

Candelaria SB470 Testimony 2.23.21.pdf

Uploaded by: Candelaria, Margo

Position: FAV

February 23, 2021

Margo Candelaria, Ph.D., Research Assistant Professor and the University of Maryland School of Social Work, Institute for Innovation and Implementation urges the House Ways and Means Committee to issue **a favorable report on SB470 - Institute for Innovation and Implementation - Pregnant, Expectant, and Parenting Students - Data Collection and Reports**, sponsored by Senator Washington.

I am writing to share my favorable support for **SB470** which will provide support to select school districts to learn better strategies for identifying and document student pregnancy and parenting status which will lead to more accurate identification of student needs. In order for youth who are pregnant or parenting to have better futures, we need to support them in finishing school and having the supports they need to be successful parents and students.

Maryland's public high schools reported a graduation rate of 86.6% in 2019, the lowest rate in recent years, attributing to thousands of students dropping out high school.¹ However, Maryland's public high schools reported that only 49 students formally withdrew during the previous academic year for "pregnancy" or "parenting" reasons.² Additionally, according to aggregated data collected between 2011 and 2017, 11 counties in Maryland have teen birth rates higher than the national average with Baltimore City and Dorchester County having rates over twice as high.³ Therefore, there are discrepancies between youth pregnancy rates and school documentation of students who are pregnant and parenting, including those who leave the school system due to those circumstances. In order to best support youth who are pregnant and parenting, we first need to be accurate in identifying who they are and tracking their outcomes.

Current practice in many places includes an exit interview with students who have left the school system. However, rates are low. The data tracking systems in place now are not effective and not accurately informing the local school systems or the state about the true circumstances and needs of Maryland's youth. We do not actually know what percentage of students are leaving due to pregnancy and parenting. Knowing this would allow us to better support students to remain engaged in school which leads to better outcomes for them and their children. We need accurate data to better understand who is struggling with pregnancy and parenting as a student and who does not remain engaged in school due to being pregnant or parenting. We also need data to be collected consistently across jurisdictions so that we can have a better understanding of the student circumstances across the state. This requires systematic training and support on data collection and reporting strategies and methods to ensure the data is accurate and consistent across jurisdictions.

We know that identifying and supporting youth who are pregnant and parenting leads to better outcomes. The HHS sponsored Pregnancy Assistance Fund which has funded 81 projects in 32 states to

¹ Maryland Report Card. 2019 Progress Report.

https://reportcard.msde.maryland.gov/PrintReports/2019/StateReports/English/2019MDReportCard_ENG.pdf

² Summary of Attendance for Maryland Public Schools 2017-2018

<http://marylandpublicschools.org/about/Documents/DCAA/SSP/20172018Student/2018Attendance.pdf>

³ Robert Wood Johnson Foundation (2019). County Health Rankings, Maryland 2011-2017. Teen Birth.

<https://www.countyhealthrankings.org/app/maryland/2019/measure/factors/14/data?sort=sc-2>

support pregnant and parenting youth⁴ clearly demonstrates this. Since 2010, programs across the country have repeatedly demonstrated that by identifying and **supporting youth who are pregnant and parenting, they are more likely to graduate from high school, plan on attending college, and engage in parenting support programs**. I was the lead evaluator for the Baltimore City Pregnancy Assistance Fund Project, Map to Success, which was funded from 2018-2020, with funds granted to the Maryland Department of Health who funded the Baltimore City Health Department⁵. Over two years we served 680 pregnant and parenting youth, with 39% served within high schools. These students engaged in community supports to allow them to remain in school such as accessing childcare, parenting programs, and additional community support services. This is just one project demonstrating the importance of accurately identifying pregnant and parenting students to allow them to stay in school.

It is clear that there is a substantial discrepancy between the data Maryland currently collects and the true circumstances of youth regarding the number of students dropping out of school due to pregnant and parenting reasons, or those struggling to stay in school while pregnant and parenting. We at the Institute are offering our partnership to address this discrepancy and to improve the accuracy of the data collection systems. The intention is to both close the gap in reporting and data dissemination, and to improve outcomes for youth. Youth who finish high school have significantly better life outcomes including college entry, housing, employment, and parenting outcomes. Accurately identifying and supporting these youth will have positive outcomes for our state. We recognize that there are costs associated with these activities. These costs are needed to do the proper training and support for data collection at the local sites as well as high quality analyses and reporting. The Institute for Innovation and Implementation is highly experienced in completing this type of work. *However, we cannot absorb the costs of the activities.*

For these reasons, The University of Maryland School of Social Work, Institute for Innovation and Implementation **urges a favorable committee report on SB470**. Thank you for your time and consideration.

Sincerely,

Margo Candelaria, Ph.D.
Research Assistant Professor
Co-Director, Parent, Infant, Early Childhood (PIEC) Program
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Pronouns: She, Her, Hers

⁴ Margolis, et al. (2020).

[file:///C:/Users/mcandelaria/Downloads/Margolis2020 Article MeetingTheMultifacetedNeedsOfE.pdf](file:///C:/Users/mcandelaria/Downloads/Margolis2020%20Article%20MeetingTheMultifacetedNeedsOfE.pdf)

⁵ Candelaria, M., Zhu, S., Afkinich, J., & Schdaimah, C. (2021). [HHS PAF Final report 2021](#)

SB0470 MD NARAL SUPPORT FINAL.pdf

Uploaded by: Ehlers, Brittney

Position: FAV



Bill SB0470 Institute for Innovation and Implementation - Pregnant, Expectant, and Parenting Students- Data Collection and Reports

Presented to the Hon. Paul Pinsky and Members of the Education, Health, and Environmental Affairs Committee

February 25, 2021 11:00 a.m.

POSITION: SUPPORT

NARAL Pro-Choice Maryland urges the Senate Education, Health, and Environmental Affairs Committee to issue **a favorable report on SB0470 - Institute for Innovation and Implementation - Pregnant, Expectant, and Parenting Students - Data Collection and Reports**, sponsored by Senator Mary Washington.

Our organization is an advocate for reproductive health, rights, and justice. As part of our efforts to protect reproductive freedom for all Marylanders, we work to ensure every child-bearing individual has the right to decide if, when, and how to form their families. We honor pregnancy in all its complexity. In doing so, we support pregnant, expectant, and parenting youth as they navigate the challenges of building their families in good health, in safety, and with dignity.

We strongly believe that Maryland does not know enough about the educational outcomes of students who become pregnant or parenting while in secondary school, and fear that this is a population of students that have been too long ignored. We call for Maryland to invest in meaningful data collection and reporting to inform future statewide policy efforts. As such, dissemination of data and policy analysis on the status of pregnant and parenting youth in Maryland will serve as important factors in addressing injustices in achieving educational equity. Pregnant and parenting youth in Maryland have a right to be heard and represented, and we believe that a partnership with the University of Maryland's Institute for Innovation in with five school districts to collect data using sound methodology and an analysis of the results with recommendations for policy reform is critical to improving the educational outcomes of this group.

Maryland's public high schools reported a graduation rate of 86.6% in 2019, the lowest rate in recent years, attributing to thousands of students dropping out high school.¹ However, Maryland's public high schools reported that only 49 students formally withdrew during the previous academic year for "pregnancy" or "parenting" reasons.² Pregnant and parenting students who do not provide a reason for leaving school were categorized as "whereabouts

¹ Maryland Report Card. 2019 Progress Report.

https://reportcard.msde.maryland.gov/PrintReports/2019/StateReports/English/2019MDReportCard_ENG.pdf

² Summary of Attendance for Maryland Public Schools 2017-2018

<http://marylandpublicschools.org/about/Documents/DCAA/SSP/20172018Student/2018Attendance.pdf>

unknown”, of which there were 4,876 students in the 2017-18 school year.³ This data is inconsistent with national statistics, which show that only 40% of teen mothers finish high school, often leaving due to lack of support systems and resources. Additionally, nationwide, approximately 1/2 of female dropouts, and 1/3 of male dropouts say that becoming a parent was a factor in their decision to leave school.⁴ This represents a large percentage of pregnant, expectant, and parenting youth who are dropping out and unreported by school districts. If not appropriately addressed, this number will continue to grow.

Additionally, according to aggregated data collected between 2011 and 2017, 11 counties in Maryland have teen birth rates higher than the national average with Baltimore City and Dorchester County having rates over twice as high.⁵ There were 2,645 births to teenagers under the age of 19 in the state in 2018.⁶ This data shows that there are a large number of students in the state in need of resources and guidance from their schools in order to realize their family formation and education goals.

The partnership with the Institute for Innovation and Implementation will ensure that school administrators are properly trained on accurate data collection methodologies, while respecting the privacy and needs of pregnant, expectant, and parenting youth. Project leaders will monitor, report, and evaluate on school spaces and programs that support these youth, and subsequently provide recommendations and policy changes based on their analysis. This partnership is essential in ensuring the sustainability of data collection for these youth, and their expertise will help reduce the high dropout and school pushout rates across our state. The school districts identified for this project representative of the area with the highest teen birth rate representative of the five major regions in Maryland according the state vital statistic reports.⁷

We believe there is a substantial disconnect between the data Maryland has recorded on the number of children born to youth under the age of 19, and the number of students dropping out of school due to pregnant and parenting reasons. This partnership will directly close these gaps in reporting and data dissemination, and ensure that reproductive equity and justice is being achieved for Maryland’s pregnant and parenting youth. Pregnant, expectant, and parenting students have the right to the same rigorous education as their non-pregnant and non-parenting peers. They need not face discrimination, harassment or segregation in their schools based on

³ Summary of Attendance for Maryland Public Schools 2017-2018

<http://marylandpublicschools.org/about/Documents/DCAA/SSP/20172018Student/2018Attendance.pdf>

⁴ National Coalition for Women and Girls in Education (NCWGE). Title IX at 40: Working to Ensure Gender Equity in Education. Washington, DC: NCWGE, 2012. <https://www.ncwge.org/TitleIX40/Pregnant-Parenting.pdf>

⁵ Robert Wood Johnson Foundation (2019). County Health Rankings, Maryland 2011-2017. Teen Birth. <https://www.countyhealthrankings.org/app/maryland/2019/measure/factors/14/data?sort=sc-2>

⁶ Power to Decide: The Campaign to End Unplanned Pregnancy <https://powertodecide.org/what-we-do/information/national-state-data/maryland>

⁷ Maryland Vital Statistics Annual Report 2018, Maryland Department of Health Vital Statistics Administration https://health.maryland.gov/vsa/Documents/Reports%20and%20Data/Annual%20Reports/REV_2018Annual.pdf

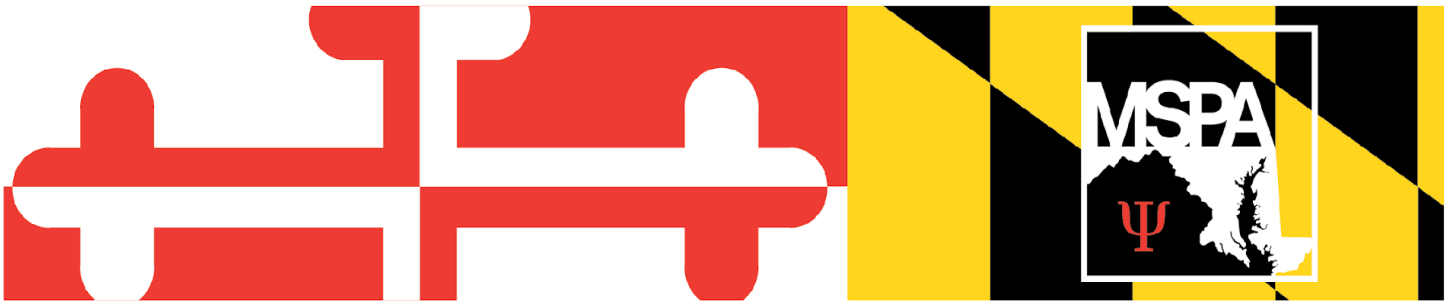
the decision to parent. We must do all we can to keep these students in school, on track to graduate, and closer to economic security for themselves and their families.

For these reasons, NARAL Pro-Choice Maryland **urges a favorable committee report on SB0470**. Thank you for your time and consideration.

2021 MSPA SB 470 Senate Side.pdf

Uploaded by: Faulkner, Rachael

Position: FAV



Delegate Paul G. Pinsky, Chair
Delegate Cheryl C. Kagan, Vice Chair
Education, Health, and Environmental Affairs Committee
2 West, Miller Senate Office Building
Annapolis, MD 21401

Bill: Senate Bill 470-Institute for Innovation and Implementation – Pregnant, Expecting, and Parenting Students – Data Collection and Report

Position: Support

Dear Chairman Pinsky, Vice Chair Kagan, and Members of the Committee:

I am writing on behalf of the Maryland School Psychologists' Association (MSPA), a professional organization representing about 500 school psychologists in Maryland. We advocate for the social-emotional, behavioral, and academic wellbeing of students and families across the state.

School psychologists provide comprehensive services to Maryland's students. We work closely with families, teachers, nurses and health techs, and community providers to support students who are experiencing challenges that impact their engagement in school, including students who are pregnant and parenting. Currently, many school districts in Maryland lack specific programs aimed at increasing positive outcomes for pregnant and parenting students. These students face socio-economic challenges stigma, which impede their ability to continue to access appropriate education while pregnant and parenting. SB470 provides a clear pathway for the Institute for Innovation and Implementation in the UMD School of Social Work to provide meaningful recommendations to the General Assembly to inform legislation and policy to benefit these students and fill a gap in many districts' support services.

MSPA is in strong support of Senate Bill 470 and we respectfully urge a favorable vote. If we can provide any additional information or be of any assistance, please feel free to contact us at legislative@mspaonline.org, or our policy consultant, Rachael Faulkner, at rfaulkner@policypartners.net or 410-693-4000.

Respectfully submitted,

Kyle Potter, Ph.D., NCSP
Chair, Legislative Committee
Maryland School Psychologists' Association

SB0470 CPMC SUPPORT.pdf

Uploaded by: Philip, Diana

Position: FAV

THE COALITION TO PROTECT MARYLAND'S CHILDREN

Our Mission: To combine and amplify the power of organizations and citizens working together to keep children safe from abuse and neglect. We strive to secure the budgetary and public policy resources to make meaningful and measurable improvements in safety, permanence, and well-being.

Testimony before the Senate Education, Health, and Environmental Affairs Committee being heard in
SB0470: INSTITUTE FOR INNOVATION AND IMPLEMENTATION – PREGNANT, EXPECTING, AND PARENTING STUDENTS – DATA COLLECTION AND REPORT

FEBRUARY 25, 2021

POSITION: SUPPORT

The Coalition to Protect Maryland's Children (CPMC) is a consortium of Maryland organizations and individuals formed in 1996 to promote meaningful child welfare reform. **CPMC supports passage of SB0470: Institute for Innovation and Implementation – Pregnant, Expecting, and Parenting Students – Data Collection and Report.**¹ SB0470 establishes a partnership between school five high-priority school districts and the University of Maryland's Institute for Innovation to collect, disseminate, and evaluate data about the academic outcomes of these youth to ensure that students achieve their parenting and educational goals and better inform future policies and best practices.

Youth have the same rights as adults in choosing when to form their families. Each year, approximately 800 youth from ages 15 to 17 give birth in Maryland, and roughly another 2,200 among those 18 or 19 years old. In 2017, CPMC was in support of the successful passage of HB0616, that clarified and established excused absences of pregnant and parenting students in public schools for medical and legal reasons, allowing youth to not be mislabeled truant students or neglectful parents. Maryland was the second state in the nation to pass such a law, seeking to help identify and create effective supports to help pregnant and parenting students stay in school, on track to graduate, and headed towards economic security. HB0616 also included the rights of parenting students to miss school without penalty to seek medical care for their children. CPMC now expands our support to SB0470 to prioritize the accurate monitoring, reporting, and evaluation of data collection efforts and intended policy updates to ensure that school districts are accurately tracking and supporting these youth.

SB0470 will address the high rates of teenage pregnancy in the state by working with school administrators in five high-priority areas to report and evaluate existing support systems for pregnant and parenting youth and evaluate these policies and programs over a three-year period. Based on current gaps in data collection from school districts, this bill is essential to ensuring that Maryland's youth are able to balance parenting responsibilities with a rigorous full-time curriculum. Limited data shows Maryland's public high schools reported a graduation rate of 86.6% in 2019, the lowest rate in recent years, attributing to thousands of students dropping out high school.² However, Maryland's public high schools reported that only 49 students formally withdrew during the previous academic

¹ Members in support of position include: Members in support of position include: Advocates for Children and Youth, Associated Catholic Charities, Baltimore Child Abuse Center (Center for Hope), Child Justice, Inc., Citizens Review Board for Children, Court Appointed Special Advocates, Family Tree, Md Chapter of American Acad. of Pediatrics, Md Chapter of the National Association of Social Workers, and State Council on Child Abuse and Neglect.

² Maryland Report Card. 2019 Progress Report.

https://reportcard.msde.maryland.gov/PrintReports/2019/StateReports/English/2019MDReportCard_ENG.pdf

year for “pregnancy” or “parenting” reasons.³ Pregnant and parenting students who do not provide a reason for leaving school were categorized as “whereabouts unknown”, of which there were 4,876 students in the 2017-18 school year.⁴ This represents a large percentage of pregnant, expectant, and parenting youth who are dropping out and unreported by school districts. If not appropriately addressed, this number will continue to grow, further indicating that these vulnerable youth are not receiving the necessary supports to graduate with their cohort and achieve their parenting and education-related goals. SB0470 will utilize the expertise of principal investigators and academic researchers to evaluate professional development programs and train staff on proper methodology to ensure that the privacy of students is respected. Finally, if passed, this bill will allow these youth to be both successful parents and students, eliminating the need for the state to interfere on the basis of child neglect or abuse due to lack of support for balancing parenting responsibilities and full-time coursework.

This partnership with the University of Maryland’s Institute for Innovation will include key tasks to ensure the accurate reporting of information and the sustainability of data collection and dissemination methodology. It will analyze current school district data for each school district including the number of students seeking diplomas or GEDs, the duration of school enrollment, truancy claims, and the existing community-based support services actively utilized by pregnant and parenting youth. The partnership will also document and evaluate professional development activities and policy changes for these youth. Finally, the Institute will provide a baseline, interim, and final report on the progress of policy changes and collection methodology, including recommendations to ensure long-term sustainability.

Maryland youth, regardless of pregnancy or parenting status, should have full accessibility to existing resources to assist them in completing their education and be the best caregivers to their children as possible.

For these reasons, the Coalition to Protect Maryland’s Children urges the Senate Education, Health, and Environmental Affairs Committee a *favorable* report on **SB0470: Institute for Innovation and Implementation – Pregnant, Expecting, and Parenting Students – Data Collection and Report.**

³ Summary of Attendance for Maryland Public Schools 2017-2018
<http://marylandpublicschools.org/about/Documents/DCAA/SSP/20172018Student/2018Attendance.pdf>

⁴ Summary of Attendance for Maryland Public Schools 2017-2018
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SB0470 CRSD SUPPORT.pdf

Uploaded by: Philip, Diana

Position: FAV

MARYLAND COALITION TO REFORM SCHOOL DISCIPLINE

SB0470: INSTITUTE FOR INNOVATION AND IMPLEMENTATION - PREGNANT, EXPECTING, AND PARENTING STUDENTS – DATA COLLECTION AND REPORT

FEBRUARY 25, 2021, 11:00AM

POSITION: SUPPORT

The Maryland Coalition to Reform School Discipline (CRSD) brings together advocates, service providers, and community members dedicated to transforming school discipline practices within Maryland’s public school systems. We are committed to making discipline responsive to students’ behavioral needs, fair, appropriate to the infraction, and designed to keep youth on track to graduate. **CRSD strongly supports Senate Bill 470**, which would establish a partnership with the University of Maryland’s Institute for Innovation to ensure accurate data collection and dissemination within five high priority school districts, and train school administrators on data collection and facilitation of professional development activities.

We seek to ensure that any Maryland youth, regardless of gender or pregnancy status has full accessibility to educational resources to assist them in completing their education. There should be no barriers to the rights of pregnant or parenting students in obtaining their education and thus, requiring schools to provide supports and resources can increase these students’ ability to succeed in realizing both goals towards family formation and economic security. We support the need to train school administrators on effective facilitation and leadership of professional development activities for pregnant, expectant, and parenting youth, and the methodology to accurately report on the pregnancy or parenting status of these youth in relation to their educational outcomes.

Nationally, close to half of female school dropouts and one-third of male dropouts report that becoming a parent was a factor in their decision to leave school. Vital statistics reports show that in 2018, there were 2645 births to teenagers under the age of 19 in the state.¹ However, we currently have little information on the percentage of these students that complete school, as Maryland lacks follow-up data that distinguishes reasons students choose to leave. As such, Maryland’s Department of Education reported that only 49 students left school citing pregnancy or parenting responsibilities, while over 5,000 of the total number of students dropping out in 2018 were categorized as “whereabouts unknown”.² We know that nationally, only 40% of teenage mothers finish high school, often leaving school due to the lack of support for childcare, attending doctor’s visits, and finding resources to help balance parenting responsibilities and full-time coursework.³ From this discrepancy, there is a clear need for accurate data reporting and dissemination for tracking the educational outcomes of students. We strongly feel that

¹ Power to Decide: The Campaign to End Unplanned Pregnancy <https://powertodecide.org/what-we-do/information/national-state-data/maryland>

² Summary of Attendance for Maryland Public Schools 2017-2018 <http://marylandpublicschools.org/about/Documents/DCAA/SSP/20172018Student/2018Attendance.pdf>

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pregnant and parenting students should be included among the youth that deserve as rigorous an education as their non-pregnant and parenting peers, and their needs are addressed as part of the “at-promise” population.

Pregnant and parenting students may experience unwelcoming, inequitable, or stigmatizing school environments or practices by school personnel. Under Title IX, “school pushout” practices are prohibited, such as lack of accommodations for childcare and lactation, stigmatization and harassment from peers and staff, and involuntary leave from school.⁴ Title IX ensures that students who are pregnant or parenting are protected by allowing continued participation in classes and extracurricular activities, provided reasonable adjustments in the learning environment, authorized excused absences due to pregnancy or childbirth (as was passed by the 2017 Maryland General Assembly through HB0616/SB0232), and allowed time to make up missed work. However, while some schools seek to support these students, other choose to make the school climate dynamics so toxic that pregnant students may choose to drop out of school during pregnancy or decide to not return. In other instances, students have been blocked from enrolling in school or banned from returning once it is believed that a student is pregnant.

Pregnant or parenting girls experience discrimination from principals, teachers, mentors, counselors, school volunteers, and other youth. This ultimately harms new parenting students in preventing them from completing their education, making these students and their children more likely to struggle with housing and/or economic security, and rely on public assistance programs.⁵ The dropout crisis experienced by this group of students has severe short- and long-term consequences for the economic success and well-being for their families and communities.

Sex discrimination that interferes with a pregnant or parenting student’s authentic participation in school can lead to real threats to educational attainment and financial stability for generations.⁶ Those who have lower educational attainment are more likely to be unemployed, less likely to accumulate higher household wealth, and face worse health outcomes in comparison to their peers.⁷ Targeted school support and resources for pregnant and parenting teens can aid in reducing negative outcomes and increase the goal of ensuring educational attainment for these students.

SB0470 seeks to utilize state funds to ensure sustainability in data collection by supporting expert researchers to train local school administrators to identify and support the pregnant and parenting youth within their school districts. This bill will eliminate the discrepancy in data collection and reporting for pregnant and parenting youth leaving school before completion, and ensure that all students, achieve an undeniable right to an education. With technical assistance through advocacy groups and the Maryland State Department of Education, local implementation in identifying existing resources and strategies for coordination with existing staff for each school district is quite possible. These types of services not only assist young parents in

⁴ U.S. Department of Education. *Know Your Rights: Pregnant or Parenting? Title IX Protects You from Discrimination at School*. <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-know-rights-201306-title-ix.html>

⁵ Hoffman, S. D., & Maynard, R. A. (Eds.). (2008). *Kids having kids: economic costs and social consequences of teen pregnancy* (2nd ed.). Washington, DC: Urban Institute Press

⁶ National Conference of State Legislatures. (2013). *Postcard: Teen Pregnancy Affects Graduation Rates*. <http://www.ncsl.org/research/health/teen-pregnancy-affects-graduation-rates-postcard.aspx>

⁷ ⁷ Perper K, Peterson K, Manlove J. 2010. *Diploma Attainment among Teen Mothers*. *Child Trends Research Brief*. No. 2010-01.

graduating but provide the ability to destigmatize notions about these students staying in school and obtaining their high school diplomas.

Members of CRSD work directly with students, families, and community stakeholders across the state. Based on their experiences, many schools in Maryland lack the supports needed for pregnant and parenting students to continue on track to graduate. Without any clear data collection, analysis, and reporting, it is difficult to understand the nature and scope of the challenges faced by these students or formulate effective strategies to address them. Therefore, **SB0470 aims to help prevent school push-out of pregnant and parenting students and shed light on these important issues to provide a basis for well-informed data collection and dissemination practices for all Maryland students. For these reasons, CRSD strongly supports Senate Bill 470.**

For more information contact:

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CRSD Members

ACLU Maryland
Advocates for Children and Youth
The Arc Maryland
Disability Rights Maryland
Family League of Baltimore
Gail L. Sunderman
Janna Parker
Lindsay Gavin
Lydia X.Y. Brown
NARAL Pro-Choice Maryland
Office of the Public Defender
Positive Schools Center
Project HEAL at Kennedy Krieger Institute
Public Justice Center
Restorative Response Baltimore
Teachers' Democracy Project
Youth, Education and Justice Clinic at University of Maryland Francis King Carey School of Law

SB0470 MD NARAL SUPPORT.pdf

Uploaded by: Philip, Diana

Position: FAV



SB0470 Institute for Innovation and Implementation - Pregnant, Expectant, and Parenting Students- Data Collection and Reports

Presented to the Hon. Paul Pinsky and
Members of the Senate Education, Health, and Environmental Affairs Committee
February 25, 2021 11:00 a.m.

POSITION: SUPPORT

NARAL Pro-Choice Maryland urges the Members of the Senate Education, Health, and Environmental Affairs Committee to issue **a favorable report on SB0470 - Institute for Innovation and Implementation - Pregnant, Expectant, and Parenting Students - Data Collection and Reports**, sponsored by Senator Mary Washington.

Our organization is an advocate for reproductive health, rights, and justice. As part of our efforts to protect reproductive freedom for all Marylanders, we work to ensure every child-bearing individual has the right to decide if, when, and how to form their families. We honor pregnancy in all its complexity. In doing so, we support pregnant, expectant, and parenting youth as they navigate the challenges of building their families in good health, in safety, and with dignity.

We strongly believe that Maryland does not know enough about the educational outcomes of students who become pregnant or parenting while in secondary school, and fear that this is a population of students that have been too long ignored. We call for Maryland to invest in meaningful data collection and reporting to inform future statewide policy efforts. As such, dissemination of data and policy analysis on the status of pregnant and parenting youth in Maryland will serve as important factors in addressing injustices in achieving educational equity. Pregnant and parenting youth in Maryland have a right to be heard and represented, and we believe that a partnership with the University of Maryland's Institute for Innovation in with five school districts to collect data using sound methodology and an analysis of the results with recommendations for policy reform is critical to improving the educational outcomes of this group.

Maryland's public high schools reported a graduation rate of 86.6% in 2019, the lowest rate in recent years, attributing to thousands of students dropping out high school.¹ However, Maryland's public high schools reported that only 49 students formally withdrew during the previous academic year for "pregnancy" or "parenting" reasons.² Pregnant and parenting students who do not provide a reason for leaving school were categorized as "whereabouts unknown", of which there were 4,876 students in the 2017-18 school year.³ This data is inconsistent with national statistics, which show that only 40% of teen mothers finish high school, often leaving due to lack of support systems and resources. Additionally, nationwide, approximately 1/2 of female dropouts, and 1/3 of male dropouts say that becoming a parent was a factor in their decision to

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leave school.⁴ This represents a large percentage of pregnant, expectant, and parenting youth who are dropping out and unreported by school districts. If not appropriately addressed, this number will continue to grow.

Additionally, according to aggregated data collected between 2011 and 2017, 11 counties in Maryland have teen birth rates higher than the national average with Baltimore City and Dorchester County having rates over twice as high.⁵ There were 2,645 births to teenagers under the age of 19 in the state in 2018.⁶ This data shows that there are a large number of students in the state in need of resources and guidance from their schools in order to realize their family formation and education goals.

The partnership with the Institute for Innovation and Implementation will ensure that school administrators are properly trained on accurate data collection methodologies, while respecting the privacy and needs of pregnant, expectant, and parenting youth. Project leaders will monitor, report, and evaluate on school spaces and programs that support these youth, and subsequently provide recommendations and policy changes based on their analysis. This partnership is essential in ensuring the sustainability of data collection for these youth, and their expertise will help reduce the high dropout and school pushout rates across our state. The school districts identified for this project representative of the area with the highest teen birth rates representative of the five major regions in Maryland according the state vital statistic reports.⁷

We believe there is a substantial disconnect between the data Maryland has recorded on the number of children born to youth under the age of 19, and the number of students dropping out of school due to pregnant and parenting reasons. This partnership will directly close these gaps in reporting and data dissemination, and ensure that reproductive equity and justice is being achieved for Maryland's pregnant and parenting youth. Pregnant, expectant, and parenting students have the right to the same rigorous education as their non-pregnant and non-parenting peers. They need not face discrimination, harassment or segregation in their schools based on the decision to parent. We must do all we can to keep these students in school, on track to graduate, and closer to economic security for themselves and their families.

For these reasons, NARAL Pro-Choice Maryland **urges a favorable committee report on SB0470**. Thank you for your time and consideration.

⁴ National Coalition for Women and Girls in Education (NCWGE). Title IX at 40: Working to Ensure Gender Equity in Education. Washington, DC: NCWGE, 2012. <https://www.ncwge.org/TitleIX40/Pregnant-Parenting.pdf>

⁵ Robert Wood Johnson Foundation (2019). County Health Rankings, Maryland 2011-2017. Teen Birth. <https://www.countyhealthrankings.org/app/maryland/2019/measure/factors/14/data?sort=sc-2>

⁶ Power to Decide: The Campaign to End Unplanned Pregnancy <https://powertodecide.org/what-we-do/information/national-state-data/maryland>

⁷ Maryland Vital Statistics Annual Report 2018, Maryland Department of Health Vital Statistics Administration https://health.maryland.gov/vsa/Documents/Reports%20and%20Data/Annual%20Reports/REV_2018annual.pdf

SB0470 Sign On Letter Favorable.pdf

Uploaded by: Philip, Diana

Position: FAV

SB0470 Institute for Innovation and Implementation - Pregnant, Expectant, and Parenting Students - Data Collection and Reports

Presented to the Hon. Paul Pinsky and Members of the Senate Education, Health, and Environmental Affairs Committee

February 25, 2021 11:00 a.m.

POSITION: SUPPORT

Dear Hon. Paul Pinsky and Members of the Senate Education, Health, and Environmental Affairs Committee,

Thank you for the work of the Maryland General Assembly in its dedication to improving the educational outcomes for Maryland's youth and its commitment to students having equal opportunity to the same rigorous curriculum across all populations throughout our state.

We are writing today to express our support of SB0470 because of the immediate need to track the educational outcomes of pregnant and parenting youth in Maryland's public schools. There were 2,645 births to teenagers under the age of 19 in the state in 2018.¹ However, there is a large discrepancy in the reported dropout rate due to pregnancy or parenting status. Maryland's public schools reported that 49 students formally withdrew from school during the 2017-2018 academic year for "pregnancy" or "parenting" reasons, while nationwide, approximately only 40% of teen mothers finish high school.^{2,3} Pregnant and parenting students who do not provide a reason for leaving school may be categorized "whereabouts unknown", of which there were 4,876 students in the 2017-18 school year.⁴ This shows a dramatic discrepancy in data collection and reporting. Schools in Maryland thus far have been inadequately prepared to support pregnant and parenting students and creating a partnership with the University of Maryland will ensure that accurate data will be collected, and school administrators will be carefully trained to best support this student population.

This bill will establish a partnership with the University of Maryland's Institute for Innovation in order to launch a professionally led data collection and dissemination process with Maryland's public schools in order to strengthen support for pregnant and parenting students. This partnership will improve the educational outcomes of students through the following processes established in this bill:

1. School data will be analyzed and disseminated based on the following criteria:
 - a. Number of students seeking and attaining diplomas or degrees
 - b. Duration of school enrollment and any truancy claims
 - c. School based support services utilized by the pregnant or parenting students
 - d. The means to distribute information pertaining to the educational rights for pregnant and

¹ Power to Decide: The Campaign to End Unplanned Pregnancy <https://powertodecide.org/what-we-do/information/national-state-data/maryland>

² Summary of Attendance for Maryland Public Schools 2017-2018
<http://marylandpublicschools.org/about/Documents/DCAA/SSP/20172018Student/2018Attendance.pdf>

³ Shuger, L. (2012). *Teen Pregnancy and High School Dropout: What Communities are Doing to Address These Issues*.

⁴ Summary of Attendance for Maryland Public Schools 2017-2018
<http://marylandpublicschools.org/about/Documents/DCAA/SSP/20172018Student/2018Attendance.pdf>

parenting students as protected under Title IX

2. The Institute for Innovation will document and evaluate professional development activities for pregnant, expectant, and parenting students within each school district and provide recommendations to school administrators to improve these activities through mid-point and final reports.

3. The project will document and evaluate local policy changes within each district in order to protect and support pregnant and parenting students. This information will then be used to generate reports on school dropout rates and provide future policy recommendations.

4. The project will actively train school administrators on data collection, enhancing autonomy of school districts and allowing them to provide input and leadership to support pregnant and parenting students in their own school districts.

The thorough project scope submitted by the Institute for Innovation will ensure that data is being collected accurately and ethically while considering the privacy of students. Most importantly, this bill allows for school administrators to be trained on data collection methods and processes for providing specific support services for their students while improving their educational outcomes.

As allies, we are signing onto this letter because it is essential that the state prioritizes this collaboration to improve positive educational outcomes of pregnant and parenting students. Thank you for the opportunity to submit testimony.

Joel Spielberger, ACLU of Maryland
Melissa Rock, Advocates for Children and Youth
Patricia Liggins, Birth Supports United
Janet Max, Healthy Teen Network
Maryland National Organization for Women
C.R. Valeriann, Baltimore NOW
Jeannette Feldner, Montgomery County NOW
Michelle Ogunwole, Physician
Ashley Black, Public Justice Center
Keontae Kells, Family League of Baltimore
Rachelle Ciulla, Doula and SSPH Candidate, Johns Hopkins Bloomberg School of Health
Rick Tyler, Maryland Education Coalition
Shamoyia Gardiner, Strong Schools Maryland
American College of Nurse Midwives – Maryland Affiliate

Maryland Catholic Conference_FAV_SB470.pdf

Uploaded by: Sheahan, Molly

Position: FAV



ARCHDIOCESE OF BALTIMORE † ARCHDIOCESE OF WASHINGTON † DIOCESE OF WILMINGTON

February 25, 2021

**Senate Bill 470
Institute for Innovation and Implementation – Pregnant, Expecting, and Parenting
Students – Data Collection and Report**

Senate Health, Education and Environmental Affairs Committee

Position: SUPPORT

The Maryland Catholic Conference represents the public policy interests of the three Roman Catholic (arch)dioceses serving Maryland: the Archdiocese of Baltimore, the Archdiocese of Washington, and the Diocese of Wilmington, which together encompass over one million Marylanders.

House Bill 439 requires certain counties' boards of education to collect, track and submit data about the number of pregnant and parenting students, their experiences and opportunities for professional development to the Institute for Innovation and Implementation in the University of Maryland School of Social Work. The Institute will then issue a report in four years on the opportunities, challenges and recommendations for pregnant and parenting students.

The Maryland Catholic Conference supports HB 439 because it will record data reflecting the needs of student mothers and fathers to continue their education. Many pregnant and parenting students experience discrimination, lag behind their peers in educational achievement or drop out of school. Educational achievement affects the lifetime income of teen mothers: two-thirds of families started by teens are poor, and nearly one in four will depend on welfare within three years of a child's birth. (*Teen Pregnancy Rates Affects Graduation Rates. National Council on State Legislatures, 2013.*)

Research has also demonstrated a strong link between parents' educational level and children's well-being: Children with more educated parents tend to have better cognitive skills and higher academic achievement than children with less educated parents (*Pew Research Center 2013*). Given the importance of education for pregnant and parenting teens, it is surprising that so little is known about what it takes to encourage, prepare, and support these adolescents.

Too often a student mother or father is forced to choose between their child and their dreams for educational attainment. Tracking and assessing the challenges of pregnant and parent students in high school will help Maryland and the General Assembly learn more about what it takes to encourage, prepare, and support these adolescents.

It is for these reasons that the Conference asks for a favorable report of **House Bill 439**. Thank you for your consideration.

Mary Washington Written Testimony SB470.pdf

Uploaded by: Washington, Mary

Position: FAV

MARY L. WASHINGTON, PH.D
Legislative District 43
Baltimore City

Education, Health, and
Environmental Affairs Committee

Chair

Joint Committee on Ending
Homelessness

Chair

Joint Committee on Children,
Youth, and Families



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THE SENATE OF MARYLAND
ANNAPOLIS, MARYLAND 21401

SUPPORT – SB 470
**Institute for Innovation and Implementation - Pregnant, Expecting,
and Parenting Students - Data Collection and Report**

Senate Education, Health, and Environmental Affairs Committee

February 25, 2021

Testimony of Senator Mary Washington

Chair Pinsky, Vice-Chair Kagan and Members of the Committee,

I respectfully urge you to vote favorable on Senate Bill 470, which institutes a pilot program in 5 jurisdictions to evaluate model policy to improve the educational outcomes of our 2,000 Maryland students who are pregnant or parenting each year.

The partnership with the Institute for Innovation and Implementation will ensure that school administrators are properly trained on accurate data collection methodologies, while respecting the privacy and needs of pregnant, expectant, and parenting youth. This partnership is essential in ensuring the sustainability of data collection for these youth, and their expertise will help reduce the high dropout and school pushout rates across our state. The school districts identified for this project representative of the area with the highest teen birth rate representative of the five major regions in Maryland according to the state vital statistic reports.

This program will close gaps in reporting and data dissemination, and increase the odds that parenting students achieve their academic goals to better provide for themselves and their children.

For these reasons, I ask you for a favorable report on SB470.

In partnership,

A handwritten signature in blue ink that reads 'Mary Washington'.

Senator Mary Washington, District 43, Baltimore City

sb 470 hb 438 pregnant and parenting reporting PSS

Uploaded by: McHale, Erin

Position: UNF



Mary Pat Fannon, Executive Director

BILL: Senate Bill 470 – Institute for Innovation and Implementation – Pregnant, Expecting, and Parenting Students - Data Collection and Report
DATE: February 25, 2021
POSITION: **Oppose**
COMMITTEE: Education, Health, and Environmental Affairs Committee
CONTACT: Mary Pat Fannon, Executive Director

This bill requires five specified local boards of education (Charles, Prince George’s, Washington, and Wicomico counties and Baltimore City) to collect, track, and submit to the Institute for Innovation and Implementation (‘the Institute’) in the University of Maryland School of Social Work (UM SSW) specified information about pregnant, expecting, and parenting students by June 1, 2022, and each June 1 thereafter. The Institute must (1) analyze the data; (2) document and evaluate the professional development activities of each local school system related to pregnant, expecting, and parenting students; and (3) document and evaluate policy changes related to pregnant, expecting, and parenting students from each local school system. The Institute must use this information to develop recommendations for the General Assembly, with an interim report due by June 30, 2023, and a final report due by June 30, 2025.

The Public Schools Superintendents’ Association of Maryland (PSSAM) opposes Senate Bill 470.

PSSAM appreciates the legislation’s intention to collect data in order to more effectively serve pregnant and parenting students. However, we believe a legislative approach is not needed and is not the appropriate way to collect this information. Unfortunately, the five counties named in this bill were never contacted regarding their interest or ability to fulfill the bill’s requirements. If they had been involved, they may have been able to provide information on what information is and is not available. For instance, school systems can track data on students that ultimately graduate who have been or are pregnant or parenting. However, systems cannot track students enrolled in a GED program because they must withdraw from their local school system. There was no outreach requesting our ability to collect and analyze the data requested and further develop and implement an appropriate professional development program. There are many systems who are currently providing unique and innovative services to students through their pregnancy and post-natal. We encourage the Institute to meet and consult with individual LEAs to see who may be interested in such a partnership, but without a legislative mandate.

One Voice, One Vision for Maryland’s Students

For those reasons stated above, PSSAM opposes SB 470 and requests an unfavorable committee report.

SB 470.LEA Data Collection for the School of Socia

Uploaded by: Woolums, John

Position: UNF

BILL: Senate Bill 470
TITLE: Institute for Innovation and Implementation - Pregnant, Expecting, and Parenting Students - Data Collection and Report
POSITION: OPPOSE
DATE: February 25, 2021
COMMITTEE: Education, Health, and Environmental Affairs
CONTACT: John R. Woolums, Esq.

The Maryland Association of Boards of Education (MABE) opposes Senate Bill 470 and the proposal to mandate the significant amount of specified data collection by local school systems and staff.

This bill would require five school systems, including Charles, Prince George's, Washington, and Wicomico counties and Baltimore City, to collect, track, and submit extensive information about their pregnant, expecting, and parenting students to the Institute for Innovation and Implementation in the University of Maryland School of Social Work.

MABE appreciates the intended benefit of this information to the students and staff of the Institute for Innovation and Implementation housed at the University of Maryland's esteemed School of Social Work. However, MABE respectfully requests that non-legislative approaches would be more appropriate than legislating such an arrangement. Based on serious concerns about the precedent it would set with regard to governing collaborative arrangements between local school systems and institutions of higher education, and the breadth and scope of the imposition on local school system personnel, MABE opposes Senate Bill 470.

Again, MABE appreciates the value of building working relationships between the Institute and local school systems toward the objective of developing programs and services that produce improved outcomes for students and families. MABE simply opposes defining this relationship in the Annotated Code.

For these reasons, MABE requests an unfavorable report on Senate Bill 470.

SB470.INFORMATIONAL.MDRTL.LBogley.pdf

Uploaded by: Bogley, Laura

Position: INFO



Informational Statement SB470
Institute for Innovation and Implementation - Pregnant, Expecting, and Parenting Students –
Data Collection and Report

By Laura Bogley, JD
Director of Legislation, Maryland Right to Life

On behalf of our members across the state, we submit the following information regarding SB470. We applaud any effort to help create an educational environment that supports pregnant students in their decisions to parent their children or utilize adoption services. Data collection is an important tool, but this bill does not ensure that data will be collected and reported in a non-biased manner. As written, this bill will serve as a public subsidy for the abortion industry that is interested in this data for their particular use as *market analysis*, to justify their “reproductive health” programs and services to sell back to the state.

Title IX Includes Abortion

This bill is supported by the **National Abortion Rights Action League (NARAL)** and builds upon ongoing incremental legislation to expand comprehensive reproductive health access to students in Maryland schools. Federal Title IX amendments already protect the rights of pregnant students in education and extend those rights to cover the *termination of pregnancy* or abortion. The data solicited through this bill will be used to require school systems to develop and implement policies and commit public resources towards expanding abortion to minor children, including providing contracts to abortion advocates and providers for curriculum, professional development training, school-based health clinic operations, the remote prescription of chemical abortion pills, and transportation to offsite reproductive healthcare providers including abortion providers.

No Public Subsidies to Two-Billion Dollar Abortion Industry

As a result of the state authorizing and subsidizing the abortion industry to have direct access to our schoolchildren over the last 40 years, the number of abortions has INCREASED not decreased. In their 2020 annual report Planned Parenthood reports committing an all-time high number of abortions (354,871 or 972 abortions daily). Their prenatal care and adoption referrals both dropped double digits from the previous year. Planned Parenthood commits 41 abortions for every one prenatal care service and 133 abortions for every adoption referral.

The Supreme Court has held that the alleged constitutional “right” to an abortion “*implies no limitation on the authority of a State to make a value judgment favoring childbirth over abortion, and to implement that judgment by the allocation of public funds.*” A January 2021 Marist poll showed that 58% of people oppose the use of tax dollars to pay for abortion.

Love them Both

Pregnant teens do not need to choose between their education and the life of their child and 47 years of legal abortion has not solved the underlying problems that pregnant women face. 83% of Americans polled favor laws that protect both the lives of women and unborn children. Public funds should not be *diverted from* but *prioritized for* health and family planning services which have the objective of *saving the lives* of both mothers and children, including programs for improving maternal health and birth and delivery outcomes, well baby care, parenting classes, foster care reform and affordable adoption programs.

For these reasons, we respectfully request that you ensure that any taxpayer funded data collection or reporting for the purpose of providing education and services to pregnant youth, be produced utilizing effective and ethical state oversight, and be fully inclusive to provide equal access and participation of representatives with a demonstrated pro-life perspective. Thank you for your consideration.