SUMMARY
Gap Analysis for Building Blocks 1 & 7

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Support for Children 0-5 and Their Families
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
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)*
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**
• **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.
• 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

- 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.
• **Supports for Children 0-3 and Their Families**

  o 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.

  o Maryland should consider greatly expanding the number of both Judy Centers and Family Support Centers in Baltimore and elsewhere in the state.
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.
**Building Block #1**

**Broad-Based Support for Families**

- **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.
Building Block #1
Broad-Based Support for Families

- **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

- **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, childcare workers make 60% of the average wage. In NJ, it is a bit higher at 70%.
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.
Career and Technical Education
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:

- 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
  - 14.5% graduate within 3 years
- 1% enroll in 2-year private colleges
  - 61.3% graduate within 3 years
- 12% enroll in 4-year public colleges
  - 60.8% graduate within 6 years
- 5% enroll in 4-year private colleges
  - 73.3% graduate within 6 years
- 24% enroll in college out of state
  - 59% graduate within 6 years
- 54% enroll but do not graduate from college*
- 35% do not enroll in college

25% of original HS cohort graduate from college

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

Data from Maryland's Higher Education Fiscal 2018 Budget Overview and State Board of Education CTE Presentation
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

- 72% No Credential
- 22% 4-year Degree
- 3% 2-year Degree
- 3% Industry certificate**

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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%.
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.
Building Block #7
Career and Technical Education

- **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
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
**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
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
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.
THANK YOU!