



## 2022 Gubernatorial Candidate Questionnaire

*Learning happens everywhere – in classrooms, and beyond the school day.*

**Greetings Gubernatorial Candidates,**

As a broad-based coalition working to expand the quantity and quality of afterschool and summer opportunities available to Maryland's K-12 youth, the Maryland Out of School Time (MOST) Network invites you to answer the attached eight questions about important education policy issues.

We will publish your responses on the MOST Network website, [www.mostnetwork.org](http://www.mostnetwork.org), and in our e-newsletter, which reaches about 4,000 subscribers statewide. The MOST Network is one of 50 State Afterschool Networks supported by the Charles Stewart Mott Foundation and serves as the Maryland affiliate of the National Afterschool Association.

Please return your responses by Friday, June 3, 2022, to Ellie Mitchell at [emitchell@mostnetwork.org](mailto:emitchell@mostnetwork.org)

*- Thank you in advance -*

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***Question 1: Maryland has consistently struggled to improve access to afterschool and summer programs despite high demand for such programs among the state's student population. How will your administration improve program availability for those who want to participate?***

Part of my education plan for recovering from COVID-19 is increasing after school and summer enrichment opportunities. We will leverage federal funds to support these initiatives, but I am also committed to complementing state funding for the Blueprint for Maryland's Future with additional state investment in after school and summer programming. As Governor, my administration will provide summer "Acceleration and Enrichment" Camps every year for students to enroll in, which will be voluntary summer education programs that provide academic support in math and reading along with elective subjects like theater, sports and technology. Additionally, we need to improve transportation so that students can get to and from activities. We have seen bus driver shortages across Maryland, and in Baltimore City, students often rely on public transportation to get to and from school, and its unreliability discourages students without private transportation from joining afterschool and summer programs for fear of being stranded. A King-Siri administration will invest in public transit so it is reliable for students that use it to get to school and we will support the push for higher wages and better conditions for school bus drivers to address the shortages.

***Background information***

- Youth who regularly participate in quality afterschool programs demonstrate gains in reading and math and improve their school attendance, work habits and school performance.<sup>1</sup>
- 85% of working parents overwhelmingly support public funding for afterschool programs. They support working families, keep youth safe and help youth learn and grow.<sup>2</sup>
- The waiting list is long. In Maryland, more than 150,000 youth are enrolled in afterschool programs, but another 280,000 are waiting for an available program.<sup>3</sup>
- Investing in afterschool is smart. For every public dollar invested in afterschool programs, Maryland sees an estimated return on investment of \$3.36.<sup>4</sup>

***Question 2: Current trends in labor and technology raise serious questions about Maryland's approach to workforce development and skills training.<sup>5</sup> How would your administration support college and career readiness initiatives and prepare students for life after high school?***

**My administration is committed to 70% adult attainment of a high quality post-secondary degree or credential by 2030. We will reach this by having true universal free community college in Maryland and making the first two years at a Maryland HBCU free, and we will make the transfer process for credits better so students transferring are not being asked to take duplicative coursework. As a chief state schools officer and as U.S. Secretary of Education, I was very active in supporting the scaling of the P-Tech model where students graduate from high school with a high school diploma, an associate's degree, and first-in-line for a job with an employer partner (e.g., IBM). A King-Siri Administration will continue to grow the P-Tech initiative in Maryland along with other high-quality career and technical education programs developed in partnership with employers. We will also make substantial investments in scaling apprenticeship programs in high demand fields in partnership with both employers and labor unions. Additionally, my administration will focus on providing safety net supports for students so they are not held back by the need for child care, food or housing. I will expand the Maryland Student Loan Debt Relief Tax Credit so it provides relief for more Marylanders and make sure Maryland takes full advantage of the Second Chance Pell program so that justice-involved incarcerated youth and adults are not cut off from funding for higher education.**

***Background Information:***

- The appropriate student to counselor ratio of 250 to 1 according to the American School Counselor Association. Maryland has a ratio of 369 to 1 statewide, while Baltimore City has a ratio is 900 to 1. This disparity continues to grow, leaving fewer students with the supports

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<sup>1</sup> Auger, A., Pierce, K. M. and Vandell, D. L. (April, 2013). Participation in Out-of-School Settings and Student Academic and Behavioral Outcomes.

<sup>2</sup> Kataoka, Sabrina and Deborah L. Vandell. "Quality of Afterschool Activities and Relative Change in Adolescent Functioning Over Two Years." Journal of Applied Developmental Science. VOL 17, ISS 3 (2013): 1-12. Print.

<sup>3</sup> Pierce, K. M., Auger, A. and Vandell, D. L. (April, 2013). Narrowing the Achievement Gap: Consistency and Intensity of Structured Activities During Elementary School.

<sup>4</sup> [http://www.afterschoolalliance.org/policyStateFacts.cfm?state\\_abbr=MD](http://www.afterschoolalliance.org/policyStateFacts.cfm?state_abbr=MD) ]

<sup>5</sup> Manyika, James, and Kevin Sneider. "Ai, Automation, and the Future of Work: Ten Things to Solve For." *McKinsey & Company*, McKinsey & Company, 9 Sept. 2021,

<https://www.mckinsey.com/featured-insights/future-of-work/ai-automation-and-the-future-of-work-ten-things-to-solve-for>.

necessary to make informed career decisions.<sup>6</sup>

- Afterschool and summer programs improve students' college and career readiness by offering college visits, teaching marketable skills, assisting them in the education process, and making them more attractive to university admissions offices.<sup>7</sup>

**Question 3: *STEM fields represent a significant proportion of the state's economic growth potential. How would your administration prioritize science and technology related education programs in Maryland?***

**A King-Siri administration will invest in education and workforce development to ensure today's youth are equipped for STEM careers from life sciences to cybersecurity and to understand climate change, advance bold climate solutions and succeed in the green economy. This is vital not just for Maryland's economic growth, but also for our fight against climate catastrophe. As Governor, I will increase funding for STEM, climate change, environmental sustainability and career and technical programs in K-12, community colleges, HBCUs and other University of Maryland system institutions. I will also center historically underserved students and institutions in opportunities for high-quality career and technical education programming for the high-skill and high-wage STEM careers of the future.**

**Background Information:**

- STEM fields have been an engine for economic growth in the state for decades. Today, jobs in engineering, computer science, IT, and medicine are set to grow dramatically across the mid-Atlantic region. These jobs typically require formal education and training but provide high salaries and benefits to those who obtain them.<sup>8</sup>
- Equity problems persist in STEM disciplines. Women, as well as black and Hispanic graduates have historically been underrepresented in science and technology-related professions.<sup>9</sup> Engaging these students through expanded learning opportunities at an early age is an effective way to bridge this gap.
- Maryland's longstanding deficit in afterschool and summer programs has been a hinderance to STEM learning. While fundamental concepts in science and math are taught in Maryland public schools. Students learning more complex trades like coding and robotics benefit from the hands-on experiences and peer relationships that expanded learning programs provide.<sup>10</sup>

**Question 4: The Blueprint for Maryland's Future was the state's most significant investment in education in over a decade, yet its full implementation has remained a contentious issue between the General Assembly and the Hogan administration. As governor, would you see the Blueprint fully**

<sup>6</sup> Richman, Talia. "Baltimore sees declines in school counselor positions." Baltimore Sun, March 2, 2018. <https://www.baltimoresun.com/education/bs-md-ci-sun-investigates-school-counselors-20180301-story.html>. Accessed online Nov. 21, 2020.

<sup>7</sup> Brand, Betsy, Valiant Andrew. "The Potential of Career and College Readiness Exploration in Afterschool Programs." Expanded Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success, 2013, [https://www.expandinglearning.org/sites/default/files/em\\_articles/1\\_potentialofcareerandcollege.pdf](https://www.expandinglearning.org/sites/default/files/em_articles/1_potentialofcareerandcollege.pdf). Accessed online on Nov 21, 2020

<sup>8</sup> Eichensehr, Morgan. "Baltimore Ranks in Top 10 for 'STEM Friendly' Metro Areas." *Bizjournals.com*, Baltimore Business Journal, 10 Jan. 2018, <https://www.bizjournals.com/baltimore/news/2018/01/10/baltimore-ranks-in-top-10-for-stem-friendly-metro.html>.

<sup>9</sup> Kennedy, Brian, et al. "6 Facts about America's STEM Workforce and Those Training for It." *Pew Research Center*, Pew Research Center, 14 Apr. 2021, <https://www.pewresearch.org/fact-tank/2021/04/14/6-facts-about-americas-stem-workforce-and-those-training-for-it/>.

<sup>10</sup> "OST STEM Professional Development." *Click2Science*, The Noyce Foundation, <http://www.click2sciencepd.org/ost-stem-pd>.

*implemented? How would you like to see the program expanded in your first term?*

**Yes. A King-Siri administration will not just fully implement and fund the Blueprint, we will expand it. As Governor, I will ensure we have a stable funding source for the Blueprint's initiatives for decades to come by pursuing progressive tax reform so that Maryland's large corporations and those making over \$1 million a year are contributing their fair share to our education system. I will expand the Blueprint's initiatives by phasing in a starting teacher salary of \$60,000 by 2023, ahead of the Blueprint's deadline, increasing the salaries of education support professionals, increasing the amount of student loan forgiveness for teachers teaching in shortage areas (including the STEM fields), increasing the funding for the Maryland Teacher Fellows program to \$20 million to support 1,000 new teachers annually, and increasing our investment in a pipeline of bilingual teachers and starting new teacher recruitment and training programs focused on HBCUs. I will expand access to meaningful, relevant college and career opportunities to students by ensuring all high schools, including those in rural and underserved communities, have advanced coursework programs like dual enrollment, early college, AP and IB courses and high-quality Career and Technical Education programs. I will also invest in a statewide literacy initiative leveraging the best research on effective reading instruction to close the equity gap in reading and support all students to be proficient readers by 3rd grade.**

***Background Information:***

- The Blueprint is designed to target students with the greatest need by using the number of students receiving Free and Reduced Meals at a given school as a metric for determining grant funding allocations. It also provides support for other worthwhile education initiatives including community schools, career and college readiness programs, expanded pre-K access, and the recruitment of high-quality teachers.<sup>11</sup>
- The Blueprint for Maryland's Future, which passed the General Assembly through a veto override, was delayed in its implementation when the Hogan administration shortchanged the state's annual education budget<sup>12</sup> and rejected the initial list nominees for the Accountability and Implementation board appointed by the state legislature.<sup>13</sup>

***Question 5: How will you support the expansion of the Community School Strategy in the state of Maryland?***

**As a lifelong educator, leader within the Maryland Alliance for Racial Equity in Education (MAREE: which included CASA, the MD ACLU, MD NAACP, MD Urban League, and the national education civil rights organization I lead The Education Trust) that helped to shape the final Blueprint legislation, and**

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<sup>11</sup> "Overview: The Blueprint for Maryland's Future." *Maryland State Department of Education*, <https://marylandpublicschools.org/Blueprint/Pages/Overview.aspx>.

<sup>12</sup> Shwe February 18, Elizabeth. "Mandate Debate: Prince George's, Baltimore Lawmakers Press for Education Funding Hogan Left out of Budget." *Maryland Matters*, 18 Feb. 2022, <https://www.marylandmatters.org/2022/02/18/mandate-debate-prince-georges-baltimore-lawmakers-press-for-education-funding-hogan-left-out-of-budget/>.

<sup>13</sup> Shwe, Elizabeth. "Hogan Makes Deadline for Naming Members to Education Reform Oversight Panel." *Maryland Matters*, 1 Oct. 2021, <https://www.marylandmatters.org/2021/10/01/hogan-makes-deadline-for-naming-members-to-education-reform-oversight-panel/>.

member of the Brookings Task Force on Next Generation Community Schools, it will come as no surprise that I want more schools serving students from low-income backgrounds in Maryland to be community schools and will ramp up expansion substantially. Community schools will make sure students have resources that are essential to their academic success, like mental health and crisis support, vision and dental care, after school and summer enrichment, education and job training programs for students' parents, and more. A King-Siri administration will guarantee access to high-quality mental health services from licensed professionals to every child, family, teacher and administrator in Maryland schools, provide 24-hour access to telemedicine so students, families and school staff can privately and virtually access help from mental health providers in a stigma-free environment, and expand school-based health services, particularly in the highest need communities. I will also end school lunch debt so no student in need owes money for food. To ensure the success of the community schools initiative, it will be important to pair the investment in school-based "community schools coordinators" with meaningful investment in community-based organizations that provide the services families need. This will require additional revenue secured via progressive tax reform.

***Background Information:***

- Community schools help alleviate the effects of concentrated poverty in the state's communities by providing food and sanitation services to students, and by fostering partnerships with local organizations to establish free and low-cost afterschool and summer programs.<sup>14</sup>
- Community schools are particularly effective in low-income neighborhoods in cities and rural where social services and basic amenities can be few and far between.<sup>15</sup> These institutions become community hubs that cater not only to the needs of students, but their families as well.
- The Blueprint for Maryland's Future created pathways for schools across the state to access funding to implement the community school strategy. Nearly 300 community schools currently exist in Maryland, with dozens more poised to adopt the strategy over the next ten years.

***Question 6: Our partners have long advocated for the creation of a statewide office to coordinate and direct Expanded Learning initiatives in Maryland. Would your administration approve of an "Director (or assistant superintendent) of Expanded Learning" role and provide them with the resources necessary to promote and expand learning experiences outside of traditional school hours?***

**Yes. I will dedicate as many resources as necessary for my administration to implement our education plans to expand enrichment opportunities for students. The state should be helping school districts to:**

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<sup>14</sup> Partnership for the Future of Learning, *The Community Schools Playbook*, 2017

<sup>15</sup> Williams, Doris Terry. Center for American Progress, *The Rural Solution: How Community Schools Can Reinvigorate Rural Education*. September 2010

- Braid federal, state, and local funding to support after school and summer learning.
- Learn from best practices across the state and country in collaborating with community-based organizations to provide after school and summer learning.
- Gather evidence on the academic and socioemotional benefits of participating in after school and summer learning programs.

***Background Information:***

- Building strong partnerships between community organizations and school districts can be challenging, often due to weak lines of communication between the two parties and low levels of system-wide organization.<sup>16</sup> A Director of Expanded Learning can alleviate this by promoting a comprehensive state-level strategy for OST programs, building personal relationships with relevant stakeholders, and guiding the utilization of federal funding.
- Expanded Learning coordinators have proven to be effective both at the local level and in other states in the US. In Maryland, the Director of Community Schools has been an effective model for the implementation of statewide education initiatives. Offices like these act as intermediaries between schools, education officials, and program providers to expand the quantity and quality of OST programming in communities across the country.<sup>17</sup>

***Question 7: Parents and educators are currently grappling with shifting cultural attitudes towards social justice and identity. In recent months, these debates have spilled into school board meetings across the country. What role, if any, would your administration play in shaping policy around discussions of race, gender, sexual orientation, and equity in the classroom?***

**We have a moral responsibility to teach accurate history. My administration will develop an advisory committee of educators, students, families and other stakeholders to ensure Maryland standards, courses, and teacher preparation reflect Maryland students and communities. I will institute coursework that provides students with an understanding of African-American/Black, Latino, Asian American, and Native American contributions to United States and Maryland history, society, economy and culture. I support the legislation introduced last session that would expand ethnic studies and racial justice courses in Maryland curricula, such as Asian American history, and would push for its passage as governor, and I support adding curricular standards that include affirming the visibility of LGBTQ+ communities. As U.S. Secretary of Education, as president of a leading national education civil rights organization, and as a candidate for governor, I have been a strong public advocate for diversity in our curriculum - from teaching the truth of our history to incorporating diverse authors - and I will use the bully pulpit as governor to continue to advance that message.**

***Background Information***

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<sup>16</sup> Anthony, Kenneth and Morra, Joseph, "Creating Holistic Partnerships Between School and Afterschool," *Institute of Education Sciences*, Fall 2016

<sup>17</sup> "About Expanded Learning in California." *California AfterSchool Network*, 8 Nov. 2011, <https://www.afterschoolnetwork.org/splash-feature/about-expanded-learning-california-0>.

- State governments in Florida, Texas, and elsewhere have imposed limitations on content related to race, gender, and sexual orientation in school curricula in recent months, sparking controversy over the role of government and families in moderating classroom discussions on these subjects.<sup>18</sup> At times, these laws have seen specific books and authors banned from lesson plans altogether.
- There is strong evidence to suggest that a diverse teaching workforce improves student performance and satisfaction, particularly when students share aspects of their identity with their teachers.<sup>19</sup>

***Question 8: What are your thoughts regarding the utilization of community and school-based mentoring programs to provide much-needed support to Maryland Public School students?***

I fully support community and school-based mentoring programs to provide support to Maryland Public School Students. As part of my education platform, I have promised to create a Maryland Student Success Corps that recruits, trains, pays and coaches adults, including recent college graduates and retired teachers, to work with small groups of students throughout the school year. As part of our administration's efforts to provide additional learning and enrichment activities, we will include community members so students can explore elective subjects and new fields. Expanding access to mentoring will also advance our goals around improving public safety and increasing postsecondary success.

***Background Information:***

- With a mentor, opportunity youth are 52% less likely than their peers to skip a day of school, 55% more likely to be enrolled in college, 46% less likely than their peers to start using drugs and 78% more likely to volunteer regularly in their communities.<sup>20</sup>
- Mentoring particularly skills-based mentoring and apprenticeship programs, prepares our future workforce by exposing young people the world and developing their life skills and vocational skills which are critical to success in today's economy.<sup>21</sup>

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<sup>18</sup> Greene, Peter. "Not Just Florida. How 'Don't Say Gay' Legislation Compares in Other States." *Forbes*, Forbes Magazine, 18 Apr. 2022, <https://www.forbes.com/sites/petergreene/2022/04/14/not-just-florida-how-dont-say-gay-legislation-compares-in-other-states/?sh=52b3381d7678>.

<sup>19</sup> Redding, Christopher. "A Teacher like Me: A Review of the Effect of Student–Teacher Racial/Ethnic Matching on Teacher Perceptions of Students and Student Academic and Behavioral Outcomes." *Review of Educational Research*, vol. 89, no. 4, 2019, pp. 499–535., <https://doi.org/10.3102/0034654319853545>.

<sup>20</sup> MENTORING: A CRITICAL SUPPORT STRATEGY FOR YOUTH CAREER ENGAGEMENT AND WORKFORCE DEVELOPMENT: <https://www.mentoring.org/new-site/wp-content/uploads/2015/09/Career.pdf>

<sup>21</sup> Ibid