

Good Morning CEHPAC Commissioner State Superintendent of Schools Mohammed Choudhury,

Maryland BOE Executive Director Miya T. Simpson, Ph.D., and
Maryland BOE Coordinator Charlene L Necessary,

Please review and take action on the attached time sensitive request – faxed to Superintendent Choudhury and emailed to all three of you. Please also share this request with the other members of the Maryland Board of Education today, so that they can review it prior to tomorrow’s meeting. In case you cannot open the attachment, the text of the request letter is included below.

As this matter will be decided on at tomorrow’s (July 27, 2021) Maryland BOE meeting, we would appreciate acknowledgement today that you received this request and of your decision on this matter. Please copy those on this email with your replies.

With respect,
..Veronika Carella
MD CEHC Legislative Director
MD CEHPAC Commissioner (2008-2020)

REQUEST

We strongly support and repeat your fellow CEHPAC (Children’s Environmental Health and Protection Advisory Council) Commissioner, Sen. Guzzone’s (Maryland General Assembly representative on CEHPAC) recent request that you take action to include the following additional priority in the MSDE APR ESSER FUNDS proposed PLAN;

"4) Use of Federal Funds to provide a pandemic safe and healthy school environment, working to prevent future unsafe and costly health needs. Funds will be used to address necessary actions specific to safe Indoor Air Quality and Water Quality, Green Cleaning, and issues related to the use of EPA registered pesticides."

Maryland Children’s Environmental Health Coalition [MD CEHC] respectfully also submits this request to the Maryland State Department of Education (MSDE) as it allows for the intended uses of funds in the MSDE proposed ARP ESSER [The American Rescue Plan Elementary and Secondary School Emergency Relief] Funds Plan as outline in the federal statute. We ask that you as Superintendent ensure that this additional allowable use of funds is included as a priority in the final version of the Plan scheduled to be approved on July 27, 2021 and submitted to the federal government by July 30, 2021.

We understand that **\$1.95 billion in federal ARP ESSER funds** has been designated for the Maryland State Department of Education (MSDE). We request that the final MSDE Plan used these funds as intended by federal law; to protect and educate children in an environmentally safe community and school environment as schools reopen during this on-going pandemic.

MSDE PROPOSED PLAN – weaknesses

MSDE's proposed Plan currently identifies only three areas for funding, none of which address children's environmental health and protection as schools re-open during this re-surg-ing pandemic;

- 1) Accelerating student re-engagement,
- 2) Supporting mental and social-emotional health, and
- 3) Addressing the impact of disrupted instruction.

MSDE action is necessary to ensure that additional uses of the funds are allowed by MSDE, as The American Rescue Plan Act of 2021 (P.L. 117-2), enacted on March 11, 2021 introduced into 117 Congress as H.R. 1319, specifically states that the funds can and should be used to "*reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs*" (i.e. environmental health and safety) at school during a pandemic – refer to H. R. 1319 statute text.

MD CEHC is also seeking MSDE assurances that adequate information regarding the proposed distribution of Maryland's portion of the Federal HR 1319 Elementary and Secondary School Emergency Relief Fund (and other available funds), including confirmation that school-level IAQ (Indoor Air Quality) data will be prioritized to ensure that schools with the greatest needs, including environmental justice disparities, are adequately addressed and prioritized in the Final Plan to allow for equitable distribution of funds to address the greatest needs.

COMPREHENSIVE PLAN – Inadequate Public Input

We ask that you accept this specific request for use of the funds as defined in federal statute as MSDE was required to generate a "comprehensive" plan. A plan without IAQ actions in an airborne pandemic by definition is not comprehensive. We believe that the June 29, 2021 MSDE release of the proposed "State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund." – designating July 9, 2021 as the deadline for submitting public comments - on the plan does not permit for adequate input from the public or other concerned stakeholders, impacted Marylanders, advocates, etc. This "less than 30-day" window for public and other comments is insufficient and does not allow for CEHPAC or the MGA (Maryland General Assembly) input and guidance as outlined in Maryland statute.

Additionally, MSDE has not yet responded to the CEHPAC's May 11, 2021 Letters requesting information pertinent to the fair and equitable distribution of funds necessary to ensure children's environmental health and protection protocols during COVID-19 and beyond are included in the MSDE Proposed Plan for the distribution and use of APR ESSER Funds. Nor did MSDE include CEHPAC in any of its internal or stakeholder meetings to solicit input per the federal mandate to produce a comprehensive plan. The data sharing issue remains outstanding.

STATUTORY DUTIES

As Maryland State Superintendent of Schools, you are also a commissioner of CEHPAC and therefore also subject to the duties of the Commission. It is necessary for MSDE to consider CEHPAC's input as the Council has a statutory duty to recommend guidelines for State agencies to follow to help reduce and eliminate children's exposure to environmental hazards; and educate others regarding environmental hazards that impact children's health,

the means to avoid those hazards, and any other relevant information that will assist in protecting children's health.

ARP ESSER Funds are the means to avoid and protect children from such hazards, as it will take a significant amount of money to address these pandemic related issues in Maryland schools. CEHPAC's and others review and input to the MSDE Plan is vital to those advocating for the fair and appropriate distribution of the federal funds to address COVID related issues expressed by the CEHPAC motions and recent (May 11, 2021) letters addressing Green Cleaning, Indoor Air Quality and the use of EPA Registered pesticides in Maryland Schools as well as the funds necessary to implement the 2021 Maryland Safe School Drinking Water Act and other actions necessary to ensure safe water in schools.

BACKGROUND – Funding with Equity

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021 **designates a maximum of \$1,951,136,802 to specifically support Maryland's schools in safely reopening and sustaining safe operations of schools** while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

It is particularly important that ARP ESSER funding will enable Maryland and our 24 School Districts (a.k.a. "LEAs" or "local educational agencies"), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

CONCLUSION

We support all efforts to protect the most vulnerable, infants and children, from known hazards and ensure that children do not pay for their education with their health. MSDE must ensure that the Funds needed to address children's environmental health and protection in schools are available for use. Thank you for your consideration of this request and any assistance you can provide.

Please let us know today that you received this request and of your decision on this matter.

Respectfully,

..Veronika Carella

--

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MD CEHPAC Commissioner (2008-2020)



Charlene Necessary -MSDE- <charlene.necessary@maryland.gov>

Urgent Request: MSDE and MD BOE Consideration - MSDE ARP ESSER FUNDS PLAN Priorities

1 message

VB Carella - MDCEHC Legislative Director <veronika.carella@mdcehc.org> Mon, Jul 26, 2021 at 11:40 AM
To: Superintendent Mohammed Choudhury - CEHPAC Member <mohammed.choudhury@maryland.gov>, "Miya T. Simpson, Ph.D., Exec Dir State BOE" <miya.simpson@maryland.gov>, "Charlene L Necessary – MSDE BOE Coordinator" <charlene.necessary@maryland.gov>
Cc: Senate President Bill Ferguson <bill.ferguson@senate.state.md.us>, House Speaker Adrienne Jones <adrienne.jones@house.state.md.us>, "Sen. Guy Guzzone - CEHPAC member" <guy.guzzone@senate.state.md.us>, "Del Alfred Clinton Carr, Jr." <alfred.carr@house.state.md.us>, "Del. Jared Solomon" <jared.solomon@house.state.md.us>, "Del. Vaughn Stewart" <vaughn.stewart@house.state.md.us>, Delegate Brooke Lierman <Brooke.Lierman@house.state.md.us>, "Sen. Katie Fry Hester" <katiefry.hester@senate.state.md.us>, Delegate Courtney Watson <courtney.watson@house.state.md.us>, Sen Clarence Lam <clarence.lam@senate.state.md.us>, Delegate Dana Stein <dana.stein@house.state.md.us>, Del Regina Boyce - CEJSC Member <regina.boyce@house.state.md.us>, "Sen. Obie Patterson – CEJSC member" <obie.patterson@senate.state.md.us>, "Dr. Pamela Wallentiny - MD CEHC Exec Director" <pamela.wallentiny@mdcehc.org>, Vernice Miller-Travis - MD CEHC Steering Committee <vmt_3@msn.com>, Claire Barnett - HSN Exec Dir <cbarnett@healthyschools.org>, Hannah Donart <hannah.donart@gmail.com>, Ruth Berlin - MPN <mpnberlin@gmail.com>, Ruth Ann Norton - Pres GHHI <ranorton@ghhi.org>, "Dr. Ben Gitterman - CEHPAC Member" <bagitterman@gmail.com>, "Dr. Megan Latshaw - CEHPAC Member" <mlatshaw@jhu.edu>, "Dr. Cliff Mitchell - CEHPAC Chair" <cliff.mitchell@maryland.gov>, Devon Dodson -MDE- <devon.dodson1@maryland.gov>, Camille Burke - CEJSC Chair <camille.burke@baltimorecity.gov>, Laura Stewart <lmstewart120@gmail.com>

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LETTER MD CEHC 2021 - MSDE ARP ESSER PLAN input 210722 Sign-ons as of 210726 FINAL.pdf
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Maryland Children's Environmental Health Coalition

Mohammed Choudhury
State Superintendent of Schools
State Department of Education
200 West Baltimore St., Baltimore, MD 21201 - 2595
phone: (410) 767-0462; fax: (410) 333-2226
e-mail: mohammed.choudhury@maryland.gov

July 22, 2021

REQUEST

Proposed MSDE ARP ESSER FUNDS PLAN

REQUEST

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Maryland Children's Environmental Health Coalition

DATE: July 22, 2021

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¹ (page 18) Title II-Subtitle A-Part 1-Sec 2001(e)(2); (0), (P) and (Q). at url: [H.R.1319 - 117th Congress \(2021-2022\): American Rescue Plan Act of 2021 | Congress.gov | Library of Congress](https://www.congress.gov/bills/117/1319)

Maryland Children's Environmental Health Coalition

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MD CEHC Mission Statement

Maryland Children's Environmental Health Coalition (MD CEHC) is a group of children's advocates working collaboratively toward improving the lives of children in Maryland. Our coalition works to support and advocate for laws that address children's environmental health and well-being. MD CEHC recognizes the urgent need to address the growing issues surrounding the environment where our children live, play, and attend school. We are specifically concerned about protecting children from known hazards, and preventing new hazards, thus allowing our children to reach their full potential as contributing members of society.

Those listed here are in support of the Coalition's Request

STEERING COMMITTEE MEMBERS

CONTACT INFO:

Dr. Pamela Wallentiny
MD CEHC Executive Director
Doctor of Education
Annapolis, Maryland
Phone: 443.994.1291
pamela.wallentiny@mdcehc.org

Veronika Carella
MD CEHC Legislative Director
MD CEHPAC Commissioner (2008-2020)
Glenwood, Maryland
Phone: 410-489-5495
veronika.carella@mdcehc.org

Vernice Miller-Travis
MD CEHC Steering Committee Member
former MD CEJSC Commissioner
Bowie, Maryland
Phone: 301-537-2115
vmt_3@msn.com

ADVISORS TO STEERING COMMITTEE:

Claire L. Barnett, MBA, Executive Director
Healthy Schools Network, Inc. www.HealthySchools.org
Coordinator, National Coalition for Healthier Schools
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Hannah Donart, MPH
Program Manager
Collaborative on Health and the Environment
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hannah@healthandenvironment.org

Ruth Berlin, LCSW-C, Executive Director
Maryland Pesticide Education Network
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Democrat, District 18, Montgomery County
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Delegate Jared Solomon
Democrat, District 18, Montgomery County
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Delegate Vaughn M. Stewart III
Democrat, District 19, Montgomery County
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e-mail: vaughn.stewart@house.state.md.us
fax: (410) 841-3011, (301) 858-3011

Delegate Brooke Elizabeth Lierman
Democrat, District 46, Baltimore City
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(410) 841-3319, (301) 858-3319
1-800-492-7122, ext. 3319 (toll free)
e-mail: brooke.lierman@house.state.md.us

Tom Hucker, Montgomery County Council Member
Contact: Julio Murillo, Deputy Chief of Staff
Phone: 240-777-7960
Email: Julio.Murillo@montgomerycountymd.gov or
Tom.Hucker@montgomerycountymd.gov

Ruth Ann Norton, President and CEO
Green & Healthy Homes Initiative
2714 Hudson Street
Baltimore, MD 21224
410-534-6477 (Office Direct)
443-463-6343 (Mobile)
ranorton@ghhi.org

Maryland Children's Environmental Health Coalition

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PAGE: 4 of 4

Benjamin Gitterman MD*
Clinical Professor of Pediatrics
George Washington University
Washington DC
Email: bagitterman@gmail.com

Megan Weil Latshaw, Phd MHS*
Johns Hopkins Bloomberg School of Public Health
Phone: 410-502-8948
Email: mlatshaw@jhu.edu

NOTE: *The opinions expressed herein are my own and do not necessarily reflect the views of The Johns Hopkins University*

Claire Miller
Communications Director
Maryland Campaign for Environmental Human Rights
Website: <http://mdehr.org/>
Email: claire@mdehr.org and office@mdehr.org

Theodora Scarato MSW
Executive Director Environmental Health Trust
EHTRUST.ORG
Email: Theodora.Scarato@ehtrust.org

Rabbi Nina Beth Cardin
Baltimore County, grandmother, environmental activist
nina.cardin@gmail.com

Laura Stewart
Education Advocate and parent
Phone: 240-601-9519
Email: Lmstewart120@gmail.com

This space will list additional individuals who have asked to sign on to support this request – not all have been recorded as of this time...

NOTES:

Due to the announced deadline of July 27, 2021 for decisions on the Final MSDE ARP ESSER Funds Plan, the entire list of Coalition Testimony Supporters could not be included in time for the submission of this request to MSDE. Please contact the Coalition for a complete list of supporters.

*Indicates CEHPAC member signing on as individual as CEHPAC was not able to meet in time to compose and submit input on behalf of the commission.

July 16, 2021

Maryland State Board of Education
200 West Baltimore Street
Baltimore, MD 21201


Members of the State Board

This 2020-2021 pandemic school year was filled with many high and low months, extraordinary and unprecedented weeks, and courageous and surreal days for students, educators, and stakeholders alike. Nevertheless, we as members of the Professional Standards in Teacher Education Board (PSTEB) have dedicated ourselves to this professional service and the education of Maryland's students and teachers. As such, we would be remiss if we did not extend a hand of friendship and professionalism to our partner Board. In addition, to facilitate our continuing efforts to have transparent and clear communication we would like to address some misinformation and discuss how our two Boards can work together to move this collective work forward.

At the recent June state board meeting, it was suggested that our Board was not sufficiently engaged in the process of promulgating and approving the publication of state regulations. Moreover, at the meeting it was also implied that PSTEB was responsible for delaying the approval process and disallowing the regulations to move forward (COMAR 13A.12.01-.07 and COMAR 13A.12.07.06). Our board is committed to the publication of regulations in a timely manner. However, Kirwan language did not align with the proposed regulations, an ongoing concern since the beginning of the process. In an effort to be efficient, the board made necessary language changes to align with Kirwan. Had this time not been taken, considerable revisions would have been required to produce legislative alignment post-publication. We took this opportunity to research and seek counsel from our various stakeholder groups, which has led to a multitude of informative and robust discussions during meetings. While there were disagreements, we did recommend language for these aforementioned regulations. At our July 1st meeting, we voted with a majority vote to grant permission to publish for public comment.




In an effort to work collaboratively on these regulations we requested on various occasions a joint conference meeting, those requests are still in a pending state at this time. It is a new day and we look forward to the opportunity to improve our collaboration with you in order to serve our stakeholders and most importantly the students of Maryland.

Respectfully,

A handwritten signature in black ink, appearing to read 'Maleeta Kitchen', with a long horizontal flourish extending to the right.

Maleeta Kitchen
PSTEB Chair



800 N Charles St.
Suite 400, Baltimore, MD
strongschoolsMaryland 
strongschoolsMD  

Honorable members of the Maryland State Board of Education:

Strong Schools Maryland envisions a Maryland that leads the nation in equitable public-school funding, equitable student outcomes, and multi-directional school community engagement. To realize that vision, we advocate, build power, and share resources with invested Maryland residents to co-create strong public schools that produce graduates equipped to thrive. Over our multi-year campaign to pass the Blueprint for Maryland's Future, our statewide network of grassroots Team Leaders and Team Members grew to exceed 30,000 Marylanders and continues to grow as we enter the law's ten-year implementation era.

On June 29, 2021, the Maryland State Department of Education (MSDE) notified the public that its state plan for the use of federal American Rescue Plan Elementary and Secondary Schools Emergency Relief (ESSER) funds would be available for review and survey response for ten days, until July 9, 2021. Upon review of the plan and completion of the survey, we felt it necessary to convey several aspects of our concerns and recommendations for the updated plan in a separate communication. Below is a synopsis of our most urgent recommendations:

Current and Impending Staffing Shortages Endanger Hopes for Equitable Recovery

The current draft of the State plan illustrates need for staffing in key content areas but lacks proof on concept to demonstrate how the Department will address the shortage, particularly in the area of English as a second language. In 2020, only 53 ESL teachers received certification, even as Maryland experiences a 95% increase in the enrollment of students who are English learners. The State acknowledges the need to increase staffing in this area, which also admitting that the Maryland doesn't offer a bilingual certification for educators, which is a clear potential short-term solution to the shortage. When asked to go on to identify the most urgent area of shortage, the Department doesn't mention the needs of English Language learners or ESL staffing restrictions.

Clearly, the Blueprint for Maryland's Future provides a framework and funding towards a solution, given its major focus on increasing teacher qualification and racial diversity in the state. We implore the Board to integrate this and many other relevant aspects of the Blueprint for Maryland's Future into the State's ARPA plan. As of right now, the Department only lists an expired emergency certification extension (June 30, 2021) for teachers as response to the question of what it will do to fill anticipated gaps in certified teachers for the start of the 2021-2022 school year.

Clear Understanding of Student Need and Specificity Needed for Academic Recovery

MSDE's ARPA plan touts the importance academic interventions to address missed academic content, but MSDE must include clear, specific, and empirically-proven plans for academic remediation programs and describe exactly how funding will support these programs. Strong Schools Maryland is concerned by the lack of specificity in the MSDE ARPA plan and the lack of detail in explaining how ESSER funds will be used to support students' academic recovery, including the way the MSDE intends to re-engage students who have disengaged from school over the course of the last 16 months.

The MSDE's answer to question three on page 12 of the plan, which specifically asks the Department to identify the needs of underserved students, including students from low income families, students disaggregated by racial/ethnic group, by gender, English proficiency status, disability status, those experiencing homelessness, students in foster care, migratory students, and more, is even more troubling: the responses indicate that the Department doesn't have a strong

grasp of the full scope of student needs in the state right now. In fact, the MSDE doesn't even answer the part of the question relevant to the needs of students by racial/ethnic background. The parts of the question that are answered have left us similarly flummoxed, as the answers mostly detail work the Department has done or will do, rather than highlighting any student needs. One notable exception is the portion highlighting the needs of children with disabilities.

High-intensity tutoring is empirically proven to accelerate student learning and improve student outcomes. Tutoring is mentioned several times throughout the text as a means of academic acceleration; however, there is no detail or specificity describing what these tutoring programs will look like or who will provide these services. On page 11, the Plan states that "the MSDE is also allocating approximately \$188 million to Maryland LEAs to fund various high-quality tutoring programs," and there appears to have been an attempt to link a document detailing these high-quality tutoring programs. However, no document is linked, and there is not any evidence throughout the Plan of these high-quality tutoring programs aside from the North Bay outdoor education program. In order for this necessary academic intervention to be effective to recover learning deficits from this unprecedented school year, plans and funding allocations must be detailed and specific. If not already produced, the Board should provide guidance to LEAs on key features of and guidelines for establishing effective, high-intensity programs.

Further, MSDE's plan to administer standardized assessments in fall 2021 will not contribute to student academic acceleration unless there is a clear plan of action upon receipt of this data. Ultimately, though academic recovery appears to be a top priority for the MSDEs use of ARP ESSER funds, the lack of specificity and detail in the academic recovery plans and the Department's current grasp of student need can be improved.

Expanded Health Services and Specific Social-Emotional Learning Solutions

The ongoing generational and national trauma inflicted by the COVID-19 pandemic is not complete, regardless of the available social emotional health is at the forefront of national interest. We encourage the Board to look to the framework provided by the Blueprint for Maryland's Future regarding the availability of school-based health supports, the to-be-established Consortium on Community Supports, and the wealth of existing advocacy and research resources on this very subject.

Strong Schools Maryland is ready to support the Maryland State Board of Education and the Maryland State Department of Education in connecting with and learning from a diverse, far-reaching base of invested public education stakeholders as we enter a new era of public education. We know we need to move forward together and look now to the leadership of State Superintendent Choudhury and the State Board of Education in implementing the Blueprint for Maryland's Future, leveraging the opportunity presented by the American Rescue Plan's ESSER funds, and recovering from the impacts of the ongoing health pandemic.

With gratitude for your existing efforts and hope for the future,

Shamoyia M. Gardiner, M.Ed.
Executive Director
Strong Schools Maryland
shamoyia@strongschoolsmaryland.org

Maryland Children's Environmental Health Coalition

Mohammed Choudhury
State Superintendent of Schools
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July 22, 2021

REQUEST

Proposed MSDE ARP ESSER FUNDS PLAN

REQUEST

We strongly support and repeat your fellow CEHPAC (Children's Environmental Health and Protection Advisory Council) Commissioner, Sen. Guzzone's (*Maryland General Assembly representative on CEHPAC*) recent request that you take action to include the following additional priority in the MSDE APR ESSER FUNDS proposed PLAN;

"4) Use of Federal Funds to provide a pandemic safe and healthy school environment, working to prevent future unsafe and costly health needs. Funds will be used to address necessary actions specific to safe Indoor Air Quality and Water Quality, Green Cleaning, and issues related to the use of EPA registered pesticides."

Maryland Children's Environmental Health Coalition [MD CEHC] respectfully also submits this request to the Maryland State Department of Education (MSDE) as it allows for the intended uses of funds in the MSDE proposed ARP ESSER [*The American Rescue Plan Elementary and Secondary School Emergency Relief*] Funds Plan as outline in the federal statute. We ask that you as Superintendent ensure that this additional allowable use of funds is included as a priority in the final version of the Plan scheduled to be approved on July 27, 2021 and submitted to the federal government by July 30, 2021.

We understand that **\$1.95 billion in federal ARP ESSER funds** has been designated for the Maryland State Department of Education (MSDE). We request that the final MSDE Plan used these funds as intended by federal law; to protect and educate children in an environmentally safe community and school environment as schools reopen during this on-going pandemic.

MSDE PROPOSED PLAN – weaknesses

MSDE's proposed Plan currently identifies only three areas for funding, none of which address children's environmental health and protection as schools re-open during this re-surgings pandemic;

- 1) **Accelerating student re-engagement,**
- 2) **Supporting mental and social-emotional health, and**
- 3) **Addressing the impact of disrupted instruction.**

MSDE action is necessary to ensure that additional uses of the funds are allowed by MSDE, as The American Rescue Plan Act of 2021 (P.L. 117-2), enacted on March 11, 2021 introduced into 117 Congress as H.R. 1319, specifically states that the funds can and should be used to "*reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs*" (i.e. environmental health and safety) at school during a pandemic – refer to H. R. 1319¹ statute text.

MD CEHC is also seeking MSDE assurances that adequate information regarding the proposed distribution of Maryland's portion of the Federal HR 1319 Elementary and Secondary School Emergency Relief Fund (and other available funds), including confirmation that school-level IAQ (Indoor Air Quality) data will be prioritized to ensure that schools with the greatest needs, including environmental justice disparities, are adequately addressed and prioritized in the Final Plan to allow for equitable distribution of funds to address the greatest needs.

COMPREHENSIVE PLAN – Inadequate Public Input

We ask that you accept this specific request for use of the funds as defined in federal statute as MSDE was required to generate a "comprehensive" plan. A plan without IAQ actions in an airborne pandemic by definition is not comprehensive. We believe that the June 29, 2021 MSDE released of the proposed "State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund." – **designating July 9, 2021 as the deadline for submitting public comments** - on the plan does not permit for adequate input from the

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public or other concerned stakeholders, impacted Marylanders, advocates, etc. This “less than 30-day” window for public and other comments is insufficient and does not allow for CEHPAC or the MGA (Maryland General Assembly) input and guidance as outlined in Maryland statute.

Additionally, MSDE has not yet responded to the CEHPAC's May 11, 2021 Letters requesting information pertinent to the fair and equitable distribution of funds necessary to ensure children's environmental health and protection protocols during COVID-19 and beyond are included in the MSDE Proposed Plan for the distribution and use of APR ESSER Funds. Nor did MSDE include CEHPAC in any of its internal or stakeholder meetings to solicit input per the federal mandated to produce a **comprehensive plan**. The data sharing issue remains outstanding.

STATUTORY DUTIES

As Maryland State Superintendent of Schools, you are also a commissioner of CEHPAC and therefore also subject to the duties of the Commission. It is necessary for MSDE to consider CEHPAC's input as the Council has a statutory duty to recommend guidelines for State agencies to follow to help reduce and eliminate children's exposure to environmental hazards; and educate others regarding environmental hazards that impact children's health, the means to avoid those hazards, and any other relevant information that will assist in protecting children's health.

ARP ESSER Funds are the means to avoid and protect children from such hazards, as it will take a significant amount of money to address these pandemic related issues in Maryland schools. CEHPAC's and others review and input to the MSDE Plan is vital to those advocating for the fair and appropriate distribution of the federal funds to address COVID related issues expressed by the CEHPAC motions and recent (May 11, 2021) letters addressing Green Cleaning, Indoor Air Quality and the use of EPA Registered pesticides in Maryland Schools as well as the funds necessary to implement the 2021 Maryland Safe School Drinking Water Act and other actions necessary to ensure safe water in schools.

BACKGROUND – Funding with Equity

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021 designates a maximum of **\$1,951,136,802** to specifically support Maryland's schools in **safely reopening and sustaining safe operations of schools** while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (“COVID-19”) pandemic.

It is particularly important that ARP ESSER funding will enable Maryland and our 24 School Districts (a.k.a. “LEAs” or “local educational agencies”), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

CONCLUSION

We support all efforts to protect the most vulnerable, infants and children, from known hazards and ensure that children do not pay for their education with their health. MSDE must ensure that the Funds needed to address children's environmental health and protection in schools are available for use. Thank you for your consideration of this request and any assistance you can provide.

Please let us know that you received this request and of your decision on this matter.

¹ (page 18) Title II-Subtitle A-Part 1-Sec 2001(e)(2); (O), (P) and (Q). at url: [H.R.1319 - 117th Congress \(2021-2022\): American Rescue Plan Act of 2021 | Congress.gov | Library of Congress](https://www.congress.gov/bills/117/1319/versions/1/html/2021/07/20210713-1319-1.html)

MD CEHC Mission Statement

Maryland Children's Environmental Health Coalition (MD CEHC) is a group of children's advocates working collaboratively toward improving the lives of children in Maryland. Our coalition works to support and advocate for laws that address children's environmental health and well-being. MD CEHC recognizes the urgent need to address the growing issues surrounding the environment where our children live, play, and attend school. We are specifically concerned about protecting children from known hazards, and preventing new hazards, thus allowing our children to reach their full potential as contributing members of society.

Those listed here are in support of the Coalition's Request

STEERING COMMITTEE MEMBERS

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NOTE: *The opinions expressed herein are my own and do not necessarily reflect the views of The Johns Hopkins University*

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Laura Stewart
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This space will list additional individuals who have asked to sign on to support this request – not all have been recorded as of this time...

NOTES:

Due to the announced deadline of July 27, 2021 for decisions on the Final MSDE ARP ESSER Funds Plan, the entire list of Coalition Testimony Supporters could not be included in time for the submission of this request to MSDE. Please contact the Coalition for a complete list of supporters.

*Indicates CEHPAC member signing on as individual as CEHPAC was not able to meet in time to compose and submit input on behalf of the commission.

**Public Testimony to the Maryland State Board of Education Regarding
COMAR 13A.07.06: Programs for Professionally Licensed Personnel**

Submitted by:

Dr. Laurie A. Henry, Dean, Seidel School of Education, Salisbury University
University System of Maryland

Dr. Christy Graybeal, Chair, Department of Education, Hood College
Maryland Independent College and University Association
July 27, 2021


Dear President Crawford and Members of the Maryland State Board of Education:

We are here as representatives of the Maryland Education Deans Council, a state-wide collaborative that includes membership of all the deans and directors of the educator preparation programs in the University System of Maryland (USM) and the Maryland Independent College & University Association (MICUA) combined, which includes representatives from 23 public and private institutions of higher education across the state. Our Deans Council is organized as a consultative group that shares a commitment to preparing the best teachers for all the schools in Maryland. We meet four times per year to share best practices, problem-solve around shared challenges, and entertain aspirational, innovative ideas that might require some “sweat equity” and/or financial resources to help us achieve our goals. As you may imagine, we have been closely following the development of the teacher preparation regulations for several years.

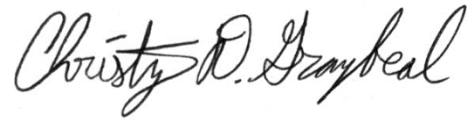
All the deans and directors of the educator preparation programs have close relationships with their partner local school districts through our robust Professional Development School networks. Since 2010, seven of Maryland’s programs were recognized with the Exemplary PDS Award from the National Association of Professional Development Schools, which recognizes exemplary achievement for longstanding collaborations between P-12 and higher education. As a collective group, we also look for opportunities to support the goals of the Maryland State Department of Education, especially when it comes to solving our most difficult challenges, including teacher shortages; diversity of the teacher talent pool; multiple, high-quality pathways into teaching; and creative leadership preparation for teacher leaders, principals, and other district level leaders. Every one of our members is ready and willing to do whatever it takes to carry Maryland’s public education to the next level.

We believe that the proposed regulations [COMAR 13A.07.06] that you will consider today generally meet the goal of ensuring high-quality educator preparation programs in Maryland. We applaud the work of every member of the education community who has assisted in getting us to where we are today. However, we have some continuing concerns with specific provisions of the regulations, and we look forward to sharing these concerns through the public comment process.

Additionally, we would be happy to serve on any workgroups or engage in any discussions that would further a highly collaborative P-20 partnership for the good of our students, teachers, state, and nation.

A handwritten signature in blue ink that reads "Laurie A. Henry". The signature is fluid and cursive, with a long horizontal stroke extending from the end of the name.

Dr. Laurie A. Henry, Dean
Seidel School of Education
Salisbury University
University System of Maryland

A handwritten signature in blue ink that reads "Christy D. Graybeal". The signature is cursive and elegant, with a prominent loop at the end of the last name.

Dr. Christy Graybeal, Chair
Department of Education
Hood College
Maryland Independent College &
University Association

Good Morning,

Thank you for this opportunity to submit public comment on the ***Maryland Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund***. My name is Laura Stewart and I am speaking as a parent of a Junior at Albert Einstein High School in Kensington and as an education advocate for the past decade. My child was in a remote learning environment for the entirety of the pandemic, but was happy to get vaccinated and enjoyed an in-person summer enrichment opportunity. He spent an extra 10 minutes after class each day, fulfilling his thirst for a personal connection with a teacher, which was lacking online. I am here to advocate for a state plan that prioritizes the funding of science based Covid-19 mitigation strategies in schools. If we do so, we can give ALL children the best chance to meet in person, full time, without interruptions in the fall, so they too can build those personal connections which are so important to learning.

The current draft plan lists 3 priorities I wholeheartedly support: accelerating student re-engagement, supporting mental and social-emotional health, and addressing the impact of disrupted instruction. Today I ask you to add a fourth priority that addresses the physical environment as we move to offering 5 days a week schooling for all students. This new priority has been shared via letters signed by state and local legislators, advocates and parents. The proposed language is "Use of Federal Funds to provide a pandemic safe and healthy school environment, working to prevent future unsafe and costly health needs. Funds will be used to address necessary actions specific to safe Indoor Air Quality and Water Quality, Green Cleaning, and issues related to the use of EPA registered pesticides."

These federal funds will allow local school systems to increase their Covid-19 mitigation efforts while also improving the school environment for years to come. Because we now understand that the Covid-19 virus is airborne, monitoring and then upgrading ventilation will be an important part of the layered approach to stopping the spread of the virus, especially among our youngest learners who are not yet vaccinated. This aligns with the updated MSDE and MDH guidance released on Friday July 23rd. Schools with old or without HVAC should be prioritized. Portable air cleaners will need to be continued to be deployed if systems cannot be upgraded. These funds may also allow schools to use outdoor spaces effectively during higher risk activities like lunch, P.E. and music classes. Funding filtered water bottle stations will assure that children will have access to safe water even if drinking fountains cannot be used due to health hygiene.

Thank you for your thoughtful and thorough draft plan that will focus our efforts at recovery and give our resilient students a chance to come out of this pandemic stronger. I now ask that we also prioritize funding our facilities so that we give our students the best chance to learn in person during this next stage of an ongoing pandemic.

Laura Stewart
Silver Spring, MD
Parent and Education Advocate



Gavin Harrison <gavin@awsdmv.com>

Fwd: EaaS 1-min pitch (new, longer w/ tech included)

Gavin Harrison <gavin.harrison@cloud-warriors.com>
To: Gavin Harrison <gavin@awsdmv.com>

Tue, Jul 27, 2021 at 7:24 AM

Get Outlook for iOS

From: Chris Nebel <chris.nebel@cloud-warriors.com>
Sent: Tuesday, July 27, 2021 8:23:42 AM
To: John Graybeal <john.graybeal@cloud-warriors.com>; Gavin Harrison <gavin.harrison@cloud-warriors.com>
Subject: Re: EaaS 1-min pitch (new, longer w/ tech included)

What do Tutors, Interventionists, SEL specialists, and bolstered Summer programs all have in common? They are well-intentioned, yet partial solutions, that *occur in a vacuum* and leave critical questions unanswered. On the heels of a once-in-a-lifetime pandemic, how can your community be expected to overcome the resulting extraordinary challenges with merely ordinary solutions? Simple answer, you can't.

Educator-as-a-Service is the ONLY approach that comprehensively addresses Learning Loss in the K-12 environment. We offer turnkey, on-demand, 1-to-1 tutoring at scale, and give every student, regardless of socioeconomic status, an equal opportunity to excel academically. Our proprietary feedback loop delivers full transparency into student academic challenges, provides social and emotional wellness insights, and supplies powerful professional development analytics for administrators.

Educator-as-a-Service represents the optimal combination of cutting-edge technology and people, leveraging artificial intelligence, emotional intelligence, and the human intelligence innate to certified teaching resources. Think of us as truth serum.

Educator-as-a-Service is an American company and we create local jobs in the communities we serve. Our team includes a grant expert to liaise directly with schools and offer assistance in the ESSER III funding application process. We are currently working with both large and small districts across the country and would be honored by the opportunity to assist your students, teachers, and administrators. Thank you for your time and consideration.

Chris Nebel

President & CEO



Mobile 615.480.0470

Good Morning

My name is Sharon R. Saroff. I am a special education advocate in the Baltimore Metro area. For the past few months I have come to public comment to speak on virtual learning with regard to students with disabilities. My current concern has to do with the way many school systems have developed their virtual learning for the fall. I understand the need for many students to be in person to receive their services. However, I know I am not alone in expressing how short sighted many school district plans are for this and future school years. There is a notion that students with IEPs can only learn in person. I know many students who learn better online than they do in person. They are able to be more focused, communicate better, have less anxiety, and more accessibility to name a few of the benefits. There are also students who cannot come back to in person learning because they or a family member are immunocompromised and cannot get a vaccine. Some school systems feel they can meet the needs of

these students through home and hospital. Home and hospital does not cover students who have immunocompromised family members. Home and Hospital does not have their own speech therapists and occupational therapist. Most school systems while planning to provide virtual learning for the coming year are only providing special education to those who can be serviced in the general education environment. What about the students I have mentioned? Aren't we supposed to provide services to all students with IEPs? Are we so convinced that students with more significant disabilities cannot learn virtually? As I have noted in the past there are other states such as Massachusetts, Colorado, Georgia and Michigan who are teaching all students with special needs in a virtual environment if that is their least restrictive environment. Maryland needs to make an effort to require school systems to provide all students with their least restrictive environment whether it is a self contained classroom or general education or virtual learning.

Maryland also needs to look to the future and encourage school systems to do the same. Many school systems are only planning to expand virtual learning for this coming school year. Again this is short sighted and not considering the needs of all their students. Maryland needs to stop only looking at the negative of virtual learning. We need to look at ways to improve this type of learning so that we can equally service all students with disabilities.