

COMMISSION ON INNOVATION & EXCELLENCE IN EDUCATION

"KIRWAN COMMISSION"

WHAT IS IT?

The Commission on Innovation and Excellence in Education, commonly known as the "Kirwan Commission," represents a once-in-a-lifetime opportunity to transform Maryland's school system into one that equitably supports all of our children, from early childhood to college and career readiness.

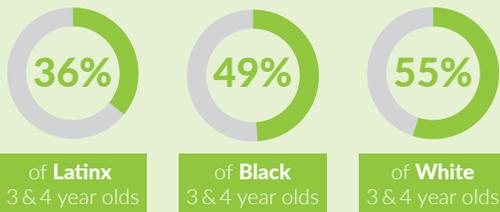
We know that improving our school system will take a major commitment from our state – the Kirwan Commission's last cost estimate projected a \$3.8 billion dollar investment that is needed over the next 10 years. This will require dedication from our state and local leaders, including the Governor and the General Assembly.

WHY DO WE NEED IT?

Currently, our schools are not equitably preparing our students for success. Educational inequities set an imbalanced playing field from the beginning and create learning gaps that are not easily closed in later years.

Early Childhood

Latinx 3 & 4 year olds are much less likely to be enrolled in early childhood education than their Black & White peers.

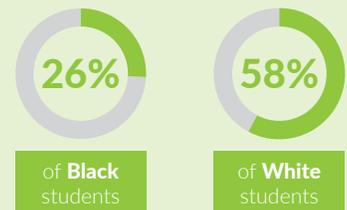


Low-income children are much less likely to be enrolled in early childhood education than their peers of higher income.



Elementary School

% of students who met or exceeded expectations on 4th grade reading



This racial disparity persists regardless of household income.

High School

Black students are much less likely to have access to Advanced Placement (AP) programs than their White peers.

Black students make up **35%** of all high school students.

Yet, they only represent

14% of AP test-takers.

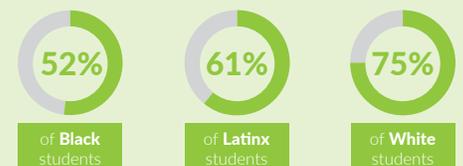
White students make up **41%** of all high school students.

Yet, they represent

54% of AP test-takers.

Postsecondary

White students are much more likely to enroll in postsecondary education within one year of graduating from MD. public schools than Black & Latinx peers.



Teacher Experience

Schools with the most students of color have more first-year teachers than schools with less students of color.

Schools comprised of **84%** or more students of color have

10% first-year teachers

Schools comprised of **18%** or less students of color have only

5% first-year teachers

For more information, contact:

Matt Quinlan, Public Policy Manager: 410.236.5488, mquinlan@familyleague.org

FAMILY LEAGUE
OF BALTIMORE

WHAT DO WE SUPPORT & RECOMMEND?

Recommendations from the Commission Supported by Family League

While the Commission is not expected to complete their final recommendations until later this year, we call on the Maryland Legislature to support the Commission's FY2020 "Down Payment" proposal, which would begin shifting our state's education system toward one that more comprehensively addresses the needs of our students. Family League also supports the following recommendations made by the Commission:

- 1 Expand full-day Pre-K for 4 year olds
- 2 Fund seed grants for teacher collaboratives, to implement higher teacher standards
- 3 A 3% increase in teacher salaries
- 4 Fund Community School Coordinators and Health Service Practitioners for schools with 80% or more concentration of poverty
- 5 Increase Health and Behavioral Health funding at \$10.5M
- 6 Create a Special Education placeholder weight

Additional Recommendations from Family League

Family League urges the Commission to finish their final report in a timely manner, and to continue to take seriously the recommendations from Dr. Toldson and consider race equity in all of their recommendations. **Concentrations of poverty cannot be used as a substitute or proxy for race equity, and any attempt to adjust our school funding formulas without a thorough analysis of and focus on race equity will only perpetuate the achievement gaps that exist within our schools.** Our children and our future are depending on the development and funding of a world class education system, and the Kirwan Commission is our opportunity to create that future.

The following recommendations are grounded in Maryland's Results for Child Well-Being:

RECOMMENDATION	RESULT AREAS IMPACTED
Fully fund universal full-day Pre-K for all three and four-year-olds	Babies are born healthy  Children enter school ready to learn 
Funding for Pre-K expansion should consider rates of children at schools with known racial disparities in educational outcomes, including racial disparities in discipline, gifted and talented programs, and assignment to special education classes	Children enter school ready to learn  Children are successful in school 
Expand Judy Centers, Family Support Centers, and the Maryland Infants and Toddlers Program	Babies are born healthy  Children enter school ready to learn  Children are successful in school 
Fully fund our public schools AND fund a robust Community School Strategy which includes Community School Coordinators and health and behavioral health services in schools in areas of concentrated poverty and with historically underserved student populations	Children are healthy  Children are successful in school  Youth will complete school 
Develop racially equitable funding formulas that take into consideration the damaging and on-going impacts of structural racism on students of color	Children enter school ready to learn  Children are successful in school  Youth will complete school  Communities are safe for children, youth, and families 
Ensure that any adjustment to Direct Certification does not compromise the Community Eligibility Provision, which has expanded universal free school meals to all Baltimore City Public School students, as well as nearly 100,000 students statewide	Children are healthy  Children enter school ready to learn  Children are successful in school  Youth will complete school  Families are safe and economically stable 

For more information, contact:

Matt Quinlan, Public Policy Manager: 410.236.5488, mquinlan@familyleague.org