Center continues to work to eliminate these and other limitations. The MLDS Center staff have proposed resolutions for all of these data limitations with the exception of the job/career ambiguity problem.

## *Consideration of Data Sources*

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

- The MLDS enacting statute states that private high school data can be included; however, the law is silent on the inclusion of data on private primary schools and pre-schools. There is no "forcing function" in the law to compel a private school to provide data, however, inclusion of that data would significantly improve the completeness of the data set. It is unclear what the benefit to the private K-12 institution would be if their data was included, and as such the sense of the Work Group was that few private schools would participate.

- Employment and income information in the MLDS today is made available through DLLR. This data does not provide information on individuals that are unemployed, nor does it provide income information for individuals that work for the Federal government.

## *More Jobs for Marylanders Act*

In 2017, the MLDS Workgroup has been focusing on supporting the response to the "More Jobs for Marylanders Act" and its requirement to develop a goal for post-high school graduate incomes. These individuals are high school graduates that have not attained further college degrees, however, they may have taken college courses short of a degree and/or attained a career certification.

Analysis was conducted by the MLDS staff on these citizens, with the goal of understanding the status quo of wage earners prior to their 25th birthday. Over 100,000 longitudinal outcomes were evaluated in the analysis, looking at three years of results in all Maryland counties and Baltimore City. The results showed considerable income variability in results across different counties, and this income was then compared to county-specific "Living Wage" calculations that used a methodology developed by MIT.

The "More Jobs for Marylanders Act" requires us to propose an annual income earnings **goal** for citizens who have not attained a 2-year college degree by age 25. In was our feeling that a goal should be something that is attainable (by one or multiple paths), and it should reflect an effort to produce the highest quality of life possible. We discussed the findings of this analysis with the Governor's Workforce

Development Board, and we proposed a target income for this cohort following discussion. While not finalized, the work group recommended a statewide average income target for this cohort of 4% above the MIT Living Wage income. This number was selected based on subjective criteria derived from looking across the data in all counties, as well as realizing that there are additional citizens who are under-reported in the analysis due to lack of employment or intermittent employment. The work group believes that several counties in the state should be able to exceed this goal, while others will find it a challenge.

The work group did not exhaustively consider different policies to attain this goal, however, we did come to the conclusion that there are two paths that show promise based on the data. There are many high school graduates that have not taken further courses beyond high school, and they would be prime candidates for certificates. While data on certificates is currently limited in the MLDS system, there is evidence to conclude that citizens that attain these certificates are able to significantly improve their income over students without these certifications. Secondly, there are a large number of citizens in the 23-25 year-old range that took some college courses, but did not complete a degree. Not only do these citizens suffer from a lower income due to lesser skills, many are also suffering from the effects of delaying entry into the workforce while they were attending college which they did not complete. The data suggests that a program to incentivize those citizens to either complete an Associate Degree or attain a certificate would also significantly increase the state income average for these citizens, since we generally expect a double digit increase in earnings based on attainment of the Associate Degree.

The work group discussed that there are many variables at work here (statutory increases in minimum wage, employment demand for different career fields, geographic variability in employment demand, age demographics of different Maryland counties, etc.), and as such, the policies developed to address the increase in income for this cohort must either be highly specific to individual county needs, or represent a broad policy direction that can be tailored by each county and Baltimore City.

Additionally, this MLDS study revealed that limitations in the availability of income and private secondary school data restricted the number of people that could be used in the study. This data unavailability required the study to be caveated in ways that limit the extent to which the P-20 and policy makers can draw conclusions and develop effective policy from the study results. The study methodology sought to only include data for citizens where the system had continuous coverage – i.e., only those individuals with high school data and continuous employment records were included. That meant that private high school students were not included, Federal employees were not included, and individuals who were not employed (and not in school) were not included. This collection of excluded citizens represents more than half of the population in this age and education group. The MLDS Center staff believes that this can be rectified within the current law governing the Center's operation by requesting income data from the State Comptroller's Office. The P-20 MLDS work group recommends that those inter-agency discussions continue, and that the MLDS Center work to address this and other data gaps in the system.

## WORKFORCE DEVELOPMENT

The P-20 Workforce Development Work Group met several times between June 2017 and December 2017, under the leadership of Chancellor Robert Caret. A review of the meetings is detailed below. The report closes with a set of recommendations. Sources the workgroup is currently using to understand supply and demand and gaps in the industries of interest include:

- MHEC Degree Information System (for all credentialing data)

- DLLR Occupational projections data, U.S. Department of Labor (for demand data on specific occupations)

- U.S. Department of Labor O*Net occupational data (for grouping of sector, industry and other supporting data)

- U.S. Department of Labor Career One Stop (for specific credential requirement data)

- MHEC Academic Program Inventory, USM Academic Program Inventory (for determination of potential supply pipelines)

- Various one-shot Industry, State and Federal Reports (to ensure that emerging sectors are included even when demand has not yet ramped up)

**June 5, 2017**

At the June 5 meeting, Michael Harrison reviewed the final report from 2016, and the group had a discussion of next steps.

In the 2016 Governor's P-20 Leadership Council Final Report, the Work Group recommended:

- Developing goals for high areas of workforce need: STEM, cyber, Health Professions.

- Developing approaches to expand pipelines to workforce areas of need through both apprenticeships and college pathways.

- Convening a meeting with workgroup members and Maryland Longitudinal Data System Center (MLDSC) and partner agencies and stakeholders to improve flow of data into the MLDS, and to improve responsiveness to and coordination with agencies and the P - 20 Council.

- Encouraging the establishment of partnerships between Maryland higher education institutions and apprenticeship programs to identify ways to promote and encourage expansion of areas of apprenticeship and improve outcomes for apprentices. This may include developing pathways for apprenticeship students to transition into postsecondary certificate and degree programs, expanding partnerships to provide classroom instruction in apprenticeship programs, supporting organizations and businesses seeking to employ apprentices, and providing stackable and transferrable credentials to enhance the value of successful apprenticeships.

A key recommendation was the need to collect better data on apprenticeships and better identify key pathways to apprenticeships in appropriate fields. Dr. Lynne Gilli (MSDE) shares responsibility for "Apprenticeship Maryland" with DLLR and continues to keep the workgroup informed about the youth apprenticeship pilot program in Frederick and Washington Counties.

Chancellor Caret reported on his participation in the Aspen Panel on the *Future of Work*, and described the special attention given to how artificial intelligence (AI) will be influencing the definition of work, moving into the future. As technology and AI are improved, "work" disappears. That being said, service areas such as healthcare industries, nursing, social work, and human-to-human work will be emphasized in the near future.

Michael Harrison reported on Senate Bill 317, which requires that P-20 do research and advise GWDB on recommendations related to targets for CTE students. The P-20 MLDS workgroup worked with MLDS staff and the Governor's Workforce Development Board to produce this report.

Michael DiGiacomo reported that GWDB has task forces working in several areas:

- manufacturing and skilled trades group
- healthcare and life science

- cyber and IT
- changing demographics
- marketing and branding

GWDB has 120 people on their task forces and they trying to get businesses involved to identify best practices.

**August 29, 2017**

Chancellor Caret reported on conversations with Secretary Schulz, which included

- A coordinated plan and goals to address targeted areas of workforce need
- Need for improved data to drive the plan and the goals
- Role for DLLR to provide data on apprenticeships
- Possibility of pilots with university programs and targeted companies (UMUC, UMES, FSU)

Postsecondary Workforce Initiatives

The workgroup agreed that DLLR, MLDS and GWDB would determine which sets of data would be used for goal setting. There was general agreement that it is important to set some goals for apprenticeship pathways. Industry already collaborates on apprenticeships with many community colleges. Questions were raised about opportunities for industry certification through CTE and apprenticeship pathways. A survey of community colleges may be a useful tool to collect information on current pathways and partnerships.

MSDE representatives raised the issue of CTE teacher pool. CTE pathway expertise exists in people who are in the workforce, but they cannot teach in our schools because they are not certified. How can we open opportunities for new credentials for industry experts? MSDE is working on strategies to expand the pool of qualified teachers – recommendations will be forthcoming from the Teacher Induction, Retention and Advancement (TIRA) Act of 2016 Workgroup.

Maryland Longitudinal Data System MLDS: Ross Goldstein

Ross Goldstein gave a report on the current activity at MLDS, and described some of the possibilities and constraints of the current system:

- MLDS is working on dashboards that use a small number of common metrics to report on education and employment outcomes across workforce development programs;

- MLDS is working on supply and demand reports that compare the number of trained workers in a state to the number of workers that employers need to help align training with employer demand.

- MLDS can only work on cross-sector data needs, so many of the apprenticeship inquiries need to go through DLLR. If we want to look at pathways from CTE programs to careers, that could be an MLDS project because it crosses from K-12 to workforce.

Ross reported that MLDS is currently working on Senate Bill 317 requirements to compare certificate vs AA degree earners and their job outcomes, and look at wage outcomes for 25 year olds without AA or BS. MLDS is available to assist in research for the P-20 Workforce Workgroup as questions arise.

Topics from workgroup discussion include:

- Do we need a study or separate workgroup about cyber, like the USM healthcare group?
- Can we review what we learned from the Burning Glass study?
- NSA and the Department of Commerce (Ken McCreedy leading a workgroup) would be interested in cyber workforce pipeline.

GWDB also has two task forces: health and cyber, including a cross section of stakeholders. Michael DiGiacomo will be reporting on those task forces at a later date.

## October 16, 2017

Chancellor Caret convened a meeting of USM, GWDB and DLLR representatives to clarify the data necessary to answer questions related to the workforce pipelines.

This discussion is a work in progress, and will continue to include MLDS. Much of the P-20 work is clarifying where to go for answers to questions that cross sectors between K-12 schools, higher education and workforce development.

Key areas of discussion between DLLR, GWDB and USM:

- It is important to get the correct people through the correct path, and make information available to P-20.
- Businesses do not always know the difference between internship/ apprenticeship/ certificate. Who is charged with communicating that?
- The Kirwan Commission is addressing the CTE opportunities directly. DLLR/P-20 should inform the Kirwan Commission priorities with information on the state's job opportunities. The Kirwan Commission is considering moving the college/career readiness standard to 10th grade which aligns with the goal of improving pathways into CTE.

Chancellor Caret reported that *ExcelMaryland* will be mapping cyber and healthcare, and that MLDS is already engaged.

The workgroup is interested in doing a survey that could capture the number and productivity of certificate programs in workforce shortage areas. MCCEI (Maryland Center for Construction Education & Innovation) prepared some information/ regional asset mapping, but the estimated cost to do regional mapping (like Burning Tree Report) was $40,000. P-20 would require funding to do sophisticated analysis of workforce needs/productivity/ROI.

GWDB offered that its 12 local board could do the reporting if requested by DLLR.

Two areas of workforce shortage require attention from the State: Healthcare and Cyber

The USM Office of Economic Development has been working with DLLR on a pilot apprenticeship initiative to address the growing workforce demand in the bio-health and cyber fields. As of Fall 2017, they were studying market reports and industry knowledge to create a mix of certification, 2-year, 4-year, and contract training programs. They were also assessing funding resources and government-industry partnerships to address costs related to apprenticeships, skills training, and educational programming.

More work in these two areas includes:

Healthcare

In 2016, Chancellor Caret charged a President's Task Force on Healthcare, chaired by President Jay Perman (UMB), to assess the workforce needs in the healthcare industries, and present a report to the Chancellor.

The Task Force is addressing the following issues:

- reducing shortages in primary care and other areas determined to be most acute in the state and most damaging to Marylanders' health and wellness

- increasing the pool of health professionals in Maryland's medically underserved areas

- cultivating diversity in Maryland's health care workforce, so that practitioners better reflect the populations they serve

- providing an overview of clinical placement needs in critical areas (eg, nursing, physical therapy)

- analyzing the P-20 pipeline effectiveness

Cyber

GWDB Cyber and IT Task Force met May 2017 and posted a report on their website: http://www.gwdb.maryland.gov/groups/it.shtml .

There are additional resources online that define the cyber workforce needs in the region, including:

- NIST – NICE Framework (DHS initiative) https://www.nist.gov/itl/applied-cybersecurity/nice/about/working-group

- Maryland Department of Commerce http://commerce.maryland.gov/grow/workforce-development-and-training

- WorkSmart http://mdacc.org/worksmart/  and mdworksmart@mdacc.org

- Partnership for Workforce Quality http://commerce.maryland.gov/grow/partnership-for-workforce-quality-pwq

- Maryland Business Works https://www.dllr.state.md.us/employment/mbw.shtml

- Employment Advancement Right Now http://www.dllr.state.md.us/earn

- Cyber Pathways Program at 14 Maryland Community Colleges http://www.cyberpathwaysacrossmd.com

- Baltimore Cyber Range http://commerce.maryland.gov/media/governor-larry-hogan-joins-eta-and-cyberbit-to-open-baltimore-cyber-range

The Maryland Department of Commerce also recently released their Maryland Cybersecurity Asset Map. This interactive data source displays in list and geographic format all assets around the state related to cybersecurity. The assets are categorized by:

- Accelerators
- Cybersecurity Businesses
- Education and Training
- Federal Civilian Facilities
- Federal Military Facilities
- Incubators

- International Partnerships
- Partnerships
- Research Assets

- Tech Transfer Activity
- Venture Capital

Through December 2017, the Department was taking feedback on the contents of the listing. This source will eventually help the Work Group in analyzing the industry pipelines of interest.

Finally, a recent relevant development in the cyber workforce arena: Governor Larry Hogan issued an executive order in November and charged the *Cybersecurity and Information Technology Task Force* with studying opportunities to grow Maryland's economy through the computer science and information technology industry (Executive Order 01.01.2017.27). The Task Force is to report to the Governor, the Senate President, and the Speaker of the House by June 1, 2018. *CYBERSECURITY & INFORMATION TECHNOLOGY TASK FORCE*. The P-20 Council will form a new workgroup in 2018 to work with the Governor's Workforce Development Board to assist with developing these computer science recommendations.

### 2018 Goals

- DLLR and GWDB should develop a survey for community colleges to gather information on existing apprenticeship pathways, including those that lead to AA and AS degrees, and those that lead to industry certification, and make recommendations for possible efficiencies.

- DLLR and P-20 should identify targets for apprenticeships based on information from survey.

- When the Kirwan Commission recommendations are released, the P-20 Council will assess the impact of the recommendations on the current pipeline to careers and professions and work closely with the Kirwan Commission to ensure the recommendations for CTE and College and Career Readiness reflect evidence-based best practice.

- USM, MICUA, MACC, MSDE and DLLR should review the progress on closing gaps between supply and demand in key industries every two years and make recommendations as to changes warranted.

- USM, MICUA, MACC, MSDE, DLLR and MLDS should analyze the workforce pathways data to determine if any unintended equity issues arise from career pathways policies and recommend approaches to mitigate any found.

## MARYLAND COLLEGE AND CAREER-READY STANDARDS (MCCRS)/PARCC

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

This workgroup charge was to research and analyze data to ensure that Maryland College and Career Ready Standards (MCCRS) and PARCC Assessments accurately reflect the State's college and career readiness initiatives. Members include Heather Lageman, Chair, Andrea Chapdelaine, Jack Smith, Robert Willoughby, D'Ette Devine, Ellen Pultro, and Nancy Shapiro.

The workgroup met to review the two most recent studies related to comparable scores between the various CCR instruments. In particular, the *Longitudinal Study of External Validity of the PARCC Performance Levels: Phase 1 Report* shows excellent alignment between the PARCC assessment and the MCCRS. The challenge is time. We

need to wait for students to take all of the instruments to compare results. Every year our population size increases as more students take the assessments as they matriculate.

The MCCRS/PARCC Workgroup proposes to submit a formal request to MLDS for a multi-year study comparing students' grades in college to the PARCC scores. The workgroup believes that there is value in taking this study on within the state of Maryland. It should be a multi-year study because the population size will grow as students matriculate. In addition to PARCC, the study should be expanded to include the ACT and SAT. Dr. Doug Strader from MSDE will provide additional language from the PARCC Study to ensure an aligned request for research.

The MCCRS/PARCC Workgroup also looks forward to the long term research from the MLDS Governing Board Approved Requests for Data Analysis:

**Long-Term Recommendation 1**: MLDS develop a report on analysis of the cycle of formative-summative testing and connection to entrance into and success in postsecondary education. Include in the report data disaggregated by subgroup, high performers and best practices, and analysis of data gaps.

**Long-Term Recommendation 2:** MLDS develop a report on the mean comparison between PARCC Implementation Years 1 through 3 and connection to entrance into and success in postsecondary education.

## *2018 Goals*

The workgroup charge of analyzing MCCRS/ PARCC assessment research is precluded by the lack of available data in the short-term, and overlaps with the biennial College and Career Readiness workgroup statutory requirements. Therefore, the group has decided to merge with the MCCRS workgroup and combine resources to more effectively research MCCRS.

## Appendix - Status of 2016 P-20 Goals and Recommendations

| **Maryland Longitudinal Data System Workgroup** | | **Status** |
|---|---|---|
| 1 | The P-20 Council should endorse the MLDS Governing Board recommendations. | Complete |
| 2 | The MLDS Center should brief the P-20 Council regarding these known data gaps, as well as any additional data gaps that become apparent during research efforts. | In Progress |
| 3 | The P-20 MLDS work group should continue into 2017, and increase its efforts to meet the research needs of other P-20 work groups and the education/ workforce training community at large in Maryland. | In Progress |
| **Workforce Development Workgroup** | | **Status** |
| 1 | Develop goals for high areas of workforce need: STEM, cyber, Health Professions. | In Progress |
| 2 | Develop approaches to expand pipelines to workforce areas of need through both apprenticeships and college pathways. | In Progress |
| 3 | Workgroup members would like to convene a meeting with Maryland Longitudinal Data System Center (MLDSC) and partner agencies and stakeholders to improve flow of data into the MLDS, and to improve responsiveness to and coordination with agencies and the P-20 Council. | In Progress |
| 4 | Encourage the establishment of partnerships between Maryland higher education institutions and apprenticeship programs to identify ways to promote and encourage expansion of areas of apprenticeship and improve outcomes for apprentices. This may include developing pathways for apprenticeship students to transition into postsecondary certificate and degree programs, expanding partnerships to provide classroom instruction in apprenticeship programs, supporting organizations and businesses seeking to employ apprentices, and providing stackable and transferrable credentials to enhance the value of successful apprenticeships. | In Progress |
| **High School Equivalent/ GED Workgroup** | | **Status** |
| 1 | Support legislation allowing, but not requiring, a GED Options Program® to be instituted in local school systems to broaden opportunities to designate high school proficiencies for at-risk student success. Likewise, support legislation to revise the existing law which states that students currently enrolled in school must be officially withdrawn in order to take GED® tests. | Complete |
| 2 | Create and pilot a Personalized Tutoring Program for GED® Mathematics in Anne Arundel County offering free tutoring to adults who have taken, but not passed, the GED® Math module. | Complete |
| 3 | P-20 Council representatives should present information about GED® testing at a Maryland Association of Boards of Education meeting and at a Public School Superintendents' Association of Maryland to reinforce awareness to all school superintendents of SB 264 2008, Chapter 378, Alternative Education Programs and GED Requirements. | In progress |
| 4 | Identify successful marketing and advertising strategies to enhance awareness of GED® testing for youth, older adults and New Americans. | Complete |
| 5 | Provide opportunities for business leaders in Maryland to gain an understanding of the benefits of helping their employees obtain a high school diploma by targeting companies that employ large numbers of employees who do not have a high school diploma. | In progress |
| 6 | P-20 Workgroup members will examine alternative diploma programs that provide high school equivalency credentials in other states. | Revisiting |
| **Maryland College and Career Ready Assessment/ PARCC Workgroup** | | **Status** |
| 1 | Utilize the collective resources of the P-20 Council to assist in developing a coherent message on MCCRS and PARCC by bringing together an inter-agency statewide communication task force on MCCRS and PARCC. | In Progress |
| 2 | Request the Maryland Longitudinal Data Center to develop a report on students' performance on KRA and their performance in elementary grades. | Complete |

| 3 | Request the Maryland Longitudinal Data Center to develop a report on analysis of the cycle of formative-summative testing and connection to entrance into and success in postsecondary education. Include in the report data disaggregated by subgroup, high performers and best practices, and analysis of data gaps. | In Progress |
|---|---|---|
| 4 | Request the Maryland Longitudinal Data Center to develop a report on the mean comparison between PARCC Implementation Years 1 through 3 and connection to entrance into and success in postsecondary education. | In Progress |
| **At-Risk Youth Workgroup** | | **Status** |
| 1 | Support a statewide screening for mental health issues and adverse experiences in childhood in Maryland schools | Limited Progress |
| 2 | Support early intervention from school based student support teams (SST) for identified students with the technical support from MSDE. This support should include the identification of best practices, recommended programs and a framework for data collection and follow-up support by qualified mental health practitioners and training for teachers and administrators. | In Progress |
| 3 | Support a state-wide effort to collect data on attempted suicides, reports of suicidal ideation, and mental health referrals through our schools. | In Progress |
| 4 | Support a state-wide framework for reporting follow-up care and outcomes for students with mental health needs, particularly students who have left the school setting due to safety concerns. | In Progress |
| 5 | Outreach and support for families through the school system and referrals to support agencies to reduce toxic familial stress. | In Progress |
| 6 | Support increased statewide public relations to bring attention to childhood mental illness and decrease stigma associated with mental illness. | In Progress |
| 7 | Seek funding to expand CTE Programs in districts that serve disadvantaged neighborhoods and at-risk youth. | In Progress |
| 8 | MSDE should continue to identify pathways to certification for technically skilled professionals so they can teach CTE programs without having a traditional teacher preparation background. | In Progress |
| 9 | Workgroup members request a meeting with MSDE to discuss and learn how the department is staffing administration of extended learning programming administration, the extent to which these programs are being fully funded, and to discuss allocating a portion of the $7.5 million for the salary of a state-wide program administrator. | 2018 Discussion |
| **College and Career Readiness Report Workgroup** | | **Status** |
| 1 | MSDE should update the P-20 Council on Maryland's PARCC contract discussions. | 2018 Discussion |
| 2 | MSDE should brief the P-20 Council on the number of students who graduate with CCR designation when data is available. | 2018 Discussion |
| 3 | MSDE should brief the P-20 Council on the transition course data being collected. | 2018 Discussion |
| 4 | MSDE should survey local districts to determine how transition courses are being implemented and develop Best Practices to share with all districts. | In Progress |
| 5 | MSDE should present data collected and Best Practices to the P-20 Council. | 2018 Discussion |
| 6 | The P-20 Council should study the unintended consequences of requiring remediation for all students. | 2018 Discussion |
| 7 | MSDE should collect and report to the P-20 Council data to determine statewide progress towards meeting the goal of all students will complete Algebra II. | 2018 Discussion |
| 8 | The P-20 Council should evaluate the Algebra II data from MSDE and discuss if this goal is best for Maryland students or if alternative courses or pathways would be more appropriate for preparing | 2018 Discussion |

| | | |
|---|---|---|
| | students for college and career ready. | |
| 9 | In addition to required dual enrollment reporting requirements due from MSDE and MHEC in 2017, MSDE should survey local school districts and MHEC should survey community colleges following the end of the 2016/17 school year, and include the following information in their joint report:<br>• Updates on tuition arrangements from the local district perspective.<br>• Budgetary impacts including who is using the money and where is it going by county<br>• How many students are FARM students, by county, and who is paying their tuition?<br>• Outreach/ marketing/ publicity efforts<br>• Barriers identified by local boards<br>• MOU updates | In Progress |
| 10 | The P-20 Council should review the 2017 joint MHEC and MSDE Dual Enrollment report when released and include recommendations to further improve dual enrollment reporting in the next CCR-CCA biennial report due Dec. 1, 2018. | In Progress |
| 11 | The P-20 Council should analyze the 2017 joint MHEC and MSDE dual enrollment report, the MLDS dual enrollment report, and the P-20 dual enrollment reporting requirements and look for efficiencies and overlap. | In Progress |
| 12 | The P-20 Council should discuss with the Maryland Longitudinal Data Center the feasibility of including budgetary and anecdotal information in the Center's Dual Enrolment Annual Report. | 2018 Discussion |
| 13 | MHEC should brief the P-20 Council when the final transfer agreement regulations are in place and discuss challenges community colleges and 4-year institutions are having supporting transfer students. | In Progress |
| 14 | MHEC should present to the P-20 Council data on the number of reverse transfer degrees issued and challenges identified in expanding the program. | In Progress |
| 15 | MHEC to evaluate and report on the effectiveness of ARTSYS, including the accuracy of course equivalencies and implementation at institutions. | In Progress |
| 16 | MHEC should meet with the P-20 GED workgroup as they develop a "GED Near Completers" program modeled after MHEC's one-step away grant and other College Access Marketing campaigns. | In Progress |
| 17 | MHEC should track and report to the P-20 Council the percentage of students enrolled in remediation classes in each Maryland Community College and 4-year institution. | In Progress |

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