



2014 GUBERNATORIAL CANDIDATE QUESTIONNAIRE

CANDIDATE: Douglas F. Gansler
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I confirm that the responses provided here are my official positions in seeking the office of Governor of Maryland and I understand that MSEA reserves the right to share my responses with members and interested parties.

CANDIDATE SIGNATURE: *Douglas Gansler*

DATE SUBMITTED: 8/23/13

Candidates: In order to be considered for a recommendation during the MSEA Representative Assembly October 18-19, 2013 in Ocean City, you must:

- 1. Indicate your response to each question. Clarifications, explanations, and other information may be attached, but please be certain to indicate clearly the questions(s) to which you refer. **Return your completed and signed questionnaire to MSEA no later than August 23, 2013.***
- 2. Participate in a one-on-one interview with MSEA President Betty Weller. **The interview must be taped no later than September 13, 2013.** Your interview and completed questionnaire will be shared with all delegates to the MSEA Representative Assembly.*

If you are the recommended candidate, we ask that you agree to participate in our Educate for a Day Project, a day-in-the-life of an MSEA member, during American Education Week in November 2013.

EDUCATION FUNDING

Thornton Funding – State Aid for Education

Background Points

- In 2002, lawmakers passed the Bridge to Excellence in Public Schools Act (also known as the Thornton Plan) based on the recommendations of the Thornton Commission. While this increased investment has helped Maryland’s public schools and students achieve outstanding results and develop a reputation as a national leader, many unmet needs remain. MSEA supports increasing the per pupil expenditure, offsetting the impact of continuing inflation and growth, full funding of programs mandated by the General Assembly and/or the State Board of Education, additional state funding to reduce class size, funding to provide state of the art technologies that promote student achievement, increased funding for the education of students receiving special education services, and legislation to support high-quality programs for all students at-risk.
- During challenging economic times, the General Assembly made changes to the Thornton Funding formula by slowing the growth of funding according to inflation. This resulted in \$718 million less in state funding than originally projected for 2014.
- The cost of educating students continues to increase. Over the last 10 years, Maryland has seen an increase in our Title 1 student population of 129 percent and limited English proficiency students of 88 percent. With year to year increases in special education needs, it is clear that the changing student population is a significant driver of costs.
- But the return on investment is incredible. In 2001, 49 percent of students were ready for school when entering kindergarten. In 2011, that number was 83 percent. In addition to being the number one public school system in the country for five straight years, Maryland is also #1 in student achievement growth (1992-2011); 4th grade reading and math improvement (proficient level); and AP performance (2008-2012). And Maryland’s graduation rate is at 87 percent – the highest ever.
- There is continued room for improvement in closing education gaps, expanding programs and services, and improving student achievement.
- The next governor will have a significant impact in the future funding and success of Maryland schools. The Thornton Plan required the State to study the adequacy of education funding by June 30, 2012. The 2011 session of the MD General Assembly, however, acted to delay this study until 2016.
- MSEA supports legislation to be introduced in 2015 to create a “Thornton-like Commission” to study education funding, recruitment and retention of educators, appropriate facilities, and student achievement in Maryland to determine the many factors and mandates impacting education since the passage of Thornton in 2002. This Commission should report on a parallel timeline of the 2016 adequacy study.

1. Do you support or oppose legislation to create a “Thornton-like Commission”?

Support
 Oppose

If you support, will you include this legislation as an administration bill in 2015?

Maryland’s schools are consistently ranked as some of the top schools in the country. This marquee blue ribbon designation has brought positive attention to some of our most innovative programs,

impressive graduation rates and benchmarks of student achievement. However, these top-line achievements often obscure the stark reality that our schools do not operate equally for all students.

The delayed study of the adequacy of the Bridge to Excellence in Public Schools Act (the Thornton Plan) limits our ability to determine whether the funding formula currently used is adequate in addressing these discrepancies. As Attorney General, I have strongly supported evidence-based programs and policies that are informed by comprehensive audits on the effectiveness of our existing programs and practices.

As Governor, I will introduce legislation that will create a commission much like the Thornton Commission to ensure that our current strategies and existing challenges are adequately studied and barriers identified. Only with comprehensive ongoing evaluation efforts can we effectively deploy resources to remedy the problems and obstacles confronting our school systems across the state.

2. Please provide your general and specific thoughts on how education funding challenges can be addressed during your first term as governor? How would you prioritize state aid for education in your budget proposals?

Marylanders support quality public education and as Governor I will support fully funding education, moreover my funding priorities will reflect a commitment to equitably funding our schools and targeting our achievement gap. At the heart of my commitment to fully fund education is my belief in the “opportunity effect” of a quality public education that serves all students.

A quality public education for all not only increases every Maryland child’s opportunity to succeed, to achieve his or her full potential, it is fundamental to Maryland reaching its full potential. Great states are built by the great students that they graduate. To be our best Maryland we need to graduate students who can meet the demands of the current job market as well as tomorrow’s job market. But there is more to my commitment to fully fund a quality education for all students than how it benefits the Maryland economy. I believe one of the best weapons we have to combat the inequities that prevent economic mobility is a quality education system for all students. In other words, it is both fiscally sound and socially just to increase our investments in educating our children, and to directly target the structural barriers that prevent our school systems from working effectively and equitably.

As Attorney General and a life-long prosecutor, I have seen the high public cost of under-serving the educational needs of disadvantaged communities that lack access to quality education. The failure to intervene to confront these inequities can be seen across generations, revealing a structural disadvantage that disproportionately impacts low-income families and communities of color. A strong education budget – one that benefits the hardest hit communities – is essential to removing these disadvantages.

Our State’s achievement gap, along with the special education needs of a growing student population with unique challenges, are stressing our schools, our support staff and professional staff. The average performance rates from our school systems do not reveal the growing chasm of opportunity between our top-performing students and those who are struggling. This is most acutely seen in schools where the growing population of students are bringing challenges that require additional support, intensive resources and a highly skilled, professionally supported and trained staff. These needs are acutely seen in our growing urban systems and in our rural schools.

Meeting these needs requires adequate funding. It also requires thoughtful, evidenced based spending decisions. Pressing for an audit of our progress on meeting the needs of our all our student populations will be a high priority and an early priority for my administration. Additionally, I will insist that, before seeking federal dollars to adopt new programs, our state educators provide insights on the true costs and impact of participating in new federal initiatives attached to discretionary grants. As Governor I will ensure that educational stakeholders essential to implementation will be at the table to work collaboratively with my administration to provide understanding on the true cost-benefit implications of shifting our state focus and implementing federal priorities.

The cost of losing focus on what is the in the interest of Maryland's children is too high. Without a quality education, our children and young adults get put in a pipeline toward low-road jobs, or worse, toward a future in the criminal justice system. The shrinking number of low-skill, minimum wage and seasonal jobs offers little hope for financial security to struggling families and often necessitates public support for basic needs. Breaking out of this low-pay, high-need existence begins with an education that provides a high road by preparing students to become life-long learners able to adapt and compete for changing educational and employment opportunities. It is an essential step in closing the opportunity gap that persists across our state. Therefore, I will make it a high priority for my administration to ensure that high-quality education is reflected as a critical budget priority and key lever in our state's economic strategy to building our best Maryland.

3. There is considerable room for improvement in addressing educator salaries (flat for the last four years) and reducing class sizes (layoffs/retirements have a direct impact on a slow and steady increase in the number of students per classroom). How will you use the office of the Governor and your budget priorities to address both salary and class size issues?

We need to provide incentives that strengthen the benefits offered to highly skilled teachers who have not received cost-of-living adjustments (COLA) in the last four years while being asked to provide instruction to more students.

As Governor, I will make it a priority to increase incentives to both attract and retain highly qualified teachers and administrators. These will include mortgage interest credits and student loan tax credits to increase the net fiscal benefits of working as an educator in Maryland. This is especially important given the freeze on COLA for teachers imposed in response to the budget crisis facing the state. As the state's fiscal outlook improves, I will propose offering teachers who serve in challenged schools the opportunity to receive an additional state tax credit that will offset continuing education costs as well as tuition payments for their children.

While attracting and retaining highly qualified teachers is essential, we also need to do more to slow the steady increase in class size. This starts by acknowledging that the impact on classroom management, instruction and ability to meet the needs of students has not been evenly felt; across the state, teachers in schools with wide economic, cultural, social and learning disparities within classrooms are more acutely challenged to meet student needs. This is especially true in schools with high mobility rates, high FARM rates and growing populations with limited English proficiency. Controlling and wherever possible reducing, classroom size is essential to both supporting teachers and meeting the needs of students. I will propose returning to the 2008 classroom sizes that also take into account the unique needs of local schools and systems. My administration will not only champion smaller classroom sizes by increasing resources for our schools but we will encourage schools systems to begin tracking the demands of different learners within a grade level, to better allocate resources to meet those demands.

The critical benefit of increasing staffing is the flexibility in master scheduling. Schools serving highly diverse student populations have had greater success closing the achievement gap by using mixed scheduling models that allow double periods for remediation and electives to students based on individual need. This has only been possible with adequate staff and teachers available to provide instruction. By increasing the number of teachers and reducing classroom sizes, administrators will have greater flexibility and time to adjust their school schedules to meet the needs of their diverse populations. Additional professional development, including reading and math specialists, also will be made available to schools with greater needs, so that teachers are supported and fully resourced to meet the diverse needs of all learners.

Geographic Cost of Education Index

Background Points

- This grant program provides additional state funds to local school systems where costs for educational resources are higher than the state average. GCEI was an original component of the 2002 Thornton Plan; however, it was subsequently determined to be discretionary and funding was delayed. Full funding for the geographic cost of education index (GCEI) formula was provided in fiscal year 2009 for the first time.
- State funding for fiscal year 2014 to the thirteen eligible counties is \$130.8 million.
- In 2009 the GCEI index was updated as required by statute; however, to date the General Assembly has not adopted the new index into statute. The 2009 GCEI index would determine fourteen counties eligible and would increase state funding by an additional \$109 million per year.

4. Do you support or oppose mandating the Geographic Cost of Education Index (GCEI) as a part of the state aid for education formula?

Support
 Oppose

Additional Comments:

The Geographic Cost of Education Index (GCEI) is a critical component of the Thornton Commission's plan to ensure equity in the standards-based model for educational resources provided to all Maryland public education students. The most recent 2009 GCEI funding that is allocated to 13 of Maryland's 24 local systems represents a benefit for nearly 85% of public school students in the state. Without the index, a handful of our school system's schools face a disproportionate burden while having responsibility for the majority of students educated in our public schools. Mandating the GCEI is important and has become essential to school districts impacted by the recent economic downturn.

5. Do you support or oppose the state adopting an updated GCEI index (current unfunded index is from 2009) that would increase aid through this formula from \$130 million to \$239 million in FY15?

Support
 Oppose

Additional Comments:

I support the state adopting an updated GCEI index that will increase aid and provide support to local school systems where the higher costs for educational resources significantly outpace the state average. Adjusting the index is an issue of equity. The adverse impact is unfair to residents in the impacted counties where local jurisdictions are disproportionately responsible for educating the majority of Maryland's public school students.

Maintenance of Effort

Background Points

- MSEA supports adequate public funding for public schools, significant improvement in the state funding of public education through the state foundation formula including requiring the maintenance of effort by the local subdivisions, legislation to require local subdivisions to increase and/or maintain local education spending when given state funds, and requiring local subdivisions to account for this money in a report to the state.
- Prior to passage of the Thornton Plan in 2002, education funding was 7.4% Federal, 39.8% state, and 51.8% local. For 2013 education funding was 4.9% federal, 48.7% state, and 46.5% local. Education funding is a shared responsibility. Increases in state aid should not be supplanted by decreases in local aid.
- Significant statutory changes were passed in 2012 to the state's maintenance of effort (MOE) law, which requires every subdivision to maintain funding for their local school boards from one fiscal year to the next. Counties will be held accountable for meeting minimum school funding levels, while also enabling some counties to realize additional flexibility by applying to the State Board of Education for a broader one-year MOE waiver or two new types of MOE waivers now available under the new law.

6. Do you support or oppose Maryland's maintenance of effort law that requires local jurisdictions to fund at least the same per pupil allocation in local aid for education as the prior year unless a waiver is granted?

Support

Oppose

Additional Comments:

I support Maryland's maintenance of effort (MOE) law, which requires local jurisdictions to fund at least the same per pupil allocation in local aid for education as the prior year unless a waiver is granted. As Attorney General, I have ensured that counties meet state requirements on MOE, for example issuing an opinion on the waivers sought by Prince George's, Montgomery, and Wicomico Counties in 2009 that found them illegal.

The statutory changes passed in the most recent session of the General Assembly strengthen the MOE law and close the loopholes which created confusion for local school boards and generated significant questions about the discretion of school boards in allocating funds to debt service and capital improvement budgets. I support this added clarity in the MOE law and will work to ensure that it serves to meet the goals it was created to meet.

School Construction

Background Points

- MSEA supports funding for school construction and renovation necessary to ensure a high-quality teaching and learning environment, including construction to reduce class size, appropriate heating, ventilation, and air conditioning systems. MSEA supports legislation establishing and funding air quality and climatization assurance programs within the school construction and renovation programs, and legislation requiring the construction and maintenance of secure facilities to protect the health and safety of education employees in the performance of their duties.
- Under the O'Malley administration over \$2.876 billion of state funding has been provided for school construction including \$360 million for fiscal year 2014.
- In 2004, the Public School Facilities Act was passed which included the recommendation of the Kopp Commission establishing the intent of the state to contribute \$2 billion for school construction over the next eight years, averaging an expenditure of \$250 million per year. Every year the O'Malley/Brown administration exceeded the \$250 million recommendation and the Kopp Plan was met ahead of schedule.
- In 2005 the statewide average age of school building was 24 years old with eleven school systems averaging older than the state average; in 2012 the statewide average age of building was 27 years old with seven school systems averaging older than the state average. In 2002 there were 2,619 portable classrooms; in 2010 there are 3,124 portable classrooms, resulting in 9.5% of all students statewide being taught at least part of their school day in a portable classroom. Annually, each local education agency (LEA) submits a capital improvement program detailing its public school construction project needs for the budget year and the next five years to the Board of Public Works (BPW) – Interagency Committee on School Construction (IAC). The existing capital improvement plans submitted by each local school system, indicates a need of state funding for school construction of over \$3 billion for the next five years.

7. Do you support or oppose increasing the school construction floor in the capital budget from \$250 million to \$500 million?

Support
 Oppose

Additional Comments:

We show our kids that we value their education by showing them that we value their teachers and the places they go to learn; and in principle, I support increasing the school construction floor in the capital budget to \$500 million. Of course, any such decision would have to be evaluated within the context of all education funding priorities and with an eye on our fundamental goal: providing the best education to ALL our students .

Investing in school construction will be part of my administration's commitment to maintaining and improving our state's public infrastructure. During the economic downturn, several districts suspended their capital improvement plans. The steady increases in the use of portable classrooms, along with the aging infrastructure of school buildings that serve our students and staff, underscore the need for improvements to school facilities.

As Attorney General I have been consistently vocal about ensuring workplace health and safety. The imperative of addressing the growth of schools districts that cannot keep pace with enrollment is underscored by the occupational and public health considerations of overcrowding and using portables as long-term alternatives in facilities that are at or over capacity. Parents and advocates have consistently raised environmental health concerns for both students and staff as many of these structures were constructed to be temporary and not permanent physical structures for full-time use throughout the school year.

While some systems are able to keep pace with enrollment, it is important that we are allocating resources where we have a need in the state. Several districts are contracting as student enrollment declines. Finding cost-effective strategies to effectively improve and invest in systems that are growing is a priority, as is re-aligning infrastructure needs in systems that are contracting. Our limited resources demand smart decisions about how to support our infrastructure investments.

It is my belief that upgrading our state's infrastructure creates an opportunity to generate in-state construction, engineering, and other jobs, representing a win-win for Maryland on many fronts. As Governor, I will seek out ways to invest in infrastructure improvements to help our state and its workers compete by creating a local pipeline of skilled, living wage jobs to support projects that include new school construction, as well as existing school modernization.

Funding for Nonpublic Schools

Background Points

- MSEA believes any education dollars spent outside of improving public schools makes it harder to make the progress necessary to provide a world-class education for every student.
- The FY14 state budget included new and record levels of funding for nonpublic schools. The nonpublic school textbook/technology program received \$6 million and a brand new school construction fund for nonpublic schools was created with \$3.5 million in public funds in the capital budget.
- Voucher and neo-voucher schemes like BOAST and other funding for programs in the budget for nonpublic schools such as textbooks, technology, and school construction reduce the state's General Fund revenue while subsidizing the cost of private education for a few students.
- The BOAST bill has been before the General Assembly in various forms since 2006. The legislation would create a new tax credit program and allow corporations to allocate a portion of their owed state taxes to organizations that collect and bundle tax dollars and then divert them into private school tax credit vouchers.
 - MSEA opposes this tax credit because it is a backdoor approach to providing vouchers to parents of children in private schools by subsidizing tuition at private schools with public tax dollars.
 - BOAST tax credit vouchers provide no restrictions regarding the use of public tax dollars.
 - Since private schools are independent, and the tax credit voucher program creates inefficient, complex scholarship organizations, there would be many barriers to instituting even the basic accountability measures required of other state programs.
- The Maryland State Department of Education requires a certificate of approval or registration for private schools; it does not accredit or license them. Private schools do not have to report or administer teacher qualifications, class sizes, adherence to Common Core State Standards, implementation of new teacher/principal evaluation systems, student retention rates, graduation rates, demographics, or discipline or suspension policies. Without these measures, it is impossible to ascertain the standards to evaluate any voucher or neo-voucher scheme.

8. Do you support or oppose draining funds from public schools by providing vouchers for private or religious schools, including through the neo-voucher tax credit program known as BOAST?

Support

Oppose

Additional Comments:

I am opposed to diverting public funds into nonpublic schools for three critical reasons: First, as Attorney General I believe strongly that tax dollars should not be used to subsidize unconstitutional discrimination in hiring and firing of teachers and other school employees, and discriminatory admissions practices. Keeping public funds separated from nonpublic religious schools enables those schools to appropriately retain their ability to exercise their First Amendment protected rights regarding hiring, firing and admissions policies. Second, as Attorney General I have advocated for transparency and accountability in the use of public resources which is directly compromised when funds are given to private schools that are not required to release performance metrics, evaluations, disciplinary and behavioral management records, teacher/administrator evaluations, standards and protocols that public schools must uphold. Finally, I believe the framing of this issue as benefiting the most at-risk and vulnerable students in our public education system is deceptive and manipulative. From my experience

working in Baltimore, as well as my review of the evidence from the implementation of Georgia’s plan, it appears plain that a relatively small voucher that covers only a small percentage of the true costs of attending a private school are prohibitive to low-income families who are often portrayed as the beneficiaries of the program. In reality, like the experience of Georgia’s program, the true beneficiaries are families who are already enrolled in the private school system.

9. How will you address state aid for private and religious schools through the nonpublic school textbook, technology, and school constructions programs?

- Increase funding for nonpublic schools
- Maintain funding at current levels for nonpublic schools
- Decrease funding for nonpublic schools
- Eliminate funding for nonpublic schools

Additional Comments:

I will evaluate the funding currently diverted to nonpublic schools and assess the opportunity costs of these expenditures as part of an overall assessment of the system. The struggle to ensure that we have adequate technology in our public school classrooms to meet the core standard assessments that are set to be implemented in the next two years demands we re-evaluate the diversion of public funds to nonpublic entities. We cannot divert funds to nonpublic schools at the expense of meeting all the needs of our public schools.

RETIREMENT SECURITY

Background Points

- MSEA believes that guaranteeing adequate income upon retirement, which is best accomplished through defined benefit plans, serves the interests of public education and all education employees by enhancing recruitment efforts, improving retention rates, and creating a high quality public education system. MSEA also believes that the state and local employers are obligated to fund the pension system sufficiently to provide a guaranteed adequate income at retirement.
- The Teachers' Retirement and Pension System currently serves approximately 106,000 active members. The Teacher System currently pays benefits to about 63,000 retirees. Retirees of the Teacher System receive an average monthly benefit of approximately \$2,100.
- Expenditures made by retirees of state and local government provide a steady economic stimulus to the state economy and Maryland communities. In 2009, 152,357 Maryland residents received a total of \$3.2 billion in pension benefits from state and local pension plans. Retirees' expenditures from these benefits supported a total of \$4.4 billion in total economic output in the state. Retiree spending from state and local pension benefits supported 32,000 jobs in the state and total income to state residents supported by pension benefit expenditures was \$1.5 billion.
- In 2011, the legislature reformed pension benefits for teachers and education employees, including an increase in the contribution rate of all employees from 5% to 7% and a reduction of the COLA calculation on all future years of service. Additionally, it made several changes for new employees that created a bifurcated benefit structure. New employees have a reduced benefit with a lower multiplier, longer vesting period, and changes in retirement age and benefit calculation. Consequently, the pension benefit for new employees is among the worst in the nation.
- In 2013, MSEA supported the General Assembly action that phased out the corridor funding method, established in 2002 to mitigate fluctuations in the annual contribution. The long-term phase out requires the state to incrementally reach the actuarially determined annual contribution over ten years, and includes a change in the amortization of all pension liabilities.
- As a result of the reform actions taken by the legislature over the past three years, the state retirement and pension systems are on a path to reach an 80% funded status in approximately 10 years, putting the system back on solid financial ground.

10. Do you support or oppose efforts to restore a unified benefit structure for all school employees in the pension system rather than the bifurcated benefit created by the 2011 reforms for new employees. ?

Support
 Oppose

Additional Comments:

The fundamental inequity of creating a two-tier system of benefits for new employees needs to be reformed. While intended to bring funding of the state retirement pension system under control, the implementation has created a disparity that is not fair for new teachers and directly impacts the morale

and recruiting efforts of school systems. While we are on track to increase funding contributions to a healthy level of 80%, the resulting changes have put Maryland's pension benefit for new employees in the company of states that rank among the worst in the nation for teachers. As Governor, I will work to reform our benefit structure so that we can have a fiscally secure and sound pension system without unfairly burdening new teachers and hires in the system.

11. Do you support or oppose any action to diminish or threaten pension benefits such as further reductions in the retirement multiplier, further increases in employee contributions, or converting to a defined-contribution or hybrid-type pension plan for education employees?

Support

Oppose

If you support further benefit changes, what types of reforms do you propose?

Retirement security is a must. Not only do we have a moral obligation to our current teachers, but we need to see continued retirement security as a critical component of any strategy to attract and retain high-quality teachers. We want our teachers to make a career investment in our state's children, and for that the state should be willing to make a long-term, predictable investment in them. Accordingly, as Governor I will oppose actions that seek to further diminish or threaten pension benefits.

MARYLAND WORKING FAMILIES

Collective Bargaining

Background Points

- MSEA supports efforts to protect and enhance the state’s collective bargaining laws.
- Collective bargaining is the negotiation of a contract – including wages, salary scale, benefits, and working conditions – between employers and employees. The items agreed to in a ratified collective bargaining agreement apply to all employees in a bargaining unit, providing a benefit to employees and employers in not having to negotiate thousands of individual contracts.
- MSEA opposes “right to work” laws. Such laws restrict freedom of association and weaken organized labor in Maryland. The strength of organized labor is critical to protecting workers, ensuring quality, and maintaining fairness, safety, and competitive wages in the workplace.

12. Do you support or oppose public education employees’ rights to bargain collectively?

Support
 Oppose

Additional Comments:

As Attorney General, I have worked hard to protect the rights of workers who are forming unions and engage in collective bargaining, and as Governor I look forward to doing the same with the added scope and significance that office brings. As the saying goes, “past as prologue.”

In 2012, SEIU 500 came to me when they sought to organize the adjunct professors at American University (AU), of which I am one. Without hesitation, I offered my assistance – my photo front and center on the literature used to marshal support for their organizing efforts. I also reached out to some of my more well-known and highly regarded colleagues at AU to encourage their support. Today, I am proud member of SEIU.

That is not the only time I have stood up for workers trying to organize. Quite recently, ahead of an election for representation at the new casino at Rocky Gap, UFCW called to report that the employer had placed anti-union fliers on worksite bulletin boards. They needed my help. I immediately reached out, learned we had someone on site for a system demonstration and was able to go directly to company leadership that day to get the fliers removed. I then made a personal call to the company president to vouch for UFCW and encourage him and the company to approach the relationship as a partnership.

Even more recently, SEIU 500 reached out to us when new management took over at the Center for Social Change and there was concern that the new management would not recognize recent elections and negotiate with SEIU. I reached out to management, requested that they meet with SEIU 500, arranged the meeting, facilitated the first meeting, fostered trust among the different parties, checked in on progress and successful negotiations resulted. And just months ago, I refused to cross a picket line in front of the Montgomery County Democratic Gala.

I believe strongly in the right of workers to organize, identify issues of concern, and engage in collective bargaining. As public leaders we must protect the rights of workers to speak with one voice to remedy unsafe and unhealthy working conditions, ensure fair pay and benefits, and confront injustice in the workplace. As Governor, I will work to protect the interests and ability of workers, including public education employees, to organize and bargain collectively at their place of employment.

I will be a vocal and visible supporter of the rights of employees, especially those who are the most vulnerable in our labor force. Hourly workers who have entry-level skills are often the easiest members of our workforce to intimidate and threaten. The labor statistics underscore this point -- the majority of employees in hourly wage service jobs are women and recent immigrants who are more easily threatened with loss of job security when challenging unfair workplace practices and unacceptable behaviors. Raising ones voice to air a grievance or challenge a management decision takes courage. The wave of anti-union sentiment in our country underscores how difficult it can and often is for employees who earn a fraction of their chief executives. Unjust practices in the workplace undermine the values that we seek to protect in our economy.

As a leader, I believe it is my responsibility to give voice to the voiceless. It is why I became a prosecutor, it is why I became Attorney General, and now it is why I am running for Governor. All my jobs have been about protecting Marylanders. I take that obligation seriously whether it is protecting the victims of crime, protecting consumers, protecting homeowners, or protecting kids, and to me protecting Marylanders means protecting the hardworking families that make up Labor and protecting their right to be heard.

Public School Labor Relations Board

Background Points

- The Public School Labor Relations Board (PSLRB) was created by the General Assembly in 2010 by the Fairness in Negotiations Act. However, the Board was not appointed and constituted until spring 2011 and has only been operating for two years.
- The legislation included a sunset provision in the summer of 2015 that, if not removed, will dissolve the PSLRB.
- Over the last two years, the PSLRB has rendered decisions in the following matters:
 - Impasse Determinations – 4 requests
 - Duty of Fair Representation Cases – 15 cases
 - Scope of Bargaining – 1 case
 - Statutory Violations – 3 cases
- There have been no negotiations that have required arbitration by the PSLRB as all of them have been resolved in mediation.
- The existence of the PSLRB, as well as its decisions, have had the practical effect of bringing reasonableness to the bargaining table resulting in more productive conversations in most instances.
- MSEA opposes any attempt to eliminate or limit the PSLRB.

13. Do you support or oppose MSEA's efforts to remove the sunset for the Public School Labor Relations Board?

Support
 Oppose

If you support, and the 2014 General Assembly fails to act on this issue, will you include this legislation as an administration bill in 2015?

The Public School Labor Relations Board (PSLRB) is an important entity for adjudicating union representation conflicts and other labor relations issues. As the state's chief law enforcer, I believe strongly in the rule of law and the value of due process; the PSLRB is needed to better advance these goals in the arena of public education labor relations. I also believe in the importance of ensuring that disputes can get heard and resolved in a reasonable manner, and the PSLRB has already shown that it serves this function well. So well that I have supported efforts to give it even greater teeth.

I therefore fully support the MSEA's efforts to remove the sunset for the PSLRB. I will include this initiative as an administration bill in 2015 if the General Assembly fails to act on this issue.

Tax Policy

Background Points

- MSEA supports a revenue structure that will provide a predictable, reliable, and stable source of sustained funding for education.
- MSEA supports an equitable means of maintaining and restoring revenue or of raising and obtaining a fair share of additional revenues that directly or indirectly benefit public education at all levels. Further, MSEA opposes any taxing or spending limitations that directly or indirectly have an adverse effect on public education.
- MSEA is a partner in a broad coalition of advocates that support a balanced approach toward solving budget problems by meeting the needs and services of the public with adequate resources. MSEA supported updating and revising the state income tax structure, the state sales tax, the transportation infrastructure package, and continues to support corporate tax reform to close loopholes and tax avoidance schemes.
- MSEA supports a proposal referred to as “combined reporting” which requires the combined income of all corporate entities functioning as a single business to become the starting point for tax calculations; then the income is apportioned to Maryland using the combined apportionment factors of all the members of the group. Combined reporting is necessary to ensure multi-state mega-sized corporations pay their fair share of corporate taxes instead of using creative bookkeeping to shift finances among multiple states and avoid paying taxes. Estimates indicate the passage of combined reporting would increase State revenues by \$50 million per year.

14. Do you support or oppose closing corporate tax loopholes, including the passage of Combined Reporting legislation that ensures multi-state companies cannot hide their Maryland profits in the tax returns from other states?

Support
 Oppose

Additional Comments:

I believe all actors in our state should play by the rules and we should shut down opportunities to game the system. As that the state’s chief law enforcement officer, I have demonstrated my commitment to calling attention to these issues in other areas, such as healthcare fraud and campaign finance reform, and I will call attention to them as Governor, particularly when they impact the state’s ability to fulfill important commitments like education funding.

I believe strongly in creating a vibrant environment for businesses to grow and strengthen our economy, but not through measures that let them avoid tax contributions to the public schools and other publicly funded institutions that make this state a great place for businesses. We need to close the corporate tax loophole that allows businesses operating in Maryland to avoid state income taxes using creative bookkeeping and we need to look to ways to ensure that everyone pays his fair share, such as combined reporting. If we can get an honest accounting, we can ensure that all corporate taxes rightly owed to Maryland are paid, and avoid creating new taxes and fees that target businesses.

This movement to close the loophole enjoyed by multi-state corporations is significant and crosses party lines. According to the Maryland Department of Legislative Services, if the loophole on “combined reporting” had been closed the state would have collected an additional \$154 million dollars. This is a significant source of lost revenue that would be reinvested in our schools and infrastructure – two essential public services that our businesses rely upon to attract and retain competitive employees. Not to mention, the additional revenue could be used for incentives and investments to attract and grow businesses rather than line the pockets of companies adept at gaming the system.

Increasing the Minimum Wage

Background Points

- MSEA supports increasing Maryland’s minimum wage as a policy that both aids working families and stimulates the economy through increased consumer spending.
- Maryland’s minimum wage is currently \$7.25 per hour (\$15,000 per year for a full-time worker). Tipped workers earn a minimum wage of 50 percent of the full minimum wage, or \$3.63 per hour.
- 19 states, and the District of Columbia, have minimum wages that are higher than \$7.25.
- Ten states have adopted provisions to “index” their minimum wage so that it keeps pace with the rising cost of living and so that the wage does not fall in real value each year.
- Estimates from the Economic Policy Institute reflect that an increase in the minimum wage will raise pay for 536,000 working Marylanders. This raise will inject approximately \$492 million into Maryland’s economy and create an estimated 4,280 jobs.

15. Do you support or oppose a proposal to raise Maryland’s minimum wage from \$7.25 to \$10.00 per hour, in 3 steps over two years, while raising the minimum wage for tipped workers from 50% to 70% of the full minimum wage, and indexing both annually to keep pace with the cost of living?

Support

Oppose

Additional Comments:

Not only do I support increasing the minimum wage, but I consider it a priority. Our economy must grow for all Marylanders, not just those at the top. An estimated half a million Maryland workers are employed in low-wage jobs. As taxpayers it’s important that we understand the high cost of keeping wages down. When businesses don’t provide a living wage, workers must rely on public resources and are not in a position to build wealth. As taxpayers and stewards of public resources, we undermine our economic growth with inaction on this legislation. Moreover, raising the minimum wage actually fuels certain business sectors as these wages earned generally are put right back into the economic pipeline through the purchase of much needed goods and service – a win for the economy and workers.

Bringing wages in line with the high cost of living is essential to working families who depend on hourly wages to meet their basic needs. According to the Economic Policy Institute, 350,000 kids in Maryland are dependent on a parent making minimum wage. They are heads of households, new immigrants, multi-generational caregivers, and single parents. In a weak economy, we see these jobs becoming the fastest growing segment of our low-skill service economy. They are often the entry point for adults with limited education, experience and language skills -- not the entry point for teenagers and college students. Indexing the minimum wage to keep pace with the rising cost of living just makes sense. It prevents repeated partisan bickering over wage increases, and more importantly ensures that our workers’ wages are predictably increasing when their costs are increasing, not unevenly increasing, every few years, long after the cost of living has gone up.

Maryland's working families unable to meet their basic needs are turning to the budget-strapped public and charitable sectors for support and assistance. The problems related to pervasive economic insecurity impact public safety, our public education, as well as health and human services responsibilities. Raising the minimum wage is not only fair; it's the right thing to do.

Privatization

Background Points

- MSEA opposes any effort to outsource or privatize education jobs that are part of a bargaining unit. MSEA maintains that any attempt to outsource or privatize jobs of public educators violates collective bargaining agreements because such an effort is in essence terminating or firing bargaining unit positions.
- Outsourcing and privatization efforts have threatened teacher and education support professional (ESP) jobs for years. Queen Anne’s County outsourced food service jobs before collective bargaining was extended to ESPs on the Eastern Shore in 2002.
- Prince George’s County contracted out driver education teachers back in 1985. The fights continue today, in places like Frederick County (privatizing custodial/maintenance services) and Kent County (privatizing custodial/maintenance services and teachers and assistants). Beyond those specific instances, efforts to privatize special education services are on a rise throughout the state.
- This practice of outsourcing public education jobs is illegal. A county board of education is statutorily obligated to carry out and maintain a uniform system of public schools “designed to provide quality education and equal educational opportunity for all children.” (Section 4-107 of the Education Article). In carrying out this obligation, a county board shall appoint and set the salaries of all principals, teachers, and other certificated and non-certificated personnel. (Section 4-103 of the Education Article). Moreover, the General Assembly has made it clear that a county board of education, and no other entity, is the employer for purposes of collective bargaining. (Section 6-401 of the Education Article). In sum, the General Assembly did not give a county board of education the power to abdicate its authority to carry out and perform educational functions to a private entity.
- When jobs are outsourced, quality control is diminished and safety is compromised. Public employees are subject to background checks that private employers often skip. After privatizing, local school boards lose control over the individuals working in schools and have little ability to provide input on job performance.
- Privateers often use “cost-savings” as a means of winning contracts. The amount is often misleading because they low-ball the first year operating costs. Ultimately, they reduced hours, health care coverage or just cut jobs. All of which leads to increased local unemployment and less overall money in the community.

16. Do you support or oppose contracting out to the private sector any services currently or traditionally provided by public school employees?

Support
 Oppose

Additional Comments:

Businesses run their operations to produce a profit while government seeks to efficiently and effectively manage public resources to ensure public policy goals are met. When public resources are outsourced to private companies a fundamental conflict in mission exists, and that conflict usually results in limited oversight and a compromised ability to hold private entities accountable for public policy goals because of corporate shield laws that prevent public disclosure of business practices. Public goods and services

like a quality public education – and the quality teaching that drives it – are compromised when profit competes with public policy objectives. We do not need to compromise public policy goals to achieve efficiency and effectiveness.

CHARTER SCHOOLS

Background Points

- MSEA supports Maryland’s current charter school law. It protects high standards, collective bargaining rights of employees, and the local autonomy and needs of a school system. The law also provides flexibility for charter providers and employees to reach agreements outside of a collective bargaining agreement that allows the school to meet the needs of its mission and students. This combination of protections and flexibility makes Maryland’s charter school law the best in the nation.
- Maryland’s law provides an opportunity for focused learning using innovative curricula and instructional methods with the goal of enhancing student achievement. Charter schools are important options with the potential to benefit the broader system by allowing it to explore innovative teaching and learning methods on a scalable, pilot basis. Maryland’s law strikes the right balance between local control, accountability, and innovative instruction.
- Maryland currently has 55 charter schools in 6 counties and Baltimore City, with the vast majority (39) located in Baltimore City serving almost 20,000 students. Because of the strong oversight and assistance provided to charter schools and the vigilance in the review of the each proposed charter school, the success rate of those approved here is much higher than any other state.
- Studies have consistently shown that although some charter schools may do well, on average, most perform about the same as or worse than traditional public schools.
- In recent legislative sessions charter advocates have championed legislation that would undermine local control of schools, lower standards and accountability, and circumvent certification requirements and collective bargaining rights. Our top-ranked schools depend on keeping our standards high and our charter school law strong. MSEA believes it is necessary to continue to reject efforts to overhaul a law that works and meets the needs of students, parents, school employees, school districts, and our state.

17. MSEA supports charter schools that are under the control of local school boards, require making enrollment open to all students, are held to the identical high standards as traditional schools, and protect collective bargaining rights of employees hired at the school. Do you support or oppose MSEA’s policy statement with regards to charter schools?

Support
 Oppose

Additional Comments:

As long as these schools are operating under the control of the local school boards, are held to the same standards as public schools within the same jurisdiction, and are protective of the collective bargaining rights of employees they hire, I support the ongoing use of charter schools in Maryland. I don’t think that public education and charter education is an “either-or” proposition. Both can thrive if support for charters is done in a way that ensures they are held to the same high standards to which we hold public schools.

DIGITAL LEARNING

Background Points

- MSEA believes digital technologies create new opportunities for accelerating, expanding, and individualizing learning. Teaching and learning can now occur beyond traditional physical limitations and MSEA embraces this new environment and the tools to better prepare our students for college and 21st century careers.
- Digital learning initiatives should be viewed as opportunities to enhance and broaden instruction rather than simply a cost-cutting measure that eliminates professional education positions or diminishes teacher to student interaction.
- Digital learning programs must be aligned with the standards, curriculum, evaluations, and assessments.
- Educational programs and strategies designed to close the achievement and digital gaps must address equity issues related to broadband Internet access, software and technical support, and maintenance. Simply moving to a large scale use of technology in pre-k-12 will be more likely to widen achievement gaps among students than close them.
- All educators should have access to relevant, high-quality, and interactive professional development in the integration of digital learning and the use of technology into their instruction and practice.
- Educators and their local associations need support and assistance in vetting the quality of digital course materials and in developing or accessing trusted digital venues to share best practices and provide support.
- An environment that maximizes student learning will use a blended model of educator interaction and online learning. Every class will need a different blend, and professional educators are in the best position and must be directly involved in determining what blend works best in particular classes and with particular students.
- Assessment and accountability systems need to be carefully developed to ensure academic integrity and accurately measure the impact of digital learning on students. This includes developing strategies to ensure students are completing their own online assignments and taking the appropriate assessments.

18. MSEA believes in the collaborative development of digital learning plans that are living documents, changing as circumstances require. These plans should view technology as a tool to enhance and enrich student learning rather than a reform that usurps educators and the teaching profession. Expansion of digital learning requires equity for every student; support and enhanced professional development for all educators; and a blended approach of technology and traditional forms of delivering education for all students. Do you support or oppose MSEA's policy statement with regards to digital learning?

Support
 Oppose

Additional Comments:

As Attorney General, I have supported digital empowerment, working to help parents and children better understand the promise and risk of the Internet and digital technology. As Governor, I will support the collaborative development of digital learning plans that enhance and enrich student learning in ways that further highlight the importance of teachers. Digital technologies for teaching are

creating many new and exciting opportunities to innovate in the classroom and reach kids who learn in different ways that may be assisted with technology. With the flexible, adaptable digital learning plans, we can seize these opportunities.

As Governor I will also strongly support efforts to ensure equity in digital learning. There is already too great of an achievement gap in our state, and we cannot allow it to be widened by digital learning programs that are only accessible or meaningful to children of means. Before we dive too deeply into digital education, we need to commit to closing the digital divide. This is critical not only for ensuring student equity, but also for ensuring student preparedness for our state's increasingly technology-driven workforce.

As we expand digital learning opportunities in our public schools, we must make sure that digital technology does not replace the human interaction at the center of good teaching. The strategy of teaching effectively requires use of many adaptive techniques and modes of communicating and engaging students. The social and emotional skills developed in classrooms prepare learners to collaborate, negotiate and work in teams. Movements or efforts to digitize learning experiences, if done in an unprincipled way, run the risk of undermining one of the principal objectives of our schools: fostering social and emotional growth and development. While technology can be a powerful tool, it is one of many that should be available to teachers and staff seeking to challenge and prepare students. It is also a limited tool that may not work or be effective with all students. I support professional development and use of limited modules to enhance and support student exposure to ideas and opportunities to learn new material, however these efforts cannot be used to replace classroom based learning in a traditional setting.

TEACHER AND PRINCIPAL EVALUATIONS

Background Points

- MSEA believes that educator evaluation systems must be educator-informed, research-based, and collaboratively developed. Evaluation systems should be fair, transparent, timely, rigorous, valid, and designed to improve instruction by focusing on teaching and learning.
- In May of 2010, the General Assembly passed the Education Reform Act. In addition to providing early mentoring for teachers who may be at risk for failing to achieve tenure, the law mandated that student growth would be a “significant component” and “one of multiple measures” in a teacher’s evaluation. According to the law, no evaluation criterion could account for more than 35%. The law also mandated that evaluation systems must be mutually agreed upon at the local level.
- Each county has worked hard to ensure that their evaluation systems reflect provisions of the Education Reform Act. While revising the evaluation systems, educators are implementing the new Common Core State Standards, while the state is still waiting for new statewide assessments (PARCC) to be approved. In the meantime, students and educators will be evaluated based on MSA assessments that do not align with the new curriculum. PARCC assessments are not planned to be implemented until the 2014-15 school year.
- MSEA has serious concerns with the poorly planned timing, implementation, and misalignment between the evaluation system, Common Core, and PARCC assessments. As long as what our students learn is different from what they are tested on, teachers and principals are concerned that this misalignment can prove to be decisive in evaluations and some people could lose their jobs unfairly, based on useless data. This situation will also likely lead to confusion and frustration from students and parents.
- A key provision of the new evaluations was the requirement for local agreement between school boards, superintendents, and local associations. Such local development allows for the evaluation system to meet the unique needs of each district. But in the last 18 months, the U.S. Department of Education and Maryland State Department of Education have insisted on the uniform use of a more rigid state model.
- MSEA believes the continued push for high-stakes student assessments undermines educators’ creativity and their ability to respond to the needs of students. Instead of high-stakes assessments, MSEA supports high-quality assessments that support student learning from a rich curriculum and with room for educators’ voices in the development of curriculum and assessment.
- Additionally, MSEA supports rigorous and relevant professional development through the continued alignment of evaluation systems, Common Core, and PARCC assessments. Today, most teachers report that the necessary high-quality professional development has not been provided, yet the 2013-2014 school year is when implementation begins.

19. Do you support or oppose local autonomy to develop evaluation systems in compliance with statute and regulation?

Support
 Oppose

Additional Comments:

I support local autonomy in developing evaluation systems that are in compliance with statute and regulation. An essential ingredient in evaluations that are effective is open communication and trust

between the various parties – teachers, principals and state administrators. The purpose of evaluations is to strengthen the school and identify needs, not to tear teachers down and distract them from serving their students. In order to effectively use evaluations to achieve this objective there must be buy-in by all parties in the methodology, approach and process for conducting the evaluation.

In Montgomery County there is a very effective model for engaging key stakeholders in developing the evaluation process and ensuring that professional development resources are in place and available to support teacher training. We should find ways to replicate models that work, and adapt them to different school environments.

Also, given the growing number of special needs students and limited English proficiency learners in our schools it is critical to map professional training resources to the unique needs facing teachers. Evaluations should be matched with resources to help teachers improve performance and serve an increasingly diverse student population.

The challenge for our state is to respect the diversity of the local systems and empower administrators to work with teachers to develop a rigorous and appropriate evaluation tool so that information gathered is both actionable and a starting point for working together. Using a standardized model of evaluation that is not reflective of what is happening locally undermines the utility of the evaluation and raises questions about the cost-benefit of pursuing federal resources that are theoretically designed to strengthen an evidence-based approach to supporting performance.

20. Do you support or oppose efforts to overturn school districts' mutually agreed upon, statutorily compliant evaluation models in pursuit of one-size-fits-all models developed by federal and state agencies rather than local education agencies?

Support
 Oppose

Additional Comments:

I oppose one-size-fits-all evaluation models because they do not reflect the realities within the school and the goals and plans set forth within each jurisdiction. Maryland's schools serve an amazing array of populations, and each school district reflects a unique set of communities.

The diversity of our districts demands a level of flexibility that fosters communication, trust and partnership between our teachers and administrators. A blanket, standardized model undermines the ability to gauge accurately the benchmarks set for a school system based on its population, needs and resources available.

21. Do you support or oppose efforts to provide educators with sufficient professional development to ensure that they can deliver high-quality instruction aligned with the new Common Core State Standards, and ensure that any student assessments that influence an educator's evaluation are well aligned with the curriculum?

Support
 Oppose

Additional Comments:

I support efforts to ensure that educators are able to access and utilize the professional development resources needed to strengthen their ability to provide high-quality instruction to all students. As we begin to implement the Common Core State Standards, professional development tied to these standards is a must. Additionally, we must provide teachers with sufficient professional development to meet the increasingly diverse needs among our student population. For the adoption of the Common Core to succeed, we need our teachers to be sufficiently trained to provide instruction aligned with those standards to a student population with extraordinarily diverse needs. Moreover, it is essential that student assessments that influence educators' evaluations account for the student population and are well aligned with the curriculum.

SCHOOL BOARD AUTONOMY

Background Points

- MSEA supports full school board autonomy, including the ability to select the superintendent and establish curriculum and develop policy around student achievement and parent and community engagement. Further, MSEA supports the right of the school system to negotiate contracts and carry out collective bargaining responsibilities in good faith. The local board's ability to fulfill these responsibilities should be free from interference or usurpation by agents of county governments and remain separate and apart from other competing political and budgetary priorities. A completely autonomous school board should be able to make decisions that are free from political considerations and in the best interests of the students and education employees
- Legislation passed in 2013 makes the Prince George's County School Board the only board in the state with absolutely no power or input in the selection of the local superintendent. This significantly restricts the authority of the board and is a troubling precedent that threatens the checks and balances of local boards and county governments across the state.
- The final version of the Prince George's bill gives the new superintendent, selected by the county executive, authority over the day-to-day operations of the schools system, including overall system administration, daily fiscal affairs including administration, instructional salaries, textbooks, special education, food service, transportation, capital planning and expenditures, development and implementation of curriculum, among other major responsibilities.
- This reorganization completely usurps the authority and responsibilities of the board, except in a few instances, and vest nearly all authority in a superintendent who serves at the pleasure of the executive.

22. Do you support or oppose efforts from county governments (County Executives or County Commissioners) to usurp the role of local school boards in the selection of local school superintendents or to infringe on their budget autonomy?

_____ Support
_____ Oppose

As a general rule, I support local school boards charged with authority to select the local school superintendent, establish curriculum, and develop policy. As a former State's Attorney held directly accountable by the people in my local jurisdiction for public safety in their neighborhoods, I understand the value of empowering communities to hold local authorities accountable on a single high priority issue. When state's attorneys pursue law enforcement priorities that fail to honor the public safety goals of their distinct community, voters can hold them accountable through local elections. If the state Attorney General or County Executive alone dictated the choices of each county's State's attorney, the power of voters to influence public safety efforts in that jurisdiction would be diminished. County executives have a wide variety of oversight and management duties beyond a single issue such as public safety or education, and voters evaluate their effectiveness based on this broad scope of duties. By doing away with full school board autonomy voters no longer have the ability to hold a single body accountable on the single issue of education. Instead, public education decisions become one of many competing public issues, not separately handled through the board process, thus diluting the ability of education-minded voters to have an impact. Additionally, when county governments assume the

powers of local school boards, taking over the selection and hiring of the superintendent and overseeing budget allocations, it diminishes the power of residents in a particular area to influence education efforts at the most local level. The concentration of power in the hands of one executive can have undue influence on the system and can fundamentally impair the inherent checks and balances in local government between local boards and county executives. That said, I think it is possible that at certain times and under certain circumstances, a county may determine that its education needs will be better met by diminishing local influence, and once that decision has been made, it is the obligation of a Governor to bring stakeholders together and help facilitate the success of that arrangement not second guess the community's decision.

ADDITIONAL ESSAY QUESTIONS

A. Please share what you consider to be your most significant achievements.

As a leader, I believe it is my responsibility to give voice to the voiceless.

It is why I became a prosecutor, it is why I became Attorney General, and now it is why I am running for Governor. All my jobs have been about protecting Marylanders. I take that obligation seriously whether it is protecting the victims of crime, protecting consumers, protecting homeowners, protecting kids, or even protecting the Bay.

My record in this regard and my willingness to tackle difficult issues has been recognized by my peers who unanimously elected me to serve as President of the bipartisan National Association of Attorneys General. While NAAG President we tackled issues affecting some of our most vulnerable residents – issues that included challenging the banks on the mortgage foreclosure settlement process and securing more than \$1 billion in mortgage foreclosure relief for Maryland homeowners, successfully defending the Affordable Care Act before the Supreme Court, advocating for comprehensive immigration reform and supporting the Violence Against Women Act.

During this time I also secured fundamental victories for the Chesapeake Bay, including the largest water pollution penalty in Maryland history and a chicken litter to energy power plant in Maryland – which will remove tons of the largest pollutant to the Bay while giving farmers much needed protection and an additional source of income.

It's not easy stepping out first, but often that is what I have done to speak and stand up for marginalized communities. As Attorney General I established the first statewide Gang Unit, the first Civil Rights Division, the first Thurgood Marshall Opportunity Program and the first Privacy Unit in the Office of the Attorney General. As State's Attorney I established the first Elder Abuse Task Force in Maryland, championed the first Family Justice Center designed to provide all the legal and social services needed to address domestic violence and child neglect in one location, and was first in the country to fully implement community-based prosecution. In 2008, when Marriage Equality came before the state legislature I was the first and only statewide elected to testify in favor of marriage equality for many years. Later my office issued an opinion that was instrumental in paving the way for passage of Marriage Equality.

I have an unparalleled commitment to fighting for ALL the people of Maryland.

Minorities

From setting up a Voting Rights Task Force in response to the long lines at polling locations in African American communities in 2006, to championing a diverse Maryland bench via judicial election reform, to doggedly prosecuting consumer scams specifically targeting lower income minorities, such as Blue Hippo, Metropolitan Homes, notarios, and Telex, to establishing the Thurgood Marshall Opportunity Program for young lawyers looking to work at the Attorney General's office, to issuing a national formula for bridging the minority achievement gap in higher education, to hiring the first Indian-American and Asian prosecutors in the State's Attorney's office, I have a demonstrated record of fighting for ALL Marylanders. For these successful efforts to increase diversity in both the Montgomery County State's Attorney's Office and the OAG, I was awarded the Dr. Martin Luther King, Jr. Dream Keeper's Award and also received the Asian Pacific Americans of Maryland Certificate of Recognition.

Seniors

From providing pro bono legal services to seniors as a young lawyer, to establishing the first Elder Abuse Unit in Maryland, to creating a unified Criminal Division in the Attorney General's office that prosecutes elder abuse cases, to ensuring that \$22 million of a \$38.5 million settlement to settle deceptive practices by Caremark went to benefit low-income, disabled, or elder consumers of prescription medications, I have taken a tough stance against those who target the vulnerability of our seniors and consistently stood up against companies that prey on seniors in housing, commerce, and health.

Women

I have a demonstrated record of standing up for women. I have led the coordination of efforts to reduce and end domestic violence, worked to champion legislation to get guns out of the hands of abusers, created specialty dockets with the resources needed to serve victims, and championed the Family Justice Center. As an employer I have an unparalleled record promoting women to top management positions within my Office.

I led the state's efforts against domestic violence. When I became Montgomery County State's Attorney in January 1999, I started the first domestic violence dockets in Montgomery County history. Building on the success of these dockets, I championed the Montgomery County Family Justice Center, a collaboration of public and private social service agencies housed in a single location to provide services to families impacted by domestic violence. As Chair of the Governor's Family Violence Council (FVC), I spearheaded legislative efforts to address domestic violence. I successfully championed a law to get firearms out of the hands of domestic abusers and most recently pursued legislation seeking enhanced sentences when domestic abuse is committed in the presence of a child. I also worked with members of the FVC to implement a lethality assessment program for first responders to a domestic abuse situation. Since the implementation of that program, which has become a national model, Maryland has seen a 41% drop in the number of intimate partner homicides. I also helped establish a Human Trafficking Task Force, which has set up roving operations to identify victims and traffickers, deputized local law enforcement to assist in federal investigations, provided training for law enforcement officers, and reached out to persons who might be victimized by traffickers. The Task Force has been instrumental in numerous successful prosecutions related to human trafficking in Maryland. I worked with 53 Attorneys General to call on Congress to reauthorize the Violence Against Women Act. For my work combating domestic violence, I received the Domestic Violence Achievement Award from the National District Attorney's Association.

Additionally, I have a strong record of putting women in leadership positions. My Chief Deputy in the State's Attorney's Offices was a woman, my Chief Deputy, Senior Advisor, Director of Legislation and Communications Director in the Attorney General's office all have been women and now my senior advisor to the campaign is a woman as is my political director.

Youth

From starting an inner-city lacrosse league for underserved youth in Baltimore, to blocking 1000s of convicted sex offenders from online social networking sites, to getting alcoholic energy drinks off the shelves and out of the hands of young people, to implementing a statewide program for educating children on online safety, to personally arguing a unanimous victory before the Supreme Court that kept a confessed child molester behind bars, I have a demonstrated record of fighting for our children.

Public Safety

I have been on the front line of combating gangs and violent crime since my days as State's Attorney, where I helped lead the charge against the beltway snipers and also implemented innovative anti-gang programs, drug courts, and community prosecution methods. To better prosecute criminals, upon taking office as Attorney General, I established a single Criminal Division to coordinate all criminal cases, including environmental crimes, securities fraud, gun trafficking, Medicaid fraud, elder abuse, and gang prosecutions. I also led the fight to pass the Maryland Gang Prosecution Act of 2007, the first gang-specific law in our State, which, among other things, established the Attorney General's Gang Unit that has successfully prosecuted gang members. I also pushed for legislation to require those arrested for violent crimes to submit to DNA sampling, and successfully defended that law at the Supreme Court and also supported steps to reduce the ability of criminals to commit armed violent crimes, through the Firearms Trafficking Unit and support of gun control measures aimed at deterring straw purchases.

Additionally, as more and more commercial and social activity occurs online, I have put the same emphasis on actively protecting public safety online – successfully championing an updated electronic harassment law, shutting down the Adult Services section of Backpage.com, which was facilitating human trafficking, prostitution, and sexual abuse of children, and pressuring Facebook and MySpace to take steps to protect children from Internet predators such as giving law enforcement the names of registered sex offenders using the site and developing age and identity verification. These measures resulted in the removal of thousands of registered sex offenders from these sites and subjected many of those predators to criminal prosecution. I also thwarted the efforts of an online teen gossip sites like Peoplesdirt.com and Ask.fm, which provided Maryland students with an anonymous platform for cyber bullying, defamation, and slander. As a result, advertisers pulled their financial support from these sites. For these efforts to stop those from using the Internet to prey on children and commit other crimes, I received the Champion of Online Safety Award from the nonprofit StopInternet Predators.com.

Consumers

In the marketplace, I have been the people's champion, protecting Marylanders from fraud and other deceptions. In the midst of the nation's worst mortgage foreclosure crisis, I took action against predatory mortgage lenders and the big banks and put over \$1 billion back in struggling homeowners pockets for mortgage relief; I have saved consumers millions of dollars in unwarranted fees to cell phone providers, satellite TV providers and rental car companies; I fought illegal off-label marketing of drugs to consumers and conspiracies to deny consumers less expensive medications; I have worked to get unsafe products like alcoholic energy drinks off the market; and have made the Internet a safer place for families and children through multiple enforcement actions, education campaigns, and the creation of an Internet Privacy Unit, which is aimed at deterring unfair and deceptive practices that expose consumers' private information.

LGBT

I led Maryland down the path to marriage equality, testifying in support of marriage equality before any other statewide elected official in Maryland would. While same-sex marriage was still illegal in Maryland, I issued an opinion enabling same-sex couples married in other states to obtain legal recognition here, helping to set in motion a series of events that would ultimately lead to the recognition of marriage equality in Maryland. That opinion led to calls for my impeachment but I remained steadfast to the effort because I knew it was the right and constitutional thing to do. And when DOMA and Prop 8 were challenged at the Supreme Court, I along with fellow Attorney Generals filed a brief calling for both laws

to be struck down. I have also advocated for greater protections against domestic violence, including in the gay community. For these efforts I received Equality Maryland's "Ally for Equality" award and the University of Baltimore OUTLaw Mark F. Scurti Award.

The Environment

I have made protecting our environment, and specifically the Chesapeake Bay, one of my top priorities, which is why upon taking office I quickly established an executive level position of Special Assistant for the Environment, set up the Attorney General's Environmental Advisory Council to assist in identifying priority environmental issues, and helped create a special Department of Natural Resources docket in Anne Arundel County District Court to more efficiently process environmental violations. Making Maryland history with a \$1.1 million water penalty, I have not shied away from taking on those who pollute our waters, whether they be individual violators, our nation's largest corporations – even the United States Army. I have not waited for violations to the Bay to make the news before prosecuting, I have proactively sought to ferret out polluters by conducting audits of the riversheds that feed the Bay as I promised when he ran for office in 2006. I also know it is not enough to punish those who pollute. When it comes to the Bay, we have to work with industry to keep pollution from entering the Bay in the first place. That is why I have championed bringing a chicken waste to energy power plant to Maryland. This plant will keep 1 billion pounds of chicken manure, the number one source of pollution to the Bay, out of the water, turning it into energy, while giving our local poultry farmers an additional source of income from their farms – and taking one giant step to cleaning up the Bay.

- B. Please outline your top three public education priorities and how you would measure and achieve success on each.

As Governor my number one education goal will be to ensure that ALL Maryland children get the best public education in the nation. My top priorities to reach that goal are providing early education to all Maryland students, closing the achievement gap and creating an education pipeline to jobs as well as college. Two innovative ideas I am considering to address these priorities are:

Social Impact Bonds for early education - Quality pre-K education makes a huge impact. We need full-day pre-K for low-income children in this state. To fund it, I'll implement social impact bonds - investors will invest in the non-profits responsible for carrying out quality pre- K through state-backed bonds, on the condition that the nonprofits achieve measurable impact goals. The indicators of success will include geo-mapping access to providers with state income demographic data that can be measured over time to ensure alignment between program services and community needs.

Governor's Teacher Corps - The single biggest in-school factor in student achievement is the quality of the teacher in the classroom. We have some amazing veteran teachers in this state. If they could be paired with new recruits and deployed to low-income schools with significant achievement gap issues for a 3-year minimum period, they could make an enormous impact. The Governor's Teacher Corps would help with loan assistance for the new recruits and fast-track accumulation of retirement benefits for the veterans who participate. Indicators of success would include participation and evaluation metrics from schools after the first three years.

We also are developing a plan to create a pipeline to certain jobs for high school students interested in entering the workforce immediately after high school.

- C. The governor has tremendous input in education and labor issues by virtue of appointments made to the cabinet, and various boards and commissions. How will you work with MSEA in making appointments that impact these issue areas?

Cabinet level appointments, boards and commissions have a significant impact on the direction of agencies and directives of the executive branch in our state. As governor, I will work to ensure that labor leadership has a place at the table to provide input, and offer suggestions on the priorities for cabinet level and other leadership positions.

Upon becoming Attorney General, I immediately established the first Attorney General's Labor Council, convening labor leaders from around the state for regular meetings to hear the issues of paramount concern to labor in Maryland, identify areas where our office could be helpful and share information about our work that could be helpful to labor. As a result of these meetings, we championed various pieces of legislation, advocated for more inspectors/investigators at DLLR, got much need information out about the mortgage foreclosure settlement as well as information about how to use our office to fight insurance claim denials, as well as so much more. I also established a single point of contact for labor's legal questions and concerns to ensure consistency of advice, as well as a single point of contact for policy concerns.

As Governor, I look forward to continuing this tradition. I would ensure that regular communication and input from MSEA is received throughout my administration not only in the appointment process when relevant, but in all other relevant policy decisions.

- D. Please explain how you would work with MSEA when faced with education issues not immediately a part of your platform and/or priority agenda (i.e. discipline, suspension, school safety, special education, teacher certification)?

I have continued to maintain an open-door policy with labor and public policy advocates throughout my term as Attorney General. As Governor, I would continue this tradition. I also would go beyond an open door policy. I would come knocking on your door. Public advocates and labor leadership represent an important conduit of knowledge and insight into the myriad of issues that impact education and the ability of our state system to effectively support successful outcomes in our schools. I would actively seek regular communication and input on education issues even when they are not immediately a part of my platform and/or priority agenda.

- E. Please explain how, as Governor, you would build respect for the education profession in order to help attract and retain the highest quality educators in pre-k through secondary education.

By creating a Governor's teacher corps described above I will use the office of the Governor to bring new attention to the important and critical role of our public school teachers in our system and will showcase their impact. I will work with university and college preparatory programs to encourage high performance and standards in graduates and work to ensure that the professional development resources to assist newly trained teachers are available in our most challenged schools. I will work with university programs and MSEA to recognize educators who not only raise the bar in the profession but have a profound impact in the lives of our students. Retaining high performing teachers begins with hiring the best qualified and providing the professional development training and resources that will allow teachers to grow and adapt to the challenges of our schools. Our corps will invest in teachers who are committed to being leaders in their profession. In addition, ensuring funds to support competitive

compensation of our teachers is a signal and key factor in attracting and retaining high performing educators.