



2014 GUBERNATORIAL CANDIDATE QUESTIONNAIRE

CANDIDATE: Lt. Governor Anthony G. Brown

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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:

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?

Despite the toughest economy since the Great Depression, the O'Malley-Brown Administration was the first Administration to fully fund Thornton. By working together we were able to make record investments in our public schools and in our educators - increasing annual state education funding by more than a \$1.5 billion dollars for a total increase of 35% since 2007. And because of these investments, your leadership and our educator's hard work, Maryland's public schools have much to be proud of:

- *Our highly educated workforce is one of the top reasons that businesses continue to start, grow and be attracted to Maryland;*
- *Education Week magazine has ranked Maryland's public schools #1 in America for five years running;*
- *Maryland's elementary school students have raised their MSA scores nearly 40% in both reading and math. Maryland's middle school students have nearly doubled their MSA scores in math;*
- *Maryland's students are #1 in AP success for the 7th consecutive year;*
- *Maryland's students are graduating high school at the highest rate in history, and together we've driven down the drop-out rate 14% since 2010;*
- *Maryland has made more progress to close the income achievement gap than any other state in the nation. Maryland's low-income students raised their math and reading test scores by 55 points over the past 8 years- the greatest improvement in the country, according to the Nation's Report Card;*
- *Since 2007, we have reduced the achievement gap between white and black students in elementary school math and reading by more than a 25%; and*
- *Since 2007, we have made substantial progress in reducing the achievement gap between white and black students in middle school math and reading.*

We've made great progress, but we must continue to build on our successes. That means making sure that our public schools receive the financial resources they need to support our educators and prepare every child for success. That is why I would fully support introducing legislation to create a "Thornton-like Commission" in 2015 which ensures our schools are properly funded for future generations.

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?

Educating our children and providing for the public's safety are the top obligations of state government. In order to build on our progress, we must continue to make the record investments in public education that we have made during the past seven years so that every child in Maryland has the opportunity to succeed. This is true in both growing and stagnant economic and budget environments.

As your Governor, I would approach education funding as a partnership with MSEA. I will honor our educational funding formulas and revisit them periodically to ensure that they reflect our needs and our values. I believe that we are at our best when all parties are at the table, working together to build comprehensive solutions for all Marylanders.

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?

Educators have many choices when they decide where to teach, work and raise a family. One way that we as a state can recruit and retain the best educators is by offering competitive salaries and excellent professional development.

During the past several years, many state and local governments were forced to make choices they would have never imagined a few years ago and in some cases, that has meant letting teacher salaries become stagnant. The same is true of class sizes. While we have fared better than other states, we have let our class sizes grow. And we know that especially in early education, this can have a negative impact on education outcomes.

As the budget outlook continues to improve, I am committed to making public education a top funding priority so that our educators have the resources and salaries they need to raise their families, work in appropriately sized classrooms and educate our students. And just as state government under my Administration will make education funding a priority, in order to fairly compensate our educators and reduce class sizes, I will encourage local boards to make educator salaries and reduced class sizes a priority in their budgets as well.

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:

Yes, I support mandating the Geographic Cost of Education Index. After the prior governor's unwillingness to fund the GCEI, the O'Malley-Brown Administration kept its promise and funded GCEI so that our school systems had the resources that they need to succeed.

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 updating the GCEI index and will support efforts to work with Governor O'Malley on the GCEI index as he develops his FY 2015 budget.

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:

The O'Malley-Brown Administration stood with the MSEA during the 2012 Session to pass SB848, ensuring that our local governments continue to support our educators and children. I believe that a commitment to education means that you support funding our schools in the good times and the bad. The revised maintenance of effort law is both an important statement of our values and a tangible example of how we can truly guarantee an investment in public education.

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 with comment

Oppose

Additional Comments:

Over the last seven years, the O'Malley-Brown Administration has made record investments in school construction (totaling over \$2.3 billion) and greatly exceeded the \$250 million annual investment recommended under the Kopp Commission by investing an average of \$340 million per year in school construction. The highest single year investment during the last seven years was greater than \$400 million.

I applaud the MSEA's goal to reach \$500 million per year and believe that our Administration's record illustrates my commitment to increasing our investments in public school facilities. As Governor, I will continue to work with MSEA to ensure that we are making the necessary investments so that educators have the best facilities to educate our children and strengthen our communities. Given our high water mark of

\$420 million during the last seven years, I am confident that under my Administration we will be able to maintain and hopefully increase our average annual commitment, while at the same time remaining committed to adhering to our debt affordability limits and our other financial obligations.

In addition to the record investments that we have –and will continue – to make, and given both the tremendous need that exists and our debt affordability guidelines, we should not only consider increasing the goal of the State’s annual investment to more than \$250 million, but we should also consider alternative financing mechanisms to help bolster school construction, just as we have with public private partnerships for our transportation network.

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, and 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 strongly oppose voucher programs that would take funds away from public education.

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:

Funding for nonpublic schools creates a risk of reducing the funds available for our public education system. However, I believe that the current appropriations which were started over a decade ago should, in fairness to the institutions that receive and have now relied on these funds, be maintained so they can continue to utilize the resources for textbooks and technology.

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:

Creating a pension system that is well funded and fair to current and future retirees is a complicated task, made more difficult by years of recession and underfunding. Due largely to investment losses, the pension system funding level dropped from 93% in 2003 to 60% in 2012. To ensure the system's stability and existence for future generations, in 2011 our Administration made the difficult choices that will return the fund to the 80% recommended by U.S. Government Accountability Office by 2023.

As a matter of public policy, given the substantive and critical nature of the recent reforms, I do not believe it would be prudent to change course at this time. I strongly support continuing to monitor these changes to determine their efficacy and their impact on the sustainability of the pension 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?

We had to make difficult choices to ensure that the pension system would continue to provide for current and future retirees. I believe that we have made the tough choices and necessary changes to stabilize the system and for the foreseeable future, do not see a need for further cuts to 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:

My record clearly demonstrates my strong belief in workers’ rights to organize, collectively bargain, and take actions to improve their wages and benefits, working conditions and standards. As your Lt. Governor, I have worked to expand collective bargaining in Maryland. In 2012, we expanded collective bargaining to 2,300 more state employees in the Comptroller’s Office, Maryland Transportation Authority, State Retirement Agency, and MSDE. We did the same for home health workers and child care workers in previous years.

This spring, I was proud to stand with MSEA, lead the negotiations with the legislative leadership, and testify on HB667 “Fair Share” which makes representation fees a mandatory subject of bargaining between school boards and local associations throughout Maryland. Fair Share is an important policy because it allocates the costs of representation fairly and equitably across those individuals who are receiving the benefits.

By passing HB667, we were able to ensure that all educators contribute to the representation and benefits provided by their local association, and that the cost of representation is shared equitably across all educators.

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?

I support the Public School Labor Relations Board created by the Fairness in Negotiations Act of 2010. If the sunset is not addressed by the General Assembly in 2014, I will direct my Administration to file a bill to remove the sunset in 2015.

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 with comment

Oppose

Additional Comments:

I support preventing corporations that use accounting methods to avoid Maryland taxes, shifting their profits to low tax states or overseas. This deprives Maryland of important revenues for our schools and our State. We need a tax code that supports Maryland businesses but also forces multi-state companies to pay their fair share. I will work with the MSEA, the General Assembly and the business community to resolve this issue in the best interests of business, workers and taxpayers.

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:

I support the proposal to raise Maryland's minimum wage. As a member of the House of Delegates, I led the floor debate in January 2006 to override Governor Ehrlich's veto of the bill that the General Assembly passed to raise the minimum wage. I was unable to vote for the original bill because I was deployed to Iraq with the United States Army during the 2005 legislative session.

I worked with Governor O'Malley and organized labor in 2007 to establish the nation's first statewide living wage law – a tremendous accomplishment for Maryland's working families and the Middle Class. But our work is far from over, and I look forward to working with the MSEA, Governor O'Malley and a broad coalition of labor and business leaders during the next legislative session to raise the minimum wage for all of Maryland's workers.

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:

Generally, I do not support privatizing workers or contracting out unless it is a specialized position that would not be financially or administratively feasible to have in-house. For instance, there are times when the government may need a particular skill set on a short term basis that is not available within the current personnel structure.

I oppose privatizing jobs or contracting out services currently provided by public school employees. In the long run these policies can cost the state more money and hurt Maryland's families.

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:

I agree with MSEA's approach to charter schools and believe that charter schools cannot succeed if they are not held to the same standards as everyone else. Charter schools are not a replacement for traditional public schools, but can be an important laboratory for new ideas.

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:

I support MSEA's policy with regards to digital learning and believe that digital learning, if used properly, can help support our educators with professional development and our children in the classroom.

I believe that innovation in the classroom is critical. The process of evaluating new technology must ensure quality while not impeding our ability to give students the best education.

Recognizing the role of digital learning in delivering education in the future, this year the O'Malley-Brown Administration allocated \$3.5 million to establish the Digital Learning Innovation Fund. As part of the grant application, our Administration required applicants to include a professional development component for educators.

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 to develop evaluation systems that are in compliance with state and federal statutes and regulation. Local educators and superintendents know their counties best - which is why we should always consider how we can combine federal initiatives with the best Maryland has to offer, such as Montgomery County's Peer Assistance and Review (PAR) program, a highly regarded teacher-led evaluation system that has been held up as a national model.

An inclusive, local approach helps align educators' knowledge with student needs, fosters "buy-in" from all stakeholders and helps us refine our evaluation systems.

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 efforts to overturn school districts' mutually agreed upon evaluation models and support local autonomy to develop evaluation systems that are in compliance with state and federal statutes and regulation.

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 provide our educators with the professional development and supports they need to deliver the highest quality instruction to our children. I believe that one criteria of meaningful evaluations should include objective and proven testing; however, we must always remember that educating our children takes a village and no single test can act as the arbiter of either an educators or a child's success.

To achieve the right balance we must utilize fair and balanced educator evaluation systems that are in compliance with state and federal statutes and regulations and align the curriculum with objective and proven testing. This must occur before a percentage of our educator's evaluations can be subject to student assessments.

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

I agree with MSEA's position that local school boards play a critical role in the management and quality of our school systems. I believe that they should have the ability to select a superintendent and retain full budget autonomy and there should be a high threshold for demonstrating that we need to change the current system.

With the wide variations in which local boards are appointed or elected across our State, I'm committed over the long term to working with MSEA, our local boards, the General Assembly, and our county leaders to explore the optimal way in which local boards can be the most effective in selecting local superintendents and managing their budgets to ensure that our students are receiving the highest quality education possible.

ADDITIONAL ESSAY QUESTIONS

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

By working together with MSEA, I am proud of the accomplishments that have been made in our public schools over the last seven years. I know that by continuing to work together, we can build on our successes and build a better Maryland for more Marylanders.

Under the O'Malley-Brown Administration, we have redefined the role of Lieutenant Governor. As such, I have had the privilege and the opportunity to lead our Administration's efforts in a variety of areas and on tough issues that impact all Marylanders. Below are some of the accomplishments that I've made on behalf of all Marylanders.

Jobs and the Economy – *When Governor O'Malley asked me to join his team, we agreed that economic development would be included in my portfolio of responsibilities. In that capacity, I have led the State's coordination efforts on Base Re-Alignment and Closure (BRAC), resulting in over 15,000 jobs coming to Maryland's five military installations which expanded as a result of the BRAC process. I have also focused on infrastructure development, specifically Public-Private Partnerships (P3), resulting in the recent announcement that we will pursue the Purple Line (the single largest transit project in our State's history) as a P3. Estimates show that P3s will create approximately 4,000 jobs per year in construction and other infrastructure projects across Maryland.*

Healthcare – *I've had the privilege of leading the O'Malley-Brown Administration's efforts to improve healthcare for all Marylanders, including the state-wide implementation of the Affordable Care Act. Independent studies show that the ACA will reduce the number of uninsured in Maryland by 50%, and create \$3 billion in annual economic activity and 26,000 jobs in Maryland by 2020.*

Even before the ACA, I led the effort to reform and improve our health care system because I believe that all Marylanders, regardless of where they live, should have access to quality, affordable healthcare. Over the past seven years, I led the effort that:

- *Created the nation's first Health Enterprise Zones – a 4 year, \$16 million program aimed at incentivizing new primary care physicians and providers in order to eliminate health disparities in some of our most underserved communities;*
- *Expanded health care coverage to 391,000 Marylanders, nearly half of whom are children;*
- *Established the Maryland Health Connection – a transparent marketplace that will open on October 1, 2013, where Marylanders can shop and compare insurance products and receive subsidies to purchase quality insurance;*
- *Reduced infant mortality to the lowest levels in State history;*
- *Established and connected all 47 of Maryland's Hospitals to the Health Information Exchange so that providers have the right information about the right patient at the*

- right time. This will improve the quality of care, reduce medical errors and the overutilization of services;*
- *Passed the Medicaid False Claims Act to reduce healthcare fraud and return fraudulent funds to the State;*
 - *Established a Patient Centered Medical Homes program so that physicians are paid for improving patients' health and coordinating their care; and*
 - *Implemented the ACA so that insurance companies cannot withhold coverage to Marylanders based on pre-existing conditions, consumers are protected from losing their health insurance due to illness, free preventative services are available to more Marylanders, young adults can stay on their parents insurance until the age of 26, and closed the donut hole so that seniors are not forced pay large out of pocket costs for medication.*

Domestic Violence – *When my cousin Cathy was killed by her estranged boyfriend in Montgomery County in August 2008, I learned that no family was immune to the horrors of domestic violence. Since then, I have worked with advocates and law enforcement to help end domestic violence across Maryland, and made domestic violence legislation and policy a priority for our Administration. As the leader of our efforts to end domestic violence and protect victims of domestic violence I have:*

- *Passed legislation that requires judges to remove guns from abusers when issuing a permanent protective order and giving judges the authority to do so when issuing a temporary order;*
- *Established four new hospital-based domestic violence screening and referral programs;*
- *Passed legislation that makes domestic violence victims eligible for unemployment benefits if they need to leave a job in order to escape an abuser;*
- *Made it possible for victims to require their landlord to change their locks or break a residential lease without forfeiting their security deposit or any other penalty in order to protect themselves from an abuser;*
- *Given our judges the ability to mark a case "Domestically related," which makes it easier to track patterns of abuse; and*
- *Expanded the Lethality Assessment Program, an evidence-based screening instrument to identify those victims of intimate partner domestic violence that are at the greatest risk of being killed. The police can, at the scene of a call for service, and to connect them immediately to the local domestic violence program.*

Since 2006, we've seen a 21 percent reduction in crime against women and children and a 14 percent decrease in domestic violence-related homicides.

Veterans – *Having served for nearly three decades in the U.S. Army and Army Reserve, including a tour of duty in Iraq and attaining the rank of Colonel, addressing the needs of our military families and Veterans has always been a priority for me. I have led the O'Malley-Brown Administration's efforts to expand access for Veterans and military families to the benefits, opportunities, and services they deserve. As the Administration's leader for Veteran issues I spearheaded the efforts to:*

- *Pass the Veterans Full Employment Act, which helps Maryland's Veterans convert their military skills, education, and training either to college credit on our campuses or for the purposes of obtaining a license or certificate from the applicable professional and occupational licensing board;*
- *Improve access to behavioral health services, particularly for our Veterans in rural communities where such services are extremely limited;*
- *Authorize the MVA to place the word "Veteran" on driver licenses, which helps us identify Veterans and get them access to state services;*
- *Create scholarships and support services for Veterans at our colleges and universities;*
- *Create a no-interest loan program to help Veterans start businesses and create jobs;*
- *Join the Interstate Compact for Educational Opportunities for Dependents of Military Families to facilitate the transition of students from military families who newly arrive to our State into our schools; and*
- *Open new Veterans service offices in Bel Air, Hagerstown, Salisbury, and Camp Springs.*

Strong Communities – *I believe that strong communities are built, not born. And they are built on the foundation of the equality of opportunity. As Lt. Governor, I've:*

- *Worked with MSEA to pass the Maryland DREAM Act and Marriage Equality legislation;*
- *Helped lead the effort to successfully end our State's ineffective and biased death penalty system;*
- *Held a series of public forums throughout our State to discuss the O'Malley-Brown Administration's common-sense gun safety legislation which is critical to improving public safety in our communities, helping Marylanders who need mental health services, and keeping our schools safe.*

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

Despite our progress, the biggest challenges that we face in public education are the unacceptable gaps that exist throughout our State, whether they be geographically-, income-, or racially-based. All families and their children should have access to a world-class education which starts with a highly qualified educator at the front of every classroom and a safe and sound learning environment for all our students.

Three priorities that I would adopt to address these gaps and improve educational outcomes generally would be to:

- 1) ***Invest and expand the State's early childhood and pre-kindergarten programs.***
Numerous long-term studies have proven that high-quality pre-K and early childhood programs provide a significant return on investment to our communities. The success of these investments will be measured by increasing the number of children who enter Kindergarten Ready to Learn, in the long-term the graduation rate, and in a broader tax base for our State.

- 2) ***Invest and expand opportunities for career technology education.*** *By increasing investments in CTE facilities and programming, such as the Carroll County and Dorchester County Career and Technology Centers, we will be able to better prepare our students to be workforce ready, while simultaneously providing them with a comprehensive secondary education. Studies show that 35 to 40% of the jobs that pay a wage significant enough to support a family in the next decade will not require a four-year degree, but will require more than a high school diploma. We must prepare our high school students who choose to pursue careers in these technical industries with the skills to compete for those jobs, whether or not they pursue a four year degree.*

The success of this expansion will be measured by the number of Maryland children who enter the workforce with a high school diploma and a certificate, license, or other indicator of proficiency and training in a technical field.

- 3) ***Invest in our educators, students, educational programs and school facilities.*** *We must continue to make public education funding a top priority. We have made significant progress, but it is not enough until all of our school districts and students have the skills they need to succeed. This means ensuring that our educators have the right salaries and professional development opportunities so there can be a highly qualified educator in every classroom. It means investing in infrastructure so that our schools provide the most modern, technology-ready, and safe environment and atmosphere to learn.*

- 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?

In approaching budget, policy and personnel issues such as appointments, I am committed to ensuring that all parties are at the table, working together, to build comprehensive solutions for all Marylanders.

MSEA will always have a seat at that table so that we can identify the right people who are committed and capable to serve with me on behalf of the people of Maryland. I would extend the scope of that input from MSEA to appointments that are directly and indirectly related to education and labor issues.

- 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)?

In approaching education issues not immediately a part of my platform and/or priority agenda, I am committed to working in partnership with MSEA to find the right solution for our State. In doing so, I will formally and informally meet with MSEA leadership and members on a regular basis and as issues arise.

- 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.

Being an educator is a noble calling and there is no substitute for the care, time and energy that you invest in preparing our children for success.

As Governor, I will be your champion. I will use my position and the opportunities afforded to me to illustrate the importance of public education, the hard work undertaken by our educators and the challenges that we must address if we are truly to provide every child with an opportunity to succeed.

This includes increasing our State's investment in public education, expanding our early childhood and pre-k programs, giving children the ability to graduate high school and earn a technical skill through expanded CTE opportunities, aligning our K-12, community college and higher education systems so that we can measure our successes, and continuing to produce one of the most highly trained workforces in America so that businesses continue to be attracted to Maryland's most important resource – its people.

I will continue to celebrate our successes, such as Blue Ribbon Schools, Teachers of the Year, and other opportunities to acknowledge our success. But I will also be in our schools, in our communities, before our business leaders and other stakeholders discussing and highlighting the important role and contributions of our educators. That you can count on.