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.

<table>
<thead>
<tr>
<th><strong>Group A</strong></th>
<th><strong>Group B</strong></th>
<th><strong>Group C</strong></th>
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<tbody>
<tr>
<td>Morgan Showalter *</td>
<td>Stephen Guthrie *</td>
<td>Scott Dorsey *</td>
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<tr>
<td>David Brinkley</td>
<td>Robert Caret</td>
<td>David Helfman</td>
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<tr>
<td>Chester Finn</td>
<td>Buzzy Hettleman</td>
<td>Richard Madaleno</td>
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<tr>
<td>Anne Kaiser</td>
<td>Adrienne Jones</td>
<td>Maggie McIntosh</td>
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<td>Elizabeth Ysla Leight</td>
<td>Nancy King</td>
<td>Craig Rice</td>
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<td>Paul Pinsky</td>
<td>Leslie Pellegrino</td>
<td>Karen Salmon</td>
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<td>David Steiner</td>
<td>Alonzo Washington</td>
<td>Joy Schaefer</td>
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<tr>
<td>Steve Waugh</td>
<td>Margaret Williams</td>
<td>Bill Valentine</td>
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* 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?