

## **BREAKOUT GROUPS** (Brit Kirwan will float among the groups)

Session 1 – All groups will meet in the lunch room immediately after lunch.

Session 2 - Group A and Group B will meet in the Appropriations Committee Room. Group C will meet in the Ways and Means Committee Room.

### **Group A**

Morgan Showalter \*  
David Brinkley  
Chester Finn  
Anne Kaiser  
Elizabeth Ysla Leight  
Paul Pinsky  
David Steiner  
Steve Waugh

### **Group B**

Stephen Guthrie \*  
Robert Caret  
Buzzy Hettleman  
Adrienne Jones  
Nancy King  
Leslie Pellegrino  
Alonzo Washington  
Margaret Williams

### **Group C**

Scott Dorsey \*  
David Helfman  
Richard Madaleno  
Maggie McIntosh  
Craig Rice  
Karen Salmon  
Joy Schaefer  
Bill Valentine

\* is group leader/reporter for today

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## **BREAKOUT SESSION 1**

### **BUILDING BLOCK 7: CREATE AN EFFECTIVE SYSTEM OF CAREER AND TECHNICAL EDUCATION AND TRAINING**

#### ***Does Maryland want to:***

- 1.** Create a system of Career and Technical Education that would be designed to make sure that every student leaving high school is ready to be successful in the first year of a two-year or four-year college program, AND has met the standards set by employers for employment in a job leading to a rewarding career upon graduation from high school?
- 2.** Create a study group to look at high performing CTE systems and recommend whether Maryland should, among other things, align CTE with industry standards tied to industry certifications, structure a skills standards system, design an apprenticeship system with policies concerning wages paid to apprentices, and partner with higher education institutions for selected industries?
- 3.** Partner with groups such as the Pathways to Prosperity project run by Harvard University and Jobs for the Future (a coalition of states working together to build modern CTE systems)?
- 4.** Require annual reporting on how students progress after high school to include: (1) the proportion of students who enter institutions of higher education, do not receive a degree from a two-year or four-year institution, but receive an industry-recognized credential; and (2) the proportion of students who do not receive a degree or a credential? Other?

## BREAKOUT SESSION 2

### **BUILDING BLOCK 1: PROVIDE STRONG SUPPORTS FOR CHILDREN AND THEIR FAMILIES BEFORE STUDENTS ARRIVE AT SCHOOL**

**1. How can Maryland improve its system of early education?**

Consider the following issues and identify whether and how to address them:

- a. Expand access to publicly funded prekindergarten to:
    - i. All 4 year olds?
    - ii. All or low income 3 year olds?
    - iii. Full or half day?
  - b. Subsidize low-income and working families by using a fee-based sliding scale of State support?
  - c. Raise the quality of the child care and early education workforce by establishing a career ladder? Blend this career ladder with K-12 teacher workforce?
  - d. Make use of a mixed delivery system of public (including Judy Centers) and private providers for 3 and 4 year olds?
- 2. How does Maryland want to measure school readiness?**
- a. Use a diagnostic test that is administered to all children *prior to arriving* in kindergarten to provide teachers and parents with information about their readiness for school?
  - b. Use a sample of the diagnostic test to provide accountability and inform the state on the effectiveness of early childhood education? If a sample is used, how often should it be administered?
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