

## Implementing Kirwan to Close Racial Equity Gaps

### WHO ARE WE?

We are the Maryland Alliance for Racial Equity in Education (MAREE), a coalition of education advocacy, civil rights, and community based organizations that are committed to eliminating racial disparities in Maryland's education system. Over half of Maryland's students are Black and Latino, and yet far fewer Black and Latino students are prepared for success compared to their white peers. This is because Maryland gives Black and Latino students the least of the resources and opportunities that matter most. We believe that these gaps are unsustainable for Maryland's future.



### WHAT DO WE RECOMMEND?

#### 1. EQUITABLE FUNDING

Implement a funding formula that makes sure the biggest increases in funding go to students with the highest need and that the additional funding generated by high-need students is spent on services for those students.

#### 2. HIGH-QUALITY & DIVERSE TEACHERS & LEADERS

Require that districts address inequities in access and assignment to strong teachers for students of color and students from low-income backgrounds by reporting data on teacher assignment, taking meaningful action to address inequities in teacher assignment, and prioritizing teacher leader roles in the highest-need schools. Support the institutions and teacher prep programs that disproportionately enroll students of color and create financial incentives and pathways for people in communities of color to become teachers.

#### 3. CAREER & TECHNICAL EDUCATION

Put guardrails in place to make sure that all CTE programs and offerings give students the skills and qualifications needed to get in-demand jobs and succeed in college.

#### 4. COLLEGE & CAREER READINESS PATHWAYS

Address financial barriers to advanced coursework and ensure that high-achieving students are automatically enrolled in advanced courses, rather than relying solely on recommendations of educators.

#### 5. EARLY CHILDHOOD EDUCATION

Make sure that students from families with the lowest incomes, students with special education needs, students who are English learners, and especially students who qualify as having multiple needs are given priority access to high-quality learning opportunities and that all early childhood providers are subject to the same regulations.

# WHAT ARE THE FACTS?



Nearly half of Maryland's Black or Latino students attend schools in one of the three most underfunded districts in the state.

Source: 2015-2016 Common Core of Data, Ed Trust Analysis

Close loopholes to ensure that state resources are focused on the highest-need districts, by accounting for the differing capacities of districts to pay.



In the 2015 - 2016 school year, 2,363 students were suspended or expelled from Maryland schools in pre-K through second grade.

Ensure private pre-K providers are held to the same discipline regulations.

Source: Maryland State Department of Education

In Montgomery County, even when Black and Latino students from low-income families have the SAME score at the end of 6th grade as their peers, they are less likely to be enrolled in algebra 1 in 7th grade.

STUDENT SCORE = 5

ALGEBRA 1 ENROLLMENT



White

→ 92%



Black

→ 88%



Latino

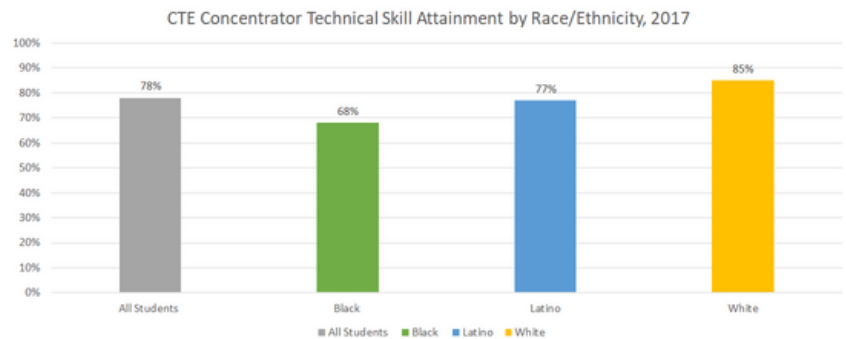
→ 71%



Require that districts automatically enroll any high-performing student in the most rigorous level of courses available in that subject.

Source: MCPS 17-18 Course Schedule, ERS analysis

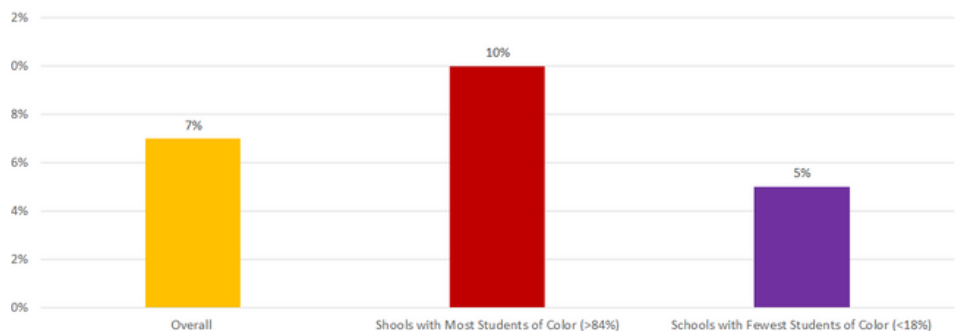
In 2016 -17, Black and Latino students who concentrated in CTE were less likely to pass a technical assessment or receive college credit through their program.



Require districts to provide adequate planning and provision of CTE programs, aligned with the highest market demand and appropriate industry standards, to all students.

Source: Maryland State Department of Education

Schools with the highest percentage of students of color are twice as likely to have first-year teachers.



Provide incentives to recruit and retain strong teachers in high-needs schools and to teach high-need students in those schools.

Source: Civil Rights Data Collection 2015-2016