

**Maryland State  
Department of Education**

**Fiscal Year 2010 Budget**

**Proposed FY 2010  
Budget Enhancement Requests**

**State Board Review**

**July 2008**



Maryland State Department of Education  
Over-the-Target Requests  
Fiscal Year 2010

Page #	Title of Initiative	Number of Positions Regular	Contractual	Headquarters	Aid to Education	Funding for Educational Organizations	Total Amount
<b>FY 2010 Budget Enhancement Proposal Requests</b>							
<b>TOP PRIORITY ENHANCEMENT REQUESTS</b>							
Division of Leadership Development							
3	Leadership Training for Present and Future Principals	8.00	4.00	1,696,609			1,696,609
Division of Student Family and School Support							
4	School Safety Solutions in Maryland	3.00		918,682			918,682
Division of Instruction							
7	Science, Technology, Engineering and Mathematics (STEM) Education	7.00		5,406,425			5,406,425
Division of Early Childhood Development							
8	Judith P. Hoyer Early Care and Education Enhancement Grants	2.00		434,000	4,566,000		5,000,000
Division of Career Technology and Adult Learning							
10	Expansion of Career and Technology Education (CTE) Programs			1,500,000			1,500,000
Division of Early Childhood Development							
12	Maryland Preschool for All			2,336,400			2,336,400
<b>Total Top Priority Enhancement Requests</b>		<b>20.00</b>	<b>4.00</b>	<b>12,292,116</b>	<b>4,566,000</b>		<b>16,858,116</b>

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Over-the-Target Requests  
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Page #	Title of Initiative	Number of Positions Regular	Contractual	Headquarters	Aid to Education	Funding for Educational Organizations	Total Amount
<b><i>DIVISION PRIORITY ENHANCEMENT REQUESTS</i></b>							
Office of the State Superintendent for Academic Policy							
17	American Diploma Project Algebra II Exam			250,000			250,000
Division of Business Services							
18	Maryland Meals for Achievement				1,200,000		1,200,000
Division of Special Education/Early Intervention Services							
19	Autism Waiver - FY 10 Request with Increased Service			1,502,448			1,502,448
Division of Library Development and Services							
21	Personnel Requests for Library for the Blind and Physically Handicapped	3.00		123,500			123,500
Division of Rehabilitation Services							
Workforce Success for Persons with Disabilities -							
22	Sustaining Long-Term Career Outcomes		6.00	2,707,728			2,707,728
<b>Total Division Priority Enhancement Requests</b>		<b>3.00</b>	<b>6.00</b>	<b>4,583,676</b>	<b>1,200,000</b>		<b>5,783,676</b>

Maryland State Department of Education  
Over-the-Target Requests  
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Page #	Title of Initiative	Number of Positions Regular	Contractual	Headquarters	Aid to Education	Funding for Educational Organizations	Total Amount
<b>OTHER ENHANCEMENT REQUESTS BY DIVISIONS</b>							
	Division of Instruction						
27	Physical Education Specialist	1.00		56,868			56,868
27	Gifted and Talented Education	2.00		89,254			89,254
27	Voluntary State Curriculum Toolkit Development			600,000			600,000
28	Governor's Academy			1,900,000			1,900,000
28	School Library Media	1.00		180,368			180,368
29	MD International Education Summit			26,300			26,300
29	Environmental Education	5.00		314,340			314,340
	Division of Special Education/Early Intervention Services						
30	Maryland Infants and Toddlers Program				3,885,024		3,885,024
	Division of Library Development and Services						
30	County Library Capital Project Grants Program Staff	2.00		109,486			109,486
31	Personnel Requests Public Libraries and State Networking Branch	2.00		80,589			80,589
	<b>Total Other Requests by Divisions</b>	<b>12.00</b>	<b>1.00</b>	<b>3,357,205</b>	<b>3,885,024</b>		<b>7,242,229</b>
	<b>Total FY 2010 Enhancement Requests</b>	<b>35.00</b>	<b>11.00</b>	<b>20,232,997</b>	<b>9,651,024</b>		<b>29,884,021</b>
41	<b>Total FY 2010 Mandated &amp; Other Baseline Requests</b>	<b>25.00</b>	<b>0.50</b>	<b>21,781,953</b>	<b>122,141,861</b>	<b>1,162,586</b>	<b>145,086,400</b>

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Page #	Title of Initiative	Number of Positions		Headquarters	Aid to Education	Funding for Educational Organizations	Total Amount
		Regular	Contractual				
<b>FY 2009 Deficiency Requests</b>							
Division of Business Services							
35	Out-of-County Living Arrangements			650,000			650,000
Division of Accountability and Assessment							
36	Assessments Program			9,800,000			9,800,000
Division of Certification and Accreditation							
37	Mandated Program - Teacher Quality APC Stipends			2,799,000			2,799,000
<b>Total FY 2009 Deficiency Requests</b>		<b>0.00</b>	<b>0.00</b>	<b>9,800,000</b>	<b>3,449,000</b>		<b>13,249,000</b>

**Maryland State Department of Education  
Over-the-Target Requests  
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Page #	Title of Initiative	Number of Positions		Headquarters	Aid to Education	Funding for Educational Organizations	Total Amount
		Regular	Contractual				
<i>Amounts Requested by Existing and Potential State Aided Educational Institutions - Enhancements</i>							
<b>Current Institutions</b>							
49	Alice Ferguson Foundation					4,750	4,750
	Alliance of Southern P.G. Communities					1,900	1,900
	American Visionary Art Museum					900	900
	B & O Railroad Museum, Inc					3,600	3,600
	Baltimore Museum of Industry					4,800	4,800
50	Baltimore Symphony Orchestra					3,800	3,800
	Best Buddies					9,500	9,500
	Chesapeake Bay Foundation					24,950	24,950
	Chesapeake Bay Maritime					1,200	1,200
51	Citizenship Law-Related Education					1,750	1,750
	CollegeBound Foundation					2,150	2,150
	The Dyslexia Tutoring Program, Inc.					2,150	2,150
	Echo Hill Outdoor School					3,200	3,200
	Historic Sotterley Foundation					750	750
52	Imagination Stage					14,250	14,250
	Jewish Museum of Maryland					750	750
	Junior Achievement of Central Maryland					2,400	2,400
	Living Classrooms Foundation					18,200	18,200
	Maryland Academy of Sciences					52,250	52,250
53	Maryland Historical Society					7,150	7,150
	Maryland Humanities Council					2,500	2,500
	Maryland Leadership Workshops					2,600	2,600
	Maryland MESA					4,550	4,550
	Maryland Zoo in Baltimore					48,600	48,600
54	National Aquarium in Baltimore					28,400	28,400
	National Great Blacks in Wax Museum					2,400	2,400

**Maryland State Department of Education  
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Page #	Title of Initiative	Number of Positions Regular	Contractual	Headquarters	Aid to Education	Funding for Educational Organizations	Total Amount
	National Museum Ceramic Art					1,200	1,200
	Olney Theatre Center					8,350	8,350
55	Outward Bound					7,600	7,600
	Port Discovery					6,650	6,650
	Salisbury Zoo					1,050	1,050
	South Baltimore Learning Center					2,400	2,400
	State Monitoring Resource Center					4,550	4,550
56	Sultana Projects					1,200	1,200
	SuperKids Camp					23,400	23,400
	Village Learning Place, Inc.					2,600	2,600
	Walters Art Museum					950	950
	Ward Museum					2,000	2,000
	<i>Previous State Board Approved Institutions</i>						
57	Chesapeake Bay Environmental Center					15,000	15,000
	Chesapeake Bay Field Lab					15,000	15,000
58	Irvine Nature Center					15,000	15,000
	Maryland Biolab					15,000	15,000
	<i>New Applicants</i>						
	The Pyramid Atlantic Art Center					15,000	15,000
59	U.S. Hispanic Youth Entrepreneur & Education Foundation, Inc. Youth Audiences/Arts for Learning					15,000	15,000
	<b>Total FY 2010 State Aided Educational Institutions Requests</b>					<b>416,400</b>	<b>416,400</b>
	<b>FY 10 GRAND TOTAL (down)</b>	<b>60.00</b>	<b>11.50</b>	<b>42,014,950</b>	<b>131,792,885</b>	<b>1,578,986</b>	<b>175,386,821</b>
	<b>Total FY 2009 Deficiency Requests</b>	<b>0.00</b>	<b>0.00</b>	<b>9,800,000</b>	<b>3,449,000</b>		<b>13,249,000</b>



# **Fiscal Year 2010**

## **Top Priority Enhancement**

### **Requests**



**Maryland State Department of Education  
FY 2010 Over-The-Target (Enhancement) Request  
FACT SHEET**

**Title:** Leadership Training for Present and Future Principals  
**Category:** Over-the-Target  
**Division:** Division for Leadership Development  
**Amount Requested:** \$1,696,609  
**Number of Staff Requested** **8.0 FTE Regular** **4.0 FTE Contractual**  
 (1 @ Grade 18 & (Grade 10, Support Staff)  
 7 @ Grade 24)

**What will we do with the money (include the population to be served)?**

- Build leadership capacity across Maryland
- Design and implement cohorts/study circles for professional development for veteran principals
- Develop and implement 8 leadership institutes
- Pilot Leadership Development Schools at 9, K-12 sites
- Establish 3 regional professional development sites for senior leadership training; and
- Construct a data tracking system to follow participants progress to the principalship

<b>FUNDING SUMMARY</b>	<b>FY 2009 Funds Available</b>	<b>FY 2010 Funds Requested</b>
General Funds	0	\$1,696,609
Other Funds	0	0
<b>Total</b>	<b>0</b>	<b>\$1,696,609</b>

**Facts/Data to Support the Request (include # to be served with new funds):**

- Governor Martin O'Malley has identified principal development and support as one of his 3 priorities for the state.
- State Board of Education has declared the principalship a critical area of shortage.
- U.S. Dept. of Labor estimates 40% of principals will retire in the next few years.
- MD superintendents have stated their systems' need for succession assistance from the State to support strategies outlined in *Leadership Succession Planning Guide for Maryland Schools*.
- 400 assistant principals, 400 aspiring and potential school leaders, 200 veteran principals, 45 Institute for Higher Education (IHE) admin. prep. candidates, and approximately 60 system senior leadership will be served.

**Collaboration/Partnerships (If applicable - include their share of the program):**

- N/A

**Detail of Multi Component Requests (If applicable - More than one population being served - NOT an itemization of Single Component Request costs):**

<b>Component Title</b>	<b>Amount</b>	<b>Population Served</b>
Cohorts/Study Circle	396,763	Veteran Principals
Institutes	1,073,673	Assistant Principals; aspiring & potential leaders
Leadership Development Schools	168,544	IHE Admin. Prep. candidates
Regional Planning Sites	57,629	System senior leadership

Contact Person: Mary Cary, 410-767-0368

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**Maryland State Department of Education  
 FY 2010 Over-The-Target (Enhancement) Request  
 FACT SHEET**

**Title:** School Safety Solutions in Maryland  
**Category:** Over-the-Target  
**Division:** Division of Student, Family, and School Support  
**Amount Requested:** \$918,682  
**Number of Staff Requested** 3.0 FTE Regular 0.0 FTE Contractual

**What will we do with the money (include the population to be served)?**

- The State Superintendent and Congressman Elijah Cummings convened a State summit in early June of stakeholders, community and faith representatives, policy makers, parents, and students to craft solutions to the issues surrounding school safety. This proposal will help fund initial solutions as identified by summit participants.
- **\$52,500** will be used to convene a summit involving students from across the State (24 teams of 25 students) and to conduct four regional follow-up meetings from across the State to engage them in a discussion of solutions, craft an action plan that they will implement in their schools.
- **\$29,750** will be granted to the Maryland Leadership Workshops to train non-traditional student leaders (50 students at \$595 per person tuition) in leadership skills so that they can become positive forces in their schools and communities for advocating and modeling positive behaviors.
- **\$75,000** will be released in competitive grants for school systems and schools to convene community summits around the issues of community and school safety (10 grants at \$7,500).
- **\$346,310** will be released in competitive grants to local school systems for the hiring and training of school resource officers (SRO) in the neediest areas (5 SROs at \$68,767; 5 at \$495 to attend the National Association of School Resource Officer's Basic course).
- **\$269,000** will be used to cover the operational costs of training for new teams in Positive Behavioral Interventions and Supports (PBIS).
- **\$146,122** will be used to hire two Education Program Specialists (Grade 21, 2 at \$56,868) and an Office Secretary III (Grade 10, 1 at \$32,386) in order to provide the infrastructure to lead and implement the aforementioned. One Education Specialist would share responsibility for implementing with fidelity PBIS; the other specialist would be a resource to local school systems in classroom management, de-escalation techniques, act as a liaison to higher education in revamping their teacher preparation programs to include conflict resolution, classroom management, and positive behavioral programs for children and youth.

<b>FUNDING SUMMARY</b>	<b>FY 2009 Funds Available</b>	<b>FY 2010 Funds Requested</b>
General Funds	<b>0</b>	<b>918,682</b>
Other Funds	<b>0</b>	<b>0</b>
<b>Total</b>	<b>0</b>	<b>918,682</b>

**Maryland State Department of Education  
FY 2010 Over-The-Target (Enhancement) Request  
FACT SHEET**

**Facts/Data to Support the Request** *(include # to be served with new funds):*

- Participants at the June Summit on School Safety Solutions identified a number of priority items that need addressing. They include involving more students in discussing solutions, awakening the leadership potential in students, and getting students to accept responsibility for their actions and modeling such behavior for their peers. (650 students served)
- Students at the Summit suggested that community forums needed to be held in order to elicit community support in addressing issues surrounding school safety. Administrators, teachers, and students report that many incidents of misbehavior that occurs in schools actually started in the community. (10 communities served)
- The Task Force on School Safety which concluded its work in December made a number of recommendations concerning assistance that school systems and schools need. One of those is additional resources in the form of school resource officers. (5 schools served)
- Local school systems and schools continue to demand training in PBIS. Over 600 schools statewide have been trained. The Maryland General Assembly has mandated that elementary schools with a particular suspension rate must implement PBIS. Moreover, the most recent session of the General Assembly expanded that mandate to schools that have over an eight percent truancy rate. This requires additional human and fiscal resources to meet those mandates. (246 schools served)
- Moreover, PBIS is a three-tiered model. The need for formal statewide training in secondary interventions (tier two) is increasing. Those schools that have been successfully implementing PBIS for three or more years have identified students who are 'not-responding' and are in need of more support to manage their behavior and be more available for learning. The Department's collaborative training will attempt to address those needs in future trainings.

**Collaboration/Partnerships** *(If applicable - include their share of the program):*

- Johns Hopkins, School of Public Health, provides evaluation of PBIS implementation and outcomes.
- Sheppard Pratt Health Systems provides technical assistance, maintains PBIS data, and tracks data on PBIS implementation.
- The Maryland Leadership Workshops provides annual training opportunities to students in leadership skill development.
- Local school systems have assumed providing continuing/ongoing training for previously trained PBIS teams. The Department used to provide that training.

**Detail of Multi Component Requests** *(If applicable -- More than one population being served -- NOT an itemization of Single Component Request costs):*

Component Title	Amount	Population Served
Youth Summit on School Safety	52,500	600 students
Maryland Leadership training	29,750	50 students
Community Summits	75,000	10 communities

**Maryland State Department of Education  
FY 2010 Over-The-Target (Enhancement) Request  
FACT SHEET**

School Resource Officers	346,310	5 schools
PBIS Training	269,000	246 schools

Contact Person: Ann Chafin (70275)  
Cynthia Jacob (70801)  
Chuck Buckler (70292)

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**Maryland State Department of Education  
FY 2010 Over-The-Target (Enhancement) Request  
FACT SHEET**

**Title:** Science, Technology, Engineering, and Mathematics (STEM) Education  
**Category:** Over-the-Target  
**Division:** Instruction

**Amount Requested:** \$5,406,425

**Number of Staff Requested** 7.0 FTE Regular 0.0 FTE Contractual

**What will we do with the money (include the population to be served)?**

- Purchase and/or develop online courses for students in content areas related to STEM (\$500,000)
- Implement Project Lead the Way (PLTW) engineering in all 24 local school systems (LSS) by funding one PLTW engineering program in six additional LSS [18 out of 24 LSS currently offer the engineering program in at least one school] (\$660,000 at \$110,000 per school)
- Implement PLTW middle school Gateway to Technology (GTT) program in 12 additional LSS with high school PLTW engineering programs [6 of the 18 LSS with PLTW engineering programs offer GTT] (\$696,000 at \$58,000 per school)
- Implement PLTW biomedical sciences programs in 15 additional LSS [9 out of 24 LSS currently offer the biomedical sciences program in at least one school] (\$1.5 million at \$100,000 per school)
- Fund a 2-week residential Maryland Summer Center for Gifted and Talented Students in STEM (\$40,000)
- Provide digital resources for students and teachers (\$300,000)
- Provide professional development for teachers in technology literacy and STEM content areas (\$100,000)
- Develop a Learning Object Repository (LOR) with standardized metatagging to support STEM courses and resources (\$75,000)
- Operate and support the MSDE Learning Management System and Learning Object Repository for delivery of online courses/content
  - 1 position for Digital Library Resource Specialist (\$56,868)
  - 1 position for Technical Support Manager/Library Media Specialist Administrator (\$56,868)
  - 1 position for Technical Support (\$35,576)
- Implement Governor's Academies that provide transdisciplinary teaching practices and STEM Field experiences (\$250,000 at \$50,000 per site)
- Provide grants to local school systems to provide scholarship opportunities for perspective mathematics, science, and technology teachers; for college scholarships for students entering STEM fields; for teachers preparing to teach International Baccalaureate or Advanced Placement STEM courses, targeting low income and underrepresented groups; and to establish STEM related extracurricular activities. (\$850,000)
- Establish a teacher professional development opportunity for Maryland teachers to observe best practices in STEM education of gifted students (\$48,000)
- Create an office of STEM education to provide leadership and technical assistance for STEM education in Maryland
  - 1 position for a Director of STEM (\$67,509)
  - 1 position for a STEM specialist (\$56,868)
  - 1 position for a Chemistry Specialist (\$56,868)
  - 1 position for an Environmental Science Specialist (\$56,868)

FUNDING SUMMARY	FY 2009 Funds Available	FY 2010 Funds Requested
General Funds	2,000,000	7,406,425
Other Funds	0	0
<b>Total</b>	<b>2,000,000</b>	<b>7,406,425</b>

**Facts/Data to Support the Request (include # to be served):**

- With Base Realignment and Closure (BRAC) promising tens-of thousands more jobs in the STEM sectors, Maryland must invest heavily in preparing students to be ready for the high-skill, high-wage, high-demand careers/jobs that BRAC will generate. Teachers must have the technology knowledge and skills in order to effectively prepare students for these jobs.
- The PLTW engineering and biomedical sciences programs have been partially funded with grants from the federal Perkins funding for Career and Technology Education (CTE). State funding is necessary to expand the programs to support the workforce and economic development needs associated with BRAC. The PLTW programs prepare students for both college and careers in STEM related fields. (2,160 additional students)
- The Gateway to Technology middle school program provides a pipeline to stimulate student interest in STEM careers. State funding is needed to expand programs in the middle schools since the majority of Perkins funds are dedicated to high school and community college CTE programs. (1,248 additional students)
- STEM is a priority issue with MSDE and the State of Maryland to promote the recruitment of highly-able, gifted students of all races in the areas of science, technology, engineering and mathematics with the goal of expanding Maryland and the United States' work force to be competitive worldwide. There are no Maryland Summer Centers for Gifted and Talented Students with a STEM focus. 30 students would be served.
- Provides economies of scale and efficient use of resources and staff training for MSDE and LSSs.
- Increases access for staff to high quality professional development opportunities, to increase their knowledge and skills in STEM areas, both during and beyond the traditional workday.
- Providing a model for effective practices for transdisciplinary instruction and opportunities for 100 teachers each year will build a strong cohort of teachers prepared to lead STEM education in Maryland.
- Financial incentives for future teachers and STEM professionals will provide a pipeline of professionals in Maryland's high need professions.
- The Maryland Summer Center for STEM will serve as laboratory schools for STEM teachers to witness best practices in gifted education in the area of STEM. The number of teachers served would be 20.

Contact Person: Colleen Seremet *One page maximum --*

**Maryland State Department of Education  
 FY 2010 Over-The-Target (Enhancement) Request  
 FACT SHEET**

**Title:** Judith P. Hoyer Early Care and Education Enhancement Grants  
**Category:** Over-the-Target  
**Division:** Division of Early Childhood Development  
**Amount Requested:** \$5,000,000  
**Number of Staff Requested** 2.0 FTE Regular 0.0 FTE Contractual

**What will we do with the money (include the population to be served)?**

Funds are requested to provide:

- ❖ Three grants in the amount of \$322,000 each to three LEAs that do not currently have Judith P. Hoyer Early Care and Education Centers (Judy Centers) in their school systems (Anne Arundel, Harford and Somerset). The grants will serve children birth through 5 and their families.
- ❖ Eighteen grants in the amount of \$200,000 each that will be awarded to LEAs to establish "satellite" Judy Centers in areas that have established Centers but have a large population of English Language Learners, children from disadvantaged families and those affected by BRAC and, therefore, have a need for additional services to enable more children to enter school ready to learn. Each satellite center will have one full-time person onsite.
- ❖ An additional employee and secretary at MSDE to provide technical assistance and monitor the expansion to and operations of the Judy Centers in Anne Arundel, Harford and Somerset Counties, as well as the 18 satellite sites at a cost of \$149,000 for salaries and benefits, training and other associated costs.
- ❖ A longitudinal study of the school readiness and school success of the children served by the Judy Centers at a cost of \$285,000.

<b>FUNDING SUMMARY</b>	<b>FY 2009 Funds Available</b>	<b>FY 2010 Funds Requested</b>
General Funds	\$7,625,000*	\$12,625,000
Other Funds		
<b>Total</b>		<b>\$12,625,000</b>

\*This represents the direct costs for Judy Center services out of the total Hoyer program of \$10,575,000.

**Background Information**

- ❖ Judy Centers were established in 2001.
- ❖ There are currently 24 Judy Centers in 21 jurisdictions with a total of 10,500 children and their families being served. Children served are those who reside in identified Title I school zones.
- ❖ Judy Centers are a partnership between local boards of education and early childhood programs. Centers follow state standards to ensure high quality programs.

**Facts/Data to Support the Request (include # to be served with new funds):**

An external evaluation of Judy Center services released in 2004 by MGT America concluded that Judy Centers have provided:

- ❖ Improved access to programs and services for children, ages birth through 5.
- ❖ Increased family access to mental health and dental screenings and other interventions.
- ❖ A substantial increase in access to family support services.



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 FACT SHEET**

- ❖ Increased parent participation in their child’s education as well as the number of adults participating in Adult Education programs.
- ❖ Accredited early care and education programs.
- ❖ Professional levels of care and education staff increased for certified teachers of public school classrooms and non-certified staff from non-public early childhood partners.
- ❖ Programs that close the achievement gap with English Language Learners. English Language Learners with prior Judy Center experience began their kindergarten year at the same readiness level as all Judy Center students (native English-speakers included) and, by spring, had slightly surpassed the all-student average.
- ❖ Programs that close the achievement gap with low-income students. Low-income students with prior Judy Center experience begin their kindergarten year 10 percentage points higher on the readiness scale than those with no prior experience – and end the year just 4.5 percentage points lower than the all-student average.
- ❖ This Request will allow Judy Centers and satellite centers to be established in BRAC communities around Aberdeen, Ft. Meade, and Ft. Detrick, and at schools in School Improvement status.
- ❖ Funding of three additional Judy Centers would provide services to approximately 1,800 children ages birth through 5 and their families in the only three MD counties that do not have Judy Centers.
- ❖ Funding of 18 satellite Judy Centers would provide services to approximately 5,400 children ages birth through 5 and their families.

**Collaboration/Partnerships** *(If applicable - include their share of the program):*

- ❖ Maryland Infants and Toddlers Program
- ❖ Preschool Special Education
- ❖ Head Start Centers
- ❖ Maryland Family Support Centers
- ❖ Local Maryland Adult Education Programs
- ❖ Local Child Care Resource Centers

**Detail of Multi Component Requests** *(If applicable – More than one population being served – NOT an itemization of Single Component Request costs):*

Component Title	Amount	Population Served
Not applicable		

Contact Person: Cheryl De Atley

**Maryland State Department of Education  
FY 2010 Over-The-Target (Enhancement) Request  
FACT SHEET**

**Title:** Expansion of Career and Technology Education (CTE) Programs  
**Category:** Over-the-Target  
**Division:** Career Technology and Adult Learning  
**Amount Requested:** \$1.5M  
**Number of Staff Requested:** 0.0 FTE Regular      0.0 FTE Contractual

**What will we do with the money (include the population to be served)?**

- Provide incentive grants to expand CTE Science, Technology, Engineering, and Mathematics (STEM) programs such as Pre-engineering, Teacher Academy, Biomedical Sciences, Homeland Security, Information Technology (database and networking), and Academy of Health Professions in comprehensive high schools
- Reimburse local school systems with state aid to cover the cost of industry-recognized assessments and/or certifications for students completing State approved CTE programs of study
- Provide high school students with more options for their careers and further education by obtaining industry credentials while in high school

<b>FUNDING SUMMARY</b>	<b>FY 2009 Funds Available</b>	<b>FY 2010 Funds Requested</b>
General Funds	<b>0</b>	<b>\$1.5M</b>
Other Funds	0	0
<b>Total</b>	<b>0</b>	<b>\$1.5M</b>

**Facts/Data to Support the Request (include # to be served with new funds):**

- Providing additional resources will help local school systems expand CTE programs in comprehensive high schools. Some CTE programs are oversubscribed in local school systems and have waiting lists. Occasionally students will exit high school before an opening occurs in a CTE program.
- Over 119,000 students, nearly half (44%) of all high school students enroll in CTE courses.
- 26% of last year's graduating class completed-a four credit CTE Program of Study.
- Of those completing a CTE Program of Study, over half (51%) also completed the requirements for admission to the University System of Maryland.
- Maryland's future economic and workforce needs will depend upon people who are prepared for postsecondary education and have an industry recognized credential. Current CTE enrollments may not keep up with workforce needs in the future.
- BRAC and other workforce priorities will provide tremendous opportunities for people with STEM backgrounds, the ability to obtain a security clearance and hold industry credentials.
- An industry-recognized credential provides CTE completers increased employment opportunities, increased promotion opportunities, and higher wages.
- In many CTE programs, students with an industry-recognized credential may receive articulated or transcribed credit in postsecondary CTE degree and certificate programs.
- New federal reporting requirements include the use of industry-aligned assessments as a measure of "Technical Skill Attainment" and will be reported annually in the CTE Report Card.

**Maryland State Department of Education  
 FY 2010 Over-The-Target (Enhancement) Request  
 FACT SHEET**

- High skill, high wage, high demand occupations in current and emerging fields require an industry-recognized credential for employment, such as careers in the health field, homeland security, education, automotive industry, consumer services, etc.
- An opinion from the Attorney General’s Office stated that if students are required to take industry assessments as part of the state approved program they are entitled to a free public education and should not bear the cost of these assessments.

**Collaboration/Partnerships** *(If applicable - include their share of the program):*

- Local CTE Advisory Committees consist of local business and industry who partner with school systems to provide curriculum input, including internships and work-based learning opportunities.
- Local CTE Program Advisory Committees also consist of other employers, such as local agencies, who assist with sponsorship of CTE students for STEM related activities and industry credentials.
- A statewide CTE Technical Assessment Work Group was formed in 2008 to identify strategies for implementation of the Technical Skill Attainment reporting requirement. The work group includes broad stakeholders including the GWIB, industry partners, and secondary and postsecondary educators.

**Detail of Multi Component Requests** *(If applicable – More than one population being served – NOT an itemization of Single Component Request costs):*

Component Title	Amount	Population Served

Contact Person: Katharine M. Oliver

**Maryland State Department of Education  
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**Title:** Maryland Preschool for All  
**Category:** Over-the-Target  
**Division:** Early Childhood Development  
**Amount Requested:** \$2,336,400  
**Number of Staff Requested** 0.0 FTE Regular 0.0 FTE Contractual

**What will we do with the money (include the population to be served)?**

- The funds would expand the availability of prekindergarten by raising the eligibility guidelines to 250% of the Federal Poverty Guidelines in 2010, with a phased-in level of 300% by FY2012.

<b>FUNDING SUMMARY</b>	<b>FY 2009 Funds Available</b>	<b>FY 2010 Funds Requested</b>
General Funds	<b>\$0<sup>1</sup></b>	<b>\$2,336,400</b>
Other Funds		
<b>Total</b>		<b>\$2,336,400</b>

**Facts/Data to Support the Request (include # to be served with new funds):**

- The Bridge to Excellence in Public Schools requires all local school systems to provide prekindergarten services for all four-year olds from “economically disadvantaged backgrounds,” i.e., 185% of federal poverty guidelines. This translates to \$32,560 for a family of three (2008 figures)
- By FY10, the request would increase the eligibility to 250% of Federal Poverty Guidelines or \$44,000 for a family of three. This is part of a three-year phase in to reach the level of 300% of Federal poverty guidelines or \$52,800 for a family of three (2008 figures).
- FY11 would be the period to reach the eligibility of 275% with a fiscal impact for an additional 2,106 four-year olds of \$9,266,400.
- In FY12, the eligibility would be set at 300% of Federal poverty guidelines. At that level, an additional 4,422 children would access the program ad an additional cost of \$19,456,800.
- In FY08, prekindergarten enrollment was 27,336 statewide.
- Eligibility set at 250% of poverty guidelines would impact an estimated 28,000 four-year olds<sup>2</sup>. Thus, an additional 664 four-year olds are eligible and could be served. However, due to family circumstances, it is estimated that only 80% of the additional children actually access prekindergarten. As a result, an estimated 531 children will access prekindergarten.
- The average costs for prekindergarten, i.e., half-day, 5 days a week, and 180 days a year, are \$4,400. Thus, the total costs over two fiscal years are \$2,336,400 in FY10.
- The state’s prekindergarten program primarily serves four-year old children from economically disadvantaged backgrounds and children from populations with school readiness needs (i.e., English Language Learners, children with disabilities.)

<sup>1</sup> Current funding is based on annual state aid formula.

<sup>2</sup> Based on U.S. Census Bureau data. Current Population Survey Annual Social and Economic Supplement. Assuming 81,000 four-year olds and 39.8% of them below 250% of poverty guidelines.

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- Prekindergarten per COMAR 13A.06.06 is defined as an educational program for, at a minimum, 2.5 hours per day, five days a week for the duration of the school year.
- Prekindergarten requires a teacher student ratio of 1:10 and an average class size of 20.
- Prekindergarten teachers must hold a teaching certificate in early childhood education from Maryland, and the assistant must have, at least, a high school diploma.

**Collaboration/Partnerships** *(If applicable - include their share of the program):*

- 24 Local school systems and early childhood partners (i.e., child care, nursery schools, Head Start)

Contact Person: Rolf Grafwallner, DECD

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