

December 15, 2016

The Honorable Larry Hogan  
State House  
100 State Circle  
Annapolis, Maryland 21401

The Honorable Thomas V. Mike Miller  
H-107 State House  
100 State Circle  
Annapolis, Maryland 21401

The Honorable Michael E. Busch  
H-101 State House  
100 State Circle  
Annapolis, Maryland 21401

Reference: Task Force to Study the Adult High School Concept (MSAR #10784)

Dear Governor Hogan, President Miller, and Speaker Busch:

Pursuant to the passage and approval of House Bill 1406 (HB 1406), attached is the interim report of the Task Force to Study the Adult High School Concept (MSAR #10784). The Task Force is fully staffed; a membership roster is included in this report on page 4. Patricia Tyler ([patricia.tyler1@maryland.gov](mailto:patricia.tyler1@maryland.gov)) from the Department of Labor, Licensing and Regulation and Laura Hook ([laura.hook@maryland.gov](mailto:laura.hook@maryland.gov)) from the Maryland State Department of Education serve as staff to the Task Force.

To date, the group has participated in four Task Force meetings, two site visits, and individual committee meetings. An initial meeting was held online on July 22, 2016 to provide an overview of the bill and proposed timeline as well as to introduce the work to be completed in committees. The second Task Force meeting took place on August 15, 2016 at which the selection of the co-chairs and membership on committees was determined. A list of committee membership is included on page 5. During various times throughout the months of August and September 2016, the individual committees met regarding their specific task(s). The next full group Task Force meeting took place on October 4, 2016 to explore Maryland Charter Schools and Charter School Law, to discuss a common set of interview questions for state/agency and program leaders in adult education, and to provide committee reports. At the subsequent Task Force meeting on November 1, 2016, information was shared by Delegate Luke Clippinger, Helene Luce, and representatives from the Goodwill Industries of the Chesapeake pertaining to

the Goodwill Excel Center model. Interview results from other state/agency and program leaders in adult education were also provided. In addition, demographic data was shared by Brian Shepter about Marylanders ages 18-64 with less than a high school diploma to show the challenges faced throughout the State. This data is included in the report starting on page 6.

Six committees were initially formed to carry out the duties of the Task Force to study and identify best practices in order to make recommendations with regard to: 1) eligibility requirements and financial stability and capacity standards for adult high school operators; 2) accreditation of adult high school operators, teachers, and instructors, including the appropriate accrediting agencies, standards for accreditation, and compliance and enforcement of standards; 3) adult high school operator reporting requirements and data collection, including effectiveness criteria that consider matriculation rates, degree attainment, types of credit, certification, and degrees awarded, alternative high school diplomas, GED, or External Diploma Program, and job placement; 4) matriculation requirements, including admission criteria and identification of the entity that will certify successful completion of an adult high school program, admission policy, student residency requirements, student transfers from the secondary education system, and a process for recruiting and selecting students; 5) curriculum content and requirements, including graduation credits and requirements, identification of the curriculum development entity, programs of study, course length and intensity requirements, the appropriate provisions of adult learner and skills services and services to underserved special needs populations and English language learners, and standards for flexibility and innovation; and 6) funding requirements and options, including various models and model sustainability, public funding options, tuition-based models, and financial aid options.

Based upon recommendations of the Task Force members, committees one/two and three/four were combined to work collaboratively. Most members participate on one committee; however, several members participate on two committees. In addition, all Task Force members will work to identify other issues relevant to the development of the adult high school concept, including limits on the numbers of adult high schools, impact of wraparound services, requirements for physical student presence at school, and online services.

Task Force members have posed and collaborated on questions and information shared during discussions. Moreover, the members explored research and presentations by experts regarding effective models of adult learning programs, credentialing expectations in Maryland, potential funding sources, and possible future legislation. Furthermore, the Task Force members utilized a shared electronic folder to assist with the collection and distribution of resources outside of the face-to-face meetings.

In addition to Task Force and committee meetings referenced above, members also had the opportunity to participate in two site visits to learn more about a sample of adult learning programs. The Carlos Rosario International and Academy of Hope Public Charter Schools in Washington D.C. were visited on August 4, 2016. Additionally, the newly opened Goodwill

Excel Center Adult Charter High School in Washington D.C. was visited on November 10, 2016.

Members participating in these site visits learned about the unique funding and adult learning program models in Washington D.C. Of the 8,000 adults receiving Adult Education services in Washington D.C., 2,800 attend Public Charter programs. There are eight adult-focused charter operators which are overseen by the Washington D.C. Public Charter School Board. The Universal Per Pupil Funding Formula provides a per student funding allotment to the adult charter schools, which was reported to be \$8,600. Two of the adult charter schools also receive Workforce Innovation and Opportunity Act Title II funding. The Carlos Rosario School has an enrollment of 1,973, and has a mission to provide education to prepare the diverse adult immigrant population of Washington D.C. for employment, which includes GED preparations for many. Carlos Rosario is rated as a High Performing school by the Public Charter School Board, meeting at least 65% on all indicators. The Academy of Hope serves 256 students primarily with high school diploma options (GED and NEDP), although career counseling and bridge to college classes are also offered. The Academy of Hope is not yet rated because the first year of operation was 2014-15. The Excel Center Adult Charter High School opened for the 2016-17 school year and offers a high school diploma to students who earn the 24 credits needed to graduate. This newly opened school serves 325 adult learners and also is not yet rated.

Next steps for the Task Force include interviewing additional leaders in adult education states/agencies and programs, conducting further research regarding models, meeting in committees and as a full group, participating in presentations by experts, and drafting potential recommendations. In addition, the Task Force is looking into proposing adult high school legislation without funding to allow private groups to establish institutions. The next face-to-face Task Force meeting is scheduled for January 19, 2017. In addition, two online webinars will take place in December 2016 with experts in the field of adult education to provide supplementary advisement on the concept of an adult high school.

The Task Force members continually seek to increase their knowledge regarding the concept of an adult high school in order to make informed recommendations to be shared in the final report. Information pertaining to meetings can be found at either <http://dllr.maryland.gov/aehs/> or <http://marylandpublicschools.org/Pages/ahscworkgroup/index.aspx>. Should you have questions or need additional information or if you would like to peruse the resources in the electronic folder, please feel free to contact Task Force staff or Co-Chairs.

Sincerely,

Luke Clippinger  
Co-Chairperson  
[luke.clippinger@house.state.md.us](mailto:luke.clippinger@house.state.md.us)

James Rzepkowski  
Co-Chairperson  
[james.rzepkowski@maryland.gov](mailto:james.rzepkowski@maryland.gov)

### **Members of the Task Force to Study the Adult High School Concept**

<b>Member</b>	<b>Organization</b>
The Honorable Bill Ferguson	Member of the Maryland Senate
The Honorable Luke Clippinger	Member of the House of Delegates
Mr. James Rzepkowski	Maryland Department of Labor, Licensing & Regulation
Ms. Susan Spinnato	State Superintendent of Schools Designee
Mr. Brian R. Shepter	Baltimore Metropolitan Council
Ms. Elisabeth Sachs	Job Opportunity Task Force
Mr. Michael DiGiacomo	Governor's Workforce Development Board
Mr. Benton Murphy	Maryland Adult Learning Advisory Council
Ms. Heather Ritchie	Maryland Association for Adult & Community Education
Ms. Kathy Stevens	Montgomery Coalition for Adult English Literacy
Mr. Scot T. Spencer	Opportunity Collaborative
Ms. Barbara Palko	Maryland Association of Boards of Education
Dr. Theresa Alban	Public School Superintendents Association of Maryland
Ms. Linda Dworak	Baltimore Workforce Funders Collaborative
Ms. Kimberly Duncan	Representative of Adult Ed Providers
Ms. Regina Boyce	Representative of Adult Ed Providers
Dr. Donna Kinerney	Maryland Association of Community Colleges
Staff: DLLR	
Ms. Patricia Tyler	Maryland Department of Labor, Licensing & Regulation
Mr. Jeff Tosi	Maryland Department of Labor, Licensing & Regulation
Staff: MSDE	
Ms. Laura Hook	Maryland State Department of Education

## Task Force Committees and Members

Committees	Committee Members
<b>Study and identify best practices and make recommendations with regard to:</b>	
1. eligibility requirements and financial stability and capacity standards for adult high school operators	Mike DiGiacomo, Donna Kinerney, Heather Ritchie, and Brian Shepter
2. accreditation of adult high school operators, teachers, and instructors, including the appropriate accrediting agencies, standards for accreditation, and compliance and enforcement of standards	
3. adult high school operator reporting requirements and data collection, including effectiveness criteria that consider matriculation rates, degree attainment, types of credit, certification, and degrees awarded, alternative high school diplomas, GED, or External Diploma Program, and job placement	Regina T. Boyce, Kim Duncan, Linda Dworak, Barb Palko, Brian Shepter, and Scot Spencer
4. matriculation requirements, including admission criteria and identification of the entity that will certify successful completion of an adult high school program, admission policy, student residency requirements, student transfers from the secondary education system, and a process for recruiting and selecting students	
5. curriculum content and requirements, including graduation credits and requirements, identification of the curriculum development entity, programs of study, course length and intensity requirements, the appropriate provisions of adult learner and skills services and services to underserved special needs populations and English language learners, and standards for flexibility and innovation	Terry Alban, Linda Dworak, Donna Kinerney, Elizabeth Sachs, and Susan Spinnato
6. funding requirements and options, including various models and model sustainability, public funding options, tuition-based models, and financial aid options	Senator Bill Ferguson, Heather Ritchie, Elizabeth Sachs, and Kathy Stevens
7. any other issues relevant to the development of the adult high school concept as determined by the Task Force, including limits on the numbers of adult high schools, impact of wraparound services, requirements for physical student presence at school, and online services	All Task Force Members

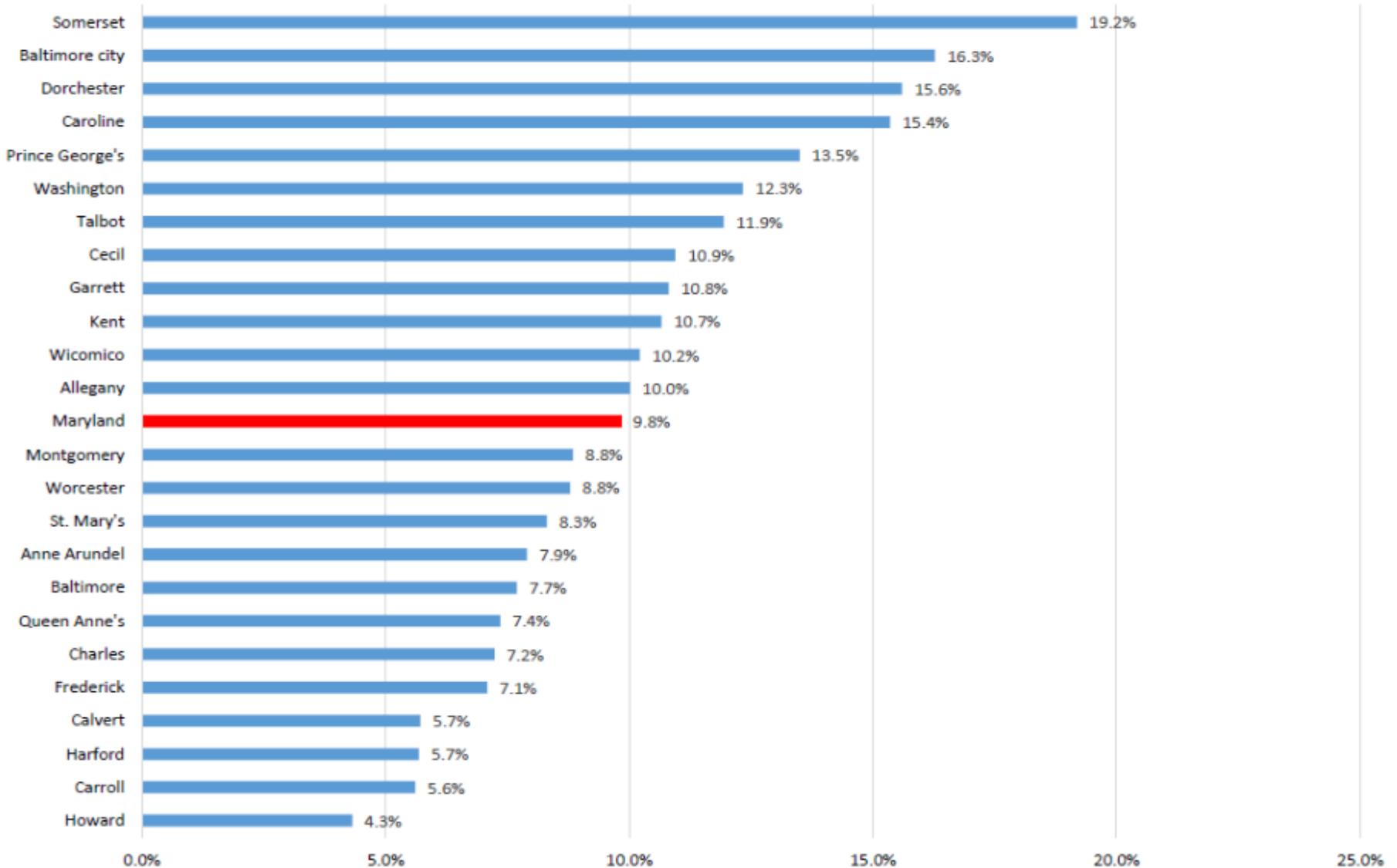
# **Maryland's Adult Population with Less than a High School Diploma**

*Presentation to Task Force to Study the Adult High School Concept*

*November 2016*

# By County - Percentage

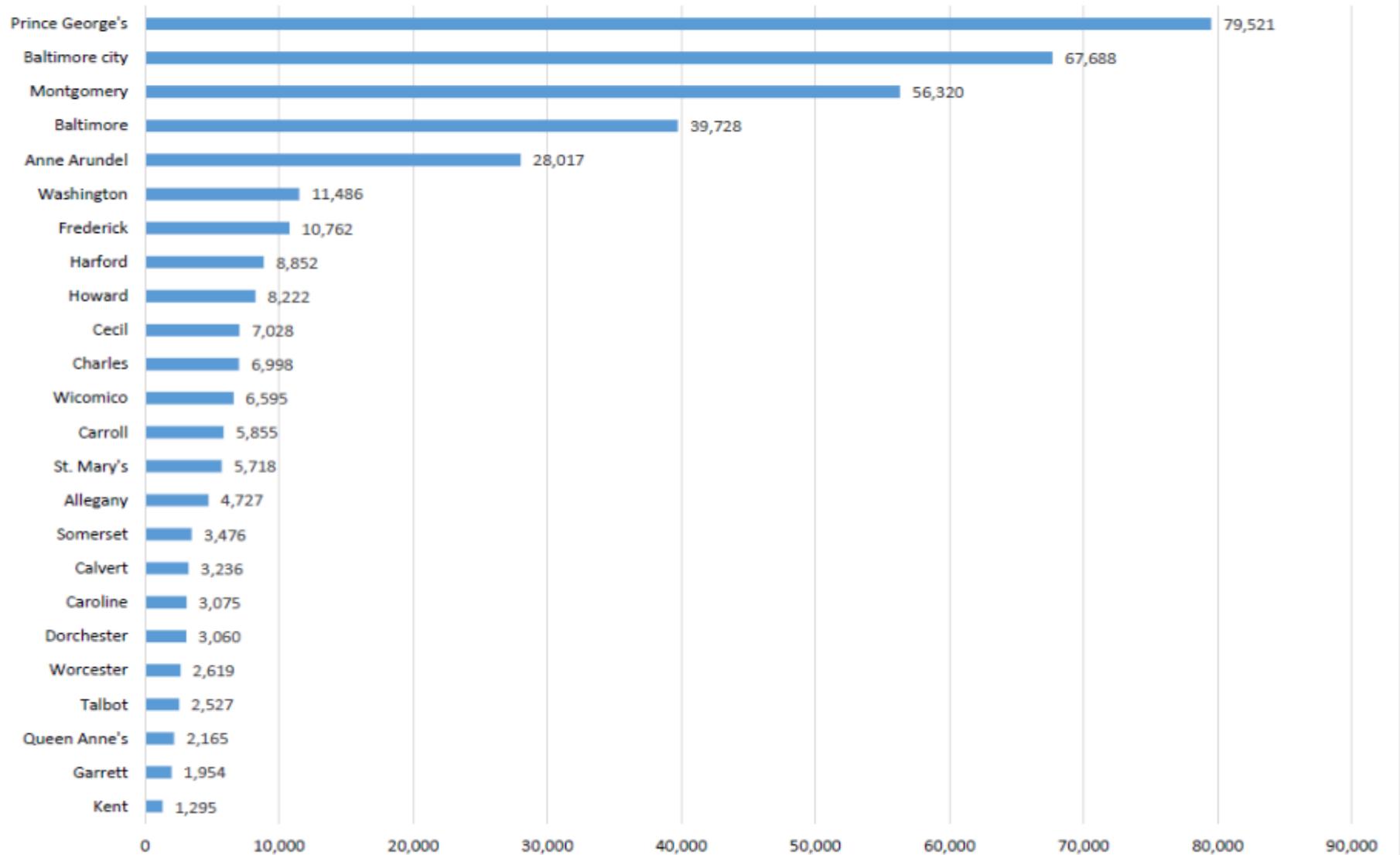
Percent of Population Aged 18 to 64 Years Without a Diploma, by Jurisdiction



Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates, Table B15001.

# By County – Raw Number

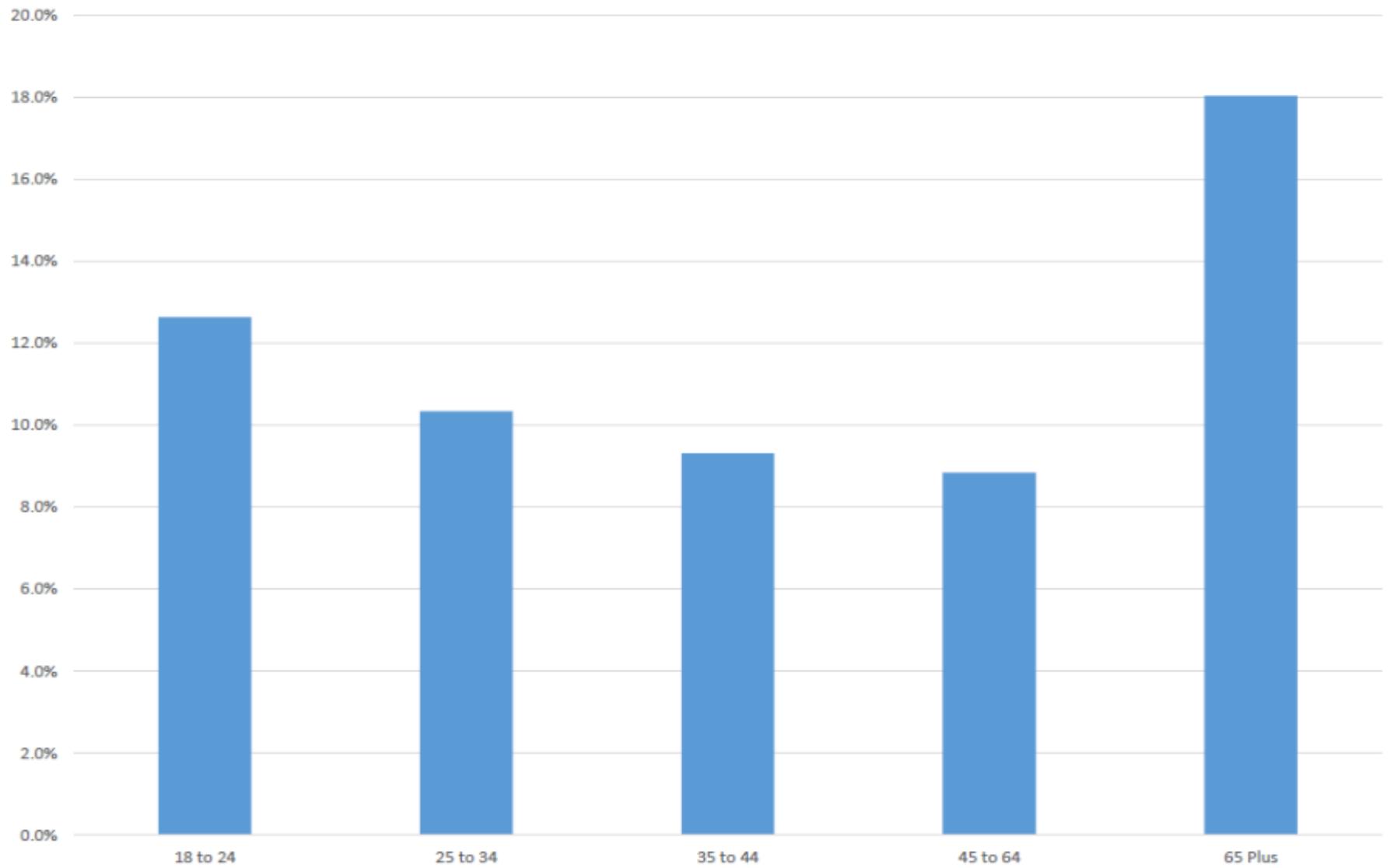
## Population Aged 18 to 64 Years Without a Diploma, by Jurisdiction



Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates, Table B15001.

# Maryland by Age

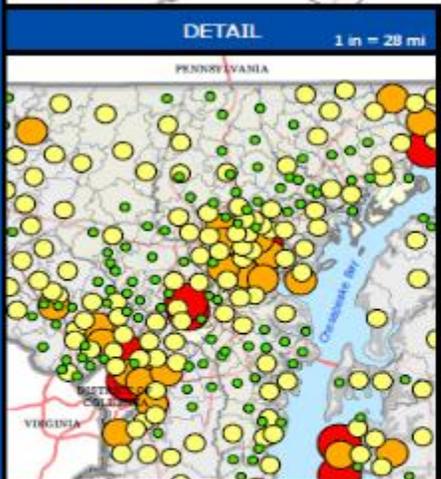
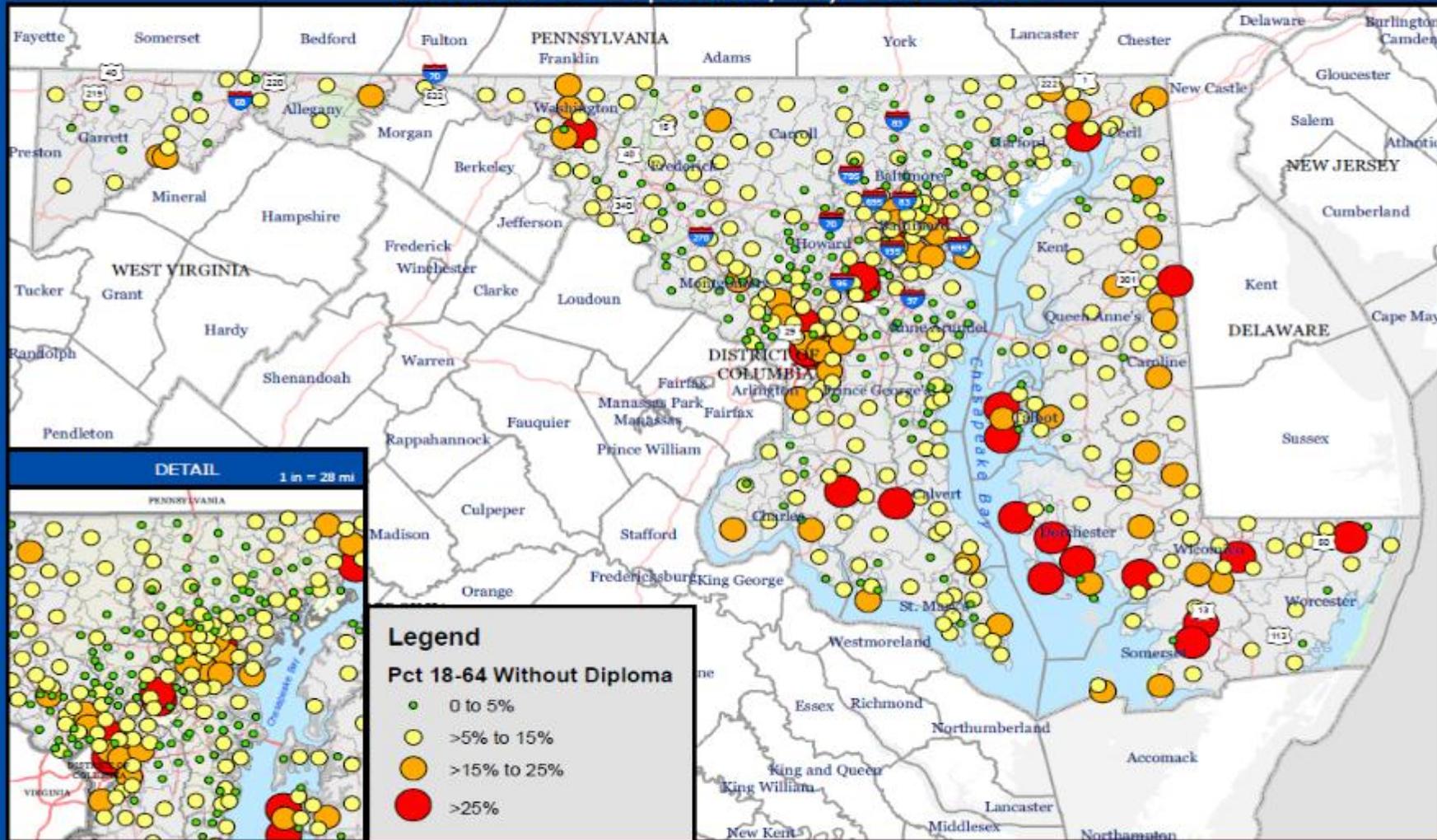
Percent of the Maryland Population Without a Diploma, by Age Group



Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates, Table B15001.

# Percent by Zip – 18-64 years old

Percent of Population Aged 18 - 64 Years Without a Diploma, by ZIP Code



**Baltimore Metropolitan Council**  
Offices @ McHenry Row  
1500 Whetstone Way, Suite 300  
Baltimore, MD 21230  
www.BaltoMetro.org

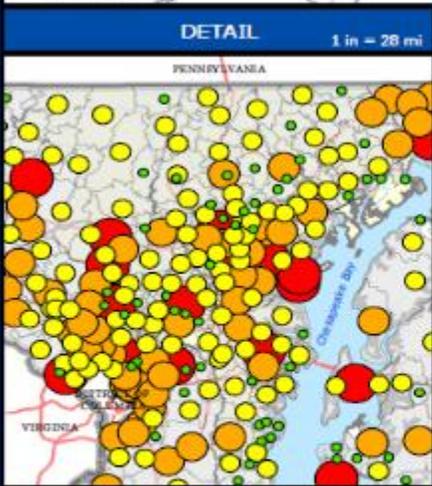
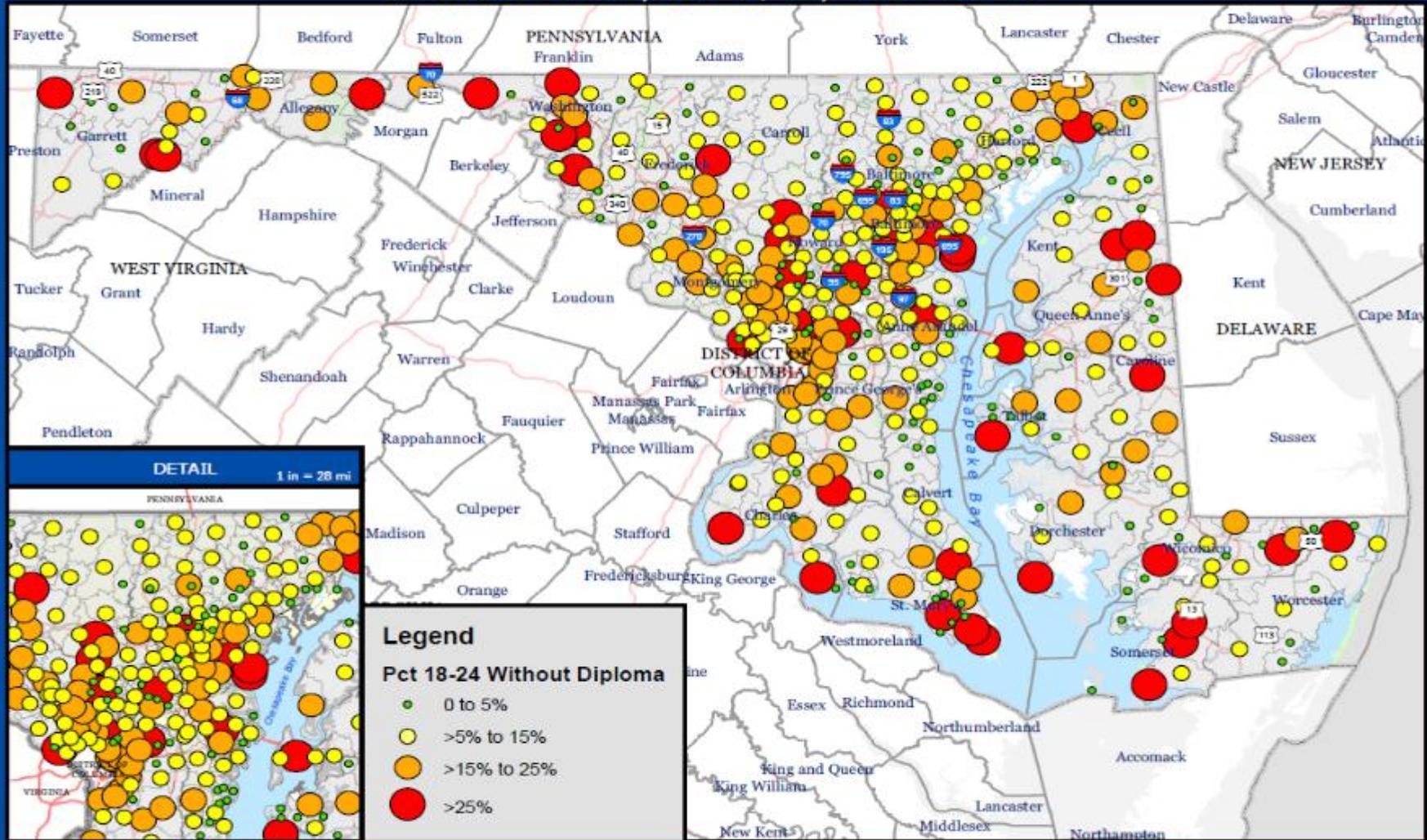
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Transportation Planning Division  
Projected Coordinate System - NAD 1983 State Plane (ft)  
Data Source - BMC, © NAVTEQ 2010, TIGER/Line®, MTA  
Printed - October 2016



1:1,584,000  
0 25 Miles  
1 in = 25 miles

# Percent by Zip – 18-24 years old

Percent of Population Aged 18 - 24 Years Without a Diploma, by ZIP Code



**Legend**

**Pct 18-24 Without Diploma**

- 0 to 5%
- >5 to 15%
- >15 to 25%
- >25%



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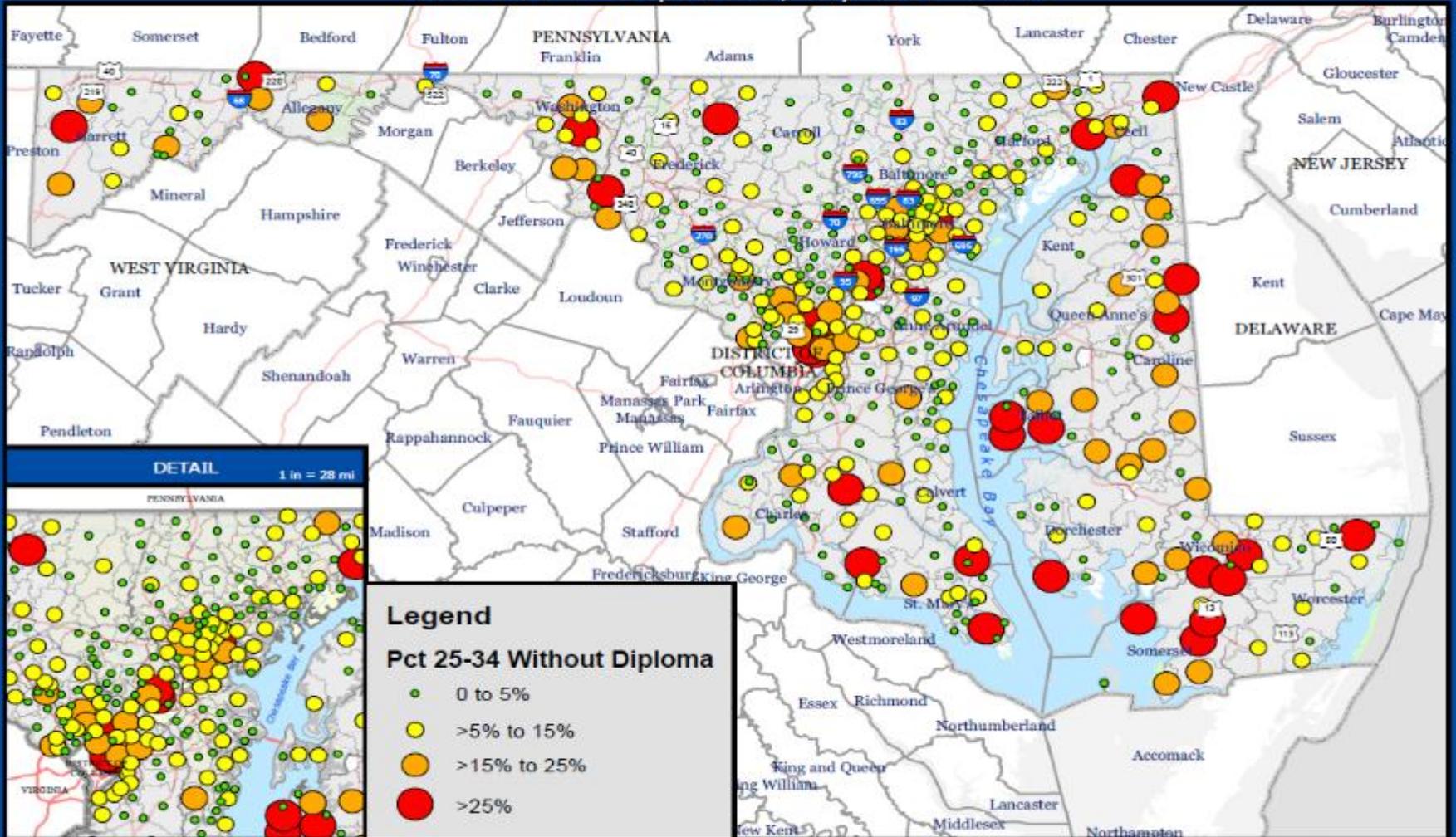
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1 in = 25 miles

# Percent by Zip – 25-34 years old

Percent of Population Aged 25 - 34 Years Without a Diploma, by ZIP Code



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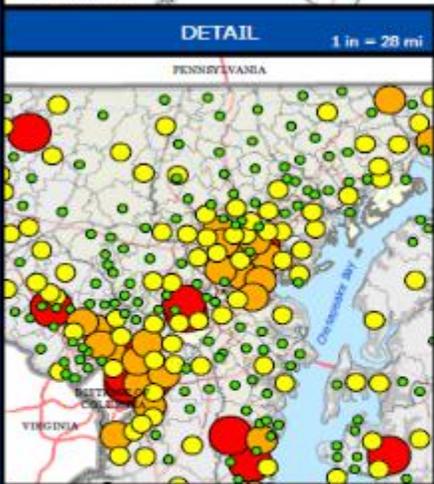
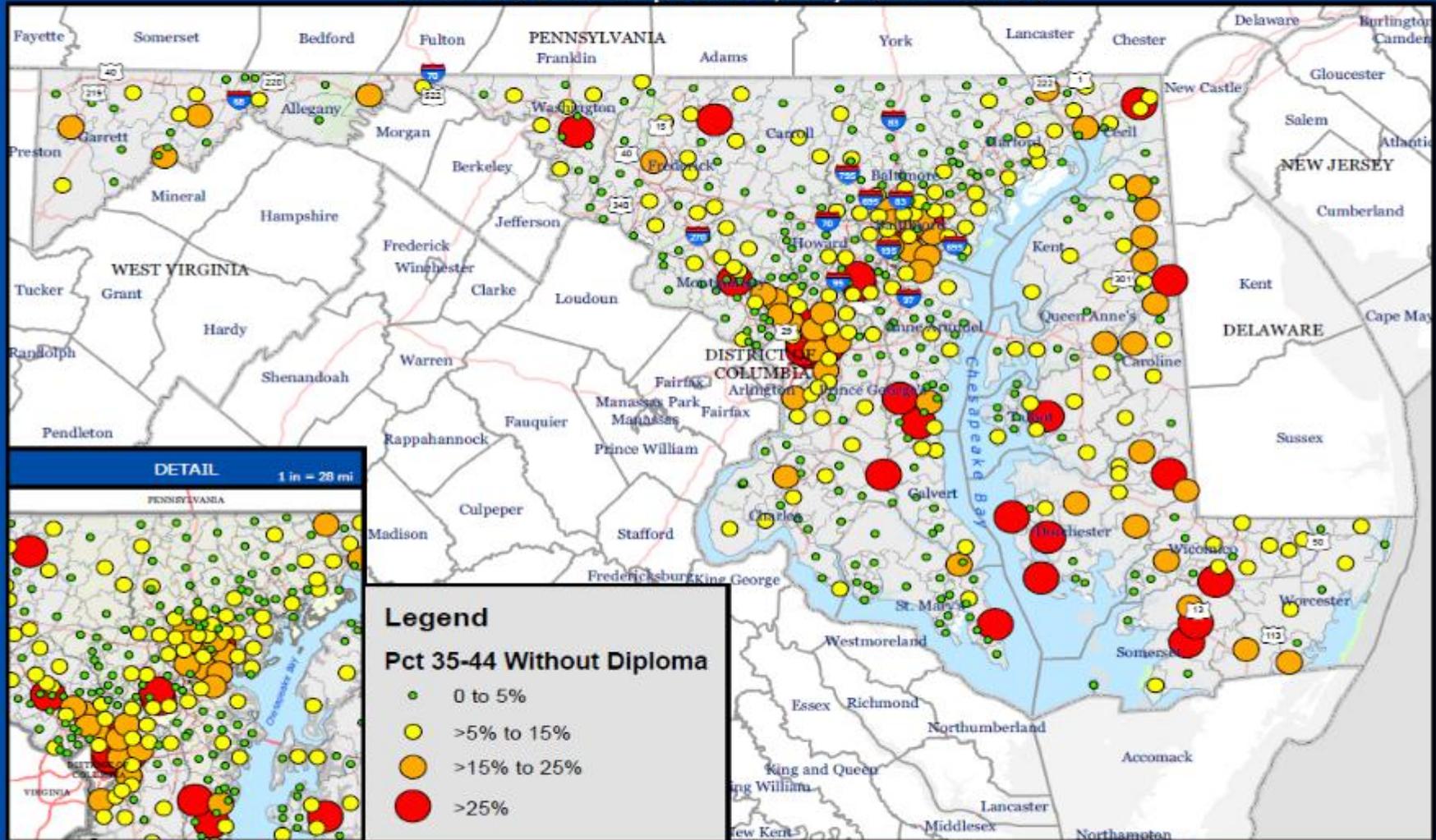


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1 in = 25 miles

# Percent by Zip – 35-44 years old

Percent of Population Aged 35 - 44 Years Without a Diploma, by ZIP Code



**Legend**  
**Pct 35-44 Without Diploma**

- 0 to 5%
- >5% to 15%
- >15% to 25%
- >25%

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