

Maryland Commission on Innovation and Excellence in Education

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SUMMARY **Gap Analysis for Building Blocks 1 & 7**

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Building Block #1

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Support for Children 0-5 and Their Families

Building Block #1

Support for Children Before They Come to School

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Three main arenas of support

- Broad-based support for children and their families, e.g.:
 - Family allowances
 - Pre-natal care and home visits
 - Parental education and social services
- Child care- child care for children 0-3
- Early childhood education- public and private programs for 4 and 5 year olds including Pre-K

Building Block #1

Support for Children Before They Come to School

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Why top performers do it —

- ***Raise the birthrate (Europe after WW II)***
- ***Make it easier for women to enter the full time workforce (both Europe and Asia)***
- ***Give students entering compulsory schooling a better chance of success in school (everywhere)***

Building Block #1

Support for Children Before They Come to School

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Where Maryland fits in the big picture

- *Like other American states, way behind the world leaders in Europe and Asia*
- *But compares very favorably to most American states on most measures and is one of the US pioneer states in this field*

Building Block #1

Broad-Based Support for Families

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- ***Supports for Children 0-3 and Their Families***
 - *The top performers provide a very high level of support for families with young children; this typically includes: very well funded family allowances (e.g. Ontario pays monthly allowances of up to \$533/month to families with children under age 6); universal parental leave of 4 months to over 1 year; universal access to free maternal and child health care services; access to parental education, home visits, infant-toddler education, developmental screenings and referrals.*

Building Block #1

Broad-Based Support for Families

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- ***Supports for Children 0-3 and Their Families***
 - *No U.S. state comes close*
 - *Very important to bear in mind that the U.S., in addition to providing much less support to families with young children than the top performers, also has:*
 - *the greatest income inequality of any of the advanced industrial countries and*
 - *A public school student population half of whom are eligible for free and reduced price lunches, many of them in concentrated poverty*

Building Block #1

Broad-Based Support for Families

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- ***Supports for Children 0-3 and Their Families***
 - *U.S. states provide means-tested health insurance to individuals and children in low-income families*
 - *States also provide coordinated social and related services to low-income families but reach only a small fraction of those who need them*
 - *Maryland coordinates services for children 0-4 and their families in Title I school neighborhoods through Judy Centers, but serves only a fraction of the Title I school neighborhoods in the state.*

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Broad-Based Support for Families

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- ***Supports for Children 0-3 and Their Families***
 - *Maryland's Family Support Centers serve all families but locates them in high-need neighborhoods. They provide programming for young children and their families and connect them to a wide range of agencies and services. These Centers use a different model than the Judy Centers, which coordinate services for income-eligible children. The Centers serve less than 5 percent of 0-4 year old children.*
 - *Maryland should consider greatly expanding the number of both Judy Centers and Family Support Centers in Baltimore and elsewhere in the state.*

Building Block #1

Broad-Based Support for Families

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- ***High-Quality Child Care***

- *The top performers offer limited child care to families with 0-2 year olds, because of their generous family leave policies. They are all expanding coverage for this age group, except for Finland where slots are sufficient.*
- *All have free or heavily subsidized high quality care for more than 60% of three-year-olds (close to 100 percent in Shanghai). Shanghai and Ontario subsidize only low-income families.*
- *Salaries for child care providers in the top performers are substantially higher than in the U.S.*

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Broad-Based Support for Families

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- **High-Quality Child Care**
 - *Benchmark states subsidize care for families at or below \$60,000 per year (for family of four).*
 - *Maryland subsidizes care for families making \$31,000 per year or less, a much lower ceiling.*
 - *Maryland should consider raising the income ceiling for families receiving child care subsidies and raising the level of the subsidy to allow families access to quality care.*
 - *Maryland should also consider creating a career ladder structure for child care providers and expand mentorships and professional development opportunities for them.*

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Broad-Based Support for Families

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- **High Quality Early Childhood Education**
 - *Top performers provide free or very low cost early childhood education and/or kindergarten for all 4 and 5 year olds. None of the American benchmark states do that.*
 - *Maryland is the only benchmarked state that provides full day, compulsory kindergarten to all 5-year-olds. The other states fund voluntary half-day kindergarten, except NJ where full day is provided to low-income 5 year olds. In most of the states, pre-K is provided only for low-income 4 year olds.*
 - *Maryland should consider supporting universal early education for 4 year olds, but with state support provided on a sliding scale, so more money would be available to provide early childhood education to highly disadvantaged children at an even younger age.*

Building Block #1

Broad-Based Support for Families

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- ***High Quality Early Childhood Education***
 - *In Finland and Ontario, early childhood education workers make at least 85% of the average wage in those jurisdictions.*
 - *In Maryland, New Hampshire and Massachusetts, child care workers make 60% of the average wage. In NJ, it is a bit higher at 70%.*

Building Block #1

Broad-Based Support for Families

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- ***High Quality Early Childhood Education***
 - *Maryland should consider adding early childhood educators to the career ladder system recommended for teachers and school leaders; this would raise the status of early childhood educators and create a path for high wages for the most capable. This would also create a structure for professional development that would increase the quality of early childhood education in Maryland.*
 - *Mentorships, collaborative planning, and learning opportunities could be linked to the career ladder structure.*

Building Block #7

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Career and Technical Education

Building Block #7

Career and Technical Education

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- **Goals of CTE/VET systems**
 - *MD Department of Ed: Chance to explore career options at no cost to student*
 - *MD legislation: Industry-recognized credential or early college credit*
 - *Despite apparent big difference, there is not much practical difference between these two goals, very different from...*
 - *Top performing countries: Goal for ALL students not going to four year college is qualification certifying student has skills needed to pursue further education at postsecondary level AND has earned an industry-recognized certificate needed to pursue a rewarding career right after high school. MARYLAND SHOULD CONSIDER ADOPTING SIMILAR GOAL*

Estimated Results of Maryland School System:

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Students enter high school 2010



9% earn vocational certification

87% earn HS diploma 2014

13% did not earn HS diploma

22% enroll in 2-year public colleges

1% enroll in 2-year private colleges

12% enroll in 4-year public colleges

5% enroll in 4-year private colleges

24% enroll in college out of state

54% enroll but do not graduate from college*

35% do not enroll in college

14.5% graduate within 3 years

61.3% graduate within 3 years

60.8% graduate within 6 years

73.3% graduate within 6 years

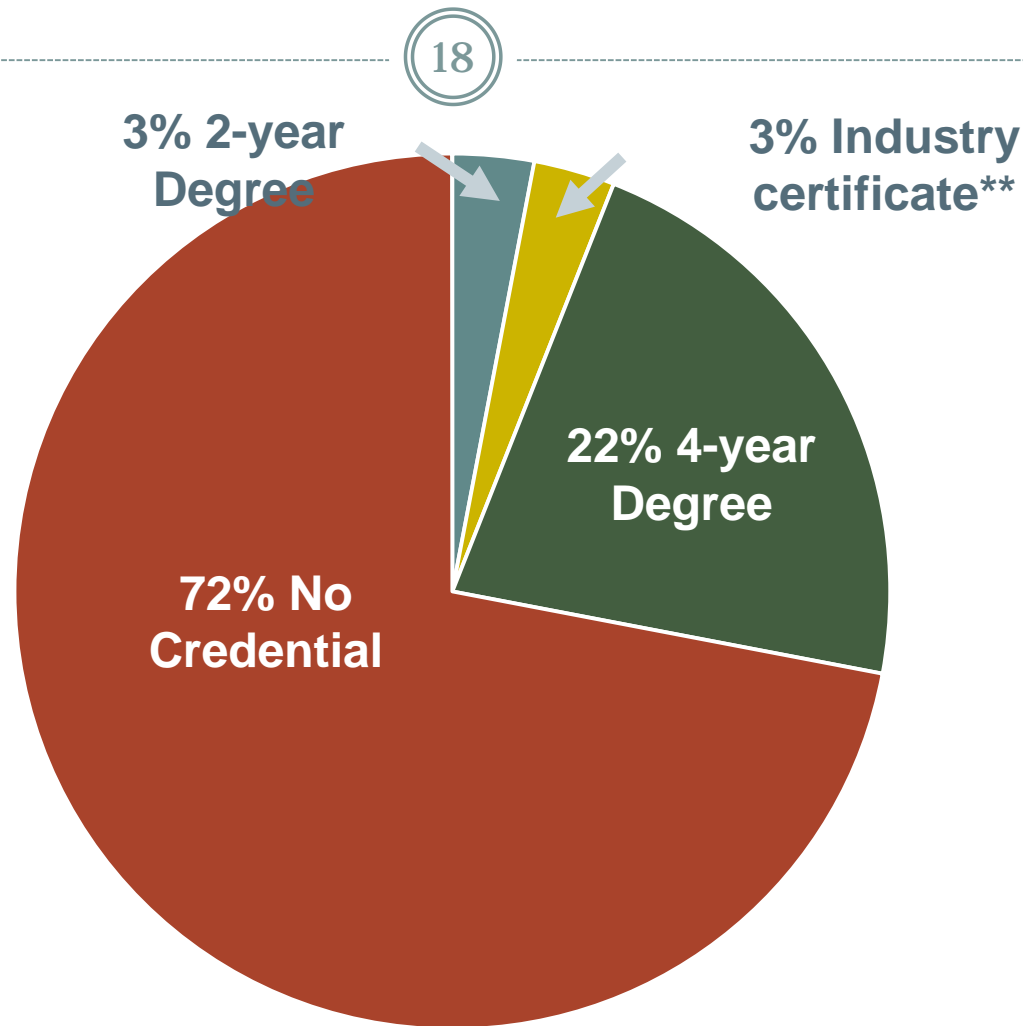
59% graduate within 6 years



25% of original HS cohort graduate from college

*Within 3 years for 2-year colleges and within 6 years for 4-year colleges.

Estimate of the Percentage of Students Entering Maryland Schools That Earn Post-Secondary Credentials*



*Within 3 years for 2-year colleges and within 6 years for 4-year colleges.

** Industry-recognized certificates granted from community colleges, four-year institutions, private career schools, and for-profit schools

Building Block #7

Career and Technical Education

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Very large proportion of the high school cohort ends up without a qualification

In the top performing countries, that proportion is less than 10%

Building Block #7

Career and Technical Education

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- ***Qualifications system***
 - *In top-performing countries, VET begins in grade 11, AFTER students receive first qualification. That qualification certifies that the student HAS MET a high basic skills standard, typically so high that students meeting it would be qualified to attend US community colleges without remediation*
 - *Maryland should consider whether it wants to establish a NEW DIPLOMA STANDARD set to this standard, in addition to the current diploma*

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Career and Technical Education

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- ***Skill standards system***
 - *Top-performing countries work with employers to develop comprehensive, coherent skill standards systems that shape guidance, curriculum, teaching and assessment for occupational skill development and signaling*
 - *Maryland has no such system. What it has is fragmentary and incoherent*
 - *We recommend that Maryland consider using Singapore's system as a model for developing its own skill standards system*

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Career and Technical Education

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- ***Alignment of upper secondary and post-secondary CTE systems***
 - *Top performers closely align their upper secondary and post-secondary CTE systems (upper secondary leads to polytechnics in Singapore and Applied Universities in Switzerland)*
 - *Maryland should explore ways to better connect its high school and college-level CTE systems based on lessons learned from Singapore and Switzerland*

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Career and Technical Education

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- ***Internship is not apprenticeship!***
 - *Best systems use employers to create high standards for apprenticeships, set wages for apprenticeships, requirements that employers must meet to offer them, standards for instructors and mentors, etc.*
 - *Best systems do what is necessary to have enough slots for all youth who need them*
 - *We recommend that Maryland learn more about how these systems engage employers*

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Career and Technical Education

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- ***A source of help!***
 - *Pathways to Prosperity, a joint Harvard University/Jobs for the Future collaboration, working with a coalition of states on these issues*
 - *The leaders of the Pathways project have worked closely with NCEE and are deeply familiar with the top performing countries' work in this arena*
 - *We recommend that Maryland join the Pathways coalition to design a plan to put the best system elements in place*

Building Block #7

Career and Technical Education

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- ***Aim high with long-range goals***
 - *The recommendations above are long-term goals that will take years to accomplish*
 - *We recommend establishing a Study Group to visit top-performing international countries and report back to the Governor, legislature, education leaders, and public*
 - *The Study Group would then be responsible for setting goals, perhaps with support and consultation from the Pathways to Prosperity project, and designing a plan to put key system elements in place in Maryland*

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THANK YOU!