

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

Regarding

The Governor's P-20 Leadership Council of Maryland

December 2012

*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.*

## **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.

### **2012 Key Initiatives**

The P-20 Council focused on several initiatives:

1. Supporting the Partnership for the Assessment of College and Career Readiness (PARCC) and the Mathematics, English, Workforce and Teacher Preparation Subgroups;
2. Using Data to Inform Policy and Practice: Supporting the On-going Development of the Maryland Longitudinal Data System (MLDS) and the P-20W Dashboard;
3. Expanding STEM Education and Workforce Initiatives; and
4. Supporting Maryland Partnerships to Reach P-20 and Workforce Goals.

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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.

### **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. In 2011, the Council voted to create Mathematics, English, Workforce and Teacher Preparation subgroups to advise members on the new Common Core State Standards and implementation of the PARCC Assessments. In 2012, the subgroups provided on-going updates to the P-20 Council and the State during PARCC deliberations, with emphasis on defining “college and career readiness.” The PARCC Subgroups have been meeting throughout the year and will report on recommendations to the P-20 Council in 2013.

### **Maryland Longitudinal Data System (MLDS)**

The P-20 Council was successful in creating a P-20 Dashboard that provides a clear, visual snapshot of several key education and workforce indicators. In 2012, the P-20 Dashboard was incorporated into the on-going development of the Maryland Longitudinal Data System (MLDS). The P-20 Council received several updates on new data P-20W data collections and efforts to establish the MLDS. The Council also participated in a facilitated work session with MLDS staff to provide feedback on six (6) policy questions.

### **Science, Technology, Engineering and Mathematics (STEM)**

The P-20 Council has actively supported several STEM initiatives to increase educational programs, support the creation of STEM internships, and to fully develop STEMNet – an on-line system of support for STEM Education and Workforce. In 2012, DLLR, GWIB and DBED coordinated a statewide survey of employers to determine the current status of STEM Internship opportunities. Although the survey collection will continue through January 2013, initial findings suggest a wide range of internship placements in existence, with an increasing interest in identifying new opportunities and matching these to qualified students.

### **Maryland Partnerships and Collaboration**

As part of each meeting, the P-20 Council highlights initiatives that support reaching the goals. In 2012, the P-20 Council received information about the following initiatives:

- Maryland’s Race To The Top - Early Learning Challenge Grant (RTT-ELC)
- Maryland’s College Completion Agenda
- Environmental Literacy and Climate Change Grant

### **Proposed Policy Areas for 2013**

In addition to addressing any special issues that may arise in 2013, the P-20 Council will continue to engage in the PARCC work and the recommendations from each Maryland PARCC subgroup; support the on-going development of the MLDS; and expand STEM education and workforce in Maryland. New topics for review in 2013 include:

- A review of online and digital learning opportunities with the effort to expand educational and training courses to students across the State;
- An update on changes in teacher preparation in Maryland as a result of the Common Core State Standards, PARCC Assessments, expansion of STEM, and other statewide initiatives; and
- A review of Financial Aid and College Affordability in Maryland.

## **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. State Superintendent Lillian Lowery 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.

In 2011, the Council voted to create Mathematics, English, Workforce and Teacher Preparation subgroups to advise members on the new Common Core State Standards and implementation of the PARCC Assessments. The members of these workgroups represent each 4-year, 2-year, and private institution in the State. In 2012, the Maryland PARCC subgroups have convened to assess the current efforts and to address challenges in implementing the PARCC assessments. Given the schedule of testing, priority has been given to the first two groups – **Reading/Language Arts** and **Mathematics**. The charges for the reading and math work groups are as follows:

1. Define college and career readiness competencies in reading and math;
2. Provide feedback to PARCC on materials that are coming to the state; and
3. Identify those stakeholders in this transition to make sure it goes smoothly.

The charges for the **teacher preparation** work group are as follows:

1. Identify changes that may be needed to elementary, middle and secondary teacher certification and preparation programs and the potential impact on graduate degrees in teaching; and
2. Identify and provide information to stakeholders groups.

The charges for the **career readiness** work group are as follows:

1. Identify issues associated with career readiness for the global/21<sup>st</sup> Century workforce;
2. Update Maryland Skills for Success indicators of learning and objectives; and
3. Review federal guidance on career readiness to ensure alignment along the workforce continuum.

All four PARCC subgroups will present their findings and recommendations in 2013. The recommendations will go to the Secretary of Higher Education's Segmental Advisory Council and the Secretary of Higher Education will report back to the council with the recommendations. The final report on college and career readiness will also come back to the Council for review.

### **Maryland Longitudinal Data System (MLDS)**

Dr. Ben Passmore and Chandra Haislet updated the Council on the integration of data from Maryland's various education and workforce data systems into a single, comprehensive, longitudinal policy-based decision support reporting system, known as the Maryland Longitudinal Data System (MLDS). When fully operational, the MLDS will provide timely aggregated trend data to enable policymakers, researchers, school administrators, teachers, and parents to better understand what is happening in Maryland classrooms as well as a better picture of Maryland's workforce. Upon development of the MLDS, an MLDS research and data center will be founded to produce reports and analyses to inform public policy.

To advise the team creating the MLDS Center, Council members participated in a review of MLDS' policy questions. Members were assigned to six groups based on six policy questions (there are 15 questions) focused on

academic preparation, remediation, credit transfer, financial aid, community colleges and workforce success. Group participants discussed definitions, metrics, identifiers and the data needed to answer the policy question. One person from each group presented a summary of the discussion items and provided a list of recommendations for consideration by the MLDS Center. Four of these questions will be included in the initial roll-out of the new system.

The following information will be presented in January 2013, when the MLDS is expected to “go live”.

**Policy Question 2:** *What percentage of Maryland high school graduates go on to be enrolled in Maryland postsecondary education?*

MSDE and National Student Clearinghouse Data

**Policy Question 3:** *What percentage of Maryland high school graduates entering college are assessed to need to take developmental courses and in what areas?*

MSDE and MHEC Data Collection

**Policy Question 11:** *Which Maryland 4-year colleges and universities are graduating students most effectively and in the timeliest fashion?*

MHEC Data Collection

**Policy Question 14:** *Are those who attended Maryland colleges successful in the workforce?*

MSDE, DLLR, and MHEC Data Collections

The P-20 Council members have contributed to the on-going development of the MLDS through subcommittee workgroups and providing feedback to each phase of development. At the September 2012 meeting, the Council received an update on the MLDS and the creation of an additional public portal with aggregate data regarding the P-20W system. The front page design of the portal is included in Appendix B. The Council also received an update on the proposal for the placement of the MLDS Center as a collaborative effort between state agencies and the University of Baltimore and the University of Maryland-College Park.

## **STEM Education and Workforce**

As a standing agenda item, the Council receives an update on the STEM Innovation Network (STEMNet) and other efforts to advance STEM education and workforce in Maryland. In the past year, the number of STEM programs at the secondary and postsecondary level has increased, leading to an increase in the number of STEM graduates. In the USM system, there was an increase of 2,500 students in STEM majors. Other examples highlighted during P-20 Council meeting are the UMBC partnerships with two-year schools to increase the flow of graduates in STEM areas and the development of an Associate of Arts of Engineering to facilitate students transitioning to an Engineering school as juniors. Through several initiatives, including the U-TEACH Program at Towson University, enrollment in STEM teacher education program has also increased.

In 2012, the University System of Maryland led the nation in Research and Development and initiated several new projects to support reaching the goal of increasing STEM graduates by 40%. USM has increased STEM research and seen job growth in new companies – from \$1 million to \$1.3 million (30 companies last year, 35 is the goal this year).

Partnerships with high tech companies in Maryland such as Northrop Grumman, IBM Raytheon, and Lockheed Martin, have also increased our ability to produce STEM graduates. For example, Cybersecurity programs are expanding across all levels of education. Industry partners throughout Maryland are working with K-12, Community Colleges and Universities to align curriculum standards and provide opportunities for students to learn about and advance preparation in Cyber. One example is financial support from Northrop Grumman to College Park to build a Cybersecurity honors program.

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, a STEM Internship survey was distributed to assess the availability of STEM experiences in Maryland. Lynn Reed, provided an update on initial survey results at the November 2012 meeting. Eighty-nine (89) employers responded in the first two rounds of the survey regarding STEM internships. Initial findings show that 75% have some type of internships and they are offered in diverse STEM fields, Engineering, Information Technology, Mathematics and Science. Employers expressed a desire to continue or expand these opportunities, and placed the highest area of need for support on the development and maintenance of a database of STEM internships and on-line STEM resources.

## **Maryland Partnerships and Collaboration**

### **Maryland's Race To The Top Early Learning Challenge Grant (RTT-ELC)**

The RTT-ELC Grant was awarded in 2012 to MSDE to: promote early learning and development outcomes for children, enhance the early childhood education workforce; and measure outcomes and progress. The grant will support 10 separate projects designed to enhance the existing system. The creation of Local Early Childhood Councils will ensure consistent and responsive programs for all of Maryland's communities.

The work of the RTT-ELC grant is in alignment with P-20 goals and will include: revising the early learning standards to align with Common Core Standards; providing professional development for childcare providers, refining current assessments; expanding early intervention and prevention programs; and promoting family engagement.

### **Maryland's Early College Access and College Completion Goals**

At the June meeting of the P-20 Leadership Council, representatives of the higher education community provided an update on the state's completion initiatives. Secretary Danette Howard introduced the discussion with several data elements and reported on MHEC's three statewide initiatives (ADAPTS, course redesign, and near-completers). Each segmental representative discussed successful completion strategies that have been implemented at campuses throughout the State.

The Governor's Office, P-20 Leadership Council and USM submitted support letters to MHEC's application to the Lumina Foundation for a grant to support Maryland's College Completion goals. The Council supports efforts throughout the Community Colleges and Colleges and Universities to expand guidance and advisement services and to develop a reverse transfer option for students moving from the two-year to four-year colleges.

Dr. Guy Altieri, Hagerstown Community College shared an overview of the 3<sup>rd</sup> Annual Completion Summit at UMBC. College faculty discussed "best practices" with all Community College Presidents participating with their teams this year. Since 2009, there has been increased degree productivity at all of the community colleges and the number of certificates has increased. There has also been growth in early college programs addressing the cultural side of adapting to higher education.

The P-20 Council also received an update from the Maryland Association of Community Colleges (MACC) Executive Director, Dr. Sadusky, regarding efforts to promote Early College Programs and Dual Enrollment Options. Dr. Sadusky discussed the collaboration between MSDE, MHEC and MACC to provide students with college experience before they get to college. Dr. Sadusky emphasized that early college programs decrease the number of students taking remedial courses. In addition, early college programs focus on second tier students – those students looking at college as an option but may not be convinced yet to enroll. Early college programs include traditional dual/concurrent enrollment, college courses taught at high schools, and providing students with access to online college courses.

### **USM/MSDE Grant for Environmental Literacy and Climate Change**

University of Maryland received federal Climate Change grant in 2012. At the September 2012 meeting of the Council, Marcus Griswold, Project Manager of MADE CLEAR, UMCES reviewed the grant objectives as well as other efforts to enhance Environmental Literacy and Support Green Initiatives.

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

### **Executive Committee, in addition to the Governor:**

**Dr. Danette Gerald Howard**, Secretary of Higher Education, Maryland Higher Education Commission  
**Mr. Leonard J. Howie, III**, Secretary of Labor, Licensing and Regulation, Dept of Labor, Licensing and Regulation  
**Mr. Christian S. Johansson**, Secretary of Business & Economic Development, Dept of Business & Economic Dev.  
**Dr. William E. "Brit" Kirwan**, Chancellor, University System of Maryland  
**Dr. Lillian M. Lowery**, State Superintendent of Schools, Maryland State Department of Education  
Working with the Executive Committee:  
**Mr. John Ratliff**, Director of Policy, Office of the Governor

### **Members of the Council**

**Dr. Guy Altieri**, President, Hagerstown Community College, Chair, of the MD Council of Community Colleges  
**Ms. Tina Bjarekull**, President, MD Independent College & University Association  
**Ms. Eleanor M. Carey, Esq.**, Synergies Consulting Group  
**Dr. Charlene M. Dukes**, Vice President, MD State Board of Education and President, Prince George's Comm College  
**Ms. Marietta English**, President, Baltimore Teachers Union, President, AFT-Maryland, Baltimore Teachers Union  
**Mr. Thomas G. Evans**, Principal, Eastern Technical HS, Past President, MD Assoc. of Secondary School Principals  
**Dr. Patricia S. Florestano**, Chair of the Southern Maryland Higher Education Council and former member of MHEC  
**Mr. Ronald Goldblatt**, Executive Director, Assoc. of Independent Maryland Schools  
**Ms. Hope Reynolds Harrington**, Former member and president of Talbot County Council & Talbot County BOE.  
**Mr. Anwer Hasan**, Chair, Maryland Higher Education Commission, Senior Vice President Louis Berger Group  
**Ms. Alicia Coro-Hoffman**, Former member of the MD Board of Regents, the MD Higher Education Commission and the U.S.D.O.E.  
**Dr. Mary Ellen Hrutka**, Executive Director, Mid-Atlantic Catholic Schools Consortium  
**Mr. Theodore ("Ted") E. Imes**, Director, Corporate Citizenship, Northrop Grumman Electronic Systems  
**Mr. Rodger C. Janssen**, President, Maryland Association of Boards of Education  
**Dr. Nicholas P. Jones**, Dean, Whiting School of Engineering, The Johns Hopkins University  
**Dr. Maravene Loeschke**, President, Towson University  
**Mr. Javier Miyares**, Acting President, University of Maryland University College  
**Dr. Kevin Manning**, President, Stevenson University  
**Dr. Kevin Maxwell**, Superintendent, Anne Arundel County Public Schools, President, Public School Superintendents Assoc of MD  
**Dr. Elizabeth M. Morgan**, Executive Director, Grad Nation, America's Promise Alliance  
**Mr. W. Christopher Motz**, Campus President, Kaplan University  
**Ms. Katharine M. Oliver**, Assistant State Superintendent, Division of Career and College Readiness, MSDE  
**Ms. Lynn M. Reed**, Executive Director, Governor's Workforce Investment Board, Dept. of Labor, Licensing and Regulation  
**Mr. William G. ("Bill") Robertson**, Chair, Governor's Workforce Investment Board, Dept. of Labor, Licensing and Regulation  
**Mr. Steve Rohde**, Deputy Director Resource and Referral Services, Maryland Family Network  
**Ms. June Streckfus**, Executive Director, Maryland Business Roundtable for Education  
**Dr. Karen A. Verbeke**, President of the Maryland Association of Colleges for Teacher Education  
**Ms. Betty Weller**, President, Maryland State Education Association  
**Dr. David Wilson**, President, Morgan State University, Office of the President, Morgan State University

### **Members of the General Assembly**

**The Honorable Nancy King**, Maryland State Senate  
**The Honorable Paul Pinsky**, Maryland State Senate  
**The Honorable Guy J. Guzzone**, Maryland House of Delegates  
**The Honorable John A. Olszewski, Jr.**, Maryland House of Delegates



## **Appendix B. The Governor's P-20 Leadership Council PARCC Work Group Co-Chairs**

### **Career Readiness Work Group**

Kathy Oliver, Assistant State Superintendent  
Division of Career and College Readiness  
Maryland State Department of Education  
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Lynn Reed, Executive Director  
Governor's Workforce Investment Board  
Department of Labor, Licensing and Regulation  
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### **English Standards Work Group**

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### **Mathematics Standards Work Group**

Denny Gulick, Professor of Mathematics  
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Bernadette Sandruck, Professor and Chair  
Mathematics Division  
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### **Teacher Preparation Work Group**

Jean Satterfield, Assistant State Superintendent  
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Karen Verbeke, Professor and Chair  
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# Appendix C: Maryland Longitudinal Data System (MLDS) Public Portal Page



## MLDS Center Maryland Longitudinal Data System

[Portal Home](#) [My Home](#) [Logout](#)

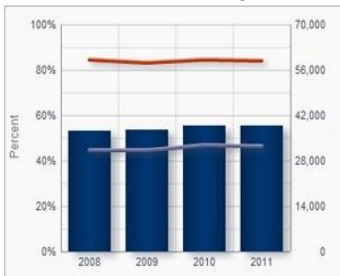
- [Home](#)
- [Policy Maker & Analyst](#)
- [Parent & Student](#)
- [Educator](#)
- [Researcher](#)
- [MLDS Center Staff](#)

The Maryland Longitudinal Data System links together data for Maryland students from preschool through college and out into their career. The data supports the continuous improvement of educational outcomes and research to increase student achievement and support accountability.

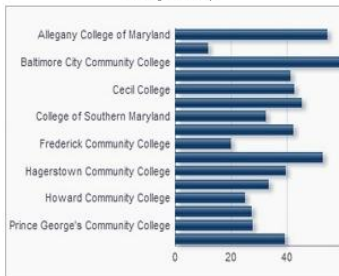


### Featured Dashboards [Click on a dashboard to view.](#)

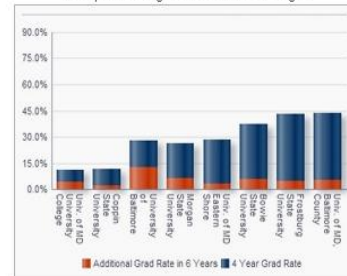
What percentage of Maryland high school students enroll in college?



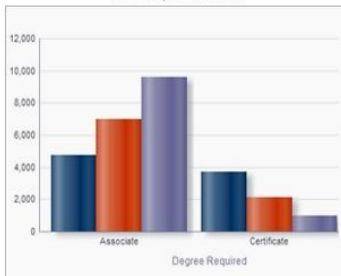
Are Maryland's High School graduates college ready?



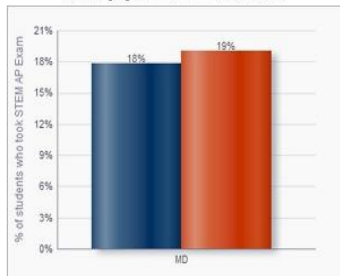
How quickly and effectively do Marylanders graduate from college?



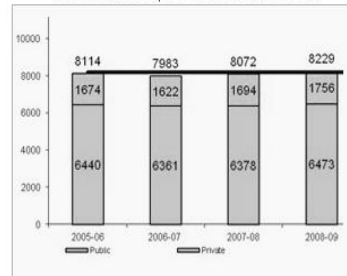
Are we producing the right degrees for Maryland Jobs?



What percentage of high school students are engaged in STEM education?



How many 2-year and 4-year college degrees awarded in Maryland are STEM-related?



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