

A Report to the Maryland General Assembly and  
Governor Martin O'Malley

Regarding

The Governor's P-20 Leadership Council of Maryland

December 2011

## Executive Summary

The Governor's P-20 Leadership Council of Maryland (the "P-20 Council")<sup>1</sup> 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 also enhancing the State's economic competitiveness by creating a workforce with 21st century skills. The P-20 Council is required to submit an annual report to the Governor and the General Assembly containing a summary of the Council's activities and any recommendations from the Council.

Under the terms of the legislation, 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 both the high school and college level;
- Improve student achievement and close achievement gaps;
- Improve teaching quality and retention;
- Redesign CTE programs to meet college expectations and employer needs;
- Strengthen STEM programs at all levels;
- Align high school, college and employer expectations and needs;
- Create pathways for all students to obtain college degrees; and
- Provide teachers with the resources and professional development needed to help students reach higher standards.

### 2011 Key Initiatives

The P-20 Council focused on several initiatives:

1. Establish and agree on a mission statement to articulate the overarching vision and work of the Council;
2. Create a P-20 Dashboard that provides a clear, visual snapshot of several key education and workforce indicators;
3. Review the K-12 Maryland Career Development Framework (the "Framework") and determine ways to better prepare students to take advantage of career counseling in colleges and universities;
4. Create Math, English, Workforce and Teacher Preparation subgroups to advise members on the new Common Core State Standards and assessments and make appropriate recommendations to the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium; and
5. Implement a statewide strategy for STEM internships.

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<sup>1</sup> "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.

### **Mission Statement**

The P-20 Council evaluated the characteristics of similar P-20 advisory bodies across the country. The Council determined that many states have clearly articulated mission statements. After deliberating on various iterations, the Council unanimously approved a statement.

### **P-20 Dashboard**

The P-20 Council was successful in creating a P-20 Dashboard that will provide a clear, visual snapshot of several key education and workforce indicators. The Dashboard will provide a useful measurement of the State's success in preparing Marylanders for elementary school, high school, college and career. The Dashboard is a living document that the P-20 Council will carefully review and update in the coming years to ensure that the State is accurately measuring whether our students are prepared to succeed in college and in the workforce.

### **Maryland Career Development Framework<sup>2</sup>**

The P-20 Council decided to review the current Maryland Career Development Framework used in K-12 schools to discuss how the Framework is helping students define their interests and career goals. The Framework is an academic advising and career development tool used by K-12 students and career counselors. The P-20 Council was presented with different strategies and tools used in higher education that assist students to choose an academic pathway that allows them to graduate with the skills and credential(s) for their chosen field.

### **Partnership for Assessment of Readiness for College and Careers (PARCC)**

Maryland is a member of the Partnership for Assessment of Readiness for College and Careers (PARCC) consortia and has a leading role as a Governing State. For greater stakeholder involvement in Maryland, the P-20 Council will be regularly informed on national and Maryland-specific developments. The Council voted to create Math, English, Workforce and Teacher Preparation subgroups to advise members on the new Common Core State Standards. The subgroups will advise the P-20 Council and the State during PARCC deliberations, with emphasis on defining "college and career readiness."

### **Statewide Strategy for STEM Internships**

During the May meeting, the Council created a statewide STEM internship workgroup to explore the development of a statewide internship program focusing on growing Maryland's workforce, specifically in the STEM economy.

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<sup>2</sup> Access the Framework: <http://www.msde.maryland.gov/NR/rdonlyres/D11B1C66-09B9-4DD4-8DE9-D835D6EFBEA8/16492/CDFramework04082008FINAL.pdf>

## Mission Statement

The Council deliberated on different iterations of a mission statement to capture the vision and work of the Council. Council Members wanted to express the pivotal role it plays in advising the Governor and General Assembly to keep Maryland education world-class. The Council emphasized the need to convey alignment to workforce. The mission statement articulates the expectation for all Marylanders to succeed in school, college, and career. Inspired by Maryland's nation-leading early childhood initiatives, a number one K-12 school system for three years in a row, many world-class higher education institutions, and a highly diverse and competitive workforce, the mission statement conveys an aligned approach:

*The Governor's P-20 Leadership Council of Maryland advises the Governor and General Assembly on strategies to ensure that the state's educational systems equip Marylanders for success in advanced education and in the knowledge-based, globally competitive workforce.*

## P-20 Dashboard




An effective education and workforce system is vital to Maryland's long-term economic security and to preparing young people and adults to be active Marylanders. The Governor's P-20 Leadership Council examines Maryland's system of education, training and workforce development to ensure alignment and success – “from cradle to college and career”. The *P-20 Dashboard* provides a review of some key indicators of our State's success beginning with pre-school children, supporting them through high school and postsecondary education, and helping them to succeed as lifelong learners who can adapt to the constant changes in the demands of the global economy.

Information provided in the *P-20 Dashboard* is gathered as part of the Maryland Longitudinal Data System (MLDS). More detailed information and additional dashboards are available through the MLDS web portal and provided by each corresponding State Agency: Maryland State Department of Education, Maryland Higher Education Commission, and the Department of Labor, Licensing, and Regulations.




The “Special Focus” section will highlight the P-20 Council's concentration. In March, the Council determined that among all of the priorities across education and workforce, STEM education was an integral and overarching initiative. Therefore, the Dashboard includes STEM indicators as the “Special Focus” for 2012.

The Council approved the continued development of the *P-20 Dashboard*. Developed by the Maryland State Department of Education, the web-based portal will give users the opportunity to see historical trend data, demographic data (where available), and comparative national data. The Dashboard is meant to take the “pulse” of the State, giving a real-time glimpse of progress. The following static version of the Dashboard is an example of what will be available in 2012.

## The P-20 Dashboard




Early Learning Through High School	Maryland Percent	National Ave./Goal	Change from Previous
Children Entering Kindergarten "Fully Ready" <i>Source: MSDE – Student Stat</i>	<b>80.9%</b> 	50.6%*	↑
4th Grade Reading and Mathematics Achievement <i>Source: MSDE – Student Stat</i>	R= <b>90.3%</b> M= <b>88.7%</b>	N/A	↑
8th Grade Reading and Mathematics Achievement <i>Source: MSDE – Student Stat</i>	R= <b>82.7%</b>  M= <b>66.1%</b>	N/A	↑ ↓
High School Assessments – HSA English & HSA Algebra (Grade 12) <i>Source: MSDE – Student Stat</i>	E= <b>85.2%</b> A= <b>87.9%</b>	N/A	↑
High School Graduation Rate – 4-Year Cohort <i>Source: MSDE – Student Stat</i>	<b>82.0%</b> 	74.9%	↑




\* National indicator includes all 3 and 4 year-olds enrolled in pre-school – *US Education Dashboard*

Post High School Transition	Maryland Percent	National Ave./Goal	Change from Previous
Students Taking AP Exams and/or IB Exams for Early College Credit <i>Source: MSDE – Student Stat (as % of all Grade 11 and 12 students)</i>	<b>41.9%</b>	40.0%*	↑
Students Graduating as Maryland Scholars <i>Source: MSDE – Student Stat</i>	<b>49.0%</b> 	N/A	↑
Students Completing a Career/ Technical Education Program of Study <i>Source: MSDE – Student Stat (as % of Class of 2011)</i>	<b>19.2%</b>	N/A	↔
High School Graduates Enrolled in College - 1 Year after Graduation <i>Source: National Student Clearinghouse – Class of 2010</i>	<b>63.0%</b>	62.0%	New data source
Students Assessed as Needing Remedial/ Developmental Courses in Postsecondary Education (2008) <i>Source: MHEC – High School Graduate System</i>	<b>74.1% (2yr)</b> <b>17.9% (4-yr)</b> 	60.5% (2yr) 24.9% (4yr)	New data source
Students Assessed as Needing Remedial Education – Recent Grad (2008) <i>Source: MHEC – High School Graduate System</i>	<b>53.7%</b>	N/A	TBD
College and/or Employment by Fall After Graduation (2010 Grad) <i>Source: MHEC and DLLR – Placement Measure Calculated by MSDE</i>	<b>78.7%</b> 	N/A	↓

\* National indicator includes all public school graduates who took at least one AP test – *US Education Dashboard*

**The P-20 Dashboard (cont.)**

<b>Postsecondary Education and Training</b>	<b>Maryland #/Percent</b>	<b>National Ave./Goal</b>	<b>Change from Previous</b>
Students On Track for Earning Credits to Associate's Degree <i>Source: MHEC – new data collection and reporting</i>	TBD	TBD	New data source
Students On Track for Earning Credits to Bachelor's Degree <i>Source: MHEC – new data collection and reporting</i>	TBD	TBD	New data source
Students completing an Associate's Degree within 4 years <i>Source: MHEC – Complete College America Initiative (2004 Cohort – Full-Time Students)</i>	<b>18.3%</b> 	29.2 %	↑
Students completing a Bachelor's Degree within 8 years <i>Source: MHEC – Complete College America Initiative (2002 Cohort – Full-Time Students)</i>	<b>67.0%</b>	57.4%	↑
Increase in STEM degrees awarded at 4-year institutions <i>Source: MHEC – Student Stat</i>	<b>22.3%</b> 	24.2%	↑
In-State Tuition Prices at Public Two-Year Institutions <i>Source: NCES - Federal Reporting</i>	<b>\$3,353</b>	\$2,982	↔
In-State Tuition Prices at Public Four-Year Institutions <i>Source: NCES - Federal Reporting</i>	<b>\$7,411</b> 	\$6,874	↔

<b>Workforce Development and Employment</b>	<b>Maryland #/Percent</b>	<b>National Ave./Goal</b>	<b>Change from Previous</b>
Students completing a training program (Workforce Investment Act) <i>Source: DLLR – Skills-to-Compete and Skills Stat</i>	2,276 	N/A	↑
Customers enrolled in occupational skills training (MD Rise) <i>Source: DLLR – Skills-to-Compete and Skills Stat</i>	1,357	N/A	↑
Total Apprenticeship Graduates <i>Source: DLLR – Skills-to-Compete and Skills Stat</i>	1,457 	N/A	↑
Adults (18 to 24-Years Old) with no High School Diploma Who Attain a GED or External Diploma <i>Source: DLLR – Federal Reporting</i>	5,260	N/A	↔
Workforce Training Center Graduates <i>Source: MSDE-DORS – Skills-to-Compete and Skills Stat</i>	179 	N/A	↔



## **Partnership for Assessment of Readiness for College and Careers (PARCC)**

PARCC is the Partnership for the Assessment of Readiness for College and Career. PARCC is a group of 24 states that serve over 25 million students. The PARCC states are working together to develop a common set of K-12 assessments in English and Math that will be aligned to the Common Core State Standards and anchored in preparation for college and career. These new K-12 assessments will build a pathway to college and career readiness by the end of high school, mark students' progress toward this goal from 3rd grade up, and provide teachers with timely information to inform instruction and provide student support. Ultimately, the assessments will indicate whether students are prepared for entry-level, credit-bearing college courses. PARCC's ultimate goal is to make sure all students graduate from high school college- and career-ready. The PARCC assessments will be ready for full state-wide implementation during the 2014-15 school year.

Of the 24 states, 18 are part of the Governing Board which make the strongest commitment to PARCC and its activities and therefore have the most decision making authority. Maryland is one of the Governing States. Interim State Superintendent Bernie Sadusky and the chief state school officers of the other Governing States serve on the PARCC Governing Board and make decisions on behalf of the Partnership on major policies and operational procedures.

Maryland's K-12 Leadership Team has been led by Leslie Wilson, Assistant State Superintendent for the Division of Accountability, Assessment and Data Systems, and Janet Bagsby, Chief of Assessment and Planning, Maryland State at the Department of Education (MSDE). Maryland's PARCC leadership team also includes higher education representatives. Chancellor Brit Kirwan serves on the Advisory Committee for College Readiness, and the Higher Education Leadership Team is led by Nancy Shapiro, Associate Vice Chancellor of Academic Affairs and Special Assistant to the Chancellor for P-20 Education at the University System of Maryland (USM). The project manager for PARCC's higher education involvement is Zakiya Lee, also at USM.

Finally, under the guidance of the Governor's P-20 Leadership Council, workforce experts will become an integral part of Maryland's PARCC team as the State diligently works to:

1. Create high-quality assessments;
2. Build a pathway to college and career readiness for *all* students;
3. Support educators in the classroom;
4. Develop 21<sup>st</sup> century, technology-based assessments; and
5. Advance accountability at all levels.



## **Statewide STEM Internship**

In May, the Council created a statewide STEM internship workgroup. The impetus for the STEM internship workgroup came from the 2009 STEM Task Force report, *Investing in STEM to Secure Maryland's Future*. The fourth recommendation is for the State to: "Provide STEM internships, co-ops, or lab experiences for all interested high school and college students to jump-start their successful transition to the workplace."

Under the direction of co-chairs, Lynn Reed, Executive Director of the Governor's Workforce Investment Board, and June Streckfus, Executive Director of the Maryland Business Roundtable for Education, a STEM Internship survey was drafted as an initial assessment of the various STEM experiences in Maryland. By involving many Maryland stakeholders who play a crucial role in the STEM economy, the STEM workgroup will have a better indication of how to move forward in 2012.

*See Appendix B. Statewide STEM Internship Program Survey*

## **Looking Ahead: Proposed Policy Areas for 2012**

In addition to addressing any special issues that may arise in 2012, the P-20 Council will continue to develop and publicly launch the P-20 Dashboard, evaluate the Maryland Career Development Framework and engage in the PARCC work. The P-20 Council will review online learning opportunities with an effort to expand educational and training courses to students across the State, and will develop a strategy to address STEM internships as a means of creating successful career pathways that help prepare Maryland students to compete globally. Lastly, the P-20 Council will evaluate Career and Technical Education (CTE) as a successful career option for parents and students. Changing the stigma currently associated with CTE will provide greater opportunities for students who need 21<sup>st</sup> Century skills for 21<sup>st</sup> Century jobs.

To align the Governor's education and skills goals, the Council's workgroup, comprised of staff of the Executive Committee and representatives from the Maryland Independent College and University Association, Maryland Association of Community Colleges, will continue to develop 2012 charges given by the Council.

## Appendix A. The Governor's P-20 Leadership Council of Maryland, Membership Roster

### Executive Committee:

- Governor Martin O'Malley
- Alexander M. Sanchez (Chair), *Secretary, Maryland Department of Labor, Licensing and Regulation*
- Dr. Danette G. Howard, *Interim Secretary of Higher Education*
- Christian S. Johansson, *Secretary, Maryland Department of Business and Economic Development*
- Dr. William E. Kirwan, *Chancellor, University System of Maryland*
- Dr. Bernard Sadusky, *Interim State Superintendent of Schools*

### Members of the General Assembly

- The Honorable Delegate Guy J. Guzzone, *District 13*
- The Honorable Senator Nancy King, *District 39*
- The Honorable Delegate John A. Olszewski, Jr., *District 6*
- The Honorable Senator Paul Pinsky, *District 22*

### Additional Members:

- Dr. Susan Aldridge, *President, University of Maryland University College*
- Dr. Guy Altieri, *President, Hagerstown Community College*
- Gary W. Bauer, *President, Maryland Association of Boards of Education*
- Tina Bjarekull, *President, Maryland Independent College & University Association*
- Dr. Joann A. Boughman, *Chair, Education Policy Committee, Maryland Higher Education Commission*
- Eleanor Carey, *Synergies Consulting Group*
- Peter F. Cevenini, *Manager, K-12 Education, Cisco Corporation*
- Dr. Charlene Dukes, *President, Prince George's Community College*
- Marietta English, *President, Baltimore Teachers Union and President, AFT-Maryland*
- Thomas Evans, *Principal, Eastern Technical High School*
- Dr. Patricia Florestano, *Chair, Education Policy Committee, University System of Maryland Board of Regents*
- Clara Floyd, *President, Maryland State Education Association*
- Ronald Goldblatt, *Executive Director, Association of Independent Maryland Schools*
- Hope Reynolds Harrington, *Former Member, Talbot County Board of Education*
- Anwer Hasan, *Chair, Maryland Higher Education Commission*
- Alicia Coro-Hoffman, *Former Executive, U.S. Department of Education*
- Dr. Mary Ellen Hrutka, *Executive Director, Mi-Atlantic Catholic Schools Consortium*
- Dr. Nicholas P. Jones, *Dean, Whiting School of Engineering, Johns Hopkins University*
- Dr. Raymond P. Lorion, *Dean, College of Education, Towson University*
- Dr. Elizabeth M. Morgan, *Superintendent, Washington County Public Schools*
- Christopher Motz, *Campus President, Kaplan University*
- Katharine Oliver, *Assistant State Superintendent, Maryland State Department of Education*
- Lynn Reed, *Executive Director, Governor's Workforce Investment Board*
- William "Bill" Robertson, *Chair, Governor's Workforce Investment Board*
- Steve Rohde, *Deputy Director Resource and Referral Services, Maryland Family Network*
- Dr. Mary Pat Seurkamp, *President, College of Notre Dame of Maryland*
- Dr. Jack Smith, *Superintendent, Calvert County Public Schools*
- June Streckfus, *Executive Director, Maryland Business Roundtable*
- Dr. David Wilson, *President, Morgan State University*

**Staff to the Council:**

- John Ratliff, *Policy Director, Office of the Governor*
- Pat Foerster, *Education Policy Advisor, Office of the Governor*
- Angela Lagdameo, *Senior Analyst, Office of the Governor*
- Nancy Shapiro, *Associate Vice Chancellor of Academic Affairs, University System of Maryland*

**Workgroup Members:**

- Donni Turner (Chair), *Director of Policy, Department of Labor, Licensing, and Regulation*
- Elearnor Carey, *Synergies Consulting Group*
- Diane Hampton, *Director of Institutional Relations, Maryland Independent College and University Association*
- Hope Reynolds Harrington, *Former Member, Talbot County Board of Education*
- Anwer Hasan, *Chair, Maryland Higher Education Commission*
- Zakiya Lee, *PARCC Project Manager, University System of Maryland*
- David Lewis, *Program Manager, Office of Strategic Initiatives, Department of Business and Economic Development*
- Kassie Lewis, *Program Manager, Office of Strategic Initiatives, Department of Business and Economic Development*
- Pat Mikos, *Program Manager, Division of Career and College Readiness, Maryland State Department of Education*
- Ben Passmore, *Assistant Vice Chancellor for Administration and Finance, University System of Maryland*
- Brad Phillips, *Research Director, Maryland Association of Community Colleges*
- Lynn Reed, *Executive Director, Governor's Workforce Investment Board*

## Appendix B. Maryland Statewide STEM Internship Program Survey



MARYLAND STATEWIDE SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM)  
INTERNSHIP PROGRAM SURVEY  
AUGUST 2011  
UPDATE ~ NOVEMBER 2011

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### BACKGROUND

During the May 2011 Quarterly Governor's P-20 Council Meeting, a workgroup was formed to explore development of a statewide internship program focusing on growing Maryland's workforce, specifically in the STEM economy. The impetus for the workgroup was the Governor's STEM Taskforce, which made the following recommendation in its August 2009, Report: *Investing in STEM to Secure Maryland's Future*:

#### Recommendation 4:

Provide STEM Internships, co-op, or lab experience for all interested high school and college students to jump start their successful transition to the workplace.

Quality internships, provided under the guidance of committed business professionals, create an opportunity for young people aspiring toward STEM careers to develop the necessary knowledge and skills for effective use in a business environment. The workgroup believes that an initial assessment of Maryland's businesses involved in the STEM economy, through a survey, represents the first step in a statewide effort to identify the critical characteristics and framework of a quality internship program.

### STEM STATEWIDE INTERNSHIP WORKGROUP

The STEM Statewide Internship Workgroup, being co-chaired by the Governor's Workforce Investment Board (GWIB ~ Lynn Reed, Executive Director) and Maryland Business Roundtable for Education (MBRT ~ June Streckfus, Executive Director), also includes representatives from the Department of Business and Economic Development, (DBED ~ David Lewis, Program Manager, Workforce Development), Department of Labor, Licensing and Regulation Division of Workforce Development and Adult Learning (DLLR/DWDAL ~ Trudy Chara, Innovations and Program Manager), Maryland Higher Education Commission (MHEC ~ Gareth Murray, Director of Legislative Affairs and Communications), and Morgan State University (MSU ~ William Carson, Director, Center for Career Development).

UPDATE: The proposed survey instrument was presented to the P-20 Council during its the August meeting. Feedback received from the Council members suggested that there are numerous existing internship programs within the State, and that part of this effort should be to capture information regarding those programs.

To that end, STEM Internship Workgroup was expanded to include all of the partners on the GWIB's InterAgency Workforce Committee, including staff from the Governor's Office, DBED, DHR, DJS, DLLR, DPSCS, MDOA, MDOD, MHEC, and MSDE. The survey was circulated to the committee members for review.

**Draft Statewide STEM Internship Program**  
**Page 2**

and feedback. The representative from the partner agencies will have capture information regarding what currently exists.

Next steps include circulating the survey to the various agencies, education institutions, and employer partners for completion.

**REVISED SURVEY INSTRUMENT (NOVEMBER 2011)**

Survey Monkey ~ Suggested URL ~ [www.qwib.maryland.gov/survey](http://www.qwib.maryland.gov/survey)

**PROPOSED SURVEY QUESTIONS**

Please respond to the following series of questions to assist the committee in understanding how successful internships are structured, implemented and evaluated.

**NOTE:** For the purposes of this survey internships can mean work based learning opportunities, co-ops, work experience, etc.

1. Does your organization currently have a student internship program?

- Yes
- No

2. Are your interns compensated?

- Yes
- No
- Other. Please explain.

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3. What level of supervision is provided to your interns?

- Full
- Partial
- Interns work independently

2. How long has your organization been offering an internship program?

- 1 ~ 5 years
- 5+ Years

Draft Statewide STEM Internship Program

Page 3

3. If your organization does not have an internship program, are you contemplating establishing one?
- Yes
  - No
4. Which is most preferred?
- Host several interns simultaneously
  - Host individual interns
5. When does your organization normally offer internships?
- Fall Semester
  - Spring Semester
  - Summer Only
  - All Year Round
  - Other
6. What are the preferred hours per week?
- \_\_\_ Hours
7. Where does your organization recruit its interns?
- School-to-work coordinators in high schools
  - Career or internship centers at colleges and universities
  - Former interns
  - Professional organizations
  - Other
7. Which type of intern does your organization prefer? (Select all that apply.)
- High School Students
  - College Students
  - Graduate School Students or Professional Degree Candidates
8. Would your organization be willing to host interns not currently enrolled in a school program, e.g., career changers seeking experience or training?
- Yes
  - No

Draft Statewide STEM Internship Program  
Page 4

9. How does your organization perceive the role of interns? (Select as many that apply.)

- Assists on special projects
- Provides additional help during peak business periods
- Offers fresh and creative perspectives and energy
  
- Possess a willingness to try and learn new ideas
- Contributes experience with research techniques, computer skills, and current theoretical knowledge
- Serves as additional staff at minimal or no cost, without making a long term-commitment
- Provides the organization with a low-risk opportunity to try out a possible new employee for a future job opening
- Helps support leadership pipeline
- Helps support diversity goals

10. Does your internship program have the following elements?

- Internship Manager
- New Intern Orientation and Training
- Detailed Job Description
- Defined Intern Learning Plan, e.g., balance interns' administrative duties with more substantive work
- Program Materials
- Targeted Mentoring, Monitoring and Evaluation Opportunities

11. What are the most successful elements of your organization's internship program?

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12. What role(s) do you believe the State of Maryland can play in developing a statewide internship programs focused on the STEM economy?

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Draft Statewide STEM Internship Program  
Page 5

13. If applicable, please provide the link to your internship program.

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PROPOSED SURVEY DISTRIBUTION LIST (THIS IS NOT AN ALL INCLUSIVE LIST)

NOTE: The businesses identified below will be those that represent the STEM-related economy.

- DBED Business Partners
- GWIB Board Members
- Maryland Chamber of Commerce
- Local School Districts
- Maryland CCs and Four Year Colleges and Universities
- MBRT Speakers Bureau Partners
- MEDA Members

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