

A young girl with braided hair, wearing a white sweater, is sitting at a desk in a classroom. She is smiling and has her right hand raised, pointing upwards. In the background, other students are visible, some also with their hands raised. The classroom has a green bulletin board with various papers pinned to it.

# Blueprint for Maryland's Future

## Comprehensive Implementation Plan



August 2023

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Isiah Leggett

**Vice Chair**  
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## BLUEPRINT FOR MARYLAND'S FUTURE

August 2023

The Honorable Wes Moore, Governor of Maryland  
The Honorable Bill Ferguson, President of the Maryland Senate  
The Honorable Adrienne Jones, Speaker of the House of Delegates  
Members of the Maryland General Assembly  
Citizens of Maryland

On behalf of the Blueprint Accountability and Implementation Board (AIB), I am pleased to transmit the updated Blueprint Comprehensive Implementation Plan, which will guide implementation of the Blueprint for Maryland's Future. The AIB adopted changes to the Initial Comprehensive Implementation Plan on August 1, 2023, as required by Chapter 36 of 2021, as amended by Chapter 55 of 2021 and Chapter 33 of 2022.

Since the Initial Blueprint Comprehensive Plan was adopted in December 2022, the AIB and its State and local partners have experienced a wide range of successes and challenges in supporting the Blueprint's effective implementation. The resulting lessons learned, ranging from the importance of elevating the science of instruction and learning in math and reading, to expanding certification pathways for future Pre-K–12 teachers and school personnel, are integral to the Blueprint's ultimate success. The changes to implementation requirements and guidance informed by these critical insights, in addition to stakeholder feedback, are reflected in the updated Blueprint Comprehensive Plan.

The AIB continued to center transparency and accessibility in seeking input about potential updates to the Blueprint Comprehensive Plan by organizing and facilitating multiple opportunities for stakeholders to share their feedback and suggested changes, including through providing public comment to the AIB during their monthly meetings and submitting feedback through an online form. The AIB staff publicly reviewed proposed changes individually during AIB meetings that are held virtually and livestreamed with recordings and meeting materials archived on the AIB's website ([aib.maryland.gov](http://aib.maryland.gov)).

In addition, the updated plan includes a new section summarizing the efforts and accomplishments of the Outcome Measures Workgroup that began meeting in February 2023. The workgroup was charged with refining the outcome measures identified in the initial plan and recommending metrics and implementation targets that will be used to assess Blueprint progress to the AIB. The updated Blueprint Comprehensive Plan identifies output and outcome measures that were formally adopted by the AIB, in addition to data to monitor on an ongoing basis, across all five Blueprint pillars. Moving forward, the workgroup will recommend implementation targets at the State and local levels for each measure to the AIB.

As ever, the members of the AIB and I are honored to be part of this moment in Maryland's history when the State committed to transforming its public schools to provide a world-class education to enable every student to be successful in college, career, and life, no matter where they are from or their unique circumstances.

The goal for all of us remains successful implementation of the Blueprint for Maryland's Future with fidelity. We recognize the heavy lift that this work to transform our schools and improve outcomes for our students requires and the dedication of all involved in this work. The Blueprint's importance cannot be overstated – our educators, students, families, and communities need it to be successful.

We look forward to continuing to work with you and all our State and local implementation partners to realize the promise of the Blueprint for Maryland's Future.

Sincerely,

A handwritten signature in cursive script, appearing to read "Isiah Leggett", with a long horizontal flourish extending to the right.

Isiah Leggett  
Chair

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# SECTION 1

## BACKGROUND, HISTORY, & VISION OF THE BLUEPRINT

The Blueprint for Maryland's Future, as it was formally named by the General Assembly in 2019, is a set of policies and dedicated funding that is intended to transform Maryland's education system from early childhood through elementary and secondary education. The Blueprint is based on the recommendations of the Commission on Innovation and Excellence in Education (known as the Kirwan Commission after its chair, William Kirwan). The Kirwan Commission was created by the Governor and General Assembly in 2016 (Chapters 701 and 702). They recognized that Maryland students will compete for jobs not just against students in neighboring states, but, in an increasingly global economy, against students from around the world as well. As a result, they charged the Commission to make policy and funding recommendations that would enable Maryland's education system to perform at the level of the world's best systems for the benefit of all its students.

This charge set a very high bar for the Commission. Indeed, the US is in the "middle of the pack," as compared to the world's other major economies, when it comes to student performance. Moreover, within the US, the picture is not better. Maryland performs about average on the National Assessment of Educational Progress (NAEP), better known as the Nation's Report Card. Since the COVID-19 pandemic, Maryland's NAEP results are even more troubling. The pandemic has exacerbated the inequities in Maryland's education system and the disparate outcomes for students of color, students from low-income households, students whose primary language is not English, and students with disabilities, among others.

To accomplish its daunting charge, the Kirwan Commission studied in depth some of the world's highest performing and most equitable education systems, including several in the US. In comparing these systems to Maryland, the Commission found

that they had remarkably similar elements and evidence-based best practices. These elements and best practices, adapted to the Maryland context, form the basis of the Commission's sweeping set of recommendations, addressing education policy from early childhood through secondary and postsecondary education and training. In addition to these policy recommendations, the Commission provided recommendations to revise the state's education funding formulas to support the policies, as well as a carefully-sequenced timeline for implementation of the recommendations. If faithfully implemented, these recommendations will enable current and future generations of Maryland's children to be successful in the 21st century workforce, which requires more skills and knowledge than ever before.

From 2018 through 2021, the Maryland General Assembly passed legislation to support preliminary and final recommendations coming from the Kirwan Commission. In March 2020, just before the General Assembly adjourned early due to the COVID-19 pandemic, it passed the omnibus Blueprint for Maryland's Future Bill. In 2021, after overriding the Governor's veto of the 2020 law, the General Assembly modified the Blueprint to address the impact of the pandemic on student learning by adding funding for technology upgrades in the schools, summer school, and increased tutoring support. In addition, the General Assembly provided a significant investment in behavioral health to support students' well-being. Overall, the State will invest an additional \$3.9 billion (45% increase) in Maryland's public schools by fiscal 2034 and local governments will invest at least \$700 million (8% increase) over pre-Blueprint levels when Blueprint funding is fully implemented.

Residents of Maryland—parents and taxpayers especially—have every reason to ask, what precisely are the benefits from such an investment? Research demonstrates that as a

society's education level rises, crime and health care costs decline, the cycle of inter-generational poverty begins to break, civic engagement improves, and family structures are strengthened. For example, a recent study in Pennsylvania showed that a high school dropout consumes \$2,700 in public health insurance versus just \$170 for a college graduate. Maryland's prisons, too, are disproportionately populated with high school dropouts. The National Institute of Justice estimates

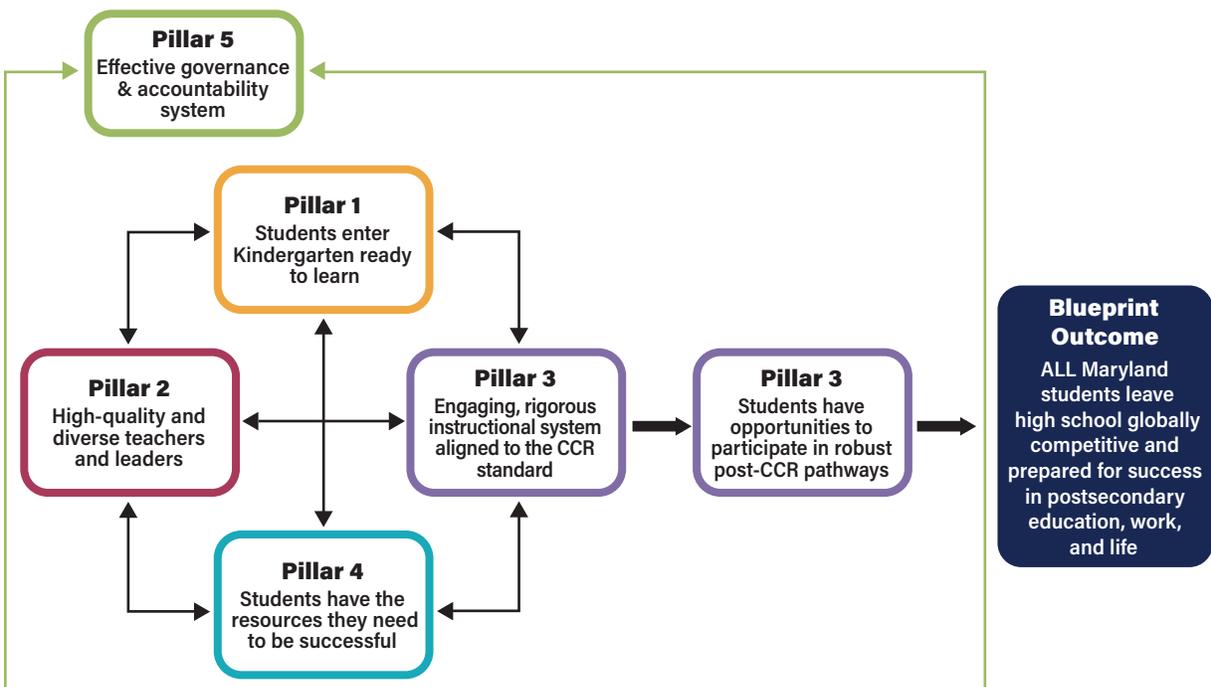
that incarceration drains \$450 billion from the U.S. economy annually (p4, 2019 Interim Report).

But that is not all. As education and skill levels rise, so do personal income and the quality of life. Businesses are more prosperous because they can more easily recruit a workforce with the necessary talent and skills in the ever-increasing sophistication of the modern workplace. This is the future that the Blueprint envisions for Maryland.

**FOR MORE INFORMATION**

The Kirwan Commission: <https://aib.maryland.gov/Pages/Kirwan-Commission.aspx>.  
 The history of the Blueprint for Maryland's Future law: <https://aib.maryland.gov/Pages/blueprint-law.aspx>

*The Blueprint for Maryland's Future policies are grouped into five areas, called pillars. The five pillars identify key implementation activities and expectations and are each described in further detail in Section 4. Some implementation activities affect outcomes across multiple pillars, and, as the logic model below demonstrates, all pillars need to be implemented effectively to reach the Blueprint's expected outcome. The Accountability and Implementation Board (AIB) was created to oversee implementation of the Blueprint for Maryland's Future and to ensure that the goals and expected outcomes of the Blueprint are achieved. AIB is discussed further below in Pillar 5.*



One of the inescapable conclusions of the Kirwan Commission is that substantial and sustained improvement in Maryland's schools will only be accomplished with targeted attention to its lowest performing schools and integrated policies that enable its most challenged students to reach their full potential. These policies are contained throughout the pillars, from free full-day pre-K for low-income three- and four-year-olds to redesigning the school day so that teachers have more time to identify and deliver individualized supports to students who need them to new concentration of poverty grants for schools with high concentrations of students from low-income households to provide additional supports and wraparound services to students so they are able to learn and benefit from increased rates of well-being. As new policies are implemented and funds are allocated, the Blueprint calls for prioritizing low-performing schools and schools with high concentrations of students living in poverty, including additional teachers and the assignment of highly effective teachers to low performing schools, where they are needed most to reduce achievement gaps.

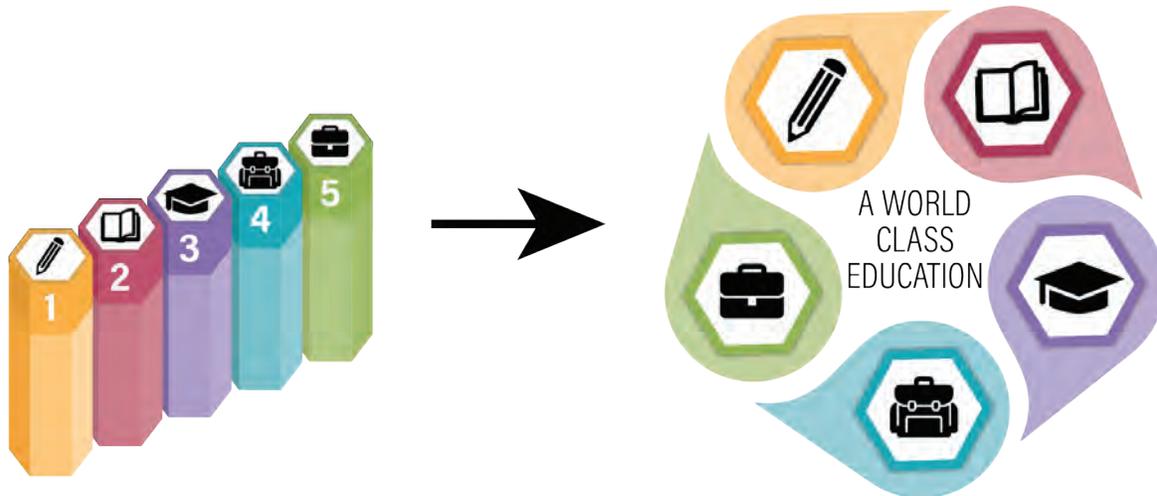
The Kirwan Commission also recognized that these investments may not be enough to address the inequities that persist among students of different races and ethnicities. As data presented to the Commission showed, students of color deal with racism and implicit and explicit biases throughout their school experience. Racial disparities can be seen in, for example, early childhood educational outcomes, disciplinary actions, and college preparatory opportunities (p 17, 2019 Interim Report). To address these inequities and disparities, the Blueprint includes specific policies, such as requiring existing and prospective teachers to receive cultural competency training that includes understanding

and addressing implicit and explicit biases, requiring teacher training in restorative practices, and recruiting a more diverse teaching corps. In addition, based on the belief that transparent data collection and analysis is critical to the elimination of achievement and opportunity gaps, the Blueprint requires the AIB to ensure that disaggregated data is collected and readily available on, among other measures, racial disparities in achievement, attendance, disciplinary actions, school readiness, enrichment opportunities, and assignment to special education classes.

The Blueprint represents a once in a generation opportunity to transform Maryland's schools from a middle level performer in the US at best, rife with inequities in educational opportunities, to a system that is a model for the nation for quality and equity and on par with the best school systems in the world. The road to full achievement of this vision for the Blueprint will not be easy. It will require dedication and persistence and an unprecedented level of collaboration by all entities involved in the Blueprint's implementation. It will also require support from the general public as transformational change begins to take place in long held pre-k-12 educational traditions. But, if Maryland can stay the course on this 10-year journey, the rewards will be abundant. Maryland will be a state where all children, regardless of where they live, household income, race, ethnicity, gender, language spoken at home, disability, and any other unique characteristic, will have the support, nurturing, and opportunity for a world class education preparing them for success in work and life.

## Blueprint for Maryland's Future—Pillars

*Although the policies are distinguished by pillars, the fundamental premise of the Blueprint for Maryland's Future is that the policies are interrelated and must be implemented systemically and in tandem to achieve the intended outcomes and goals.*



As the policies are phased-in over time, the entire education system will be strengthened resulting in improved performance across student groups. The additional resources that will be directed to students who need them most will help to close achievement gaps while expanding student opportunities related to college and career readiness. Investing in family and community supports and full-day prekindergarten will greatly increase the proportion of kindergarteners who enter school ready to learn. A high-quality curriculum and instructional materials combined with a highly-skilled professional educator workforce, more resources, and timely interventions for students will ensure that the vast majority of students are on track to be college and career ready (CCR) by the end of 10th grade. The rigorous post-CCR pathways 11th and 12th grade will allow students to explore career areas of interest and earn industry credentials and college credits at no cost to the student or their family before high school graduation.

Further, the success of the Blueprint depends on careful implementation, as the success of each part depends on others and some cannot be implemented until others are in place. For example, a transitional tutoring program is in place until schools can be redesigned so that

there is early intervention and ongoing support and teachers are equipped with the knowledge, tools, and time to provide this support. A career ladder for teachers provides opportunities for them to progress in their career and to develop expertise and specializations. It will not be established until districts and union representatives have time to negotiate it, and it will not be fully established until MSDE designs professional development to prepare teachers for different roles in schools, like mentoring other teachers and leading professional learning. Schools must also have time to plan for new ways they will organize staffing around these varying roles. This demonstrates the integral role that State and local actors play in realizing the Blueprint's expected outcome.

The education system envisioned by the Blueprint is very different from what is in place now and the results are equally transformative. Now, only 4 in 10 kindergarteners enter school ready to learn. Once full-day prekindergarten is expanded to all four-year-olds and low-income three-year-olds who wish to enroll combined with additional supports for families with young children, every child will have the opportunity to enter school ready to learn and not start school already behind their peers. As teachers have more time during

the school day to collaborate with their colleagues about needed student interventions, and more teachers are in the schools to support students, students who are falling behind will be identified quickly and supported with the appropriate interventions to get back on track. And as many more than the current one-third of students achieve college and career readiness (CCR) by the end of 10th grade, more and more students will participate in post-CCR pathways earning

college credits, even an associate degree, and industry recognized credentials while they are still in high school, setting them up for success in postsecondary education, training, or career.

**This vision will not be achieved by doing the same things, or even doing the same things with a few new things added. Transforming our public schools will require nothing less than rethinking and redesigning the policies in place now to create something that works much better for all students.**

## An Overview of the Five Pillars



### Pillar 1: Early Childhood Education

**A system where all young children and families receive the health, mental health, financial and social supports they need to ensure that students who arrive at the school door are healthy and ready to learn.** This includes a network of family support (Patty) centers to provide family support programs and Judy Centers attached to some Title 1 schools in each county to coordinate access to child care and other services for families within the school feeder area. Expand high quality publicly-funded full-day pre-K for all 3- and 4-year-olds from low-income households and make pre-K available to all other 4-year-olds on a sliding scale. Pre-K teachers will be highly trained and supported and work closely with K–3 grade teachers to identify and address learning issues early.

**Significantly expand** publicly-funded, full-day pre-K for all 4-year-olds and 3-year-olds from low-income households through a public-private delivery system

**Increase** number of high-quality early childhood education providers and educators

**Expand** supports for young children and their families

**Fully fund** the Maryland Infants and Toddlers Program

**Improve** student readiness for kindergarten



### Pillar 2: High-Quality & Diverse Teachers and Leaders

**A system that elevates the teaching profession to the high status that it deserves in which students are taught by teachers with strong content knowledge who have apprenticed with and been mentored by exceptional teachers to hone their craft.** Teachers will work with their colleagues to plan across grades and subjects to continuously improve instruction. Teachers will have more time away from direct instruction to work collaboratively to identify student needs, research evidence-based practices to address the needs, and provide the appropriate interventions. Teachers will also develop expertise and specializations that support professional learning communities throughout the school. School leaders will support and encourage teacher leadership and collaboration in planning and organizing the school to best serve students.

Working in this way requires organizing the school day and the way work is done differently. In Maryland, a new career ladder will provide a framework for organizing professional development and for identifying teachers with the necessary expertise and experience to take on significant new roles in their school community. The State will also raise pay for teachers statewide, in recognition of their vital role and will also support a range of ways to recruit and develop teachers who reflect the diversity of students in their classrooms and who are trained to be culturally responsive.

**Increase** the rigor of educator licensure and prep programs

**Improve** educator compensation and working conditions

**Institute** new recruitment and professional development efforts to create a more diverse educator workforce

**Establish** a new statewide educator career ladder to continually improve professional practice and student performance

**Implement** more comprehensive in-service educator training and professional development



### Pillar 3: College and Career Readiness

**Engaging and rigorous K-12 instructional system that enables all students to reach a college and career readiness standard by 10th grade, and no later than high school graduation, to ensure their success in the State's community colleges without the need for remediation.**

The learning system that supports all Maryland students will have benchmarks along the way to identify and help students who are struggling academically quickly and flexibly so they don't fall further behind. Schools will develop highly targeted and engaging support programs for students who need them aimed at getting them up to speed quickly without repeating work they have struggled to master. Schools will innovate in developing these supports by working with outside partners, engaging students in applied learning experiences, teaching content in new ways, and using technology to enhance learning.

Maryland's high schools will offer students different pathways—all with rigorous content and applied experience—to pursue college preparatory programs, early college programs leading to an associate degree, and robust Career and Technical Education (CTE) programming focused on apprenticeships. All rest on a foundation of reading and math readiness so students are primed to succeed.

**Implement** preK-12 curriculum for students to be college and career ready (CCR) by the end of 10th grade

**Develop** an aligned instructional system with resources and supports necessary to keep students on track to be CCR

**Provide** students with resources necessary to achieve reading proficiency by the end of 3rd grade

**Create** a statewide framework for rigorous CTE programs and skills standards

**Establish** pathways for CCR and non-CCR students in grades 11 and 12



## Pillar 4: More Resources for Students to Be Successful

In addition to making sure that all students have support and enrichment before they come to school, **students will have access to physical and behavioral health services and other supports so that they are healthy and able to learn and participate fully in school.** Schools with large populations of students who live in high levels of poverty will get extra funding to expand and support these health services, including a full-time health practitioner in the school, and wraparound services such as extra academic support and after school and summer enrichment opportunities that they may otherwise not have.

Schools will also have the funding necessary to develop targeted support for English learners and students who receive special education services and to offer strong programs that ensure they access general education environments at the earliest possible time. As students who are falling behind are identified early and receive timely interventions, fewer students will require special education services.

**Provide** more support for students and schools who need it most, specifically, additional supports for English language learners, students from low-income households, and students who receive special education services

**Provide** new Concentration of Poverty grants directly to eligible schools to support community schools and enhance wraparound services

**Coordinate** community supports to meet student behavioral health needs and provide technical assistance to school systems



## Pillar 5: Governance & Accountability

**Governance and accountability that supports the effective functioning of the education system and monitors how schools and the system are implementing the Blueprint policies** and, as those are implemented fully, the impact they have on student and system performance. This calls for an accountability process with the authority to ensure the desired results are achieved for all our students. The AIB was created for this sole purpose, and it is scheduled to sunset when the 10-year implementation period is completed.

**Establish** the Accountability and Implementation Board to oversee and monitor State and local agencies' progress in implementing Blueprint policies

**Develop** State and local Blueprint implementation plans

**Create** Expert Review Teams to visit schools and make recommendations for improving student achievement

**Require** school systems to demonstrate that at least 75% of per-student funding follow students to their schools

## Development of the Initial Blueprint Comprehensive Plan

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The Blueprint law requires AIB to develop a Comprehensive Implementation Plan to guide State and local units of government in implementing the Blueprint for Maryland's Future over the 10-year implementation period. The law calls for AIB to consider input from interested stakeholders, create a timeline for implementing the Blueprint, and identify key milestones for State and local units of government to achieve within the Blueprint's implementation period. AIB prioritizes transparency and accessibility in communicating with stakeholders from across the State and kept these principles at the forefront of its outreach and public engagement activities related to gathering stakeholder input on the BCP.

In spring 2022, the AIB held a series of public meetings with Kirwan Commission members and international and national experts to dive deeper into the policy context and rationale behind the Blueprint for Maryland's Future and its five pillars. Subsequently, AIB invited members of the public and interested stakeholders to nine public summer virtual working sessions to pose questions and share considerations related to the Blueprint's implementation. Approximately 150 individuals on average participated in each of the working sessions, including representatives from local education agencies, education associations, Blueprint coordinators, MSDE, advocacy organizations, stakeholders, teachers, principals, parents, higher education institutions, and staff from the CTE Committee and Consortium on Coordinated Community Supports. AIB responded to over 150 questions and discussed many implementation considerations during the working sessions.

AIB's advisory committees, which are composed of Maryland residents with diverse personal and professional backgrounds related to the pillars of the Blueprint, also provided their input on the Blueprint Comprehensive Plan. Collectively, the four advisory committees represent the four content pillars of the Blueprint for Maryland's Future (early childhood education; high-quality and diverse teachers and leaders; college and career readiness; and more resources for students to be successful) as well as every region of the State. Individual advisory committees met for multiple public meetings to discuss pillar-specific implementation tasks in the fall of 2022.

Although not required by the Blueprint law, AIB released the draft Blueprint Comprehensive plan on October 26, 2022, for public review and feedback. AIB provided multiple opportunities for stakeholders and members of the public to share feedback on the draft BCP, including a virtual public hearing, sending written testimony over email, and/or submitting feedback through a Google form posted on AIB's website. Ultimately, AIB received over 400 pieces of written testimony and feedback. They reviewed each recommendation to determine if it was related to the charge of the Blueprint or within AIB's scope and would support reaching the Blueprint's expected outcomes. Recommendations that did not meet the criteria or would require a legislative change were not integrated to the initial BCP, but many were incorporated into the implementation considerations that AIB will monitor over time for potential changes in the future. AIB revised the draft initial BCP based on stakeholder input before adopting the Initial Blueprint Comprehensive Plan at a public meeting on December 1, 2022.

A full description of the BCP's development is available in the Initial Blueprint Comprehensive Implementation Plan:

<https://aib.maryland.gov/Pages/Blueprint-plans.aspx>

# SECTION 2

## BLUEPRINT OUTCOMES

The Accountability and Implementation Board (AIB) was created to hold State and local governments accountable for implementing the Blueprint and evaluating the outcomes achieved against what is expected. AIB is scheduled to sunset June 30, 2032, roughly the same time that the Blueprint is fully implemented (full funding of the last Blueprint formula, the Foundation program, takes effect July 1, 2032 (i.e., FY 2033).

Achieving the expected outcomes of the Blueprint for Maryland's Future will take the sustained dedication and commitment of the public and all those charged with implementing it for decades to come. While the policies and funding increases in the Blueprint will be fully implemented in 2032,

the results will not be fully evident until the cohort of 4-year-old students entering pre-kindergarten in 2022 graduate from high school in 2036. However, it will be known well before 2036 whether the policies are being implemented as intended, and whether student learning is continuously improving.

AIB will evaluate Blueprint implementation through the annual implementation plan review process and will monitor progress throughout the year. An independent entity will also be hired by AIB to conduct a program evaluation of Blueprint implementation with an interim evaluation required to be completed by October 2024 and the final evaluation by October 2030.

### Expected Outcomes

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AIB has identified the expected outcome of the Blueprint when all five pillars are fully implemented in FY 2032 is to:

*Improve the quality and equity of Maryland's education system so that all Maryland students, regardless of where they live, household income, race, ethnicity, gender, language spoken at home, disability, and any other unique characteristic, can leave high school globally competitive and prepared for success in postsecondary education, work, and life.*

The Blueprint and AIB are focused on providing equitable learning opportunities so that every student can become college- and career-ready before they graduate from high school. AIB will focus on outcomes for students who are currently not achieving CCR, which overwhelmingly includes students who are from low-income households and who attend schools with high concentrations of poverty, English learners,

students with disabilities, and students with different racial/ethnic backgrounds. Closing the opportunity and achievement gaps between these students and their peers is critical to achieving the Blueprint's goal.

AIB has also identified the expected outcomes for each pillar as a result of implementation of each of the pillar objectives, as well as for the objectives within each pillar as a result of implementation of the individual pillar tasks/subtasks.

The expected outcomes at each of the three levels describe the intended impact of the Blueprint on students, educators, and schools at full implementation. The expected outcomes for each pillar are identified in Section 4 (each objective is an expected outcome).

# Blueprint Goals

*These goals define the transformative change that AIB and state and local education leaders and stakeholders are working to accomplish for Maryland students, educators, and communities through the Blueprint's implementation. AIB has also identified pillar-level expected outcomes and goals in Section Four of the BCP.*

|  |
|--|
| <p><b>1</b></p> <p>Increase in the rate of students—<br/>and reduction of gaps among student groups—<br/>entering kindergarten who are on track to successfully<br/>graduate on time and move on to postsecondary education,<br/>training or well-paying jobs by FY 2032</p> |
| <p><b>2</b></p> <p>All Maryland students<br/>graduate CCR by FY 2032</p>   |
| <p><b>3</b></p> <p>Achievement gaps are reduced if<br/>not eliminated across all grades and<br/>student groups and LEAs by FY 2032</p>   |
| <p><b>4</b></p> <p>Participation in post-CCR pathways increases equitably<br/>across all student groups, and 45% of high school graduates<br/>earn valuable CTE industry credentials or complete high school<br/>level of registered apprenticeship by FY 2032</p>           |
| <p><b>5</b></p> <p>Remediation rates in Maryland community colleges<br/>across all student groups and colleges<br/>are reduced by FY 2032</p>  |

# SECTION 3

## UPDATED OUTCOME MEASURES

The initial Blueprint Comprehensive Implementation Plan adopted by the AIB in December 2022 identifies key milestones that State and local entities are expected to reach over its 10-year implementation period, expected outcomes and outcome measures for the overall Blueprint and each pillar, and outcome measures for each pillar objective at full implementation. The updated Comprehensive Plan builds on the initial plan by identifying output measures and both new and revised outcome measures based in part on recommendations from the Outcome Measures Workgroup appointed by the AIB. These measures are either currently—or will be —attached to

implementation targets that will be used by AIB to continuously monitor and assess the Blueprint's progress.

Overall and throughout the AIB's monitoring of Blueprint progress, student outcome data will be disaggregated and analyzed by student groups whenever possible, including at least by race/ethnicity, gender, grade level, LEA, socioeconomic status, English learner status, and disability. Whenever possible and applicable, disaggregated data will also include intersections of student and teacher identities. Additional disaggregation may also be identified for other measures.

### Outcome Measures Workgroup

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The Outcome Measures Workgroup was appointed by the Accountability and Implementation Board (AIB) in the winter of 2023 and was tasked with reviewing and refining the outcome measures included in the initial Blueprint Comprehensive Implementation Plan, identifying appropriate metrics for the outcome measures, and setting incremental targets at the State and local levels to monitor the Blueprint's implementation progress. The workgroup is chaired by AIB Members Laura Stapleton and Joseph Manko and includes representatives of LEAs, State agencies, advocates, subject matter/data experts, and the AIB's equity consultants Dr. Ivory Toldson and Dr. Natasha McClendon. The full roster is available on the AIB website: <https://aib.maryland.gov/Pages/Outcomes-Measures-Workgroup.aspx>.

In the first phase of work, the workgroup held ten public meetings between February 28 and July 7, 2023. The workgroup differentiated between

“output measures” that assess the implementation or delivery of a Blueprint initiative or program, and “outcome measures” that demonstrate a program's impact on participants through a change in their behavior, knowledge, and/or beliefs.

The workgroup recognized the importance of identifying and monitoring both types of measures to accurately capture and communicate the Blueprint's implementation progress to the public.

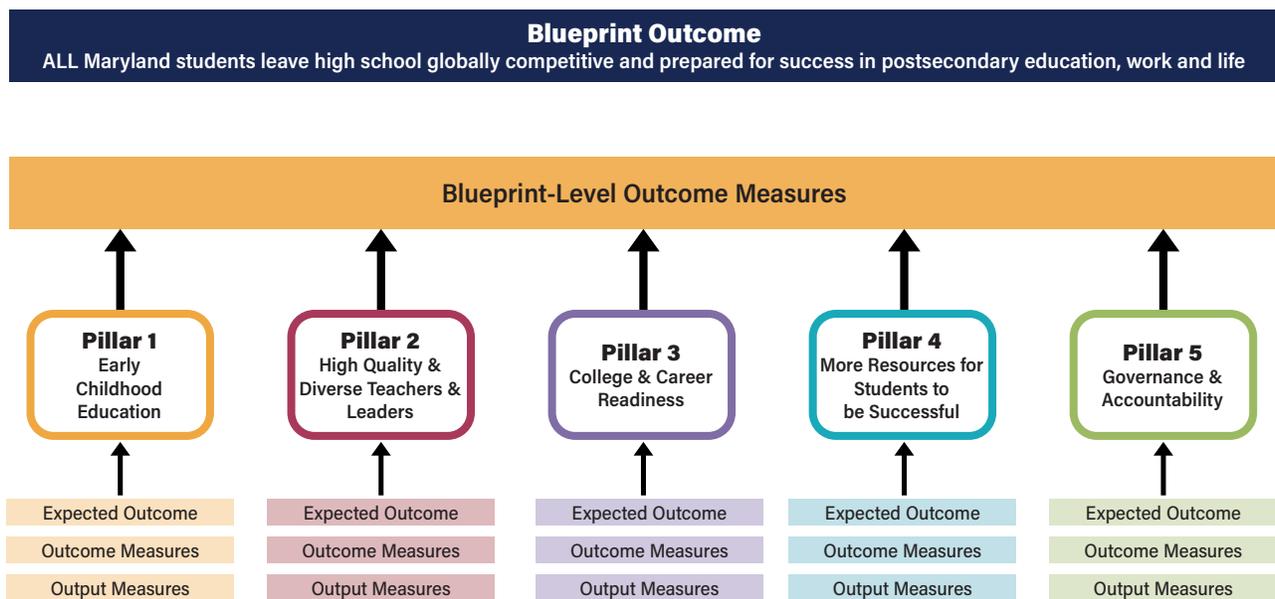
The workgroup evaluated and discussed the current Blueprint and pillar-level outcome measures adopted by the AIB in the initial Blueprint Comprehensive Implementation Plan, identified revisions to these measures, and proposed new output and outcome measures for consideration. The workgroup then streamlined its recommendations by prioritizing the measures that would allow the AIB to clearly convey the Blueprint's implementation progress to stakeholders, policy makers and the public.

## Adopted Measures

The Outcome Measures Workgroup shared its recommended output and outcome measures to be included in the updated Blueprint Comprehensive Plan with the AIB for its approval in July 2023. The AIB revised a few of the recommended measures and developed some additional measures related to discrete tasks critical to the effective implementation of Pillars 2, 3, and 4. In addition to the measures recommended by the Outcome Measures Workgroup and developed by the AIB, the Blueprint law established implementation targets for specific tasks that are identified in the Blueprint Comprehensive Plan.

The adopted output and outcome measures will collectively establish a comprehensive picture of the Blueprint's progress, but the AIB recognized that other types of both qualitative and quantitative data not captured in these measures will provide critical information about its implementation and impact on students. These data will be collected and monitored on an ongoing basis.

### Blueprint Outcome Measure Framework



Overall and throughout the AIB's monitoring of Blueprint progress, student outcome data will be disaggregated and analyzed by student groups whenever possible, including at least by race/ethnicity, gender, grade level, LEA, socioeconomic status, English learner status, and disability. Whenever possible, disaggregated data will also include intersections of student identities. Teacher outcome data will be disaggregated by LEA and teacher demographic data. Additional disaggregation may also be identified for other measures.

## Next Steps

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The workgroup will continue its work beginning in Fall 2023 to identify sources of data and/or new potential instruments that can be used to operationalize each measure. They will also identify implementation targets at the State and local levels for each measure to recommend to the AIB for its consideration and potential

adoption. Several of the output and outcome measures currently have undefined data sources, and the workgroup will explore new data collection activities to effectively implement these measures, potentially including the development of new data collection instruments.

## BLUEPRINT AND PILLAR-LEVEL MEASURES

The adopted measures have been organized by their corresponding pillar below. In addition to the measures related to the five discrete Blueprint pillars, there are “Blueprint-level” measures that reflect the implementation of activities and tasks

that fall under more than one pillar. Measures that already have implementation targets embedded in the Blueprint law are identified as “Legislative Requirements.”

### Blueprint Level Measures

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- ▶ Percentage of students served by public and private pre-K providers who demonstrate they are prepared for kindergarten (including social and physical development).
- ▶ Achievement gaps in comparing overall student outcomes to the outcomes of individual student groups and within student groups across pre-K–12 grade levels.
- ▶ Percentage of high school students who have participated in a post-CCR pathway(s)
- ▶ Percentage of high school students who have completed a post-CCR pathway.
- ▶ The rate at which Maryland high school graduates enroll in an institution of higher education in the fall following high school graduation and transfer college credits earned in a post-CCR pathway.
- ▶ Percentage of Maryland high school graduates who report feeling prepared to achieve success in the career field of their choice, the postsecondary institution of their choice, OR the postsecondary training program/apprenticeship of their choice.
- ▶ Percentage of Maryland students who meet the CCR standard in ELA and math by the end of grades 10, 11, and 12.
- ▶ Percentage of Maryland high school graduates who meet the CCR standard in ELA and math.

## Pillar One

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- Legislative Requirements**
- ▶ Percentage of 3-year-olds and 4-year-olds from low-income households and percentage of all 4-year-olds who are enrolled in full-day pre-K.
  - ▶ Percentage of public and private pre-K teachers and teaching assistants meeting high-quality standards.
  - ▶ Percentage of public and private pre-K providers who have achieved a quality rating level of 3, 4, or 5 on Maryland EXCELS.
  - ▶ Number of teachers participating in professional development to support the valid administration and use of KRA results.
  - ▶ Number of Patty and Judy Centers created annually.
  - ▶ Percentage of pre-K slots offered by private providers.
- Output Measure**
- ▶ Rate at which available financial incentives/support programs are used by eligible pre-K providers and staff.

## Pillar Two

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- Legislative Requirements**
- ▶ Average percentage of hours during the school day dedicated to professional learning and collaboration by teachers.
  - ▶ Number of LEAs that have adopted and implemented career ladders that include role descriptions for teachers on the career ladder and aligned policies that include time, supports, and incentives to collaborate, mentor, share expertise, and support students.
  - ▶ Average teacher salary.
  - ▶ Teacher starting salary.
  - ▶ Percentage of licensed principals who have achieved NBC.
  - ▶ Percentage of LEA teacher evaluation systems aligned with the career ladder.
- Output Measures**
- ▶ Number and diversity of Maryland Teaching Fellow applicants and recipients.
  - ▶ NBC candidates' reported satisfaction with the NBC support program.
  - ▶ Number and diversity of graduates from approved State teacher preparation programs.
  - ▶ Number and diversity of qualified mentors for new teachers.
  - ▶ Number of hours (on average) teachers participate in professional development (disaggregated by LEA/school/teacher demographics/type of training, e.g. cultural competency, culturally responsive teaching, individualized instruction, pedagogical knowledge, etc.).
- Outcome Measures**
- ▶ Diversity of newly hired Maryland teachers compared to the diversity of the Maryland student population at State and local levels.
  - ▶ Retention of teachers who are still teaching in the classroom a portion of their time in Maryland pre-K-12 schools for five or more years.

- ▶ Percentage of NBC teachers serving as classroom teachers in low-performing schools across the State.
- ▶ Percentage of teachers participating in the career ladder.

## Pillar Three

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- Legislative Requirements**
- ▶ Percentage of LEAs offering a pre-K-12 instructional system fully aligned to the CCR standard.
  - ▶ Percentage of students earning an industry-recognized credential (IRC) approved by the CTE Committee, disaggregated by type of IRC (e.g., a high school apprenticeship) among other student groups.
  - ▶ Number and diversity of schools assessed by CTE Expert Review Teams.

- Output Measures**
- ▶ Number of pathways approved by the CTE Committee.
  - ▶ Number of apprenticeships approved by the CTE Committee.
  - ▶ Number of occupational skills standards adopted or revised by the CTE Committee.
  - ▶ Percentage of teachers using high-quality instructional materials.
  - ▶ Alignment of professional development to selection and use of high-quality instructional materials.
  - ▶ Student satisfaction with career counseling.

- Outcome Measures**
- ▶ Percentage of students demonstrating grade-level proficiency in ELA and math at key points in a student's academic experience.
  - ▶ Percentage of students who over two or more consecutive years do not demonstrate grade-level proficiency in ELA and math.
  - ▶ Percentage of students who exit from Tier 2 and 3 interventions in ELA or math and demonstrate grade-level proficiency in these subject areas by the end of an academic year.

## Pillar Four

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- Output Measures**
- ▶ Of the students who are assessed and determined to have behavioral health needs, the percentage who are offered documented support and services.
  - ▶ Demonstrated implementation of the Workgroup on English Learners (WEL)'s recommendations to improve the education of EL students in Maryland P-12 schools.
  - ▶ Demonstrated implementation of the Workgroup on Instruction and Services for Students with Disabilities recommendations (when completed in 2024) to improve the education of students receiving special education services in Maryland P-12 schools.
  - ▶ Counselor-student ratios in schools.

- Outcome Measures** ▶ Of English learners, the percentage of students who meet annual expected English proficiency targets.
- ▶ Of students who require special education services, the percentage who meet annual expected progress targets as laid out in students' Individualized Education Plans (IEPs).
- ▶ Rate of chronic absenteeism in community and non-community schools.
- ▶ Diversity of newly hired Maryland school counselors compared to the diversity of the student population at the state level and by LEA.

## Pillar Five

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- Legislative Requirements** ▶ Number and diversity of schools assessed by Expert Review Teams.
- ▶ Number of LEAs meeting the minimum school funding requirements, and number of schools in each LEA meeting the minimum school funding requirements
- Outcome Measures** ▶ Public awareness of the Blueprint's mission to transform Maryland's education system into a world-class system that prepares students for success in college and career and progress in achieving this mission.
- ▶ Public support of the Blueprint's mission to transform Maryland's education system into a world-class system that prepares students for success in college and career and progress in achieving this mission.

## Data to Monitor

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The list below includes both qualitative and quantitative data that shall be collected and monitored on an ongoing basis.

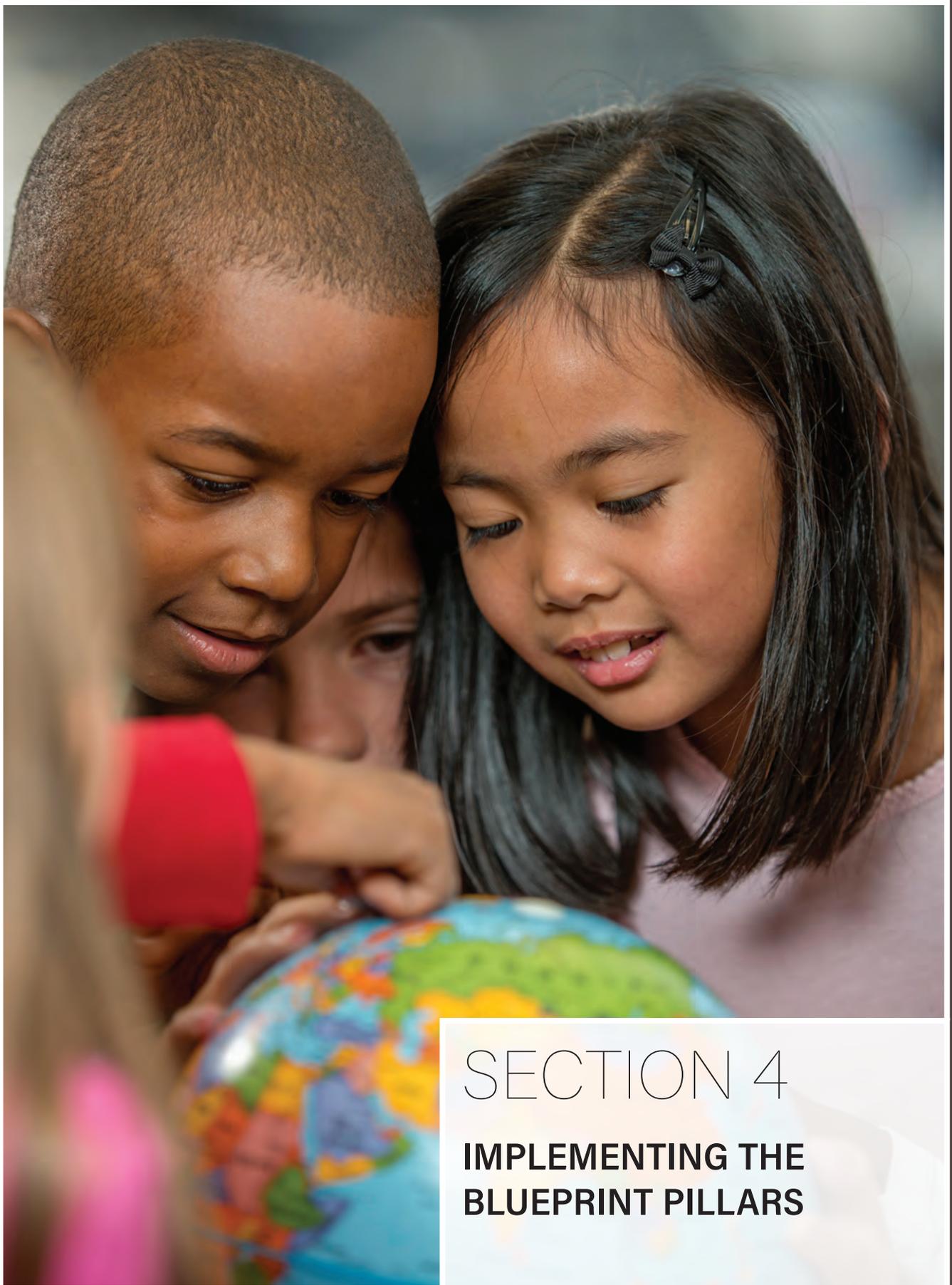
- Blueprint Level** ▶ Maryland achievement on PISA.
- ▶ Of the Maryland high school graduates who enroll in a Maryland community college/open enrollment public institution, the percentage who are not required to complete remedial/co-requisite courses.
- Pillar One** ▶ Number of families receiving services from Patty and Judy Centers.
- ▶ Family perception of Patty and Judy Center services and full-day Pre-K programs.
- ▶ KRA scale scores.
- ▶ Percentage of Pre-K and kindergarten students identified as needing special education services.
- Pillar Two** ▶ Teacher perceptions of school redesigns, career ladder, and new roles.
- ▶ Percentage of teacher candidates from HBCUs and MSIs.
- ▶ Percentage of Maryland teachers who completed approved State teacher preparation programs.

- ▶ Percentage of Maryland teachers who completed out-of-state teacher preparation programs.
- ▶ Feedback from IHEs (disaggregated by HBCUs, MSIs etc.), school districts, and teacher candidates on their experiences and needs related to teacher preparation and recruitment.
- ▶ Diversity of teacher candidates passing initial certification assessments.
- ▶ Number of pathways developed by MSDE and collaborating agencies to enable paraprofessionals to become certified teachers.
- ▶ Percentage of teachers within an LEA that have obtained Master's degrees and are eligible to teach dual enrollment courses as adjunct faculty, disaggregated by subject area.

- Pillar Three**
- ▶ Student access to post-CCR pathways (including the number of college prep courses, college credits, and industry credentials accessible to students).
  - ▶ Student access to interventions and targeted supports (including tutoring services).
  - ▶ Number of LEA and business partnerships in support of CTE pathways.
  - ▶ Special education enrollment and exit rate.
  - ▶ Percentage of students needing extended learning time.
  - ▶ Access to a well-rounded curriculum, as mandated by COMAR.
  - ▶ Percentage of LEAs that have adopted comprehensive literacy plans aligned with the Blueprint, the science of instruction, and the science of learning.
  - ▶ Percentage of LEAs that have adopted comprehensive math plans aligned with the Blueprint, the science of instruction, and the science of learning.
  - ▶ Number and diversity of students participating in gifted and talented pathways/enrichment programs.

- Pillar Four**
- ▶ Number of students and families served by school-based health centers.
  - ▶ Rate of student disciplinary actions in community schools and non-community schools.
  - ▶ Student and family feedback on health services and other student supports.
  - ▶ Number of families and neighbors who volunteer at community schools.
  - ▶ Family reports of feeling confident in supporting their children's learning in community schools.
  - ▶ Family reports of feeling welcome, valued, and connected to the community school.
  - ▶ Diversity of voices/groups documented in the needs assessment conducted by the community school coordinator.





## SECTION 4

### **IMPLEMENTING THE BLUEPRINT PILLARS**

The Blueprint Comprehensive Plan is intended to guide implementation by State and local entities to achieve the Blueprint's expected outcomes. This section of the BCP provides a deep dive into the pillar-specific outcomes, outcome measures, and activities that are essential to successfully implementing the Blueprint for Maryland's Future. It identifies what needs to be implemented to achieve the Blueprint's expected outcomes, when these tasks or initiatives must be completed, and who must complete them. The plan does not specify how State and local entities will or should implement the elements of the Blueprint that they are responsible for implementing, although it does include key requirements for successful implementation as outlined in the Blueprint law or based on insights and feedback from AIB members, State and local education leaders and stakeholders, and the public.

The plan highlights content that has been changed or updated in the objectives, tasks, subtasks, and/or implementation guidance and requirements from the Initial Blueprint Comprehensive Implementation Plan that was adopted and published in December 2022.

The minimum submission guidelines and Criteria for Success, which will be included in Section 5 of the plan, specify what State and local entities need to include in their implementation plans for approval. LEAs will submit their plans concurrently to MSDE and AIB.

**Each pillar sub-section includes:**

- 1 **The plan:** The overall objective of each Pillar.
- 2 **Pillar-level Expected Outcomes:** The expected outcomes for students, educators, and/or schools at full implementation of the pillar.
- 3 **Pillar-level Goals:** Indicator(s) that the pillar's expected outcome(s) for students, educators, and/or schools has/have been reached.
- 4 **Key Actors:** State and local agencies or entities that will play a significant role in meeting the pillar's expected outcome.
- 5 **Implementation Timeline:** A link to the complete list of pillar-specific objectives, their associated tasks and subtasks, and the timeline for their implementation by fiscal year.

- 6 **Pillar Objectives:** The expected outcome for students, educators, and/or schools at full implementation of the pillar. These objectives are related to the pillar-level expected outcomes, but are more limited in scope. Meeting each pillar objective is essential to realizing the pillar-level expected outcomes.
- 7 **Objective Goals:** Indicator(s) that the objective's expected outcome(s) for students, educators, and/or schools has/have been reached.
- 8 **Milestones:** A timeline of key products, culminating tasks, and/or events that will result from implementing the objective.
- 9 **Reports:** Progress reports and final reports summarizing implementation activities related to the objective that should be created and submitted by the responsible actor within the timeline specified in the BCP.
- 10 **Implementation Considerations:** State and/or local-level conditions, factors, or issues that may affect the Blueprint's implementation and success in realizing its expected outcomes. AIB will monitor these considerations on an ongoing basis.
- 11 **Technical Assistance:** Blueprint areas that State and local entities and agencies will likely need additional support with to create their implementation plans and/or successfully meet the plan's expected outcomes when implementing it. Such support will come from AIB, MSDE, and other State and local entities.
- 12 **Pillar Tasks and Subtasks:** The activities that need to be implemented to achieve the objective's outcome. Different State and local agencies/entities may be involved or responsible for completing these activities. Tasks or subtasks that key actors are required to implement are noted using "shall" (i.e., "LEAs shall administer the assessment to all incoming kindergarten students"), while optional tasks or subtasks are noted using "may" (i.e., "MHEC may adopt regulations to award Teacher Quality and Diversity Program Grants").
- 13 **Requirements and Guidance for Implementation:** Requirements and/or suggested guidance for implementing a specific subtask successfully. Any steps that an actor is required to implement are noted using "shall" ("The support program shall include a virtual course and an in-person support for teachers interested in pursuing NBC"), while optional steps are noted using "may" ("A local superintendent may choose to enter into a regional agreement to implement the NBC program"). Highlighted text indicates an update or revision from the 12/2022 plan.



# 1 The Plan

Significantly increased investment in high-quality early childhood education so that all children have the opportunity to begin kindergarten ready to learn, including:

- a significant expansion of full-day prekindergarten (pre-K) to be free for all 3- and 4-year-olds from low-income households (up to 300% of the federal poverty level) and available to all other 4-year-olds with fees set by a sliding scale so that all children have the opportunity to begin kindergarten ready to learn;
- public funding for both public-school based and community-based pre-K programs, with all providers receiving public funding required to meet rigorous quality standards;
- a substantial increase in the supply of early childhood education teachers through tuition assistance and financial support for those pursuing credentials and degrees;
- an expansion of both Family Support Centers for pre- and post-natal support and Family Centers for early childhood education and family support; and
- the appropriate supports for young children with disabilities and their families.

# 2 The Expected Outcome

All students enter kindergarten ready to learn (i.e., developmentally ready for kindergarten, including physical and social/emotional health).

# 3 Pillar Goals

- Overall Kindergarten Readiness Assessment (KRA) results improve over time, and following the Blueprint's full implementation in FY 2032, all students demonstrate kindergarten readiness.
- Gaps in readiness between student groups decrease over time, and following the Blueprint's full implementation in FY 2032, gaps are eliminated.
- Gaps in readiness among students served by public and private providers decrease over time, and following the Blueprint's full implementation in FY 2032, are eliminated.

- ## 4 The Key Actors
- All
- Community and voluntary organizations
  - County governments
  - County governments including Baltimore City
  - Educational support professionals
  - Family Support (Family) Centers
  - The Governor
  - Head Start providers
  - Emergency Commission on School Construction
  - July Centers
  - Local Blueprint Coordinators
  - Local departments of health and social services
  - Local education agencies (LEAs)
  - Local administrators
  - Maryland Early Network
  - Maryland Higher Education Commission (MHEC)
  - Maryland Longitudinal Data System (MLDS)
  - Maryland State Board of Education (MSBE)
  - Maryland State Department of Education (MSDE)
  - Maryland State Department of General Services
  - ParsonsQuintessence
  - Postsecondary institutions
  - Pre-K teachers
  - Private teaching assistants
  - The public
  - Public and private pre-K providers
  - Teachers
  - Teachers' unions

# 5

Service Plan (See Implementation Timeline for a complete list of milestones) and quarterly assessment dashboard updates and their timeline for implementation (or delay).

# 6

## PILLAR 1 | OBJECTIVE 1

### Expand high quality publicly funded full-day pre-K

# 7 Goals

- The number of 3- and 4-year-olds from low-income households enrolled in full-day pre-K increases so that all 4-year-olds from low-income households who wish to enroll are able to do so by FY2028 and all 3-year-olds from low-income households are able to do so by FY 2032.
- All 4-year-olds whose families wish to enroll in full-day pre-K are able to do so by FY 2032.
- The percentage of public and private providers meeting high-quality standards increases annually until sufficient providers meet the standards to offer high-quality full-day pre-K to all 3- and 4-year-olds from low-income households who wish to enroll.
- Participation of childcare providers and staff in available financial incentives and support programs designed to help providers meet high-quality standards increases annually until there is a sufficient supply of high-quality providers and staff.

# 8 Milestones

- **FY23** LEAs, private providers, and MSDE shall enter into the required Memorandum of Understanding (Subtask 11.a).
- Private providers shall provide at least 30% of pre-K slots (Subtask 11.3)(i) (LEAs may request a waiver if insufficient private provider spaces are available).
- **FY26** All 4-year-old children from low-income households whose families wish to enroll them in full-day pre-K shall be served (Subtask 11.2a).
- **FY27** Private providers shall provide at least 30% of pre-K slots (Subtask 11.3)(i) (LEAs may request a waiver if insufficient private provider spaces are available).
- **FY28** Pre-K teachers shall hold State certification for teaching in early childhood education OR a bachelor degree in any field while they pursue alternative certification beginning in the 2027-28 academic year (Subtask 11.5)(a).
- Pre-K teaching assistants shall hold at least a Child Development Associate (CDA) certificate or an associate degree beginning in the 2027-28 academic year (Subtask 11.5)(c).
- **FY32** All 3-year-old children from low-income households whose families wish to

# 9 Reports

- Beginning 12/1/21 on an annual basis**
- Local health and social services departments shall each submit an annual report to the General Assembly by 12/1 (Subtask 11.7)(b).
- Requirements**
- The report shall include the number of parents who were given a notification and subsequently enrolled their child in a publicly funded pre-K program.
  - The report shall identify how local health and social services departments notified families about their eligibility for pre-K program.
- FY22**
- MSDE shall submit a report on pre-K expansion to AIB and the General Assembly by 10/1 (Subtask 11.7)(a).
- Requirements**
- The report shall include:
    - a plan for verifying family income;
    - administrative procedures for distributing pre-K funds;
    - a plan for providing families with the ability to indicate a preference for the public or private pre-K program in which to enroll their child and communicating with families that the ability to choose to enroll a child in a public provider outside the family's attendance area is available only for pre-K.
  - recommendations for the methodology MSDE will use to calculate the State, local, and family share for Tier 1 children under the sliding scale; and
  - recommendations on whether to extend the pre-K supplemental grant.
- MSDE shall provide an update on this report in its initial Blueprint implementation plan.
- Beginning 12/1/21 on an annual basis**
- LEAs shall submit an annual report to AIB and MSDE on the number of eligible pre-K providers in the county (public and private), EXCELS ratings, and provider participation rate (Subtask 11.7)(c).
- Requirements**
- The annual report shall identify the number of eligible pre-K providers in the county that expanded to offer full-day pre-K in the immediately preceding calendar year and the participation rate of all county 3- and 4-year-olds in eligible pre-K providers established or expanded through the Blueprint.
  - The annual report shall include information related to the kindergarten readiness assessment.
  - The annual report shall demonstrate that pre-K program expansion benefited children in areas with limited or no access to quality childcare, children experiencing homelessness, and children whose primary language spoken at home is not English, Tier 1 children, and children with disabilities.

## PILLAR 1 | OBJECTIVE 1

### Expand high quality publicly funded full-day pre-K

# 10 Implementation Considerations

- The following State and/or local-level conditions, factors, or issues may affect the Blueprint's implementation and success in realizing its expected outcomes. AIB will monitor these considerations on an ongoing basis.
- Number and diversity of pre-K certified educators and teachers certified in special education
  - Obstacles to meeting certification requirements for teachers or teaching assistants (particularly for educators of color and those serving low-income communities)
  - Need for additional alternative certification pathways for both teachers and teaching assistants to meet Blueprint requirements (prospective teachers for family childcare providers to complete the year on record as an educator)
  - Adequacy of per pupil funding to support the cost of services for private providers during the phase-in period
  - How private providers implement "comparable" salary and benefits requirements for staff to support certified pre-K teachers in remaining with private providers
  - Availability of space/physical space constraints for full-day pre-K programs
  - Capital funding for pre-K program construction
  - Create alternative pathways that enable private providers to meet certification requirements while keeping their businesses open
  - Increased the diversity of public and private providers while implementing the new systemic requirements
  - Incentivize prospective teaching assistant candidates to attain a CDA
  - Expand language immersion pre-K programs
  - Conduct outreach to historically underserved communities in multiple languages
  - Create partnerships with Head Start programs, postsecondary institutions (including specifically, Historically Black Colleges and Universities (HBCUs), Minority Serving Institutions (MSIs), and Hispanic Serving Institutions (HSIs), and community colleges
  - Expand access to LEAs' employee benefits package to private providers
  - Implementation of IEPs in private provider settings
  - Access to subsidized pre-K programs for families just above the income thresholds of classes of the poverty level
  - Timeline for new providers and operators to receive necessary EXCELS rating level 3 from MSDE requires the provider to operate prior to being eligible to receive public funding.
  - Accessibility and affordability of the Maryland EXCELS program for providers and the potential impact on the diversity of providers participating in the program and publicly funded pre-K.

# 11 Technical Assistance

- Areas where additional support will likely be needed when developing and implementing plans. Technical assistance will be tailored to meet the unique needs of individual LEAs as much as possible.
- Providing model alternatives for public, private, and Head Start providers to successfully participate in the mixed-delivery system
  - Developing a centralized pre-K enrollment system that is accessible and convenient for families to navigate and use
  - Scaling up alternative certification pathways for pre-K teachers and teaching assistants
  - Moving high-quality pre-K standards for providers, including individualizing accommodations for students and being inclusive of students with disabilities
  - Moving mixed-delivery requirements for private providers at the State vs. local level

### Expand high quality publicly funded full-day pre-K

# 12

## Expand access to free full-day pre-K for 3- and 4-year-old children from low-income households (up to 300% of the federal poverty level)

| Subtask       | Requirements/Guidance for Implementation  |
|---------------|---|
| <b>110(a)</b> | All 4-year-old children and all 3-year-old children from low-income households who wish to enroll in full-day pre-K shall be served by FY26 and FY32, respectively.   |
| <b>110(b)</b> | State and local shares shall cover the cost of full-day pre-K for families of 3- and 4-year-old children from households with incomes up to 300% of the federal poverty level. Additionally, expanding home-based care.   |
| <b>110(c)</b> | Priority for available slots shall be given to 3- and 4-year-olds from low-income households, children with disabilities, children experiencing homelessness, and children from homes in which English is not the primary spoken language.  |
| <b>110(d)</b> | For the 2023-2024 fiscal year only, that children shall include: (a) children with a disability, (b) children who are from a home in which English is not the primary spoken language.  |
| <b>110(e)</b> | AIB will recommend making a technical correction to the full-day pre-K formula to add children with disabilities, children from homes in which English is not the primary spoken language, and children experiencing homelessness to the definition of Tier 1 children.   |
| <b>110(f)</b> | AIB recommended requirement in the 2023 revision, 110(a)(b)(7)(i) to meet this technical correction, which was enacted by the Governor and General Assembly.  |
| <b>110(g)</b> | Interagency Commission on School Construction shall prioritize public school construction funding requests for high-quality pre-K classrooms and consider the availability of private eligible pre-K providers with these requests from FY22 and beyond.  |
| <b>110(h)</b> | LEAs may partner with the State or county government to address physical space constraints for eligible pre-K providers by utilizing existing available space at a location that is not an eligible pre-K provider, including senior care facilities or community centers. LEAs may lease commercial space to address physical space needs for eligible pre-K providers if publicly owned space is unavailable. |

# 13





## PILLAR 1

### **EARLY CHILDHOOD EDUCATION**

Preparing all children to be ready-to-learn at an early age reduces opportunity gaps, promotes life-long learning, and improves their chances for success.



## The Key Actors

- AIB
- Community and advocacy organizations
- Community members
- County governments (including Baltimore City)
- Education support professionals
- Family Support (Patty) Centers
- The General Assembly
- The Governor
- Head Start providers
- Interagency Commission on School Construction
- Judy Centers
- Local Blueprint Coordinators
- Local departments of health and social services
- Local education agencies (LEAs)
- Local superintendents
- Maryland Family Network
- Maryland Higher Education Commission (MHEC)
- Maryland Longitudinal Data System (MLDS)
- Maryland State Board of Education (MSBE)
- Maryland State Department of Education (MSDE)
- Maryland State Superintendent of Schools
- Parents/guardians/families
- Post-secondary institutions
- Pre-K teachers
- Pre-K teaching assistants
- The public
- Public and private Pre-K providers
- Students
- Teachers' unions



## The Plan

Significantly increased investment in high-quality early childhood education so that all children have the opportunity to begin kindergarten ready to learn, including:

- a significant expansion of full-day prekindergarten (pre-K) to be free for all 3- and 4-year-olds from low-income households (up to 300% of the federal poverty level) and available to all other 4-year-olds with fees set by a sliding scale so that all children have the opportunity to begin kindergarten ready to learn;
- public funding for both public-school based and community-based pre-K programs, with all providers receiving public funding required to meet rigorous quality standards;
- a substantial increase in the supply of early childhood education teachers through tuition assistance and financial support for those pursuing credentials and degrees;
- an expansion of both Patty (Family Support) Centers for pre- and post-natal support and Judy Centers for early childhood education and family support; and
- the appropriate supports for young children with disabilities and their families.



## The Expected Outcome

All students enter kindergarten ready to learn (i.e., developmentally ready for kindergarten, including physical and social/emotional health).



## Pillar Goals

- Overall Kindergarten Readiness Assessment (KRA) results improve over time, and, following the Blueprint's full implementation in FY 2032, all students demonstrate kindergarten readiness.
- Gaps in readiness between student groups decrease over time, and, following the Blueprint's full implementation in FY 2032, gaps are eliminated.
- Gaps in readiness among students served by public and private providers decrease over time, and, following the Blueprint's full implementation in FY 2032, are eliminated.



See the *Pillar One Implementation Timeline* for a complete list of pillar-specific objectives, their associated tasks and subtasks, and their timeline for implementation by fiscal year.  
<https://aib.maryland.gov/Pages/BCPDownloads.aspx>

# PILLAR 1 | OBJECTIVE 1

## Expand high quality publicly funded full-day pre-K



### Goals

- The number of 3- and 4-year-olds from low-income households enrolled in full-day pre-K increases so that all 4-year-olds from low-income households who wish to enroll are able to do so by FY2026 and all 3-year-olds from low-income households are able to do so by FY2032.
- All 4-year-olds whose families wish to enroll them in full-day pre-K are able to do so by FY2032.
- The percentage of public and private providers meeting high-quality standards increases annually until sufficient providers meet the standards to offer high-quality full-day pre-K to all 3- and 4-year-olds from low-income households who wish to enroll.
- Participation of childcare providers and staff in available financial incentives and support programs designed to help providers meet high-quality standards increases annually until there is a sufficient supply of high-quality providers and staff.



### Milestones

- ★ **FY23** LEAs, private providers, and MSDE shall enter into the required Memorandum of Understanding (Subtask 1.1.4).  
  
Private providers shall provide at least 30% of pre-K slots (Subtask 1.1.3(a)) (LEAs may request a waiver if insufficient private provider spaces are available).
- ★ **FY26** All 4-year-old children from low-income households whose families wish to enroll them in full-day pre-K shall be served Subtask 1.1.1(a).
- ★ **FY27** Private providers shall provide at least 50% of pre-K slots (Subtask 1.1.3(a)) (LEAs may request a waiver if insufficient private provider spaces are available).
- ★ **FY28** Pre-K teachers shall hold State certification for teaching in early childhood education OR a bachelor degree in any field while they pursue alternative certification beginning in the 2027–28 academic year (Subtask 1.1.5(a)).  
  
Pre-K teaching assistants shall hold at least a Child Development Associate (CDA) certificate or an associate degree beginning in the 2027–28 academic year (Subtask 1.1.5(b)).
- ★ **FY32** All 3-year-old children from low-income households whose families wish to enroll them in full-day pre-K shall be served (Subtask 1.1.1(a)).



## Reports

### **Beginning 12/1/21 on an annual basis**

Local health and social services departments shall each submit an annual report to the General Assembly by 12/1 (Subtask 1.1.7(b)).

#### **Requirements**

- The report shall include the number of parents who were given a notification and subsequently enrolled their child in a publicly funded pre-K program.
- The report shall identify how local health and social services departments notified families about their eligibility for pre-K programs.

### **FY22**

MSDE shall submit a report on pre-K expansion to AIB and the General Assembly by 11/1/21 (Subtask 1.1.7(a)).

#### **Requirements**

The report shall include:

- a plan for verifying family income;
- administrative procedures for distributing pre-K funds;
- a plan for providing families with the ability to indicate a preference for the public or private pre-K program in which to enroll their child and communicating with families that the ability to choose to enroll a child in a public provider outside the family's attendance area is available only for pre-K;

- recommendations for the methodology MSDE will use to calculate the State, local, and family share for Tier II children under the sliding scale; and
- recommendations on whether to extend the pre-K supplemental grant.

MSDE shall provide an update on this report in its initial Blueprint implementation plan.

### **Beginning 12/1/21 on an annual basis**

LEAs shall submit an annual report to AIB and MSDE on the number of eligible pre-K providers in the county (public and private), EXCELS ratings, and provider participation rate (Subtask 1.1.7(c)).

#### **Requirements**

- The annual report shall identify the number of eligible pre-K providers in the county that expanded to offer full-day pre-K in the immediately preceding calendar year and the participation rate of all county 3- and 4-year-olds in eligible pre-K providers established or expanded through the Blueprint.
- The annual report shall include information related to the kindergarten readiness assessment.
- The annual report shall demonstrate that pre-K program expansion prioritized children in areas with limited or no access to quality childcare, children experiencing homelessness, children whose primary language spoken at home is not English, Tier 1 children, and children with disabilities.

### *Expand high quality publicly funded full-day pre-K*



#### **Implementation Considerations**

The following State and/or local-level conditions, factors, or issues may affect the Blueprint's implementation and success in realizing its expected outcomes. AIB will monitor these considerations on an ongoing basis.

- Number and diversity of pre-K-3 certified educators and teachers certified in special education
- Obstacles to meeting certification requirements for teachers or teaching assistants (particularly for educators of color and those serving low-income communities)
- Need for additional alternative certification pathways for both teachers and teaching assistants to meet Blueprint requirements (prospective teachers for family childcare providers to complete the year on record as an educator)
- Adequacy of per-pupil funding to support the cost of services for private providers during the phase-in period
- How private providers implement "comparable" salary and benefits requirements for staff to support certified pre-K-3 teachers in remaining with private providers
- Availability of space/physical space constraints for full-day pre-K programs
- Capital funding for pre-K program construction
- Create alternative pathways that enable private providers to meet certification requirements while keeping their businesses open
- Increase the diversity of public and private providers while implementing the new systemic requirements
- Incentivize prospective teaching assistant candidates to earn a CDA
- Expand language immersion pre-K programs
- Conduct outreach to historically underserved communities in multiple languages
- Create partnerships with Head Start programs, postsecondary institutions (including, specifically, Historically Black Colleges and Universities (HBCUs), Minority Serving Institutions (MSIs), and Hispanic Serving Institutions (HSIs)), and community colleges
- Expand access to LEAs' employee benefits package to private providers
- Implementation of IEPs in private provider settings
- Access to subsidized pre-K programs for families just above the income threshold of 600% of the poverty level
- Timeline for new providers and classrooms to receive necessary EXCELS rating level 3 from MSDE requires the provider to operate prior to being eligible to receive public funding
- Accessibility and affordability of the Maryland EXCELS program for providers and the potential impact on the diversity of providers participating in the program and publicly funded pre-K



## Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans. Technical assistance will be tailored to meet the unique needs of individual LEAs as much as possible.

- Providing models/strategies for public, private, and Head Start providers to successfully participate in the mixed-delivery system
- Developing a centralized pre-K enrollment system that is accessible and convenient for families to navigate and use
- Scaling up alternative certification pathways for pre-K teachers and teaching assistants
- Meeting high-quality pre-K standards for providers, including individualizing accommodations for students and being inclusive of students with disabilities
- Meeting mixed-delivery requirements for private providers at the State vs. local level

Expand high quality publicly funded full-day pre-K

| TASK 1   |   |   |
|--|---|---|
| Expand access to free full-day pre-K for 3- and 4-year-old children from low-income households (up to 300% of the federal poverty level) |   |   |
| Major Subtask  | Requirements/Guidance for Implementation  |   |
| SUBTASK 1.1(a)   | All 4-year-old children and all 3-year-old children from low-income households who wish to enroll in full-day pre-K shall be served by FY26 and FY32, respectively.   | <p>State and local shares shall cover the cost of full-day pre-K for families of 3- and 4-year-old children from households with incomes up to 300% of the federal poverty level and/or who are experiencing homelessness (Tier I).</p> <p>Priority for available slots shall be given to 3- and 4-year-olds from low-income households, children with disabilities, children experiencing homelessness and children from homes in which English is not the primary spoken language.</p> <p>For the 2023–2024 school year only, Tier I children shall include Tier II children 1) with a disability, or 2) who are from a home in which English is not the primary spoken language.</p> |
| SUBTASK 1.1(b)   | AIB will recommend making a technical correction to the full-day pre-K formula to add children with disabilities, children from homes in which English is not the primary spoken language, and children experiencing homelessness to the definition of Tier I children. | AIB recommended legislation in the 2023 session, House Bill 770, to make this technical correction, which was enacted by the Governor and General Assembly.   |
| SUBTASK 1.1(c)   | Interagency Commission on School Construction shall prioritize public school construction funding requests for high-quality pre-K classrooms and consider the availability of private eligible pre-K providers with these requests from FY22 and beyond.                | <p>LEAs may partner with the State or county government to address physical space constraints for eligible pre-K providers by utilizing existing available space at a location that is not an eligible pre-K provider, including senior care facilities or community centers.</p> <p>LEAs may lease commercial space to address physical space needs for eligible pre-K providers if publicly owned space is unavailable.</p>   |

## Expand high quality publicly funded full-day pre-K

SUBTASK  
1.1.1(d)

MSDE shall administer pre-K expansion grants to expand full-day pre-K slots and convert half-day slots to full-day slots until the program phases out after FY25.

The Governor shall annually appropriate an amount that is at least equal to the total amount of all funds received by the Prekindergarten Expansion Grant Program in the prior fiscal year to the Prekindergarten Expansion Fund in FY20–25. Beginning in FY26, monies in the Fund shall be used to support the full-day pre-K funding formula as specified.

MSDE shall provide technical assistance to providers in completing and submitting their pre-K expansion grant application.

MSDE shall prioritize providers located in areas that have an unmet need for pre-K/early childhood education services, include a plan for long-term sustainability, and incorporate parental engagement and benefits of educational activities beyond the classroom into their programs.

MSDE may establish additional eligibility criteria for the selection of qualified providers, application and award processes, and any other policies and procedures necessary to implement the program.

MSDE shall identify any additional eligibility criteria for the selection of qualified providers, any application and award processes, and any policies or procedures necessary to implement the program that it chooses to establish in its implementation plan.

MSDE shall require providers to meet the high-quality standards and requirements identified in Task 1.1.5 in order to receive a grant.

MSDE shall annually identify the number of providers who applied for a grant and the number that were awarded a grant in its implementation plan.

MSDE shall identify general trends in why providers were denied a pre-K expansion grant.

Expand high quality publicly funded full-day pre-K

Task 1, continued

|                                    |   |  |
|------------------------------------|---|--|
| <p>SUBTASK<br/><b>1.1.1(e)</b></p> | <p>Local health and social services departments shall annually notify families if their 3- or 4-year-old child may be eligible for publicly funded pre-K services if they applied for economic services and the child is 3 or 4 years old by 9/1.</p> | <p>The notice shall include contact information for the enrollment office of the local school system and MSDE’s Division of Early Childhood Development, in addition to information on the Child Care Scholarship Program.</p> <p>LEAs shall prioritize utilizing private providers for extended day services.</p> <p>Local health and social services departments shall share the names and contact information of families that may be eligible for publicly funded pre-K services with LEAs.*</p> <p>The AIB will recommend a legislative change in the 2024 legislative session to require departments of local health and social services to share names and contact information for children potentially eligible for publicly funded pre-K with LEAs.</p> <p>Income-eligible families shall have access to extended day services through the Child Care Scholarship Program.</p> <p>LEAs shall follow up on notifications from local health and social services departments to identify and assist families who wish to enroll their eligible children in publicly funded pre-K services.</p> |
| <p>SUBTASK<br/><b>1.1.1(f)</b></p> | <p>MSDE and LEAs shall disseminate information about available pre-K options to eligible families starting in FY23.</p>   | <p>MSDE shall provide resources that LEAs shall use to disseminate information to families in a variety of ways, including in-person and virtual information sessions, informational flyers, emails, and social media.</p> <p>MSDE and LEAs shall disseminate information about available pre-K options to eligible families in multiple languages.</p>  |

\*Implementing this requirement is contingent on legislative change.

Expand high quality publicly funded full-day pre-K

| <b>TASK 2</b> <b>Expand access to full-day pre-K for 4-year-old children between 300-600% of the federal poverty level on a sliding scale</b> |  |  |
|---|--|--|
| Major Subtask   | Requirements/Guidance for Implementation   |  |
| <b>SUBTASK 1.1.2(a)</b>   | MSDE shall establish a sliding scale to calculate the family share of full-day pre-K for families of 4-year-old children with incomes greater than 300% but less than 600% of the federal poverty level (Tier II) on or before 7/1/22. | MSDE shall provide an update to its 2022 report on progress in development of a sliding scale in its initial Blueprint Implementation Plan submitted 3/15/23.  |
| <b>SUBTASK 1.1.2(b)</b>   | MSDE and LEAs shall implement the sliding scale for families of 4-year-old children with incomes greater than 300% but less than 600% of the federal poverty level beginning as early as 7/1/24.                                       | Families with incomes greater than 600% of the federal poverty level shall pay the full cost of pre-K.<br>LEAs may cover the cost of pre-K for families with incomes greater than 300% of the federal poverty level.<br>Families shall pay the family share to the publicly funded pre-K provider.   |
| <b>SUBTASK 1.1.2(c)</b>   | MSDE and LEAs shall disseminate information about available pre-K options to eligible families starting in FY25.   | MSDE shall shall provide resources that LEAs shall use to disseminate information to families in a variety of ways, including in-person and virtual information sessions, informational flyers, emails, and social media.<br>MSDE and LEAs shall disseminate information about available pre-K options to eligible families in multiple languages. |



Expand high quality publicly funded full-day pre-K

| TASK<br><b>3</b> Implement a high-quality mixed-delivery (public and private) pre-K system |   |   |
|--|---|---|
| Major Subtask  | Requirements/Guidance for Implementation  |   |
| SUBTASK<br><b>1.1.3(a)</b>   | Private providers shall provide at least 30% of pre-K slots in FY23 and phase up to 50% of pre-K slots in FY27.   | LEAs may request a waiver from MSDE to include less than the required minimum percent of private providers.<br><br>MSDE shall establish waiver application procedures.<br><br>MSDE shall annually identify the number of waiver applications received and the number it granted in its implementation plan.   |
| SUBTASK<br><b>1.1.3(b)</b>   | MSDE shall communicate the financial benefits to private providers and their staff of participating in the mixed-delivery system starting in FY23.  | MSDE shall disseminate information on the financial benefits of participating in a mixed-delivery system to private providers in a variety of ways, including in-person and virtual information sessions, informational flyers, emails, and social media.<br><br>MSDE shall disseminate information on the financial benefits of participating in a mixed-delivery system to private providers in multiple languages. |
| SUBTASK<br><b>1.1.3(c)</b>   | MSDE, LEAs, and eligible pre-K providers shall collaborate to address the transportation needs of children enrolled in eligible pre-K providers starting in FY23.   | Eligible children should not be denied access to pre-K services due to lack of transportation.<br><br>Transportation includes, if applicable, transportation from a public provider to a private provider for wrap-around care.   |
| SUBTASK<br><b>1.1.3(d)</b>   | MSDE shall develop and adopt a statewide plan for supporting young English learners in pre-K and early childhood settings that provides guidance, service models, and strategies for meeting their instructional needs and family engagement (from Workgroup on English Learner’s recommendations in Subtask 4.4.2(b)). | MSDE shall develop and adopt a standardized, comprehensive method for identifying, collecting, and sharing information about young English learners that is required across all LEAs and providers (from Workgroup on English Learner’s recommendations in Subtask 4.4.2(b)).   |

Expand high quality publicly funded full-day pre-K

| <b>TASK 4 LEAs shall enter into a memorandum of understanding (MOU) with MSDE, each eligible private provider participating in publicly funded pre-K in the county, and other applicable government agencies</b> |  |   |
|--|--|---|
| Major Subtask  | Requirements/Guidance for Implementation   |   |
| <b>SUBTASK 1.1.4(a)</b>  | LEAs shall submit MOUs as part of their Blueprint Implementation Plans starting in FY23. | MOUs shall provide for: <ul style="list-style-type: none"> <li>▪ services for children with disabilities;</li> <li>▪ a process by which a parent can indicate a preference for eligible pre-K providers as part of a centralized and accessible enrollment system for families of eligible pre-K students;</li> <li>▪ the manner for processing the payment of the State share, local share, and family share for each child who is enrolled with an eligible pre-K provider;</li> <li>▪ the manner in which the parties will meet the statute's and memorandum's requirements;</li> <li>▪ any agreed upon administrative costs to be retained by an agency that is party to the agreement and the how the parties will meet the MOU requirements;</li> <li>▪ a plan to address racial and socioeconomic integration in pre-K classrooms;</li> <li>▪ how slots will be prioritized for children from low-income households, children with disabilities, children experiencing homelessness, and children who are English language learners; and</li> <li>▪ assurances that providers will meet the high-quality standards required to receive public funding listed under Task 5.</li> </ul> <p>An MOU shall seek to avoid, to the extent practicable, a disproportionate concentration of students of the same race, ethnicity, disability status, and income within an eligible private provider.</p> |

Expand high quality publicly funded full-day pre-K

| <b>TASK 5 MSDE shall require public and private providers to meet high-quality standards to receive public funding</b> |   |   |
|--|---|---|
| Major Subtask  | Requirements/Guidance for Implementation  |   |
| <b>SUBTASK 1.1.5(a)</b>  | <p>Pre-K teachers shall hold State certification for teaching in early childhood education OR a bachelor degree in any field while they pursue alternative certification beginning in the 2027-28 academic year.</p> <p>In addition to a bachelor's degree, pre-K teachers in Montessori schools shall hold a Montessori credential issued by 1) the Association Montessori Internationale; 2) the American Montessori Society; or 3) a program accredited by the Montessori Accreditation Council for Teacher Education.</p> | <p>Pre-K teacher certification is not required for private providers to participate in the publicly-funded full-day pre-K program/formula prior to the 2027-28 school year.</p> <p>MSDE may not require early childhood education certification for pre-K teachers or require pre-K teachers to be enrolled in an early childhood education certification program for providers to participate in the publicly-funded full-day pre-K program or prekindergarten expansion grant program prior to the 2027-28 school year.*</p> <p>The AIB will recommend legislative changes in the 2024 legislative session to clarify the intent that meeting the high quality standards may not be required as a condition of State funding until the 2027-2028 school year.</p> <p>MSDE shall work with providers to develop plans for pre-K teachers to achieve certification or enroll in a certification program prior to the 2027-28 school year.</p> <p>MSDE shall support the development of alternative certification pathways disseminate information about new certification requirements and alternative certification pathways for teachers in multiple languages.</p> <p>MHEC and postsecondary institutions, including community colleges, shall work with public and private providers to implement alternative certification pathways for teachers, including for stackable credentials/certification.</p> <p>An alternative teacher preparation program for an early childhood education certification shall require each participant to successfully complete a teacher training practicum, or satisfy criteria established by MSDE that evaluate the knowledge and skills from prior learning related to early childhood education.</p> <p>MSDE, in collaboration with institutions of higher education, shall establish standards for and criteria to evaluate the knowledge and skills from prior learning relating to early childhood education, including from a registered apprenticeship.</p> |

\*Implementing this requirement is contingent on legislative change.

Expand high quality publicly funded full-day pre-K

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|------------------------------------|---|---|
| <p>SUBTASK<br/><b>1.1.5(b)</b></p> | <p>Pre-K teaching assistants shall hold at least a Child Development Associate (CDA) certificate or an associate degree beginning in the 2027–28 academic year.</p> | <p>Holding a CDA or associate degree is not required for pre-K teaching assistants prior to the 2027–28 school year.</p> <p>MSDE may not require teaching assistants to hold a CDA or associate's degree or require teaching assistants to be enrolled in a certificate or associate's degree program for providers to participate in the publicly-funded full-day pre-K program or prekindergarten expansion grant program prior to the 2027–28 school year.*</p> <p>The AIB will recommend legislative changes in the 2024 legislative session to clarify the intent that meeting the high quality standards may not be required as a condition of State funding until the 2027–2028 school year.</p> <p>MSDE shall work with public and private providers to develop plans for pre-K teaching assistants to earn or be enrolled in a CDA or associate degree program prior to the beginning of the 2027–28 school year.</p> <p>MSDE shall explore whether students participating in the Teacher Academy of Maryland (TAM) could earn a CDA by the end of the program and report its findings to the AIB by 5/1/24.</p> <p>MSDE shall support the development of alternative certification pathways and disseminate information about new certification requirements and alternative certification pathways for teaching assistants in multiple languages.</p> <p>MSDE, in collaboration with institutions of higher education, shall establish standards for and criteria to evaluate the knowledge and skills from prior learning relating to early childhood education, including from a registered apprenticeship.</p> <p>MHEC and postsecondary institutions, including community colleges, shall work with public and private providers to implement alternative certification pathways for teaching assistants, including for stackable credentials/certification.</p> |
| <p>SUBTASK<br/><b>1.1.5(c)</b></p> | <p>Program staff shall receive high-quality professional development starting in FY23.</p>  | <p>LEAs shall work with private pre-K providers to provide high-quality professional development, including professional development related to the district's pre-K curriculum.</p>  |

\*Implementing this requirement is contingent on legislative change.

Expand high quality publicly funded full-day pre-K

Task 5, continued

|                                    |  |  |
|------------------------------------|--|--|
| <p>SUBTASK<br/><b>1.1.5(d)</b></p> | <p>Providers shall offer instructional staff salaries and benefits comparable to those of instructional staff employed by the county board of the county in which the program is located starting in FY23.</p>   | <p>MSDE and AIB shall define “comparable” salaries and benefits for private providers to follow.</p>   |
| <p>SUBTASK<br/><b>1.1.5(e)</b></p> | <p>Providers shall maintain a child-to-instructional staff ratio of no more than 10 to 1 and maintain a class size of no more than 20 starting in FY23.<br/><br/>Pre-k providers in Montessori programs shall maintain a student-to-classroom personnel ratio of no more than 14 to 1, with a maximum of 28 students per classroom if some of the students are at least age 5.</p> | <p>Providers can maintain this ratio with a pre-K teacher and teaching assistant.</p>  |
| <p>SUBTASK<br/><b>1.1.5(f)</b></p> | <p>Providers shall offer a full-day pre-K program of at least 6.5 hours starting in FY23.</p>  |  |
| <p>SUBTASK<br/><b>1.1.5(g)</b></p> | <p>Providers shall be inclusive of children with disabilities to ensure access to and full participation in all opportunities starting in FY23.</p>  | <p>MSDE shall identify and communicate best practices on creating a classroom inclusive of children with disabilities to providers.</p>  |
| <p>SUBTASK<br/><b>1.1.5(h)</b></p> | <p>Providers shall offer curricula and learning environments aligned with the State Early Learning and Development Standards for at least the year prior to kindergarten entry starting in FY23.</p>   | <p>Providers shall use evidence-based curricula, including restorative approaches, as well as developmentally appropriate and culturally and linguistically responsive instructional methods.<br/><br/>MSDE and LEAs shall provide professional development on evidence-based curricula and practices that are aligned with the State standards and LEA curricula, including literacy and reading instruction.</p> |
| <p>SUBTASK<br/><b>1.1.5(i)</b></p> | <p>Providers shall individualize accommodations and supports for all students starting in FY23.</p>  | <p>MSDE shall identify and communicate best practices on individualizing accommodations and supports to providers.</p>   |
| <p>SUBTASK<br/><b>1.1.5(j)</b></p> | <p>Providers shall conduct evaluations to ensure continuous program improvement starting in FY23.</p>  | <p>MSDE shall identify and communicate best practices related to conducting program evaluations to providers.</p>  |
| <p>SUBTASK<br/><b>1.1.5(k)</b></p> | <p>Providers shall maintain on-site or accessible comprehensive services for students starting in FY23.</p>  | <p>MSDE shall identify and communicate best practices related to maintaining on-site or accessible comprehensive services for students.</p>  |

Expand high quality publicly funded full-day pre-K

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|----------------------------------|---|--|
| <p>SUBTASK<br/><b>1.5(l)</b></p> | <p>Providers shall maintain community partnerships that promote access to comprehensive services for families of students starting in FY23.</p> | <p>MSDE shall identify and communicate best practices related to maintaining community partnerships to providers.</p>  |
| <p>SUBTASK<br/><b>1.5(m)</b></p> | <p>Providers shall maintain evidence-based health and safety standards starting in FY23.</p>  | <p>Providers shall follow MSDE’s health and safety standards required for childcare providers.</p>   |
| <p>SUBTASK<br/><b>1.5(n)</b></p> | <p>Providers shall achieve a quality rating level of 5 in the Maryland EXCELS program within five years starting in FY23.</p>                   | <p>Providers shall submit a plan to MSDE to achieve a quality rating level of 5 in the Maryland EXCELS program within five years after becoming an eligible provider.</p> <p>Private providers shall achieve a quality rating level of at least 3 in the Maryland EXCELS program and publish that rating in a publicly available manner to become an eligible provider.</p> <p>Public providers shall achieve a quality rating level of at least 4 in the Maryland EXCELS program and publish that rating in a publicly available manner to become an eligible provider.</p> |



Expand high quality publicly funded full-day pre-K

| <div style="display: flex; align-items: center;"> <div style="background-color: #f4a460; padding: 5px; margin-right: 10px;"> <b>TASK</b><br/> <span style="font-size: 2em; font-weight: bold;">6</span> </div> <div style="background-color: #f4a460; padding: 5px;"> <b>Increase the number of high-quality private pre-K providers and staff</b> </div> </div> |   |  |
|--|---|--|
| Major Subtask  | Requirements/Guidance for Implementation  |  |
| <b>SUBTASK 1.1.6(a)</b>  | The Governor shall appropriate \$1 million annually for the Child Care Accreditation Support Fund starting in FY22.   |  |
| <b>SUBTASK 1.1.6(b)</b>  | MSDE shall use the funds to pay for application fees for an approved accrediting organization on behalf of (or to reimburse) a childcare provider.  |  |
| <b>SUBTASK 1.1.6(b)</b>  | Funding for the Child Care Incentive Program shall increase by 10% over the prior fiscal year from FY22–FY30.   |  |
| <b>SUBTASK 1.1.6(b)</b>  | MSDE shall use the funds to improve childcare providers' quality of care through the purchase of office-approved materials, equipment, or supplies.   |  |
| <b>SUBTASK 1.1.6(c)</b>  | MSDE shall disseminate information on the availability of the funds to public and private providers and their staff to meet the high-quality standards in 1.1.5.  |  |
| <b>SUBTASK 1.1.6(c)</b>  | Funding for the Maryland Child Care Credential Program shall increase by 10% over the prior fiscal year from FY22–FY24.   |  |
| <b>SUBTASK 1.1.6(c)</b>  | MSDE shall use the funds to provide an achievement bonus, reimbursement, or voucher for training to individuals with approved staff credentials.  |  |
| <b>SUBTASK 1.1.6(d)</b>  | MSDE shall disseminate information on the availability of the funds to public and private providers and their staff, including that the program will support pre-K teachers and teaching assistants to meet the high quality standards in 1.1.5 by the 2025–26 school year.   |  |
| <b>SUBTASK 1.1.6(d)</b>  | MSDE shall award eligible individuals funds through the Child Care Career and Professional Development Fund in FY22 and beyond.   |  |
| <b>SUBTASK 1.1.6(d)</b>  | Funds shall cover the cost of tuition and fees, textbooks, and eligible coursework expenses in degree programs related to early childhood education.  |  |
| <b>SUBTASK 1.1.6(d)</b>  | MSDE shall disseminate information on the availability of the funds to public and private providers and their staff, including that the program will support pre-K teachers and teaching assistants to meet the high quality standards in 1.1.5 by the 2027–28 school year.   |  |
| <b>SUBTASK 1.1.6(d)</b>  | Eligible individuals shall have obtained at least a level 2 in the Child Care Credential Program, documented at least 1 year of experience working with groups of children in an approved setting, and been accepted for enrollment in at least one course at a postsecondary institution for credit toward a degree in early childhood education or a related field. |  |

## Expand high quality publicly funded full-day pre-K

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| <p>SUBTASK<br/><b>1.1.6(e)</b></p> | <p>Funding for Maryland's EXCELS program shall increase by 10% over the prior fiscal year and participating programs shall receive a bonus based on their initial and long-term publication of quality rating levels from FY22–FY26.</p>        | <p>MSDE shall award a bonus for the following achievements:</p> <ul style="list-style-type: none"> <li>▪ on initial publication of a quality rating level between 1–4;</li> <li>▪ on each publication of a higher quality rating level after initial publication;</li> <li>▪ on initial publication of a quality rating level 5; and</li> <li>▪ on annual renewal and republication of a quality rating level 5.</li> </ul> <p>MSDE shall prioritize providing awards to providers or programs that published a quality rating level of 2 in Maryland EXCELS on or before 6/30/20.</p> |
| <p>SUBTASK<br/><b>1.1.6(f)</b></p> | <p>MSDE shall identify a primary contact employee for early childcare in the Office of Child Care in FY22.</p>  | <p>The primary contact employee shall assist childcare providers in understanding the process for publishing in EXCELS and improving quality ratings, as well as applying for relevant accreditation and funds.</p>  |
| <p>SUBTASK<br/><b>1.1.6(g)</b></p> | <p>MSDE and LEAs shall disseminate information to private providers and their staff about salary increases associated with the Blueprint and available funding to support educators in meeting certification requirements starting in FY23.</p> | <p>MSDE shall disseminate information about salary increases to private providers in a variety of ways, including in-person and virtual information sessions, informational flyers, emails, and social media.</p> <p>MSDE shall disseminate information about salary increases to private providers in multiple languages.</p>   |
| <p>SUBTASK<br/><b>1.1.6(h)</b></p> | <p>MSDE shall ensure that supports/ stipends that are currently being offered for public and private provider teaching assistant credentials through the Blueprint are being utilized starting in FY23.</p>                                     |  |

Expand high quality publicly funded full-day pre-K

| <div style="display: flex; align-items: center;"> <div style="background-color: #f4a460; padding: 5px; margin-right: 10px;"> <b>TASK</b><br/> <span style="font-size: 2em; font-weight: bold;">7</span> </div> <div> <b>MSDE and LEAs submit reports to the AIB and the General Assembly on pre-K expansion</b> </div> </div> |  |   |
|---|--|---|
| Major Subtask   | Requirements/Guidance for Implementation   |   |
| SUBTASK<br><b>1.1.7(a)</b>  | MSDE shall submit a report on pre-K expansion to AIB and the General Assembly by 11/1/21.  | The report shall include: <ul style="list-style-type: none"> <li>▪ a plan for verifying family income;</li> <li>▪ administrative procedures for distributing pre-K funds;</li> <li>▪ a plan for providing families with the ability to indicate a preference for the public or private pre-K program in which to enroll their child and communicating with families that the ability to choose to enroll a child in a public provider outside the family's attendance area is available only for pre-K;</li> <li>▪ recommendations for the methodology MSDE will use to calculate the State, local, and family share for Tier II children under the sliding scale; and</li> <li>▪ recommendations on whether to extend the pre-K supplemental grant.</li> </ul> MSDE shall provide an update on this report in its initial Blueprint implementation plan. |
| SUBTASK<br><b>1.1.7(b)</b>  | Local health and social services departments shall each submit an annual report to the General Assembly by 12/1.   | The report shall include the number of parents who were given a notification and subsequently enrolled their child in a publicly funded pre-K program.<br><br>The report shall identify how local health and social services departments notified families about their eligibility for pre-K programs.  |
| SUBTASK<br><b>1.1.7(c)</b>  | LEAs shall submit an annual report to AIB and MSDE by 12/1 that identifies the number of eligible pre-K providers in the county (public and private), EXCELS ratings, and provider participation rate. | The annual report shall identify the number of eligible pre-K providers in the county that expanded to offer full-day pre-K in the immediately preceding calendar year and the participation rate of all county 3- and 4-year-olds in eligible pre-K providers established or expanded through the Blueprint.<br><br>The annual report shall include information related to the kindergarten readiness assessment.<br><br>The annual report shall demonstrate that pre-K program expansion prioritized children in areas with limited or no access to quality childcare, children experiencing homelessness, children whose primary language spoken at home is not English, Tier 1 children, and children with disabilities.  |

## Assess student readiness for kindergarten



### Goals

- KRA results increase annually for all students and across student groups.
- Students who are not ready for kindergarten based on their KRA results are performing at grade level by the end of kindergarten.



### Reports

#### 12/1/23

MSDE shall submit the contractor's report on the results of the KRA evaluation to AIB and make any appropriate recommendations by 12/1/23 (Subtask 1.2.1(f)).



### Milestones

- ★ **FY23 and beyond** All incoming kindergarteners shall be assessed for kindergarten readiness using the KRA annually (Task 1.2.1).  

Students who are not prepared for kindergarten shall be provided with appropriate supports and interventions to ensure they perform at grade level by the end of the school year (Subtask 1.2.1(h)).

LEAs shall train kindergarten teachers to administer the KRA in an unbiased manner (Subtask 1.2.1(g)).
- ★ **FY24** MSDE shall contract with an external entity to periodically evaluate the assessment for any racial, cultural, or linguistic bias and for any potential bias in its administration and submit a report to AIB on its findings and any recommendations (Subtask 1.2.1(f)).



### Implementation Considerations

- KRA's comprehensiveness in measuring all factors that contribute to students being prepared for kindergarten
- Sufficient staff/resources to administer the KRA effectively
- Training and support for assessors to ensure the KRA is administered with fidelity and sensitivity to children's diverse backgrounds and needs
- Guidance and resources for teachers and families to interpret and use the KRA results in meaningful and constructive ways to support children's learning and development
- Research and evaluation on the validity, reliability, and impact of the KRA on children's outcomes and experiences
- Effectively interpreting and communicating KRA results



## Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans. Technical assistance will be tailored to meet the unique needs of individual LEAs as much as possible.

- Creating informal assessments to monitor student performance and identify area(s) for growth
- Identifying and implementing instructional interventions to improve student performance
- Effectively analyzing, interpreting, and communicating KRA results for individual students to educators, families, and the general public

Assess student readiness for kindergarten

| <div style="display: flex; align-items: center;"> <div style="background-color: #f4a460; padding: 5px; margin-right: 10px;"> <b>TASK</b><br/><b>1</b> </div> <div style="background-color: #f4a460; padding: 5px;"> <b>Administer an unbiased Kindergarten Readiness Assessment to all incoming kindergarten students</b> </div> </div> |  |   |
|---|--|---|
| Major Subtask   | Requirements/Guidance for Implementation   |   |
| <b>SUBTASK 1.2.1(a)</b>   | LEAs shall administer the assessment to all incoming kindergarten students in the State beginning in FY23.   | The assessment shall be the sole diagnostic assessment for measuring school readiness and be used for curriculum development and early detection of learning challenges.<br><br>The assessment may include an evaluation of language and literacy skills, academic knowledge in mathematics, science, and social studies, physical development, and social development.<br><br>LEAs shall communicate expectations for kindergarten readiness that are embedded in the KRA to parents/guardians and families in multiple languages. |
| <b>SUBTASK 1.2.1(b)</b>   | The assessment shall be completed on or before October 10 with the aggregate results returned within 45 days after administration of the assessment.   | LEAs are encouraged to administer a portion of the assessment to students in the county during the summer months before kindergarten begins and may administer the remaining portion during the school year.  |
| <b>SUBTASK 1.2.1(c)</b>   | LEAs shall consult with kindergarten teachers, including teachers nominated by the exclusive bargaining representative, in determining how to implement the assessment before administering it beginning in FY23.  | LEAs shall consult with kindergarten teachers from multiple elementary schools within the district.   |
| <b>SUBTASK 1.2.1(d)</b>   | MSBE shall adopt regulations to implement the assessment requirements in FY23.   |   |
| <b>SUBTASK 1.2.1(e)</b>   | MSDE shall ensure that educators are provided with necessary supports to effectively administer the KRA beginning in FY23.   |   |
| <b>SUBTASK 1.2.1(f)</b>   | MSDE shall contract with an external entity to periodically evaluate the assessment for any racial, cultural, or linguistic bias, as well as any potential bias in its administration, and submit a report to AIB on its findings and any resulting recommendations. | An external contractor shall evaluate the assessment used in the 2022–23 academic year for explicit and implicit bias and for any potential bias in its administration.<br><br>MSDE shall submit the contractor's report to AIB on the results of the evaluation to AIB and make any appropriate recommendations by 12/1/23.<br><br>Future research and evaluation of the KRA shall also include the validity, reliability, and impact of the KRA on student outcomes and experiences.  |

Assess student readiness for kindergarten

Task 1, continued

|                                    |  |  |
|------------------------------------|--|--|
| <p>SUBTASK<br/><b>1.2.1(g)</b></p> | <p>LEAs shall provide professional development to instructional staff to support assessment administration beginning in FY23.</p>  | <p>MSDE shall develop professional development session content for LEAs to deliver to instructional staff.</p> <p>Professional development content shall include training to:</p> <ul style="list-style-type: none"> <li>• administer the KRA with fidelity and sensitivity to children's diverse backgrounds and needs; and</li> <li>• effectively interpret and communicate individual and aggregate KRA results to educators, families, and the public in ways that support children's learning and development.</li> </ul> |
| <p>SUBTASK<br/><b>1.2.1(h)</b></p> | <p>Students who are not ready for kindergarten shall be provided with appropriate supports and interventions to ensure they perform at grade level by the end of the school year starting in FY23.</p> | <p>LEAs shall implement informal assessments to identify area(s) for growth and monitor student performance on these assessments over the course of the academic year.</p> <p>LEAs shall implement approved instructional interventions to improve student performance, including in reading.</p>  |



*Expand family supports*



**Goals**

- Increasing number of families with young children in every county of the State receive services from Patty and Judy Centers.
- Students receiving services from Patty and Judy Centers and Maryland Infants and Toddlers Program demonstrate kindergarten readiness at increasing rates.
- Decreasing number of pre-K–3 students are identified as needing special education services.



**Implementation Considerations**

- Start-up grants to support the development of new Patty and Judy Centers



**Reports**

**FY26 and FY32**

MSDE shall conduct an evaluation process to measure the effectiveness of Patty Centers in FY26 and FY32 (Subtask 1.3.1(d)).

MSDE shall report on the effectiveness of services provided by Patty Centers, including how staff are trained to provide services to families, and submit these reports to AIB.

**FY26 and FY32**

MSDE shall conduct an evaluation process to measure the effectiveness of Judy Centers in FY26 and FY32 (Subtask 1.3.2(e)).



**Milestones**

- ★ **FY29** MSDE shall create 30 new Family Support (Patty) Centers (Task 1.3.1).
- ★ **FY30** MSDE shall create 135 new Judy Centers (Task 1.3.2).

Expand family supports

| TASK<br><b>1</b>  |  |   |
|---|--|---|
| <b>Create 30 new Family Support (Patty) Centers by FY29</b> |  |   |
| Major Subtask   | Requirements/Guidance for Implementation   |   |
| SUBTASK<br><b>1.3.1(a)</b>                                  | Patty Centers shall provide services to improve parenting skills, develop the family as a functioning unit, and promote children's growth and development to a child and the child's parents, grandparents, and other family members to the extent possible. | Patty Centers shall provide parent education classes, health care counseling, services for identifying potential developmental disabilities in children, childcare for parents participating in center services, peer support activities, educational services, and support for parents in securing and maintaining employment.<br><br>Patty Centers may provide other services approved by the intermediary. |
| SUBTASK<br><b>1.3.1(b)</b>                                  | MSDE shall select the location of new Patty Centers.   | MSDE shall develop a plan for the coordinated and equitable placement of Patty and Judy Centers that prioritizes high-need communities, including communities with few childcare providers, around the State.   |
| SUBTASK<br><b>1.3.1(c)</b>                                  | The State shall provide funding for three additional Patty Centers per year between FY22–29.   | The Governor shall appropriate \$330,000 for each additional Patty Center (the AIB will request a legislative change to clarify that grants may include one year of planning to support development of a new center).   |
| SUBTASK<br><b>1.3.1(d)</b>                                  | MSDE shall conduct an evaluation process to measure the effectiveness of Patty Centers, including how staff are trained to provide services to families, in FY26 and FY32.   | MSDE shall report on the effectiveness of services provided by Patty Centers and submit this report to AIB.   |
| SUBTASK<br><b>1.3.1(e)</b>                                  | Providers shall submit plans to the intermediary describing the services to be provided, how they will be provided, and the staff who will provide these services and training for other staff.  | The plan shall describe methods to be used to refer parents to other entities that provide services not available at the center.  |
| SUBTASK<br><b>1.3.1(f)</b>                                  | Providers shall employ staff; recruit, train, and supervise volunteers; and operate the center during periods of time to accommodate parents' needs.   | Staff shall reflect the racial and ethnic diversity of the communities they serve.<br><br>Providers shall meet the diverse linguistic needs of the families they serve.   |

Expand family supports

| TASK<br><b>2</b> Create 135 new Judy Centers by FY 30   |   |
|---|---|
| Major Subtask   | Requirements/Guidance for Implementation  |
| <p>SUBTASK<br/><b>1.3.2(a)</b></p> <p>The State shall create 9 additional Judy Centers per year between FY21–25 and 18 additional centers per year between FY26–30.</p>   | <p>The Governor shall appropriate \$330,000 for each additional Judy Center <b>(the AIB will request a legislative change to clarify that grants may include one year of planning to support development of a new center)</b>.</p> <p>The State shall prioritize increasing the number of Judy Centers in communities with Title I schools.</p> <p>MSDE shall develop a plan for the coordinated and equitable placement of Judy and Patty Centers that prioritizes high-need communities, including communities with few childcare providers, around the State.</p> <p>MSDE shall coordinate placement of new Judy Centers in order to serve multiple closely located Title I schools in a high-need area or region.</p> |
| <p>SUBTASK<br/><b>1.3.2(b)</b></p> <p>LEAs that receive a Judy Center Grant shall administer the award, submit fiscal and program reports as required by MSDE, and coordinate the involvement of participating agencies and programs in any evaluation conducted by MSDE.</p> |   |
| <p>SUBTASK<br/><b>1.3.2(c)</b></p> <p>MSDE shall submit an annual report on the Judith P. Hoyer Early Childhood Education Enhancement Program to the Governor and the General Assembly by 11/1.</p>   |   |
| <p>SUBTASK<br/><b>1.3.2(d)</b></p> <p>MSDE shall establish application procedures for obtaining Judy Center grants, supervise and monitor the use of Grant funds, and evaluate whether Grant recipients are meeting annual benchmarks established by MSDE.</p>                | <p>Applications shall include an MOU that identifies:</p> <ul style="list-style-type: none"> <li>• how LEAs and participating programs will collaborate;</li> <li>• a plan for ongoing communication between private and public providers; and</li> <li>• documentation showing that the Center will implement MSDE’s Early Childhood Assessment System, provide comprehensive, full-day early childhood education and family support services, and that all participating agencies have voluntarily obtained or are pursuing accreditation.</li> </ul>   |
| <p>SUBTASK<br/><b>1.3.2(e)</b></p> <p>MSDE shall conduct an evaluation process to measure the effectiveness of Judy Centers in FY26 and FY32.</p>   | <p>MSDE shall report on the effectiveness of Judy Centers.</p>  |

Expand family supports

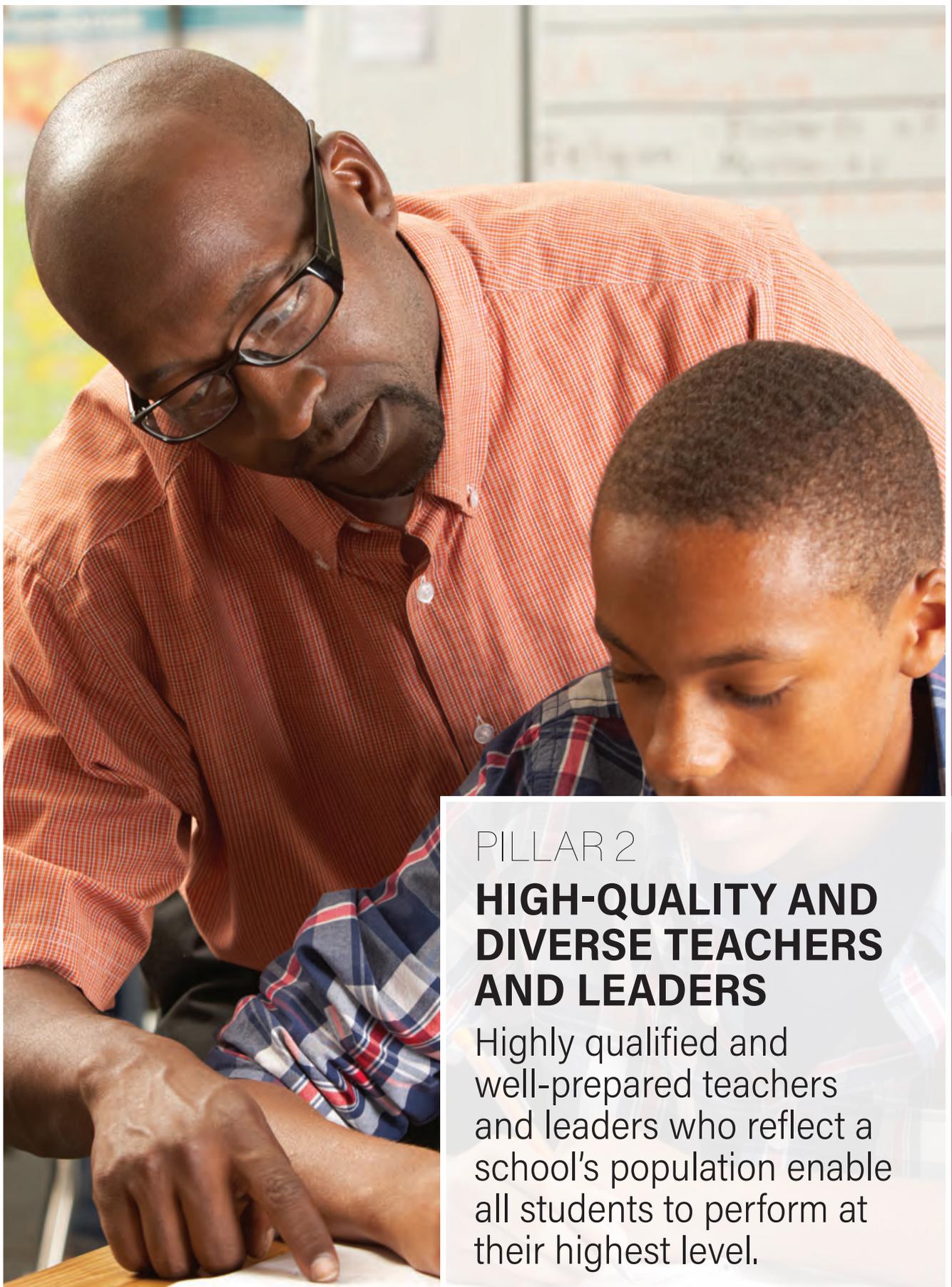
TASK

**3**

**Fully fund the Maryland Infants and Toddlers Program**

| Major Subtask              | Requirements/Guidance for Implementation  |   |
|----------------------------|---|---|
| SUBTASK<br><b>1.3.3(a)</b> | The Governor shall provide increasing amounts of funding for the Program between FY21-30 and \$22.7 million from FY31 and thereafter (adjusting for inflation each year). |   |
| SUBTASK<br><b>1.3.3(b)</b> | MSDE shall use additional funding to expand the early intervention services available to eligible children through the Maryland Infants and Toddlers Program.             | MSDE shall report in its implementation plan on the additional early intervention services provided to eligible children. |





## PILLAR 2

### **HIGH-QUALITY AND DIVERSE TEACHERS AND LEADERS**

Highly qualified and well-prepared teachers and leaders who reflect a school's population enable all students to perform at their highest level.



## The Key Actors

AIB  
Alternative teacher preparation programs  
Community and advocacy organizations  
Community members  
County governments (incl. Baltimore City)  
CTE Committee  
Education Deans and Directors of teacher preparation programs  
Education support professionals  
The General Assembly  
The Governor  
Interagency Commission on School Construction  
Local Blueprint Coordinators  
Local education agencies (LEAs)  
Local National Board Coordinators  
Local superintendents  
Local workforce development boards  
Maryland Department of Labor (MDL)  
Maryland Higher Education Commission (MHEC)

Maryland Longitudinal Data System (MLDS)  
Maryland State Board of Education (MSBE)  
Maryland State Department of Education (MSDE)  
Maryland State Superintendent of Schools  
National Board facilitators  
Nonprofits  
Parents/guardians/families  
Partner schools for Teacher Collaborative Grants  
Postsecondary institutions  
Professional Standards and Teacher Education Board (PSTEB)  
The public  
School principals  
Senior instructional staff  
State-level National Board Coordinator  
Students  
"Talk to a Teacher" coordinators  
Teacher preparation workgroup  
Teachers  
Teachers' unions  
Traditional teacher preparation programs



## The Plan

Elevating teachers and school leaders by:

- making teaching a high-status profession by raising the pay and status of teachers, including a performance-based career ladder, a minimum statewide salary, and salaries comparable to similarly educated professionals;
- substantially increasing the rigor of the teacher preparation curriculum with teachers completing a full-year clinical experience organized and managed by teacher education and district partnerships;
- redesigning schools to be places where teachers are treated as professionals with a system of incentives and supports and more time to collaborate and learn from one another;
- establishing a career ladder to continuously improve teacher professional practice and student performance;
- creating a leadership development system that prepares school leaders at all levels—State, district, and school—to give them the vision, skills, and knowledge needed to manage high-performing schools; and
- improving recruitment and professional development efforts to create and sustain a teaching faculty that better reflects the racial and ethnic makeup of the student body.



## The Expected Outcome

Maryland has a high-quality and diverse teacher and leader workforce that:

- approximates the diversity of Maryland students statewide and by district;
- is sufficient to fill all needed positions and roles in schools and districts across the State; and
- provides teachers with professional learning opportunities to improve student outcomes and additional responsibility, authority, status, and compensation as they gain expertise.



## Pillar Goals

- Teacher preparation candidates and graduates increasingly reflect the diversity of students in the State, and by 2032 these candidates approximate that diversity, are in sufficient supply to meet Maryland’s workforce needs, and meet new rigorous graduation standards.
- Teacher preparation graduates—including student groups and across programs — are licensed at an increasingly high rate (although there may be an initial dip when the new, more rigorous licensure tests are introduced) and following full implementation of the Blueprint in 2032 all graduates meet rigorous standards and earn licensure.
- The supply of highly qualified and diverse teachers increasingly meets demand statewide and by district, including for high needs (low performing, high concentration of poverty) schools and for new roles in schools (such as mentoring of new teachers) and meets demand by 2032.
- Retention rates of teachers and leaders improve, particularly of new teachers and teachers/ leaders serving high needs schools and in areas where there are shortages so that by 2032, retention rates are significantly higher, particularly in the first 5 years of teaching.
- LEAs establish well-functioning career ladders that provide teachers with the training to acquire skills and expertise to improve student outcomes and that provide sufficient availability of roles to allow upward progression on the career ladder.



See the *Pillar Two Implementation Timeline* for a complete list of pillar-specific objectives, their associated tasks and subtasks, and their timeline for implementation by fiscal year.  
<https://aib.maryland.gov/Pages/BCPDownloads.aspx>

## PILLAR 2 | OBJECTIVE 1

### *Recruit and support high-quality and diverse teachers to meet workforce needs*



#### Goals

- The number of teaching applicants who take advantage of available financial incentives and supports increases annually until there are more highly qualified teacher candidates who reflect the diversity of students than available teacher positions in Maryland classrooms.
- The number of diverse and high-quality applicants to State teacher preparation programs increases annually until there are more highly qualified teacher candidates who reflect the diversity of students than available teacher positions in Maryland classrooms.
- MSDE's teacher recruitment campaign and outreach programs are associated with an increase in the number of qualified and diverse applicants to Maryland teacher preparation programs.



#### Milestones

- ★ **FY23** MSDE shall build a digital recruitment platform and outreach program focused on candidates from historically underrepresented populations and fields experiencing teacher shortages (Subtask 2.1.1(c)).
- ★ **FY23 and beyond** MSDE shall work with MLDS, MHEC, MDL, and LEAs to develop a robust data infrastructure to gather information on workforce needs and employment outcomes (Subtask 2.1.1(d)).
- ★ **FY27** AIB shall, in consultation with MLDS and at least one IHE, beginning 7/1/26 perform an evaluation of statewide efforts to increase diversity among teacher preparation program enrollees and graduates, as well as State teachers and leaders (Subtask 2.1.5(d)).



## Reports

### FY 23 and beyond

LEAs shall submit to AIB initial reports by 7/1/22 and annual reports beginning 12/1/23 on the diversity of their teacher workforce (Subtask 2.1.5(b)).

#### **Requirements**

- Each LEA shall report this information by school, gender, race, ethnicity, average length of service, status on the career ladder, and number of educators hired and attrition rates of educators during the reporting period to AIB and MSDE.
- The reports shall include trend data on the diversity of LEA teachers, principals, and other staff; an analysis of the diversity of LEA staff and the student body; an analysis of LEA hiring practices and whether they are contributing to a lack of diversity in LEA staff; and any changes the LEA has or will make to its hiring practices to increase diversity of LEA staff to approximate the diversity of the study body.
- The reports shall include trend data on the diversity of teachers acquiring credentials to move up the career ladder, including National Board Certification.
- The reports shall also include feedback that LEAs collect from teachers on factors that influenced them to leave the classroom in exit interviews/surveys and share trends through their annual diversity reports, disaggregating responses based on race, ethnicity, socioeconomic status, and geographic location, amongst other characteristics.

MLDS, in collaboration with MSDE and MHEC, shall submit a progress report annually by 7/1 on improving the quality of the preparation and diversity of Maryland teacher candidates and new teachers (Subtask 2.1.5(a)).

#### **Requirements**

- Progress reports shall identify trends in applications to and acceptance by State and alternative teacher preparation programs; teacher quality; undergraduate majors of teacher education program graduates; the proportion of existing teachers trained out of state; LEAs' satisfaction with newly hired teachers who recently graduated from a State postsecondary institution; the racial diversity of teacher preparation program staff; and the proportion of graduates who pass licensure exams on their initial attempt and after subsequent attempts.
- Progress reports shall include implementation of more rigorous licensing standards and measures for new teachers in both mastery of the subject being taught and methods for teaching it.
- Progress reports shall include implementation of incentives to attract high-quality high school graduates into teaching careers.
- Progress reports shall include measures taken to:
  - increase the proportion of highly qualified professionals from groups historically underrepresented in teaching who apply to teacher preparation programs;
  - increase the number of high school graduates with very strong academic backgrounds who select teaching as a career;

continued...

## PILLAR 2 | OBJECTIVE 1

### *Recruit and support high-quality and diverse teachers to meet workforce needs*

#### Reports, continued

- make teacher education in the underlying disciplines more rigorous;
- better align the programs of the teacher education institutions with State curriculum frameworks; and
- improve the background of beginning teachers in research and research techniques.
- Progress reports shall include trends in:
  - the rates at which teachers are acquiring the necessary credentials to advance up the career ladder, including National Board Certification;
  - the distribution of teachers along the steps of the career ladder;
  - longevity of teaching State schools, particularly in schools serving high proportions of historically underserved students;
  - the number of teacher candidates of color hired by LEAs and disaggregated by higher education institution and alternative teacher preparation program and the LEAs that hired them; and
  - the number of teachers certified through alternative preparation programs that meet the Blueprint’s requirements for the length of teacher practicums.

#### **FY 24 and beyond**

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MSDE shall annually submit a list to the Office of Student Financial Assistance by 3/1 of both high-needs schools and grade levels and content areas in which there are a significant proportion of teacher vacancies and teachers teaching in a grade level or content area other than the grade level or content area in which they are certificated (Subtask 2.1.1(d)).

MHEC shall submit an annual report to AIB and the Governor and General Assembly by 10/1 thereafter describing the diversity of applicants who received awards; reasons applicants were rejected; any other reasons why scholarship funds have not been fully awarded or expended since FY 20; any changes that MHEC will make as a result of the review; and any recommended legislative changes (Subtask 2.1.2(d)).

#### **FY 25 and beyond**

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MHEC shall monitor and annually report on the effectiveness of Teacher Quality and Diversity Program grants in increasing the quality and diversity of teacher applicants beginning 10/1/24 (Subtask 2.1.4(f)).

#### **FY 27**

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AIB shall submit a report to the Governor and General Assembly by 12/31/26 on evaluation results and recommendations for alterations to State programs and policies needed to diversify the State educator workforce (Subtask 2.1.5(e)).

#### **Periodically**

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MSDE shall consult with MLDS, LEAs, teacher preparation programs, MHEC, and IHEs to identify obstacles that prevent prospective teachers from pursuing or completing a teaching degree. The first report shall be submitted by 7/1/24 (Subtask 2.1.1(c)).



## Implementation Considerations

The following State and/or local-level conditions, factors, or issues may affect the Blueprint's implementation and success in realizing its expected outcomes. AIB will monitor these considerations on an ongoing basis.

- Persistent and worsening teacher shortage
- Utilization of the MD Teaching Fellow scholarship/funding
- Eligibility requirements for Loan Assistance Repayment Program for teachers
- Impact of Maryland Teaching Fellows Scholarship on creating a larger and more diverse teacher pipeline, including review of rejected applications to understand why interested candidates are not eligible for the scholarship
- Racial diversity of teacher candidates, certified teachers, and teacher preparation program staff disaggregated by LEA
- Impact of increased certification and teaching standards on underrepresented teachers and teacher shortage
- Shortage of high-quality and diverse school leaders/administrators
- Race and gender-based disparities in teachers pursuing and achieving NBCT
- Assignment of high-quality and diverse teachers and leaders to low-performing schools and concentration of poverty schools
- Availability of pathways for conditional/ paraprofessional educators to become certified teachers, e.g. Grow Your Own programs, partnerships with/among teacher preparation programs and LEAs
- Effectiveness of partnerships with programs and universities, specifically, HBCUs, HSIs and MSIs, and local community colleges
- Qualitative and holistic indicators of teacher and leader quality, such as their cultural competence, pedagogical knowledge, or professional growth



## Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans. Technical assistance will be tailored to meet the unique needs of individual LEAs as much as possible.

- AIB shall convene listening sessions with educators to inform potential supports for conditional teachers to earn certification, including supports from IHEs.

Recruit and support high-quality and diverse teachers to meet workforce needs

| <b>TASK 1 Implement a statewide marketing campaign and outreach program to attract high-quality and diverse teaching candidates</b> |  |  |
|---|--|--|
| Major Subtask   | Requirements/Guidance for Implementation   |  |
| SUBTASK 2.1.1(a)  | Governor shall appropriate at least \$250,000 in annual state budget for MSDE to implement the statewide marketing campaign.   | MSDE shall report annually on the statewide marketing campaign and use of annual funding.  |
| SUBTASK 2.1.1(b)  | MSDE shall establish a diverse steering committee by FY19.   | <p>The steering committee shall include both faculty and student representatives of historically Black colleges and universities and other institutions of higher education.</p> <p>MSDE shall monitor the diversity of the steering committee and ensure that all geographic areas of Maryland are represented.</p> <p>The steering committee shall meet at least annually to review MSDE’s activities related to the recruitment of high-quality and diverse teaching candidates.</p> <p>MSDE shall develop a process to solicit feedback from LEAs regularly on the statewide marketing and outreach campaign and report their findings to the AIB by 5/1 annually.</p>   |
| SUBTASK 2.1.1(c)  | MSDE shall build a digital recruitment platform and outreach program focused on candidates from historically underrepresented populations and fields experiencing teacher shortages. | <p>The outreach program and recruitment platform shall use both free public service media and paid media, online resources, email, and social media.</p> <p>MSDE shall consult with MLDS, LEAs, teacher preparation programs, MHEC, and IHEs to identify obstacles that prevent prospective teachers from pursuing or completing a teaching degree. The first report shall be submitted by 7/1/24.</p> <p>MSDE shall work with LEAs to develop a process for referring interested educators to local districts for pre-employment screening and formal application processes.</p> <p>MSDE shall market to counselors and career centers in secondary and postsecondary institutions through the outreach and digital recruitment platform.</p> <p>MSDE, LEAs, local workforce development boards, and community colleges shall identify career counselors and career center staff in secondary and postsecondary institutions to serve as points of contact for the outreach and recruitment campaign.</p> <p>MSDE shall develop a broad communications strategy that informs stakeholders and the public about the changes to teacher preparation programs, the need for high standards within teacher prep programs and licensure procedures so as not to deter high quality candidates from entering the teaching force but rather recruit high-quality and diverse teachers.</p> |

Recruit and support high-quality and diverse teachers to meet workforce needs

|                                    |   |  |
|------------------------------------|---|--|
| <p>SUBTASK<br/><b>2.1.1(d)</b></p> | <p>MSDE shall work with MLDS, MHEC, MDL, and LEAs to develop a robust data infrastructure to gather information on workforce needs and employment outcomes.</p>   | <p>MSDE shall establish and maintain a Maryland educator recruitment, retention, and diversity dashboard on or before 1/1/25 that includes demographic information and key data points regarding certificated and noncertificated personnel in public schools and prospective educators within teacher preparation programs throughout the State who are participating in teacher internships.</p> <p>MSDE shall gather contact information of potential teaching candidates and provide them with information about the teaching profession.</p> <p>MSDE shall use data infrastructure to gather real-time information from LEAs about open positions and match them efficiently with potential candidates.</p> <p>The data infrastructure may be used to assess the success of recruitment efforts on the supply of high-quality and diverse Maryland teachers.</p> <p>MSDE shall annually submit a list to the Office of Student Financial Assistance by 3/1 of both high-needs schools and grade levels and content areas in which there are a significant proportion of teacher vacancies and teachers teaching in a grade level or content area other than the grade level or content area in which they are certificated.</p> |
| <p>SUBTASK<br/><b>2.1.1(e)</b></p> | <p>MSDE shall engage prospective teachers with messaging that cultivates their interest in the profession.</p>  | <p>MSDE shall base messaging off information gathered from community engagement activities and events with current and prospective teacher candidates.</p>   |
| <p>SUBTASK<br/><b>2.1.1(f)</b></p> | <p>MSDE shall implement the “Talk to a Teacher” program to create opportunities for prospective teachers to communicate with role model teachers.</p>   | <p>MSDE shall identify a “Talk to a Teacher” coordinator to implement the program.</p> <p>The “Talk to a Teacher” coordinator shall evaluate the program’s effectiveness by tracking employment outcomes of prospective teachers and administering a feedback survey among teacher candidates.</p>   |
| <p>SUBTASK<br/><b>2.1.1(g)</b></p> | <p>MSDE shall provide information to prospective teacher candidates to increase awareness of available state incentives for individuals pursuing a teaching certificate (e.g., Maryland Teaching Fellows Scholarship and LARP).</p> | <p>MSDE shall work with MHEC, LEAs and IHEs to share this information with current students and support the development of teacher pipelines for key shortage areas.</p> <p>MSDE shall ensure that information about state incentives is shared with current paraprofessionals across the State.</p>   |
| <p>SUBTASK<br/><b>2.1.1(h)</b></p> | <p>MSDE shall provide information to prospective teacher candidates to increase awareness of persistent opportunity gaps and racial disparities between students and teachers in Maryland schools.</p>                              |  |

Recruit and support high-quality and diverse teachers to meet workforce needs

| <div style="display: flex; align-items: center;"> <div style="background-color: #c0392b; color: white; padding: 5px; margin-right: 10px;"> <small>TASK</small><br/><b>2</b> </div> <div> <b>Provide funding to the Maryland Teaching Fellows Scholarship to encourage highly-skilled and diverse candidates to teach in high-need schools</b> </div> </div> |   |   |
|---|---|---|
| Major Subtask   | Requirements/Guidance for Implementation  |   |
| <small>SUBTASK</small><br><b>2.1.2(a)</b>   | Annual allocation in State budget for MHEC shall phase up to award scholarships to at least \$18,000,000 for FY25 and beyond.                 | <p>MHEC shall provide informational materials on the scholarship to middle and high school counselors and students who may be interested in pursuing a teaching degree and offer outreach sessions.</p> <p>In marketing the scholarship, MHEC and MSDE shall promote changes to the eligibility criteria that will allow more students to qualify and expand opportunities for fulfilling the service requirement.</p>  |
| <small>SUBTASK</small><br><b>2.1.2(b)</b>   | MHEC shall award scholarships to eligible students so as to reflect the geographic and racial diversity of Maryland’s public school students. | <p>In selecting awardees for a Teaching Fellows scholarship, the Office of Student Financial Assistance shall give preference to applicants who have been employed in a public school or a publicly funded pre-K program within the last 5 years.</p> <p>Eligible candidates for the Teaching Fellows for Maryland scholarships that are awarded must pledge to work as public school or public prekindergarten teachers in the State upon completion of their studies at a high-need school, as defined by MSDE, or a grade level or content area in which there is a shortage of qualified educators, as determined by MSDE each year.</p> <p>A recipient of the Teaching Fellows for Maryland Scholarship shall be accepted for admission or currently enrolled at an eligible institution as a full-time or part-time undergraduate or graduate student pursuing a course of study or program in an academic discipline leading to a Maryland professional teacher’s certificate; continue to make satisfactory progress toward a degree and maintain the standards of the institutions; sign a letter of intent to perform the service obligation upon completion of the recipient’s required studies; accept any other conditions attached to the award; and satisfy any additional criteria MHEC may establish.</p> <p>MHEC shall provide technical assistance to candidates for Maryland Teaching Fellows Scholarship in completing applications.</p> <p>“Service obligation” means to teach full time in the State as a teacher in a Maryland public school or a public prekindergarten program that is in a high-need school, as identified by MSDE, or in a grade level or content area in which there is a shortage of qualified educators, as defined by MSDE.</p> |

Recruit and support high-quality and diverse teachers to meet workforce needs

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| <p>SUBTASK<br/><b>2.1.2(c)</b></p> | <p>MHEC shall review criteria for the Maryland Teaching Fellows Scholarship and identify core reasons for rejecting applicants and any other reasons why scholarship funds have not been fully awarded or expended since FY20.</p>   | <p>MHEC shall submit an initial report summarizing their findings to the AIB by 12/1/23.</p> |
| <p>SUBTASK<br/><b>2.1.2(d)</b></p> | <p>MHEC shall submit an annual report to AIB and the Governor and General Assembly by 10/1 describing the diversity of applicants who received awards, reasons applicants were rejected, any other reasons why scholarship funds have not been fully awarded or expended any changes that MHEC will make as a result of the review, and any recommended legislative changes.</p> |  |



Recruit and support high-quality and diverse teachers to meet workforce needs

| TASK 3 Expand Maryland’s loan assistance repayment programs (LARP) for public school teachers   |  |
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| Major Subtask   | Requirements/Guidance for Implementation   |
| <p>SUBTASK 2.1.3(a)</p> <p>MHEC shall, in consultation with LEAs and teachers’ union representatives, provide technical assistance to public school teachers in completing initial application and renewal materials for LARP starting in FY24.</p> | <p>Public school teachers shall be eligible for State loan assistance repayment assistance if they have taught in Maryland for at least 2 years:</p> <ul style="list-style-type: none"> <li>• in science, technology, engineering, fine arts, or math (STEAM);</li> <li>• in a school with at least 75% of students eligible for free and reduced-price meals (FRPM) before 6/30/25, and 55% beginning 7/1/25; OR</li> <li>• in a school that lost Title I status after the 2018–19 school year and participates in the Community Eligibility Provision;</li> </ul> <p><b>and</b> have received a performance evaluation rating for the most recent year available in the Maryland LEA.</p> <p>Mental health professionals shall be eligible for State loan repayment assistance if they have provided mental health services in a public school for at least 2 years as an employee of an LEA or a local health department through an agreement with a county board.</p> <p>The Office of Student Financial Assistance shall publicize the availability of LARP at historically black colleges and universities; in a manner that focuses on students who are historically underrepresented in the teaching field; and to eligible mental health professionals in an effort to recruit and retain mental health professionals to public schools in the State.</p> |

Recruit and support high-quality and diverse teachers to meet workforce needs

| <b>TASK 4 MHEC implements and administers the new Teacher Quality and Diversity Program to support students from historically underrepresented populations</b> |  |  |
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| Major Subtask  | Requirements/Guidance for Implementation   |  |
| SUBTASK <b>2.1.4(a)</b>  | State budget shall include at least \$1,000,000 appropriation to the Teacher Quality and Diversity Program annually starting in FY23.  | MHEC shall prioritize historically black colleges and universities and Hispanic-serving institutions with a track record of preparing diverse and high-quality teachers.               |
| SUBTASK <b>2.1.4(b)</b>  | MHEC shall increase awareness of Teacher Quality and Diversity Program Grants among IHEs starting in FY23.   | MHEC shall publicize the program at historically black colleges and universities and in a manner that focuses on students who are historically underrepresented in the teaching field. |
| SUBTASK <b>2.1.4(c)</b>  | MHEC may adopt regulations to award Teacher Quality and Diversity Program Grants starting in FY23.   |  |
| SUBTASK <b>2.1.4(d)</b>  | State may provide additional grant funding to an IHE in an amount equal to or less than the grant funding that they receive from a non-state source to increase the quality and diversity of applicants for its teacher training program starting in FY23. | This amount cannot exceed \$500,000 in a single year.  |
| SUBTASK <b>2.1.4(e)</b>  | MHEC shall provide assistance to IHEs applying for grants to increase the quality and diversity of applicants for teacher training programs starting in FY23.  |  |
| SUBTASK <b>2.1.4(f)</b>  | MHEC shall monitor and annually report on the effectiveness of grants in increasing the quality and diversity of teacher applicants beginning 10/1/24.   | MHEC may include in the report any need for additional funding.  |

Recruit and support high-quality and diverse teachers to meet workforce needs

TASK  
**5**

**Monitor the quality and diversity of both State teacher candidates and existing teacher workforce**

| Major Subtask                      | Requirements/Guidance for Implementation   |
|------------------------------------|--|
| <p>SUBTASK<br/><b>2.1.5(a)</b></p> | <p>MLDS, in collaboration with MSDE and MHEC, shall submit annual progress reports by 7/1 on improving the quality of the preparation and diversity of Maryland teacher candidates and new teachers starting in FY23.</p> <p>Progress reports shall identify trends in applications to and acceptance by State and alternative teacher preparation programs, teacher quality, undergraduate majors of teacher education program graduates, the proportion of existing teachers trained out of state, LEAs' satisfaction with newly hired teachers who recently graduated from a State postsecondary institution, the racial diversity of teacher preparation program staff, and the proportion of graduates who pass licensure exams on their initial attempt and after subsequent attempts.</p> <p>Progress reports shall include implementation of more rigorous licensing standards and measures for new teachers in both mastery of the subject being taught and methods for teaching it.</p> <p>Progress reports shall include implementation of incentives to attract high-quality high school graduates into teaching careers.</p> <p>Progress reports shall include measures taken to:</p> <ul style="list-style-type: none"> <li>• increase the proportion of highly qualified professionals from groups historically underrepresented in teaching who apply to teacher preparation programs;</li> <li>• increase the number of high school graduates with very strong academic backgrounds who select teaching as a career; and</li> <li>• make teacher education in the underlying disciplines more rigorous; better align the programs of the teacher education institutions with State curriculum frameworks; and improve the background of beginning teachers in research and research techniques.</li> </ul> <p><i>continued...</i></p> |

Recruit and support high-quality and diverse teachers to meet workforce needs

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|                                    | <p>MLDS, in collaboration with MSDE and MHEC, shall submit annual progress reports by 7/1 on improving the quality of the preparation and diversity of Maryland teacher candidates and new teachers starting in FY23.</p> <p>...continued</p> | <p>Progress reports shall include trends in:</p> <ul style="list-style-type: none"> <li>• the rates at which teachers are acquiring the necessary credentials to advance up the career ladder, including National Board Certification;</li> <li>• the distribution of teachers along the steps of the career ladder;</li> <li>• longevity of teaching in State schools, particularly in schools serving high proportions of historically underserved students;</li> <li>• the number of teacher candidates of color hired by LEAs and disaggregated by higher education institution and alternative teacher preparation program and the LEAs that hired them; and</li> <li>• the number of teachers certified through alternative preparation programs that meet the Blueprint's requirements for the length of teacher practicums.</li> </ul>  |
| <p>SUBTASK<br/><b>2.1.5(b)</b></p> | <p>LEAs shall submit an initial report by 7/1/22 and reports by 12/1 annually on the diversity of their teacher workforce starting in FY24.</p>   | <p>Each LEA shall report this information by school, gender, race, ethnicity, average length of service, status on the career ladder, and number of educators hired and attrition rates of educators during the reporting period to AIB and MSDE.</p> <p>In addition, LEAs shall report to AIB on trend data on the diversity of LEA teachers, principals, and other staff; an analysis of the diversity of LEA staff and the student body; an analysis of LEA hiring practices and whether they are contributing to a lack of diversity in LEA staff; and any changes the LEA has or will make to its hiring practices to increase diversity of LEA staff to approximate the diversity of the study body.</p> <p>The reports shall include trend data on the diversity of teachers acquiring credentials to move up the career ladder, including National Board Certification.</p> <p>The reports shall include feedback that LEAs collect from teachers on factors that influenced them to leave the classroom in exit interviews/surveys and share trends through their annual diversity reports, disaggregating responses based on race, ethnicity, socioeconomic status, and geographic location, amongst other characteristics.</p> <p>LEAs shall analyze the reasons why teachers leave the classroom and identify changes the LEA will implement to address them and improve teacher retention/reduce turnover.</p> |

Recruit and support high-quality and diverse teachers to meet workforce needs

Task 5, continued

|                                    |  |   |
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| <p>SUBTASK<br/><b>2.1.5(c)</b></p> | <p>AIB shall continually monitor the quality, racial diversity, and geographic distribution of the Maryland teacher workforce.</p>   | <p>AIB shall analyze LEA practices regarding retention of teachers and other educators of color.</p> <p>AIB may develop and monitor qualitative and holistic indicators of teacher and leader quality, such as their cultural competence, pedagogical knowledge, and professional growth.</p> <p>AIB may recommend changes to statewide teacher outreach and recruitment efforts to improve the racial diversity of the teacher workforce based on the findings of progress reports submitted to AIB by State and local entities.</p> |
| <p>SUBTASK<br/><b>2.1.5(d)</b></p> | <p>AIB shall, in consultation with MLDS and at least one IHE, beginning on 7/1/26 perform an evaluation of statewide efforts to increase diversity among teacher preparation program enrollees and graduates, as well as State teachers and leaders.</p> |   |
| <p>SUBTASK<br/><b>2.1.5(e)</b></p> | <p>AIB shall submit a report to the Governor and General Assembly by 12/31/26 with evaluation results and recommendations for alterations to State programs and policies needed to diversify State educator workforce.</p>                               |   |
| <p>SUBTASK<br/><b>2.1.5(f)</b></p> | <p>AIB shall develop and LEAs shall implement a standardized exit survey to identify reasons teachers are leaving an LEA</p> <p>AIB may develop and survey a sample of teachers who choose to move into positions in administration/central office.</p>  | <p>The reasons should be addressed to improve teacher retention/reduce turnover.</p>  |

## *Increase rigor of teacher preparation programs and licensure requirements*



### Goals

- The number of Maryland teaching candidates who pass the reading assessment increases annually until all Maryland teacher candidates pass the test.
- The number of Maryland teaching candidates who pass a nationally recognized, portfolio-based assessment of teaching ability increases annually until all Maryland teacher candidates pass.
- The number of paraprofessionals who become certified teachers increases annually.
- Effective models of teacher pre-service and in-service programs developed through Teacher Collaborative Grants are disseminated by MSDE and scaled up throughout the State.
- Graduates of Maryland teacher preparation programs are fully prepared to organize and provide effective teaching and learning in Maryland pre-K–12 classrooms.
- LEAs report increased satisfaction with graduates of Maryland teacher preparation programs in organizing and providing effective teaching and learning in Maryland pre-K–12 classrooms.



### Milestones

- ★ **FY 23** Minimum length of teacher training practicums for alternative certification programs shall be 100 days (Subtask 2.2.2(a)(1)).  
  
A teacher preparation workgroup shall begin to review current State requirements for teacher preparation programs (Subtask 2.2.2(b)(8)).
- ★ **FY 24** MSBE and PSTEB, in consultation with AIB, shall adopt regulations to revise teacher preparation program requirements (Subtask 2.2.2(a)(2)).
- ★ **FY 26** Minimum length of teacher training practicums for undergraduate and alternative certification programs shall be equivalent to one full school year (Subtask 2.2.2(a)(2)).
- ★ **FY 26** Minimum length of teacher training practicums for graduate teacher preparation programs shall be 100 days (may go up to the equivalent of one full school year) (Subtask 2.2.2(a)(3)).
- ★ **FY 26** LEAs shall identify clinical mentor teachers based on the career ladder to support teachers in teacher preparation programs only when the Accountability and Implementation Board determines the career ladder to be well established throughout the State. (Subtask 2.2.2(a)(5)).

## PILLAR 2 | OBJECTIVE 2

### *Increase rigor of teacher preparation programs and licensure requirements*

★ **FY 26** MSBE and PSTEB, in consultation with AIB, shall adopt regulations that require teacher candidates to pass a portfolio-based assessment of teaching ability for graduation from a State program and for initial licensure beginning 7/1/25 (Subtask 2.2.3(a)).

★ **FY 26 and beyond** MSBE and PSTEB, in consultation with AIB, shall adopt regulations to require teachers to pass a State-specific examination of reading instruction and grade-level content for initial licensure beginning 7/1/25 (Subtask 2.2.4(c)).

★ **FY 26 and beyond** MSBE and PSTEB, in consultation with AIB, shall adopt regulations to require teachers who graduated from an out-of-state institution to pass an exam of teaching ability within 18 months of being hired or hold NBC (Subtask 2.2.5(a)).

**TBD** After a reasonable period of review following implementation of the requirement, MSDE shall determine whether one of the particular assessments of teaching ability required for initial certification more adequately measures the skills and knowledge required of a highly qualified teacher than the other(s) (Subtask 2.2.3(b)).

**ASAP** MSDE and MHEC shall authorize traditional or alternative teacher preparation programs to establish apprenticeship programs subject to the approval of the CTE Committee and Maryland Department of Labor (Subtask 2.2.2(b)(7)).



#### Reports

##### **FY 23 through FY 25**

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MSDE shall annually report by 12/1 through 2024 on the number of Teacher Collaborative Grant applications received, the number of grants awarded, and the current status of each grantee and their activities funded through the program (Subtask 2.2.1(c)).

##### **Requirement**

- MSDE shall identify factors that prevent IHEs and LEAs from applying for and/or receiving Teacher Collaborative Grants
- In the final report due 12/1/24, MSDE shall report on effective models identified by grantees and how it will support IHEs and LEAs to implement these models.

##### **After FY 26**

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MSDE shall report results from monitoring the newly required test of teaching ability and other assessments for disparate or negative impacts on the diversity of teacher candidates to AIB (Subtask 2.2.3(c)).

##### **TBD**

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After a determination about a particular assessment of teaching ability is made, MSDE shall submit a report to the General Assembly on or before the next 9/1 with its recommendations for revising statutory qualifications for initial teacher licensure, as needed (Subtask 2.2.3(b)).



## Implementation Considerations

The following State and/or local-level conditions, factors, or issues may affect the Blueprint's implementation and success in realizing its expected outcomes. AIB will monitor these considerations on an ongoing basis.

- Obstacles to accessing higher education for prospective teachers, especially teachers of color (e.g., lack of credit for experiential learning in higher education programs)
- Racial diversity of teacher candidates, certified teachers, and teacher preparation program staff disaggregated by LEA
- Effectiveness of Grow Your Own Programs
- Supports for conditionally certified teachers
- Availability of alternative (online) pathways for paraprofessionals to earn their bachelor's degree to become certified to teach in Maryland
- Transportation to partner schools for student teachers
- Potential barriers to certification for multilingual candidates
- Develop and implement teacher and principal apprenticeships



## Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans. Technical assistance will be tailored to meet the unique needs of individual LEAs as much as possible.

- Explore ways to compensate teacher candidates as they complete their extended teaching practicum requirements under the Blueprint (beginning in 2025)

Increase rigor of teacher preparation programs and licensure requirements

| <div style="display: flex; align-items: center;"> <div style="background-color: #c0392b; color: white; padding: 5px; margin-right: 10px;"> <small>TASK</small><br/><b>1</b> </div> <div> <b>State provides Teacher Collaborative Grants to create models of teacher pre-service and in-service programs based on new requirements</b> </div> </div> |   |   |
|---|---|---|
| Major Subtasks  | Requirements/Guidance for Implementation  |   |
| <small>SUBTASK</small><br><b>2.2.1(a)</b>   | State shall allocate at least \$2,500,000 to MSDE each year for the Teacher Collaborative Grant Program through FY24.   | MSDE shall retain up to 3% of this allocation to hire program staff necessary to administer the grant program.  |
| <small>SUBTASK</small><br><b>2.2.1(b)</b>   | MSDE shall award and administer Teacher Collaborative Grants through FY24.  | MSDE shall provide technical assistance as needed to potential grantees in identifying strong program partners and completing and submitting the grant application.<br><br>MSDE shall support IHEs and LEAs to select schools/clusters with diverse populations.<br><br>MSDE shall improve coordination between Teacher Collaborative Grants and Maryland Leads.<br><br>MSDE shall publicly share results/models periodically in addition to submitting required reports to support Blueprint implementation. |
| <small>SUBTASK</small><br><b>2.2.1(c)</b>   | MSDE shall annually report by 12/1 through 2024 on the number of Teacher Collaborative Grant applications received, the number of grants awarded, and the current status of each grantee and their activities funded through the program. | MSDE shall identify factors that prevent IHEs and LEAs from applying for and/or receiving Teacher Collaborative Grants.   |
| <small>SUBTASK</small><br><b>2.2.1(d)</b>   | MSDE shall identify and share effective models developed by Teacher Collaborative Grant awardees and support scaling up these models throughout the State.  | MSDE shall report on effective models and how it will support IHEs and LEAs to implement these models by 12/1/24.   |

Increase rigor of teacher preparation programs and licensure requirements

| TASK 2             |  | Revise teacher preparation programs to meet new requirements   |  |
|--------------------|--|--|--|
| Major Subtasks     |  | Requirements/Guidance for Implementation   |  |
| SUBTASK 2.2.2(a.1) | The minimum length of teacher training practicums for alternative certification programs shall be 100 days beginning 7/1/22.   | Practicums shall include, at a minimum, preparing lesson plans, observing, debriefing, observation of a participant's class of students, and 40 hours of teaching during class periods.  |  |
| SUBTASK 2.2.2(a.2) | The minimum length of teacher training practicums for undergraduate and alternative certification programs shall be equivalent to one full school year beginning 7/1/25.   | <p>MSBE and PSTEB, in consultation with AIB, shall adopt regulations to revise teacher preparation program requirements that include clarification regarding how the start date of any changes (i.e. practicum length) impacts students currently enrolled in a teacher preparation program.</p> <p>An alternative teacher preparation program operating in the State on or before July 1, 2021, that provides effective and diverse teachers in schools and local school systems, as approved by the State Superintendent, that have high rates, relative to other public schools in the State, of: (a) teacher vacancies; (b) teacher turnover; and (c) new teachers, shall provide teacher training practicums for a minimum of 100 days.</p> <p>The minimum duration of a teacher training practicum may be completed consecutively or over the course of the teacher preparation program.</p> |  |
| SUBTASK 2.2.2(a.3) | The minimum length of teacher training practicums for graduate teacher preparation programs shall be 100 days (may go up to the equivalent of one full school year) beginning 7/1/25.  |  |  |
| SUBTASK 2.2.2(a.4) | Teacher training practicums shall be established through a written partnership agreement between a partner school and an IHE or an alternative teacher preparation program that meets the new requirements starting in FY23. | <p>An IHE or alternative teacher preparation program shall identify partner schools to offer practicums that have student bodies reflecting the diversity of public schools in the State or the diversity of the geographic area in which the school is located.</p> <p>An IHE or an alternative teacher preparation program shall prioritize selecting partner schools within their own community.</p> <p>A partner school's instructional program and work organization shall be designed to reflect the career ladder.</p> <p>An IHE or alternative teacher preparation program and a partner school shall seek to provide teacher training practicum placements in a variety of school environments with diverse student populations, including with EL students.</p>  |  |

Increase rigor of teacher preparation programs and licensure requirements

Task 2, continued

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| <p>SUBTASK<br/><b>2.2.2(a.5)</b></p> | <p>LEAs shall identify clinical mentor teachers based on the career ladder to support teachers in teacher preparation programs only when the Accountability and Implementation Board determines the career ladder to be well established throughout the State.</p>  | <p>A partner school shall compensate mentor teachers who supervise participants in a teacher training practicum, including compensating mentor teachers according to the career ladder system once AIB determines that it is well-established throughout the State.</p>   |
| <p>SUBTASK<br/><b>2.2.2(b.1)</b></p> | <p>Teacher preparation programs shall require participants to demonstrate competency in specific instructional components, including basic research skills, differentiation of instruction, assessment of student learning deficits, cultural competency, restorative practices, EL-related teacher competencies, and effective classroom management.</p> | <p>MSBE and PSTEB shall provide concrete definitions of specific instructional components for teacher preparation programs to inform their course content, including evidence-based best practices and training in Universal Design for Learning (UDL), to prepare prospective teachers for working with students with diverse learning needs (including students receiving special education services and students with 504 plans).</p> <p>MSDE shall provide specific examples aligned with restorative practices that demonstrate equitable, trauma-responsive, and holistic instructional approaches to teacher preparation program participants.</p> <p>Clinical mentor teachers shall evaluate teacher practicum participants to ensure they display the competencies of a certified teacher.</p> |
| <p>SUBTASK<br/><b>2.2.2(b.2)</b></p> | <p>Teacher preparation programs shall provide training in knowledge and skills to understand and teach the Maryland curriculum frameworks.</p>  | <p>Each teacher preparation program must include training in the skills and techniques for teaching effectively in a virtual learning environment, including the use of online curriculum.</p>  |
| <p>SUBTASK<br/><b>2.2.2(b.3)</b></p> | <p>Teacher preparation programs shall incorporate classroom observations of program participants in different school settings to determine if participants have the aptitude and temperament for teaching.</p>  |   |
| <p>SUBTASK<br/><b>2.2.2(b.4)</b></p> | <p>Teacher preparation programs, MSDE, and LEAs shall develop a method for communicating and collaborating regularly to strengthen teacher preparation, induction, and professional development systems.</p>  | <p>MSDE shall provide technical assistance and develop a systemic method of providing feedback to teacher preparation programs</p>  |

Increase rigor of teacher preparation programs and licensure requirements

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| <p>SUBTASK<br/><b>2.2.2(b.5)</b></p> | <p>An IHE offering graduate level courses in school administration shall develop a method for evaluating the potential of program participants to be effective school leaders and a curriculum to enable school leaders to organize and manage schools to achieve the effectiveness of top-performing schools/school systems.</p>   |
| <p>SUBTASK<br/><b>2.2.2(b.6)</b></p> | <p>MSDE shall assist teacher preparation programs in seeking and retaining highly qualified candidates, particularly individuals from historically underrepresented populations.</p> <p>MSDE, in consultation with MHEC, shall establish specific goals for the recruitment and retention of teachers in teacher preparation programs throughout the State and work with teacher preparation programs that fail to meet these goals to develop an action plan that demonstrates how the program will meet the goals.</p>  |
| <p>SUBTASK<br/><b>2.2.2(b.7)</b></p> | <p>MSDE and MHEC shall authorize traditional or alternative teacher preparation programs to establish an apprenticeship program.</p> <p>Teacher apprenticeship programs are subject to the approval of the CTE Committee and the Maryland Department of Labor.</p>  |
| <p>SUBTASK<br/><b>2.2.2(b.8)</b></p> | <p>A teacher preparation workgroup shall review current State requirements for teacher preparation programs beginning in FY23.</p> <p>The workgroup may make recommendations for changes to current State requirements for teacher preparation programs and innovative approaches to implement new requirements by 12/1/24.</p> <p>AIB shall continue to convene the teacher preparation workgroup and facilitate discussion about new Blueprint requirements and models for successful implementation, including extended induction programs, use of clinical "mentor" teachers to evaluate teacher candidates, steps for teacher prep programs to meet new requirements within the existing timeline that is both rigorous and manageable, and necessary data collection to meet the requirements and timeline.</p> <p>IHEs may, with cause, expand the total number of credit hours required to graduate from an undergraduate teacher preparation program by up to 12 credits in order to implement the new requirements, but the total credit hours required to complete a program may not exceed 132 credits.</p> <p>AIB shall invite workgroup members from IHEs to share best practices with the workgroup on supporting diverse teacher candidates and conditional teachers.</p> |

Increase rigor of teacher preparation programs and licensure requirements

Task 2, continued

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| <p>SUBTASK<br/><b>2.2.2(b.9)</b></p>   | <p>Teacher preparation programs shall increase the diversity of their staff.</p>   | <p>MLDS' annual report on preparation and diversity of teachers shall include the diversity of teacher preparation program staff.</p> |
| <p>SUBTASK<br/><b>2.2.2 (b.10)</b></p> | <p>MSDE and MHEC, in collaboration with teacher preparation programs, shall review offerings at all IHEs to assess the quantity of programs/ access to programs throughout the State for all certification areas, especially those in critical need areas.</p> |   |

**TASK 3** Require in-state teacher candidates to pass a portfolio-based assessment of teaching ability for graduation from a State program and for initial licensure

| Major Subtasks                     | Requirements/Guidance for Implementation  |  |
|------------------------------------|---|--|
| <p>SUBTASK<br/><b>2.2.3(a)</b></p> | <p>Maryland State Board of Education and PSTEB, in consultation with AIB, shall adopt regulations that require teacher candidates to pass a portfolio-based assessment of teaching ability for graduation from a state program and for initial licensure beginning 7/1/25.</p>  |  |
| <p>SUBTASK<br/><b>2.2.3(b)</b></p> | <p>After a reasonable period of review following implementation of the requirement, MSDE shall determine whether one of the particular assessments of teaching ability required for initial certification more adequately measures the skills and knowledge required of a highly qualified teacher than the other(s).</p> | <p>After such a determination is made, MSDE shall submit a report to the General Assembly on or before the next 9/1 with its recommendations for revising statutory qualifications for initial teacher licensure, as needed.</p> |
| <p>SUBTASK<br/><b>2.2.3(c)</b></p> | <p>MSDE shall actively monitor and assess the impact of new teacher standards and assessments for any negative impact on the diversity of teacher candidates passing initial certification assessments.</p>   | <p>MSDE shall report results from monitoring and assessment to AIB.</p>  |

Increase rigor of teacher preparation programs and licensure requirements

| <b>TASK 4</b> <b>Require in-state teacher candidates to pass a state-specific examination of reading instruction and grade-level content for initial licensure</b> |   |  |
|--|---|--|
| Major Subtask  | Requirements/Guidance for Implementation  |  |
| <b>SUBTASK 2.2.4(a)</b>  | MSDE shall determine whether the basic literacy skills test required for initial teacher certification is at least as rigorous as the similar examination administered by the Commonwealth of Massachusetts.      | If MSDE determines the basic literacy skills test is insufficient, MSDE shall develop a new literacy examination of sufficient rigor.  |
| <b>SUBTASK 2.2.4(b)</b>  | MSDE shall develop and administer challenging, subject-specific examinations tailored to the subjects and grade level at which teachers will teach after the implementation of the literacy examination.          | Subject specific examinations shall be at least as rigorous as similar examinations administered in Massachusetts.<br>Existing examination requirements for Maryland test-takers shall be extended until MSDE determines if new assessments are required.  |
| <b>SUBTASK 2.2.4(c)</b>  | MSBE and PSTEB, in consultation with AIB, shall adopt regulations to require teachers to pass a state-specific examination of reading instruction and grade-level content for initial licensure beginning 7/1/25. | MSDE may not limit the number of times an individual may take the literacy and subject specific examinations in order to pass.<br>Before a subject specific examination is administered, MSDE shall develop standards for the subject specific examinations and submit the standards to each Department-approved teacher preparation program one year before the first year in which the examination is expected to be administered. |
| <b>SUBTASK 2.2.4(d)</b>  | A teacher preparation program with standards for a subject specific examination developed by MSDE shall incorporate the standards into the teacher preparation program's curriculum in a timely manner.           |  |

Increase rigor of teacher preparation programs and licensure requirements

**TASK 5** Require teacher candidates who graduated from an out-of-state institution to pass an exam of teaching ability within 18 months of being hired or hold National Board Certification (NBC)

| Major Subtask   | Requirements/Guidance for Implementation |
|---|--|
| <p>SUBTASK 2.2.5(a)</p> <p>MSBE and PSTEB, in consultation with AIB, shall adopt regulations to require teachers who graduated from an out-of-state institution to pass an exam of teaching ability within 18 months of being hired or hold NBC starting in FY26.</p> |  |

**TASK 6** Develop and implement pathways for paraprofessionals to become certified teachers

| Major Subtask   | Requirements/Guidance for Implementation   |
|---|--|
| <p>SUBTASK 2.2.6(a)</p> <p>MSDE shall collaborate with MHEC, IHEs and LEAs to create and implement pathways for paraprofessionals to become certified teachers.</p> | <p>Pathways shall enable paraprofessionals to pursue certification while concurrently fulfilling their existing professional responsibilities, including by offering evening programs/classes to accommodate work schedules.</p> <p>Funding for paraprofessionals/teaching assistants and teachers who seek to obtain certification(s) shall be distributed equitably and in a way that is sustainable to support ESPs to advance in their careers.</p> <p>LEAs shall implement Grow Your Own strategies to expand the teacher pipeline, particularly for subject areas with identified teacher shortages, and expand access, recruitment, and enrollment in the Grow Your Own Programs/CTE Teacher Academies or Educators Rising program.</p> <p>IHEs shall develop online opportunities for paraprofessionals to earn their bachelor’s degree.</p> |

## Implement comprehensive in-service educator training



### Goals

- Local superintendents and senior instructional staff shall effectively apply their familiarity with top-performing education systems and practices, understanding of how teachers and students learn, and expertise in transformational leadership to increase achievement across all student groups.
- School principals and members of the MSBE and county boards of education shall apply their knowledge of effective methods of organizing schools to achieve high performance; insights into models of strategic thinking to support school redesign efforts; familiarity with standards-aligned instructional systems and instructional redesign, curriculum planning, and professional development; understanding of how teachers and students learn; and expertise in transformational leadership to increase achievement across all student groups.
- LEAs provide high-quality induction for new teachers, and LEAs select qualified mentors for those teachers based on the guidelines no later than FY2028.



### Milestones

- ★ **FY 26** By MSDE, in consultation with LEAs and Education Deans and Directors, shall develop guidelines for comprehensive induction programs for all new teachers (Subtask 2.3.2).
- ★ **FY 28** By LEAs shall implement comprehensive induction programs for all new teachers that meet MSDE requirements (Subtask 2.3.2(b)).



### Implementation Considerations

The following State and/or local-level conditions, factors, or issues may affect the Blueprint's implementation and success in realizing its expected outcomes. AIB will monitor these considerations on an ongoing basis.

- Effectiveness of new induction programs implemented by MSDE and LEAs
- Ensure that the induction programs are aligned to evidence-based research and promote cultural competency and social emotional learning where appropriate

Implement comprehensive in-service educator training

TASK  
**1**

**MSDE, in collaboration with AIB, shall provide separate school leadership training programs on the Blueprint**

| Major Subtask  | Requirements/Guidance for Implementation   |
|--|--|
| <p>SUBTASK<br/><b>2.3.1(a)</b></p> <p>MSDE and AIB shall provide targeted training on the Blueprint to the State Superintendent of Maryland Public Schools, local superintendents, and senior instructional staff beginning in FY23.</p> | <p>The training program shall be:</p> <ul style="list-style-type: none"> <li>• for a duration of 12–24 months;</li> <li>• cohort-based to encourage collaboration and shared learning;</li> <li>• job-embedded to allow for application of knowledge and techniques;</li> <li>• tailored to program participants using self-diagnostics and school-level diagnostics; and</li> <li>• evidence-based in accordance with the guidelines for the federal Every Student Succeeds Act.</li> </ul> <p>The program for school superintendents and senior instructional staff shall include:</p> <ul style="list-style-type: none"> <li>• a review of education in the United States relative to countries with top performing education systems and the implications of high performance for students, the economic security of the United States, and quality of life;</li> <li>• a model for strategic thinking that will assist education leaders to transform districts under their leadership;</li> <li>• training to provide a working knowledge of research on how students learn and the implications for instructional redesign, curriculum plans, and professional learning;</li> <li>• a research-based model for coaching school leaders; and</li> <li>• lessons in transformational leadership.</li> </ul> |



## Implement comprehensive in-service educator training

SUBTASK  
2.3.1(b)

MSDE and AIB shall provide targeted training on the Blueprint to members of the Maryland State Board of Education, county boards of education, and school principals beginning in FY23.

The training program shall be:

- for a duration of 12–24 months;
- cohort-based to encourage collaboration and shared learning;
- job-embedded to allow for application of knowledge and techniques;
- tailored to program participants using self-diagnostics and school-level diagnostics; and
- evidence-based in accordance with the guidelines for the federal Every Student Succeeds Act.

A program for board of education members and school principals shall include:

- a method for organizing schools to achieve high performance, including building instructional leadership teams, implementing career ladders for teachers, overseeing teacher induction and mentoring systems, and identifying, recruiting and retaining high-quality school leaders;
- a model for strategic thinking that will assist school leaders in driving redesign efforts in their schools;
- training to provide a deep understanding of standards-aligned instructional systems;
- training to provide a working knowledge of the research on how students learn and the implications of this research for instructional redesign, curriculum, and professional learning;
- a research-based model for instructional coaching;
- an overview of ethical leadership directly tied to the school leaders' responsibility to drive equitable learning in their schools; and
- lessons in transformational leadership.

Implement comprehensive in-service educator training

**TASK 2** MSDE, in consultation with LEAs and Education Deans and Directors, shall develop guidelines for comprehensive induction programs for all new teachers

| Major Subtask  | Requirements/Guidance for Implementation  |
|--|---|
| <p>SUBTASK 2.3.2(a)</p> <p>MSDE shall develop guidelines in FY26 that include provisions concerning mentoring, professional development training and support, eligibility criteria for teachers to participate in the program, and the standards that shall be used to determine if schools shall be considered hard-to-staff schools.</p> | <p>Teacher induction program guidelines shall incorporate the Teacher Induction, Retention and Advancement Pilot Program framework.</p> <p>MSDE shall consult with a diverse representation of current teachers and administrators in developing comprehensive induction program guidelines.</p> <p>The guidelines shall address the unique needs of novice teachers assigned to teach in high poverty schools and in schools with concentrations of students in particular racial, ethnic, linguistic, disability or other unique groups, and ensure they are provided appropriate training, professional development, and support to be successful.</p> |
| <p>SUBTASK 2.3.2(b)</p> <p>LEAs shall implement comprehensive induction programs for all new teachers that meet MSDE requirements beginning in FY28.</p>   | <p>LEAs shall select highly competent teachers to serve as mentors who shall be from the career ladder when it has been well-established.</p> <p>LEAs shall provide mentors with time during the normal workday to perform their role as part of their professional responsibilities.</p>   |

**TASK 3** LEAs shall select experts from the distinguished teacher and professor distinguished tiers of the teacher leadership track to write curriculum and assessment items and develop model lessons for teachers in the LEA only when the Accountability and Implementation Board determines the career ladder to be well established throughout the State

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| <p>SUBTASK 2.3.3(a)</p> <p>LEAs shall monitor the diversity of the identified curriculum writers to ensure lessons and supporting materials developed are culturally and racially representative of the students they serve.</p> |  |
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## Establish new statewide educator career ladder and professional development system



### Goals

- The number of National Board-certified teachers across all LEAs and teacher groups increases annually until there is a sufficient supply to support a well-established career ladder in every school.
- The number of teachers at each level and tier of the career ladder increases until there is a sufficient supply to support a well-established career ladder in every school.
- All teachers shall have access to professional development that supports the development of expertise and specialties aligned with the new career ladder to enable them to better serve students.



### Milestones

- ★ **FY 23** LEAs and MSDE shall implement a new program to support and encourage teachers to obtain and maintain NBC, particularly teachers from historically underrepresented populations (Task 2.4.1).
- ★ **FY 25** LEAs shall implement an educator career ladder on or before 7/1/24 (Task 2.4.2).
- ★ **FY 25** MSDE shall design a new system of professional development tied to the career ladder by 7/1/24 (Task 2.4.3).
- ★ **FY 25** LEA career ladder and associated salary increases shall take effect based on MSDE's recommendation and AIB's approval (Subtask 2.4.2(e)).
- ★ **FY 26 and FY 27** LEAs shall provide the new system of professional development to all existing teachers by 6/30/26 and to all new teachers beginning 7/1/26 (Subtask 2.4.3(b)).
- ★ **FY 30** LEAs shall require licensed principals to be NBC teachers by 7/1/29 (Task 2.4.5).

## PILLAR 2 | OBJECTIVE 4

### *Establish new statewide educator career ladder and professional development system*



#### **Implementation Considerations**

The following State and/or local-level conditions, factors, or issues may affect the Blueprint's implementation and success in realizing its expected outcomes. AIB will monitor these considerations on an ongoing basis.

- Understanding of the career ladder's vision and purpose among district and school leaders, as well as teachers and school staff
- Number of additional teachers that will be needed to fully staff schools as teachers advance on the career ladder and teach less of the day
- Consider how elements of the career ladder, such as assistant principals teaching 20% of their working hours and creating time for collaborative planning, will be met should current teaching shortages persist
- Consider opportunities to provide job training and other mentoring and support programs to develop educators and school leaders in communities that have been historically underserved and underrepresented
- Impact of career ladder implementation and teacher salary increases on the school administrator pipeline
- LEAs' abilities to negotiate educator compensation/salary schedules for positions that are outside of the educator career ladder and for those who have exceptional credentials besides NBC
- In establishing timelines and direction around the career ladder, be mindful of union negotiation timelines
- Roles of National Board Facilitators and National Board Coordinators, including their teaching requirements and status on the career ladder
- Coverage of fees for those who seek advanced certification in fields for which NBC is not available
- \$60,000 starting teacher salary requirement for teachers who work in independent-public schools that serve students with disabilities
- Effectiveness of new professional development system implemented by MSDE and LEAs
- Access to professional development opportunities for educators in rural communities and educators with limited or no professional development funds



## Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans. Technical assistance will be tailored to meet the unique needs of individual LEAs as much as possible.

- AIB convenes a workgroup including LEAs, teacher unions and MSDE to discuss career ladder requirements and models for successful implementation
- Tailor technical assistance for LEAs individually due to their uniqueness
- Best practices for implementation of teacher non-instructional time to help teachers improve their practice by collaborating with colleagues, utilizing data to identify student needs, building effective structures and teams to implement a positive school climate and restorative practices, and providing student interventions and individualized instruction
- Best practices for adult learning and differentiation of professional development offerings to support the different needs of educators
- Ongoing high-quality professional development for school leaders after certification/hiring to ensure continuous growth in topics, such as instructional best practices, school climate, racial equity, and cultural competence
- Reimagining the roles of school leaders as the career ladder is implemented to address questions and concerns regarding the requirement for Assistant Principals to spend 20% of the day directly interacting with students
- Best practices for prioritizing working time outside of the classroom for newly licensed teachers
- Evaluating the effectiveness of lead teachers and distinguished teachers in an unbiased manner

Establish new statewide educator career ladder and professional development system

| <b>TASK 1</b><br><b>LEAs and MSDE shall implement a new program to support and encourage teachers to obtain and maintain National Board Certification (NBC), particularly teachers from historically underrepresented populations</b>  |  |  |
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| Major Subtask  | Requirements/Guidance for Implementation   |  |
| <b>SUBTASK 2.4.1(a)</b><br>MSDE shall hire a National Board Coordinator to direct the NBC Support Program beginning in FY23.   | The National Board Coordinator shall coordinate with the local National Board Coordinators and the National Board facilitators in each school system or region.<br><br>MSDE shall develop and implement an information campaign to raise awareness of NBC availability and support pathways among the existing teacher workforce, including NBC eligibility requirements as of September 2022.   |  |
| <b>SUBTASK 2.4.1(b)</b><br>LEAs shall select local National Board Coordinators to support the program in each LEA beginning in FY23.   | Local coordinators shall organize the delivery of the NBC program in each LEA by collaborating with local teacher preparation programs and nonprofits that support teachers in obtaining NBC, the National Board for Professional Teaching Standards, and teacher union representatives.<br><br>Local coordinators shall recruit, train, and support National Board facilitators in the region.<br><br>Local coordinators shall collaborate with the National Board Coordinator appointed by MSDE.             |  |
| <b>SUBTASK 2.4.1(c)</b><br>Local superintendents (or as otherwise indicated in a regional agreement) shall select NBC facilitators to provide teachers in their school system with virtual and in-person support and coaching in obtaining/maintaining an NBC beginning in FY23. | A local superintendent may choose to enter into a regional agreement to implement the NBC program with one or more local school systems.<br><br>The support program shall include a virtual course and in-person support for teachers interested in pursuing an NBC and training and support for NBC facilitators.<br><br>Local National Board Coordinators and facilitators shall organize affinity groups for NBC candidates, including for groups historically underrepresented in the teaching profession. |  |
| <b>SUBTASK 2.4.1(d)</b><br>MSDE and LEAs shall implement mechanisms to ensure racial equity among NBC candidates and teachers beginning in FY23.   |  |  |
| <b>SUBTASK 2.4.1(e)</b><br>LEAs shall strive to place NBC teachers in schools throughout the county and in a manner that supports equity and prioritizes low-performing schools.   |  |  |

Establish new statewide educator career ladder and professional development system

| TASK 2 LEAs shall implement an educator career ladder on or before 7/1/24                |  |
|--|--|
| Major Subtask  | Requirements/Guidance for Implementation   |
| <p>SUBTASK 2.4.2(a) LEAs shall develop a career ladder as required by the Blueprint.</p> | <p>MSDE and AIB shall develop career ladder models that LEAs and collective bargaining units may consider when negotiating their career ladders, including elements related to both instructional and non-instructional time requirements for teachers; standard and uniform definitions for all career ladder terms and expectations to ensure consistent application across all LEAs and in the negotiating process; and "opt in" expectations, restrictions, and requirements.</p> <p>MSDE shall organize and submit updates from recipients of Teacher Collaborative Grants regarding their experiences and insights on best practices for developing career ladders to AIB.</p> <p>MSDE/AIB shall develop streamlined expectations for interstate reciprocity and placing teachers from other states with experience on the career ladder so as to remain an attractive teacher import state.</p> <p>The career ladder shall:</p> <ul style="list-style-type: none"> <li>• transform teaching into a high-status profession in the State;</li> <li>• attract high-performing students to pursue the high-status teaching profession;</li> <li>• retain high-quality teachers who gain additional responsibility, authority, status, and compensation as they gain additional expertise;</li> <li>• transform the education system in the State into a top-performing system in the world; and</li> <li>• above all, inspire teachers and school leaders to instill in their students a passion for learning and a mastery of the skills necessary to succeed in the global economy.</li> </ul> <p>The career ladder shall support the re-organization of schools to provide teachers with professional learning and peer collaboration time during the school day by having more teachers in each school, including time primarily:</p> <ul style="list-style-type: none"> <li>• to work in teams of teachers by subject and grade;</li> <li>• to work together with other teachers to continuously improve instruction, particularly for general education teachers and special education teachers;</li> <li>• to review individual student needs with other teachers, including needs related to behavioral issues, and develop plans to address those needs; and</li> <li>• for professional learning for teachers pursuing NBC.</li> </ul> <p><i>continued...</i></p> |

Establish new statewide educator career ladder and professional development system

Task 2, continued

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|--|---|---|
|  | <p>LEAs shall develop a career ladder as required by the Blueprint.<br/><i>...continued</i></p> | <p>The career ladder shall develop and support highly competent school leaders that are able to lead high performing schools due to their:</p> <ul style="list-style-type: none"><li>• knowledge of teaching and learning;</li><li>• experience as teachers, leaders, and mentors of teachers; and</li><li>• knowledge of and experience with organizing schools so that all students are successful in the global economy.</li></ul> <p>The career ladder shall:</p> <ul style="list-style-type: none"><li>• adequately compensate professional teachers for their work;</li><li>• support and encourage teachers working in teams to systematically improve schools and curricula;</li><li>• provide teachers with the opportunity to identify and work with students who need extra help, including by providing teachers time during the school day to take on those pursuits; and</li><li>• provide teachers with the opportunity to develop their skills and knowledge by participating in job-embedded professional development.</li></ul> <p>The guiding principles for development of the career ladder are:</p> <ul style="list-style-type: none"><li>• progression of teachers in a manner that incentivizes teachers to stay on the teacher track rather than moving to the administrator track;</li><li>• a teacher salary that attracts new teachers to the profession;</li><li>• a teacher salary that incentivizes existing teachers to opt into the career ladder;</li><li>• teacher salary progression as performance increases as demonstrated by a teacher achieving NBC; and</li><li>• incentives that are successful in all local school systems.</li></ul> |
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## Establish new statewide educator career ladder and professional development system

### SUBTASK 2.4.2(b)

LEAs shall develop a career ladder made up of at least four levels in accordance with State requirements and otherwise subject to collective bargaining.

AIB and MSDE shall develop guidance for the LEAs regarding NBC certification regarding school counselors, media specialists, and other positions and the requirements to be eligible for the NBC salary increases.

**Level One:**  
State-certified teacher

**Level Two:**  
Teacher pursuing a Master's degree, 30 credits of a program of study approved by MSBE (in consultation with PSTEB), or NBC

**Level Three:**  
Teacher with NBC/a teacher with a Master's degree in their subject area if there is no NBC in that subject area, or an assistant principal with NBC/an advanced professional certificate for administration

**Level Four:**  
Teacher on the teacher leadership track who is responsible for mentoring peers and serving as an expert resource on content and pedagogy, or a teacher on the administrator track as a licensed principal or distinguished principal

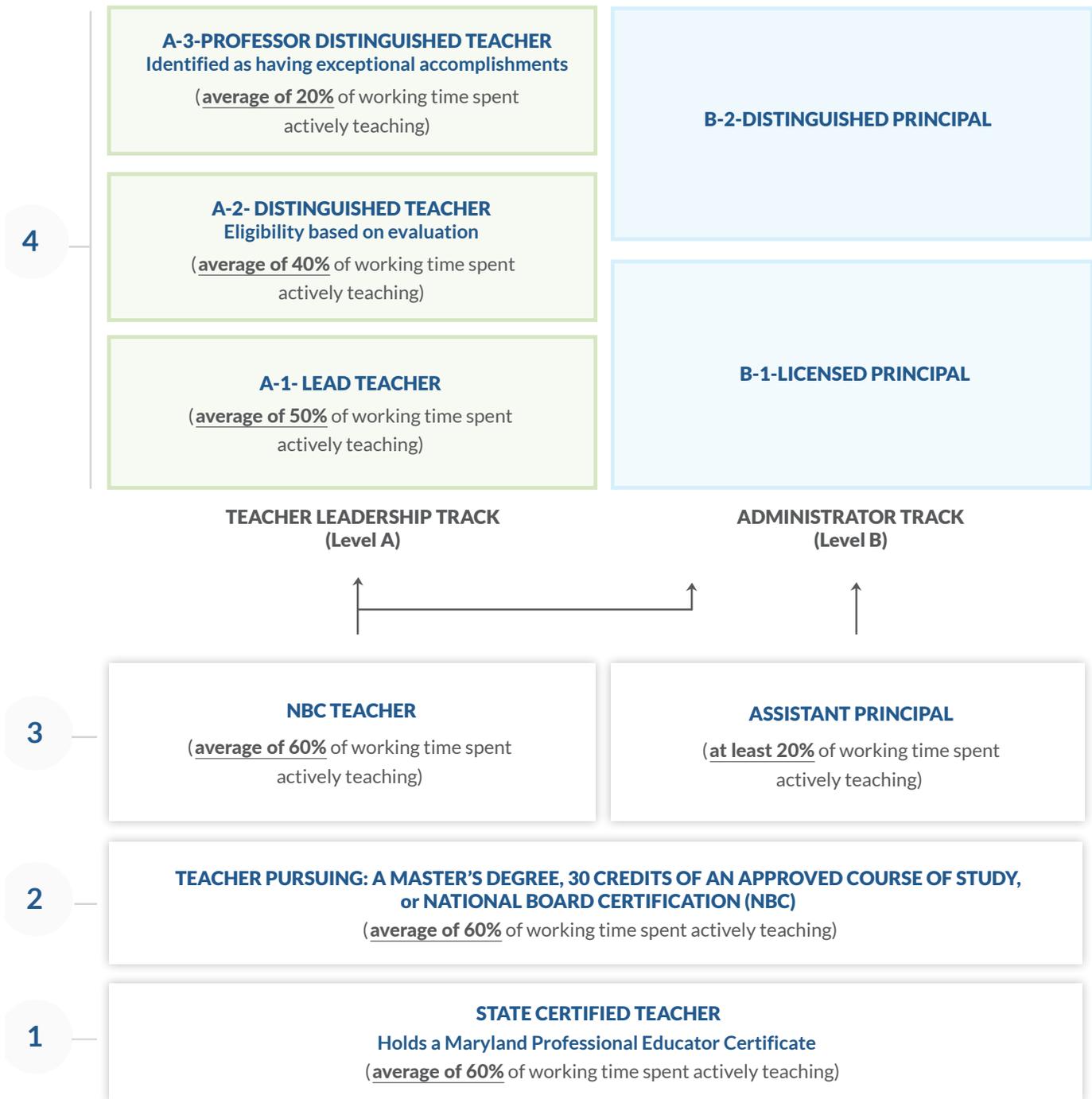
LEAs may add a tier to the administrator track for district level leaders/ office directors.

*For specific information about the teacher Career Leader and Career track, see Blueprint for Maryland's Future: Maryland Career Ladder for Educators Outline on the following pages.*



Establish new statewide educator career ladder and professional development system

## BLUEPRINT FOR MARYLAND'S FUTURE Maryland's Career Ladder for Educators Outline



Per Ed. § 6-1001 through § 6-1010

Establish new statewide educator career ladder and professional development system

### Level A Teacher Leadership Track

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| <p><b>The Professor Distinguished Teacher..</b><br/>..shall be defined as a distinguished teacher with exceptional accomplishments which may be demonstrated by:</p>                       |
| <p>The publication of research papers as a university professor, or being qualified to teach and be a leader in both a postsecondary institution and an elementary or secondary school</p> |
| <p><b>The Distinguished Teacher..</b><br/>..shall demonstrate exceptional skills in all the requirements for a lead teacher which may be determined through evaluating:</p>                |
| <p>The teaching capability of the teacher's mentees</p>  |
| <p>Whether the teams the teacher led resulted in effective improvements in curriculum, instruction, and assessment</p>   |
| <p>The quality of the teacher's published work</p>   |
| <p>Demand for the teacher's counsel, their ethical standards and ability to promote a positive school culture</p>  |
| <p>Their ability to support teachers to achieve a high level of competence</p>   |
| <p><b>The Lead Teacher shall..</b></p>   |
| <p>Meet all requirements for levels 1-3 and be able to effectively lead teachers working to improve curriculum, instruction, and assessment</p>  |
| <p>Mentor new or less skilled teachers, including teachers pursuing NBC</p>  |
| <p>Have sufficient research expertise to lead teachers in developing programs, curriculum, teaching techniques, and other interventions</p>  |
| <p>Conduct formal evaluations of such interventions</p>  |
| <p>Teach students using culturally responsive and trauma-informed pedagogy</p>   |

### Level B School Leader/Administrator Track

LEAs may add a tier to the administrator track for district office directors

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| <p><b>The Distinguished Principal shall..</b></p>  |
| <p>Demonstrate the ability to recruit and retain highly professional teachers while supporting them to do their best work</p>  |
| <p>Set high standards for faculty and students</p>   |
| <p>Work with stakeholders on the teacher's vision</p>  |
| <p>Cultivate a teacher's potential for growth</p>  |
| <p>Help students, parents, and teacher strive for all students to achieve internationally competitive standards</p>  |
| <p>Help other principals achieve higher levels of performance</p>  |
| <p><b>The Licensed Principal shall..</b></p>   |
| <p>Meet the criteria established by MSBE, in consultation with PSTEB, to achieve the licensed principal tier and beginning July 1, 2029, shall previously have been a National Board Certified (NBC) teacher</p> |

- All principals shall:**
- be trained in and demonstrate capability with racial awareness and cultural competence;
  - cultivate a school environment in which teachers develop cultural competence, enhance empathy and respect for students, work to eliminate biases and stereotypes, and provide instruction in a manner that assumes that all students are capable of the highest levels of academic achievement; and
  - be evaluated on their success in fostering such a school environment.

The percentage of teachers who are *Professor Distinguished Teachers* or *Distinguished Principals* may not be more than 1% of the total number of all teachers

Establish new statewide educator career ladder and professional development system

Task 2, continued

|                                    |  |   |
|------------------------------------|--|---|
| <p>SUBTASK<br/><b>2.4.2(c)</b></p> | <p>LEAs shall develop policies to select teachers and leaders to move up the career ladder in accordance with State requirements and are otherwise subject to collective bargaining.</p> | <p>LEAs shall consider a candidate’s experience in schools that represent the demographic and economic diversity of the school system in choosing a candidate for an open position in the career ladder.</p> <p>LEAs and school leaders shall give teachers increased authority, responsibility, and autonomy for making school-level decisions as teachers move up the career ladder and receive effective evaluations.</p> <p>Distinguished teachers, professor distinguished teachers, and (if necessary because of a limited number of distinguished and professor distinguished teachers) lead teachers in the school’s LEA shall provide a list of qualified candidates to the principal of the school in which a lead teacher position is available and the local superintendent, and they shall appoint one of these candidates to the lead teacher position.</p> <p>Professor distinguished teachers and (if necessary because of a limited number of professor distinguished teachers) distinguished teachers who teach in the county shall provide a list of qualified candidates to the principal of the school in which the distinguished teacher position is available and the local superintendent shall appoint one of these candidates to the distinguished teacher position.</p> <p>Candidates for professor distinguished teachers shall include senior faculty members in a professional development school who hold a doctorate and are qualified to serve as a clinical professor and teachers in postsecondary institutions who both serve as mentors for new teachers and teachers in training and design and lead professional development.</p> <p><i>continued...</i></p> |
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Establish new statewide educator career ladder and professional development system

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|                                    | <p>LEAs shall develop policies to select teachers and leaders to move up the career ladder in accordance with State requirements and are otherwise subject to collective bargaining.</p> <p><i>...continued</i></p> | <p>LEAs shall appoint a professor distinguished teacher in consultation with the appropriate institution of higher education.</p> <p>Teacher leaders, other licensed principals, and distinguished principals in the county in which the licensed principal position is available shall provide a list of qualified candidates to the local superintendent, and the local superintendent shall appoint one of these candidates to the available licensed principal position.</p> <p>Teacher leaders and other distinguished principals in a county in which a distinguished principal position is available shall provide a list of qualified candidates to the local superintendent, and the local superintendent shall appoint one of these candidates to the available distinguished principal position.</p> <p>LEAs shall not promote teachers to the next level or tier on the career ladder unless the most recent evaluation of their instruction by a principal or other individual is effective; the teacher, principal or supervisor, or any other individual agree that the teacher is ready to take on the additional responsibilities required by the position at the next level; and there is an open position on the next level.</p> <p>A teacher in the teacher leadership track may be assigned non-teaching duties but shall return to teaching in the classroom after a certain period of time as determined by the LEA.</p> <p>A teacher in the teacher leadership track shall spend a portion of their working time teaching in the classroom.</p> <p>Teachers may move from the teacher to administrator track (and vice versa) with the approval of their school principal.</p> <p>In selecting teachers to move up the career ladder, LEAs shall prioritize teachers who have experience in schools that reflect the racial and ethnic diversity of the State or receive a Concentration of Poverty Grant.</p> |
| <p>SUBTASK<br/><b>2.4.2(d)</b></p> | <p>LEAs may convene a local career ladder development board.</p>  | <p>The membership of the local career ladder development board shall include advanced teachers, unions/labor, and stakeholders.</p> <p>The local career ladder development board shall set standards for teachers to achieve each tier in the teacher leadership track in the county.</p>  |
| <p>SUBTASK<br/><b>2.4.2(e)</b></p> | <p>LEA career ladder and associated salary increases shall take effect based on MSDE's recommendation and AIB's approval.</p>   |  |

Establish new statewide educator career ladder and professional development system

| TASK 3 MSDE shall design and LEAs shall implement a new system of professional development tied to the career ladder |   |  |
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| Major Subtask  | Requirements/Guidance for Implementation  |  |
| SUBTASK 2.4.3(a)   | MSDE shall design a new system of professional development tied to the career ladder by 7/1/24.   | <p>MSDE shall identify and embed research-based principles and practices concerning racial equity and cultural competency into the new system of professional development.</p> <p>The new system of professional development shall provide training for all current educators on the assets of multilingualism and improving academic outcomes for multilingual learners (from Workgroup on English Learner’s recommendations in Subtask 4.4.2(b)).</p> <p>MSDE shall seek input from current educators and the collective bargaining units that represent them in designing the new system of professional development.</p> <ul style="list-style-type: none"> <li>• The new system of professional development shall include:                             <ul style="list-style-type: none"> <li>– a train-the-trainer model;</li> <li>– training on how to provide instruction and school-based services utilizing research-based racial equity and cultural competency principles and best practices;</li> <li>– training on how to lead and mentor teams or professionals to promote professional learning among colleagues;</li> <li>– training on how to collaborate with colleagues to improve student performance;</li> <li>– training on how to design and support collaborative professional learning for teachers pursuing an NBC;</li> <li>– training on evidence-based instructional practices in educating students with disabilities and English learners;</li> <li>– training on restorative practices and trauma-informed responses;</li> <li>– training on the implementation of high-quality instructional materials (HQIM) at the classroom level; and</li> <li>– advanced training on the science of learning specific to individual disciplines.</li> </ul> </li> </ul> |
| SUBTASK 2.4.3(b)   | LEAs shall implement a new system of professional development tied to the career ladder by ensuring that experienced educators in higher rungs of the career ladder have received training to effectively support their colleagues. | <p>LEAs shall implement the new system of professional development for the existing teacher workforce by 6/30/26.</p> <p>Beginning 7/1/26, LEAs shall implement the new system of professional development for all new teachers no later than one year after the teacher begins teaching.</p> <p>LEAs shall regularly evaluate professional development offerings provided to teachers to ensure alignment with the Blueprint and research-based best practices.</p>   |

Establish new statewide educator career ladder and professional development system

**TASK 4**  
**LEAs shall implement non-instructional time requirements for classroom teachers, including collaborative time to improve teacher practice and identify struggling students, develop curriculum and instructional materials, and facilitate 1:1 and small-group tutoring sessions, among other activities, to be phased in over an 8-year period beginning in FY26**

| Major Subtask                       | Requirements/Guidance for Implementation  |
|-------------------------------------|---|
| <p>SUBTASK<br/> <b>2.4.4(a)</b></p> | <p>LEAs shall create more opportunities for teachers to work in teams during the workday.</p> <p>MSDE shall design and LEAs shall implement a system for effectively measuring and monitoring the amount of time that educators spend teaching.</p> <p>Teachers on levels 1–3 of the career ladder shall teach in the classroom for 60% of their working time, on average, and spend the remaining time on other teacher activities, including instruction, working with students who need additional help and the most challenging students, working with students living in concentrated poverty, and leading or participating in professional learning.</p> <p>Lead teachers shall teach in the classroom for 50% of their working time, on average, and spend their remaining time on other teacher activities, including mentoring new and struggling teachers and leading school-level workshops.</p> <p>Distinguished teachers shall teach in the classroom for 40% of their working time, on average, and spend their remaining time on other teacher activities, including mentoring lead teachers and leading workshops and demonstrations at the school and district levels.</p> <p>Professor distinguished teachers shall teach in a classroom for 20% of their working time, on average.</p> <p>An assistant principal shall participate in classroom activity involving direct interactions with students for at least 20% of their working hours and spend a portion of the remaining time on other teacher activities, including setting priorities for the school's subject level departments or grade levels of the school, and fulfilling specialized roles such as head of professional development.</p> <p>A licensed principal shall be encouraged to teach in the classroom for at least 10% of their working hours.</p> <p>A distinguished principal shall be encouraged to teach in the classroom for at least 10% of their working hours.</p> |
| <p>SUBTASK<br/> <b>2.4.4(b)</b></p> | <p>LEAs shall support teachers to identify and work with students who need extra help during the workday.</p>   |

Establish new statewide educator career ladder and professional development system

Task 4, continued

|                                    |   |
|------------------------------------|---|
| <p>SUBTASK<br/><b>2.4.4(c)</b></p> | <p>LEAs shall prioritize working time outside the classroom for newly licensed teachers and teachers in schools that are low-performing, have a high concentration of students in poverty, and/or have a large achievement gap.</p> |
|------------------------------------|---|

**TASK 5** LEAs shall require licensed principals to be NBC teachers by 7/1/29 (waiver available through MSBE)

| Major Subtask                      | Requirements/Guidance for Implementation   |
|------------------------------------|--|
| <p>SUBTASK<br/><b>2.4.5(a)</b></p> | <p>MSBE and PSTEB shall establish a process through which an individual who is not an NBC teacher may receive a waiver to serve as a licensed principal.</p> |

**TASK 6** LEAs shall encourage teachers to obtain Master’s degrees in fields that require special expertise, have shortage areas, and enhance the teacher’s professional skills and qualifications so that teachers are able to teach dual-enrollment courses as adjunct faculty at postsecondary institutions, including by providing additional compensation as appropriate and through collective bargaining

Establish new statewide educator career ladder and professional development system

| <b>TASK 7 LEAs shall align their teacher evaluation systems with the educator career ladder</b> |  |  |
|---|--|--|
| Major Subtask   | Requirements/Guidance for Implementation   |  |
| <b>SUBTASK 2.4.7(a)</b>   | LEAs shall implement teacher evaluation systems that are aligned with the Blueprint for Maryland's Future. | The evaluation system shall: <ul style="list-style-type: none"> <li>• be aligned with the five core propositions of the National Board for Professional Teaching Standards;</li> <li>• include a peer assistance and review model;</li> <li>• define the system's expectations for an evaluator's level of skill and knowledge; and</li> <li>• include a calibrated method to measure performance and to provide personalized feedback that is aligned with the teacher's strengths, needs, and professional learning context.</li> </ul> The evaluation system shall use observations to evaluate a teacher that: <ul style="list-style-type: none"> <li>• include documented observable evidence;</li> <li>• are linked to student learning and not solely consist of simple checklists;</li> <li>• include post observation conferences between the teacher and evaluator to encourage reflection on the teacher's instructional practice;</li> <li>• require an assessment of the competency of the evaluator;</li> <li>• are developed with stakeholders; and</li> <li>• require teachers and evaluators to be fully trained to understand the evaluation process.</li> </ul> |

**TASK 8 AIB shall determine when the career ladder has been well established throughout the State for the purposes of implementing the Blueprint**

## PILLAR 2 | OBJECTIVE 5

### *Improve educator compensation*



#### Goals

- The percentage of NBC teachers who take positions in low-performing schools shall increase annually until there is an equitable distribution of NBC teachers between high- and low-performing schools across LEAs.
- Maryland's teacher starting salary shall be comparable to the starting salary in professions with similar education requirements.
- Maryland's average teacher salary shall be comparable to salaries in professions with similar education requirements.



#### Milestones

- ★ **FY24** LEAs shall demonstrate to AIB that they have provided a 10% salary increase from FY19–24 as part of their updated implementation plans (Subtask 2.5.4(a)).
- ★ **FY27** LEAs shall demonstrate to AIB that they have implemented a \$60,000 minimum teacher salary as part of their updated implementation plans (Subtask 2.5.5(a)).

Improve educator compensation

**TASK 1** Implement \$10,000 salary increase for eligible NBC teachers by 7/1/22

**TASK 2** Implement \$7,000 salary increase for eligible NBC teachers working in low-performing schools by 7/1/22

| Major Subtask   | Requirements/Guidance for Implementation  |
|---|---|
| <p><b>SUBTASK 2.5.2(a)</b> MSDE shall annually update the list of low-performing schools based on a statewide definition.</p> | <p>LEAs shall have the option of identifying additional low-performing schools based on a local definition.</p> <p>A teacher that receives a salary increase for teaching at a low-performing school may not lose that salary increase while teaching at the school even if it ceases to be low-performing.</p> |

**TASK 3** Implement salary increases in accordance with career ladder

| Major Subtask   | Requirements/Guidance for Implementation  |
|---|---|
| <p><b>SUBTASK 2.5.3(a)</b> Implement \$5,000 salary increase for lead teachers.</p>                           |   |
| <p><b>SUBTASK 2.5.3(b)</b> Implement \$10,000 salary increase for distinguished teachers.</p>                 |   |
| <p><b>SUBTASK 2.5.3(c)</b> Implement \$15,000 salary increase for professor distinguished teachers.</p>       |   |
| <p><b>SUBTASK 2.5.3(d)</b> Implement \$15,000 salary increase for distinguished principals.</p>               |   |
| <p><b>SUBTASK 2.5.3(e)</b> Implement salary increases associated with maintenance of NBC.</p>                 | <p>Implement \$8,000 salary increase for earning a first maintenance of NBC.</p> <p>Implement \$7,000 salary increase for earning a second maintenance of NBC.</p> <p>Implement \$6,000 salary increase for earning a third maintenance of NBC.</p> |
| <p><b>SUBTASK 2.5.3(f)</b> Teachers eligible for more than one salary increase shall earn all that apply.</p> |   |

Improve educator compensation

TASK  
**4**

**Implement initial 10% salary increase for teachers by 6/30/24**

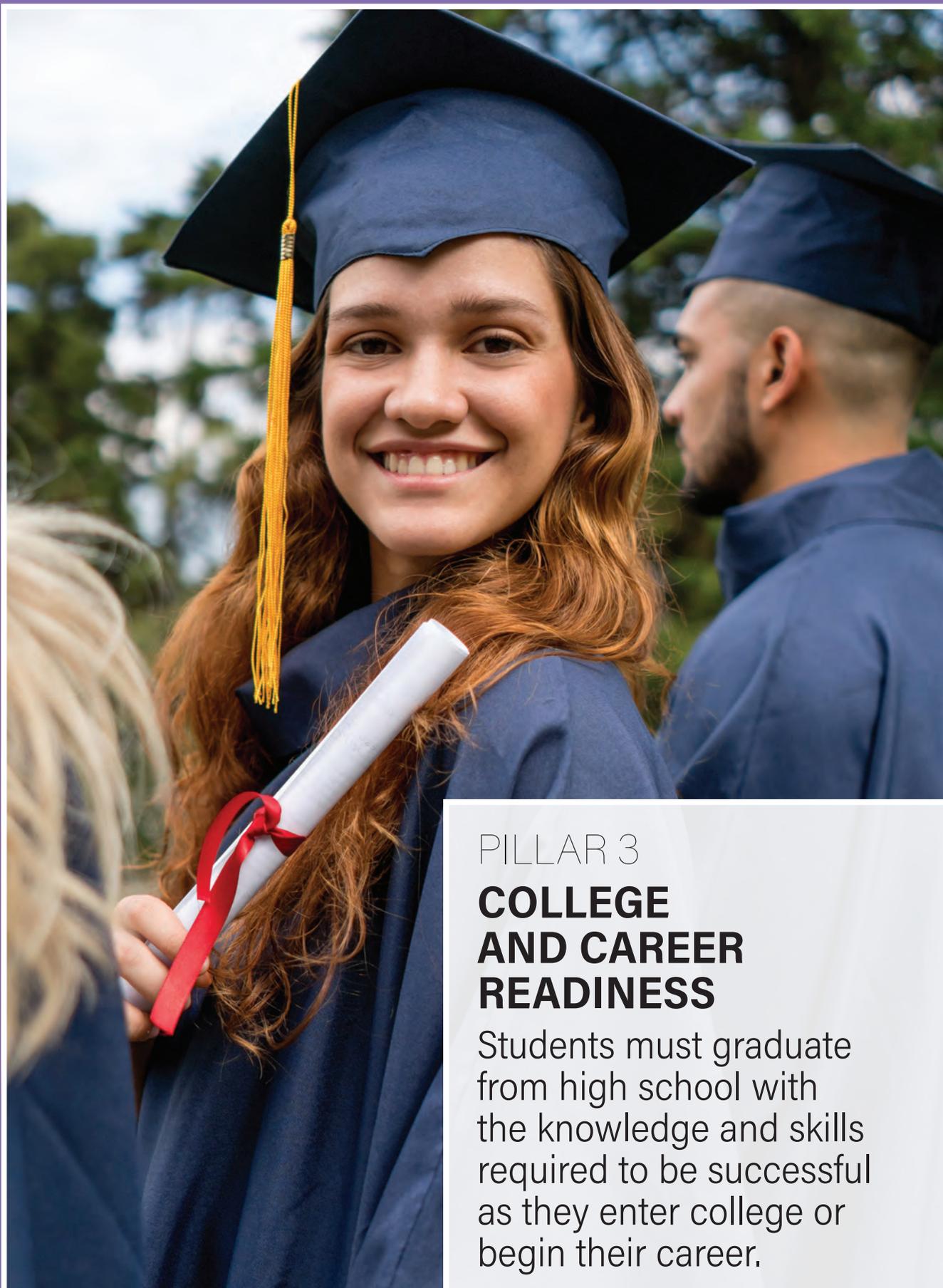
| Major Subtask   | Requirements/Guidance for Implementation  |
|---|---|
| <p>SUBTASK<br/><b>2.5.4(a)</b></p> <p>LEAs shall demonstrate to AIB that they have provided a 10% salary increase from FY19–24 as part of their updated implementation plans.</p> | <p>MSDE and AIB shall provide guidance on the calculation of the 10% salary increase for LEAs to follow in order to meet the statutory requirement.</p> |

TASK  
**5**

**Implement minimum \$60,000 starting teacher salary by 7/1/26**

| Major Subtask   | Requirements/Guidance for Implementation   |
|---|--|
| <p>SUBTASK<br/><b>2.5.5(a)</b></p> <p>LEAs shall demonstrate to AIB that they have implemented a \$60,000 minimum teacher salary as part of their updated implementation plans.</p> | <p>MSDE and AIB shall provide guidance on the calculation of the minimum \$60,000 for LEAs to follow in order to meet the statutory requirement.</p> |





### PILLAR 3

## **COLLEGE AND CAREER READINESS**

Students must graduate from high school with the knowledge and skills required to be successful as they enter college or begin their career.



PILLAR  
3

## The Key Actors

|  |  |
|--|--|
| AIB  | Local workforce development boards   |
| American Job Centers   | Local superintendents  |
| Business community and industry partners, including nonprofits and apprenticeship sponsors | Maryland Association of Community Colleges   |
| Career and Technical Education (CTE) Committee   | Maryland Department of Labor's Division of Workforce Development and Adult Learning  |
| Community and advocacy organizations   | Maryland Higher Education Commission (MHEC)  |
| Community members  | Maryland Longitudinal Data System (MLDS)   |
| County governments (incl. Baltimore City)  | Maryland State Board of Education (MSBE)   |
| CTE Expert Review Team   | Maryland State Department of Education (MSDE)  |
| CTE Skills Standards Advisory Committee  | Maryland State Superintendent of Schools   |
| Education support professionals  | Parents/guardians/families   |
| External contractor to perform empirical study of the CCR standard                         | Postsecondary institutions, including community colleges and other open-enrollment public institutions of higher education |
| The General Assembly   | The public   |
| The Governor   | Students   |
| Governor's Workforce Development Board/CTE Committee                                       | Teachers   |
| Interagency Commission on School Construction  | Teachers' unions   |
| Local Blueprint Coordinators   |  |
| Local education agencies (LEAs)  |  |



## The Plan

Creating a world class instructional system aligned with college and career readiness standards and post-CCR pathways, including Career and Technical Education (CTE), by:

- establishing an internationally benchmarked curriculum that enables students to achieve “college- and career-ready” (CCR) status by the end of grade 10 and no later than grade 12 and then pursue pathways that include IB, AP, or Cambridge diploma programs, early college, and/or a rigorous technical education leading to industry-recognized credentials and high-paying jobs;
- developing a fully aligned instructional system including curriculum frameworks, syllabi, assessments, clear examples of standard-setting work, and formative assessments to keep students on track;
- providing interventions and supports for students who are not on track for CCR, beginning with the Transitional Supplemental Instruction for Struggling Learners program, which provides additional funding for one-on-one and small-group instruction for students who are not, or are not on track to, reading at grade level by grade 3 (secondarily students who are not proficient in math), before phasing out as other components of the new education system are implemented;
- setting the College and Career Readiness Standard to global standards that certifies that those who reach it have the required literacy in English and mathematics (and, when practicable, in science) to succeed in first-year credit bearing courses in open-enrollment postsecondary institutions (mainly community colleges) in the State; and
- creating a rigorous high school apprenticeship as the primary industry-recognized credential that produces graduates ready and qualified to work within in-demand fields that will propel Maryland's economic future.



## Expected Outcomes

Maryland has:

- 1) an empirically based CCR standard that reflects readiness for postsecondary education and training; and
- 2) an education system designed to ensure that all students who enter school ready to learn can reach this standard by the end of 10th grade, and no later than high school graduation.

Students who reach the CCR standard prior to high school graduation move on to a choice of high-quality post-CCR pathways that:

- prepare students for college,
- offer college credit in high school, and
- provide high-quality CTE training that culminates in an industry-recognized credential with the high-school level of a registered apprenticeship as the primary credential.



## Pillar Goals

- All third-graders are reading on grade level by FY2027.
- The rate of 9th grade students on track to graduate from high school increases for all students and student groups, and gaps are significantly reduced by FY2032.
- The rate of students on track for meeting the CCR standard in ELA and math (measured at 3rd, 5th, 8th, 10th, and 12th grade) increases for all students and student groups, and gaps are significantly reduced by FY2032.
- The high school graduation rate increases for all students and student groups, gaps are significantly reduced by FY2032, and following the Blueprint's full implementation, all students graduate annually.
- As a result of early intervention and targeted supports, fewer students are assigned to special education (particularly in Tiers I and II) so that by FY2032, there is an overall 50% decline in special education enrollment.
- The number of students who meet CCR in ELA and math by 10th, 11th, and 12th grade increases equitably across all student groups, and gaps between student groups are reduced.
- Participation in and completion of post-CCR pathways increases overall and across all student groups, and students increasingly earn early college credits, associate degrees, and valuable CTE industry credentials.



See the *Pillar Three Implementation Timeline* for a complete list of pillar-specific objectives, their associated tasks and subtasks, and their timeline for implementation by fiscal year.

<https://aib.maryland.gov/Pages/BCPDDownloads.aspx>

## PILLAR 3 | OBJECTIVE 1

***Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate***



### Goals

- All Maryland students work towards meeting an updated CCR standard that accurately reflects readiness for success in entry-level credit-bearing courses or postsecondary education training at a State community college.
- All Maryland students will be able to access a fully aligned instructional system that enables them to achieve the CCR standard by the end of 10th grade.



### Milestones

- ★ **FY23** External contractor shall conduct the empirical study of the CCR standard (Task 3.1.2).
- ★ **FY24** State Board adopts assessments needed to meet the updated CCR standard in FY 24 (Task 3.1.4).
- ★ **FY25 through FY27** MSDE shall update the instructional system to align with the updated CCR standard as needed (Subtask 3.1.3(a)).



### Report

**9/1/23**

The external contractor shall report the results of its study by 9/1/23 and recommendations to modify the CCR standard to align with the literacy standards necessary to be successful in State community colleges and, to the extent practicable, comparable postsecondary institutions and top-performing systems, to the Governor, General Assembly, and AIB (Subtask 3.1.2(c)).

#### **Requirements**

- The external contractor shall consider potential sources of bias in a proposed assessment and strive to eliminate it in a proposed CCR modification.
- The external contractor shall clearly define what it looks like for students to have equitable opportunities to meet the CCR standard.



### Implementation Considerations

The following State and/or local-level conditions, factors, or issues may affect the Blueprint's implementation and success in realizing its expected outcomes. AIB will monitor these considerations on an ongoing basis.

- How the CCR standard accounts for access to CTE pathway opportunities
- How to address/eliminate potential bias in the CCR standard and assessment
- Balance of local autonomy over curriculum with educator/student access to high-quality instruction and materials aligned with State standards.
- Identification and dissemination of culturally responsive high-quality instructional materials (HQIM) to LEAs
- Implementation of professional development aligned with the use of identified HQIM
- Use of culturally responsive and inclusive practices in designing assessments to evaluate students' college and career readiness

Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate

| TASK 1 LEAs shall assess students no later than 10th grade for meeting the CCR standard |  |  |
|---|--|--|
| Major Subtask   | Requirements/Guidance for Implementation   |  |
| SUBTASK 3.1.1(a)  | A student shall meet the initial CCR standard when they have achieved the equivalent of a 4 or 5 in the mathematics and English portions of the PARCC or MCAP grade 10 assessments.  | LEAs shall consistently communicate the meaning and importance of reaching the CCR standard to educators, students, and their families.  |
| SUBTASK 3.1.1(b)  | After the empirical study is completed, the updated CCR standard shall reflect the results of that study so that students are able to succeed in entry-level credit bearing courses or postsecondary education training at a State community college in ELA, math, and (when practicable) science. | <p>LEAs shall consistently communicate the meaning and importance of reaching the CCR standard to educators, students, and their families.</p> <p>Students and teachers shall receive specific feedback on students' assessment results, including an item analysis that will enable teachers to provide necessary enrichment or interventions to students.</p> <p>MSDE shall consult with key stakeholders from across the State in implementing the results of the empirical study, including AIB, LEAs, MHEC, community colleges, and the CTE Committee.</p> <p>The Blueprint for Maryland's Future and the updated CCR standard are not intended to alter the need for high quality programs and content in fine arts, civics, physical education, and other areas that are necessary to provide a holistic education and enable every student to be well-rounded and meet the CCR standard.</p> <p>Blueprint law specifically authorizes the use of Foundation formula funds and Concentration of Poverty grant funds (through FY27) for LEAs to meet the requirements of Code of Maryland Regulations: Title 13A, Subtitle 04, SPECIFIC SUBJECTS, including 13A.04.16.01, which includes the arts.</p> |

Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate

| <b>TASK 2 MSDE shall contract for an empirical study of the CCR standard to enable students to be successful in entry-level courses and postsecondary training offered at MD community colleges in FY23</b> |   |  |
|---|---|--|
| Major Subtask   | Requirements/Guidance for Implementation  |  |
| <b>SUBTASK 3.1.2(a)</b>   | The external contractor conducting the study shall determine the levels and types of literacy in reading, writing, mathematics, and, when practicable, science that are needed to succeed in entry-level courses and postsecondary training offered at community colleges in Maryland.  | The external contractor shall examine top-performing educational systems throughout the world and compare them to Maryland's education system.   |
| <b>SUBTASK 3.1.2(b)</b>   | MSDE and the external contractor shall engage and solicit feedback from key stakeholders across the State in conducting the study, including (but not limited to) AIB, LEAs, community colleges, local workforce development boards, educators, students, families, and community members.  | The external contractor shall share the proposed study plan with stakeholders for feedback and regularly update stakeholders on the study's progress.  |
| <b>SUBTASK 3.1.2(c)</b>   | The external contractor shall report the results of its study and recommendations to modify the CCR standard to align with the literacy standards necessary to be successful in State community colleges and, to the extent practicable, comparable postsecondary institutions and top-performing systems to the Governor, General Assembly, and AIB by 9/1/23. | The external contractor shall consider potential sources of bias in a proposed assessment and strive to eliminate it in a proposed CCR modification.<br><br>The external contractor shall clearly define what it looks like for students to have equitable opportunities to meet the CCR standard. |

Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate

TASK  
**3**

**MSDE and LEAs shall develop a fully aligned instructional system in consultation with experienced and highly-effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence (with regular updates)**

| Major Subtask                      | Requirements/Guidance for Implementation  |
|------------------------------------|---|
| <p>SUBTASK<br/><b>3.1.3(a)</b></p> | <p>MSDE shall update the instructional system to align with the updated CCR standard as needed from FY25-27</p> <p>The curriculum resources, for each core subject at each grade level, shall include:</p> <ul style="list-style-type: none"> <li>• course syllabi;</li> <li>• sample lessons for teachers to use as models;</li> <li>• examples of student work that meet standards for proficiency;</li> <li>• explanations of why student work examples meet proficiency standards so that teachers know what student knowledge is required;</li> <li>• high-quality and culturally responsive instructional materials; and</li> <li>• curriculum units aligned with the course syllabi.</li> </ul> <p>In developing the curriculum resources, MSDE may use a course or unit developed by a teacher in or out of the State as a model but shall review each model course and unit for quality using accepted benchmarks, such as approval by EdReports or Tier 1 and Tier 2 evidence-based standards established by the federal Every Student Succeeds Act</p> <p>Resources, curricula, and instructional materials developed across all content areas shall meet the needs of multilingual learners (from Workgroup on English Learner's recommendations in Subtask 4.4.2(b)).</p> <p>MSDE shall lead the development of assessments in the dominant language(s) of multilingual learners that will accurately demonstrate their academic achievement and language proficiency (from Workgroup on English Learner's recommendations in Subtask 4.4.2(b)).</p> <p>MSDE shall compile curriculum units in such a manner that complete courses are formed and, when taken by a student in sequence, the student can achieve the CCR standard by the end of grade 10.</p> <p>MSDE shall solicit feedback on the updated instructional system from district leaders, educators, students, parents/families, and community members.</p> <p>MSDE shall submit curriculum resources and standards to MSBE for adoption. Missing text. It is expected that MSBE will align curriculum standards and teacher training requirements with the Blueprint, including evidence-based best practices such as the science of instruction.</p> <p style="text-align: right;">continued...</p> |

Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate

Task 3, continued

|                                    |   |   |
|------------------------------------|---|---|
| <p>SUBTASK<br/><b>3.1.3(a)</b></p> | <p>MSDE shall update the instructional system to align with the updated CCR standard as needed from FY25–27</p> <p>...continued</p>   | <p>The updated instructional system shall include the research-based principles and practices concerning racial equity and cultural competency identified by MSDE.</p> <p>The updated instructional system shall include a statewide strategy to promote and formally reinforce asset-based perspectives regarding multilingual learners at the State, LEA, school, and classroom levels (from Workgroup on English Learner’s recommendations in Subtask 4.4.2(b)).</p> <p>MSDE shall support the use of high-quality instructional materials at the classroom level by sharing identified HQIM with LEAs and through the design of targeted professional development.</p>  |
| <p>SUBTASK<br/><b>3.1.3(b)</b></p> | <p>LEAs shall adopt and implement comprehensive pre-K–12 instructional plans for English Language Arts (ELA) and Mathematics aligned with the Blueprint, including evidence-based best practices aligned with the Blueprint, the science of instruction, and the science of learning.</p> | <p>MSDE and AIB shall provide LEAs with guidance on the components that contribute to a cohesive and impactful comprehensive plan.</p> <p>MSDE and AIB shall review LEA plans for alignment with the Blueprint, including evidence-based best practices aligned with the Blueprint, the science of instruction, and the science of learning.</p> <p>AIB and MSDE shall monitor the implementation of comprehensive pre-K–12 instructional plans in ELA and Mathematics and effective training of teachers in evidence-based best practices aligned with the Blueprint, the science of instruction, and the science of learning by LEAs.</p> <p>Comprehensive literacy plans shall incorporate effective English language development practices to improve academic outcomes for students (from Workgroup on English Learner’s recommendations in Subtask 4.4.2(b)).</p> <p>LEAs shall modify their instructional plans to align with the updated CCR standard and aligned instructional system adopted by MSBE.</p> <p>Literacy comprehensive plans aligned with the Blueprint, the science of instruction, and the science of learning shall be developed and adopted by each LEA no later than June 30, 2024.</p> <p>Math comprehensive plans aligned with the Blueprint, the science of instruction, and the science of learning shall be developed and adopted by each LEA no later than June 30, 2025.</p> |
| <p>SUBTASK<br/><b>3.1.3(c)</b></p> | <p>LEAs shall identify and implement safeguards to mitigate and eliminate opportunities and occurrences of tracking at the elementary, middle, and high school levels.</p>  | <p>MSDE shall provide guidance on the potential for tracking at the elementary, middle, and high school levels to LEAs.</p> <p>MSDE shall provide technical assistance on best practices to mitigate and eliminate opportunities and occurrences of tracking at the elementary, middle, and high school levels to LEAs.</p> <p>LEAs shall consult with educators, students, parents/families, and community members in developing these safeguards.</p>   |

Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate

| <b>TASK 4 State Board adopts assessments needed to meet the updated CCR standard in FY 24</b>  |   |
|--|---|
| Major Subtask  | Requirements/Guidance for Implementation  |
| <b>SUBTASK 3.1.4(a)</b><br>MSBE shall determine whether current assessments are sufficient to assess whether high school students meet the CCR standard, including if they contain potential bias. |   |
| <b>SUBTASK 3.1.4(b)</b><br>MSBE shall adjust assessments if they are not sufficient to determine whether high school students meet the CCR standard.   | MSBE shall seek feedback from key stakeholders in adjusting the assessments, including (but not limited to) educators, students, and community colleges.<br><br>MSBE, in consultation with other State-level stakeholders (including AIB), shall consider whether other forms of assessment beyond standardized tests (and single tests) are appropriate for measuring CCR based on empirical data. |

| <b>TASK 5 MSDE shall develop and implement a communication strategy to inform parents, students, educators, and the wider public about the CCR standard starting in FY 23</b>  |  |
|--|--|
| Major Subtask  | Requirements/Guidance for Implementation   |
| <b>SUBTASK 3.1.5(a)</b><br>MSDE shall communicate with parents, students, educators, employers, and community members about the CCR standard in a variety of ways, including (but not limited to) virtual roundtable discussions, email, social media, and informational flyers. | MSDE shall disseminate this information to stakeholders in multiple languages.   |
| <b>SUBTASK 3.1.5(b)</b><br>MSDE shall develop resources about the updated CCR standard for LEAs to disseminate to educators, students, parents/families, and community members.  | The resources shall communicate the updated CCR standard's intent and how it supports the Blueprint's goal to prepare students for postsecondary success in college and/or career. |

| <b>TASK 6 MSBE shall coordinate and consult with MHEC, the Governor's Workforce Development Board/CTE Committee, the Maryland Association of Community Colleges, and AIB in performing its duties starting in FY 22</b> |  |
|---|--|
|---|--|

## PILLAR 3 | OBJECTIVE 2

### *Ensure students are progressing towards meeting CCR*



#### Goals

- The rate of students identified as needing and receiving supplemental instruction through 3rd grade, especially in reading, increases initially as increased screening identifies more students, and then declines across all student groups until all K-3 students are on track to meet the CCR standard for their grade level.
- The number of students who move from an “off track” designation for CCR to an “on track” designation for CCR increases annually across all student groups until all students are consistently on track to meet CCR.
- All students identified as experiencing pandemic-related learning loss in ELA and/or math who receive supplemental services (including tutoring and participating in summer school programs) achieve targeted learning gains.



#### Milestones

★ **FY20 through FY26** LEAs shall provide tutoring to K-3 students who are identified as struggling in reading and, if applicable, math through the Transitional Supplemental Instruction Program (beginning in FY26, teachers will have more collaborative time to provide interventions to students during the school day) (Subtask 3.2.1(a)).

★ **FY23** LEAs shall create and implement a 9th grade student progress monitoring system (Subtask 3.2.3).

LEAs shall develop a process to identify students who are struggling academically and provide them with necessary targeted intervention services as soon as possible (Subtask 3.2.1(b)).



## Reports

### **FY22 and FY23**

LEAs shall submit a report to the General Assembly on the implementation of summer school programs from the previous summer by 1/1 (Subtask 3.2.2(e)).

#### **Requirements**

- The report shall include the number of students served; the program structure; the method used to identify students with the greatest learning loss; the program budget and expenditures; and student outcomes.
- LEAs shall identify instructional models implemented as part of summer school programs that proved effective based on pre- and post-assessment results and describe how they will continue to use and/or expand upon these models as a result of this analysis.

### **FY23 and FY24**

LEAs shall submit a report to the General Assembly and AIB on tutoring provided in the immediately preceding school year by 9/1 (FY23 report due date extended to 1/1/23) (Subtask 3.2.2(f)).

#### **Requirements**

- The report shall include the number of students served by grade and subject area; the method used to identify students for tutoring; the program budget and expenditures; the models

of tutoring provided to students; and data on student outcomes, disaggregated by the type of tutoring model used and race, ethnicity, gender, disability status, English language learner status, and socioeconomic status.

- LEAs shall identify tutoring models or practices that proved effective based on pre- and post-assessment results and describe how they will continue to use and/or expand upon these models as a result of this analysis.

### **FY23 and beyond**

LEAs shall report data collected through the 9th grade progress monitoring system to MSDE on or before 9/1 each year (Subtask 3.2.3(c)).

### **FY23 and beyond**

MSDE shall compile and submit a statewide report to AIB and MLDS by 12/1 each year (Subtask 3.2.3(d)).

#### **Requirements**

- The report shall include each student's progress toward graduating on time, including credit accumulation and the number of semester core course failures during the first year of high school for students completing the 9th grade year.



## Implementation Considerations

The following State and/or local-level conditions, factors, or issues may affect the Blueprint's implementation and success in realizing its expected outcomes. AIB will monitor these considerations on an ongoing basis.

- How the supply of teachers impacts supports and interventions for students who are not on track to meet CCR
- The need for additional tutoring and summer school as well as alternatives to address pandemic-related learning loss and improve student performance, such as in-time interventions
- How community colleges can collaborate with LEAs to implement the necessary targeted interventions to help students who are not CCR in 10th grade to progress towards meeting the CCR standard
- How schools actively engage parents/families in implementing interventions to help students progress towards meeting the CCR standard and/or graduating on time
- Effective implementation of Multi-Tiered Systems of Support (MTSS)
- Criteria for exiting intervention services aligned with evidence-based MTSS



## Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans. Technical assistance will be tailored to meet the unique needs of individual LEAs as much as possible.

- Supporting LEAs to create schedules that integrate interventions and CCR support pathways
- Supporting LEAs and school leaders to communicate with 9th grade students identified as not on track to graduate high school and their parents/families to develop a plan to get them back on track to graduate
- Implementing the 9th grade student progress monitoring system
- Increasing awareness of instructional supports and interventions for students who need them
- Implementing effective family engagement strategies to incorporate meaningful parent/caregiver input into individualized plans for students who have not met the CCR standard
- Developing and implementing effective school-day tutoring in ELA and math across grades K-12

Ensure students are progressing towards meeting CCR

| <b>TASK 1 Provide intensive intervention services to students who are not progressing towards becoming CCR by the end of 10th grade</b> |  |  |
|---|--|--|
| Major Subtask   | Requirements/Guidance for Implementation   |  |
| <b>SUBTASK 3.2.1(a)</b>   | LEAs shall provide tutoring to all K–3 students who are identified as struggling in reading and, if applicable, math through the Transitional Supplemental Instruction Program in FY20–26. | <p>“Struggling learner” shall be defined as a K-3 student who scored the equivalent of a 1, 2, or 3 in ELA on the MCAP or reading on the PARC assessments in the prior fiscal year.</p> <p>The number of struggling learners in grade 3 shall be used as a proxy for the number of struggling learners in each individual grade level in kindergarten, grade 1, and grade 2.</p> <p>Teachers may not provide tutoring to more than four students in a single session.</p> <p>Tutoring shall occur during the school day to the extent practicable and may occur outside of the school day, including on a weekend.</p> <p>LEAs shall provide intervention services that use evidence-based programs and strategies that meet the expectations of strong or moderate evidence as defined in the Every Student Succeeds Act.</p> |
| <b>SUBTASK 3.2.1(b)</b>   | LEAs shall develop a process to identify all students who are struggling academically and provide them with necessary targeted intervention services as soon as possible.                  | <p>These processes shall be aligned with the updated CCR standard and the aligned standards and curriculum frameworks developed by MSDE when they are available.</p> <p>LEAs shall communicate with parents/families of students who are identified as struggling academically about the interventions they are implementing consistently and frequently through multiple forms of outreach.</p>   |
| <b>SUBTASK 3.2.1(c)</b>   | LEAs shall administer pre- and post-standardized assessments to all students who receive intervention services to evaluate their progress.   | <p>LEAs shall provide intervention services that use evidence-based programs and strategies that meet the expectations of strong or moderate evidence as defined in the Every Student Succeeds Act.</p> <p>LEAs shall communicate with parents/families about student progress on pre- and post-assessments.</p>   |

Ensure students are progressing towards meeting CCR

Task 1, continued

|                                    |   |  |
|------------------------------------|---|--|
| <p>SUBTASK<br/><b>3.2.1(d)</b></p> | <p>LEAs shall provide intensive intervention supports to all students who are identified as not progressing towards meeting CCR starting in FY24.</p> | <p>LEAs shall provide intervention services that use evidence-based programs and strategies that meet the expectations of strong or moderate evidence as defined in the Every Student Succeeds Act.</p> <p>LEAs shall communicate with parents/families of students who are identified as not progressing towards meeting CCR about the interventions they are implementing consistently and frequently.</p> <p>Intervention services shall include one-on-one and small-group tutoring with a certified teacher, a teaching assistant, or any other trained professional; cross-age peer tutoring; and screening, identifying, and addressing literacy deficits.</p> <p>School districts or schools are encouraged to experiment with new evidence-based means of screening, identifying, and addressing literacy deficits on a pilot basis.</p> <p>LEAs shall notify parents/families of the screening score report, regardless of the outcome.</p> <p>Individuals who provide intervention services may be employed by the school district.</p> <p>LEAs shall administer pre- and post-standardized assessments to students who receive intervention services to evaluate their progress.</p> <ul style="list-style-type: none"> <li>• The pre-assessment requirement may be satisfied by conducting the reading screening.</li> <li>• The tutoring program assessment shall accurately measure literacy, mathematical competency, and any other academic competency; align with the content area in which the tutoring is provided; and may be selected by the school or LEA.</li> </ul> |
|------------------------------------|---|--|

## Ensure students are progressing towards meeting CCR

| TASK<br><b>2</b> LEAs implement supplemental services (summer school, tutoring) to address pandemic-related learning loss through FY 23 |   |  |
|---|---|--|
| Major Subtask   | Requirements/Guidance for Implementation  |  |
| SUBTASK<br><b>3.2.2(a)</b>  | LEAs shall provide instruction aligned with the county board's/ public school's curriculum in summer school and tutoring/ supplemental instruction programs.  | Teachers shall not provide tutoring/supplemental instruction to more than four students in a single session.<br><br>Tutoring/supplemental instruction may include peer-to-peer tutoring for middle or high school students.  |
| SUBTASK<br><b>3.2.2(b)</b>  | LEAs shall offer transportation services to students who need it to participate in summer school programs, and they may offer transportation to students in tutoring and supplemental instruction programs.       | Tutoring/supplemental instruction shall occur during the school day to the extent practicable and may occur outside of the school day, including on a weekend.   |
| SUBTASK<br><b>3.2.2(c)</b>  | LEAs shall both administer pre- and post-assessments to evaluate student progress upon completion of summer school and tutoring programs and evaluate the effectiveness of summer school and tutoring programs.   | The tutoring program assessment shall accurately measure literacy, mathematical competency, and any other academic competency; align with the content area in which the tutoring is provided; and may be selected by the school or LEA.  |
| SUBTASK<br><b>3.2.2(d)</b>  | LEAs shall provide tutoring and supplemental instruction that uses evidence-based programs and strategies that meet the expectations of strong or moderate evidence as defined in the Every Student Succeeds Act. |  |
| SUBTASK<br><b>3.2.2(e)</b>  | LEAs shall submit a report to the General Assembly on the implementation of summer school programs from the previous summer by 1/1.   | The report shall include the number of students served, the program structure, the method used to identify students with the greatest learning loss, the program budget and expenditures, and student outcomes.<br><br>LEAs shall identify instructional models implemented as part of summer school programs that proved effective based on pre- and post-assessment results and describe how they will continue to use and/or expand upon these models as a result of this analysis. |

Ensure students are progressing towards meeting CCR

Task 2, continued

|                            |   |   |
|----------------------------|---|---|
| SUBTASK<br><b>3.2.2(f)</b> | LEAs shall submit a report to the General Assembly and AIB on tutoring provided in the immediately preceding school year by 9/1 (FY 23 report extended to 12/1/23). | The report shall include the number of students served by grade and subject area; the method used to identify students for tutoring; the program budget and expenditures; the models of tutoring provided to students; and data on student outcomes, disaggregated by the type of tutoring model used and race, ethnicity, gender, disability status, English language learner status, and socioeconomic status.<br><br>LEAs shall identify tutoring models or practices that proved effective based on pre- and post-assessment results and describe how they will continue to use and/or expand upon these models as a result of this analysis. |
|----------------------------|---|---|

**TASK 3** LEAs shall create and implement a 9th grade student progress monitoring system to measure progress toward on-time graduation and report data annually to MSDE starting in FY22

| Major Subtask              | Requirements/Guidance for Implementation  |  |
|----------------------------|---|--|
| SUBTASK<br><b>3.2.3(a)</b> | The 9th grade progress monitoring system's data shall include credit accumulation and core course failures during the first year of high school.  |  |
| SUBTASK<br><b>3.2.3(b)</b> | LEAs shall periodically provide a report to the school where the student is enrolled for further academic intervention that will enable the student to graduate on time starting in FY23. | School leaders shall notify students and their parents/families if they are not on track to graduate on time by October of 10th grade and identify a teacher to develop a plan alongside students and parents/families to get the student back on track to graduate on time. |
| SUBTASK<br><b>3.2.3(c)</b> | LEAs shall report data collected through the 9th grade progress monitoring system to MSDE on or before 9/1 each year starting in FY23.  |  |
| SUBTASK<br><b>3.2.3(d)</b> | MSDE shall compile and submit a statewide report to AIB and MLDS by 12/1 each year starting in FY23.  | The report shall include each student's progress toward graduating on time, including credit accumulation and the number of semester core course failures during the first year of high school for students completing the 9th grade year.                                   |

**Implement CCR pathways**



**Goals**

- After the anticipated initial increase in the number of students who are enrolled in the CCR support pathway, the percentage of students enrolled in the CCR support pathway decreases over time across all student groups.
- After the anticipated initial increase in the number of students who are given extended learning time, the percentage of students needing these supports decreases over time across all student groups.
- An increasing number of students meet the CCR standard in ELA and math before the end of 10th grade.
- An increasing number of 11th and 12th grade students across all student groups enroll in post-CCR pathways.
- An increasing number of students across all student groups earn college credits, associate degrees, and valuable industry credentials by participating in post-CCR pathways.



**Milestones**

- ★ **FY23 and beyond** MSBE shall adopt regulations that include standards that guarantee statewide uniformity in the quality of post-CCR pathways, meet the specified course and program of study requirements, and require high school graduation credit to be awarded for any post-CCR programs that students complete, including credit towards high school graduation requirements for any college courses that are approved by MSDE (Subtask 3.3.2(f)).
- ★ **FY24** LEAs shall collaborate with community colleges to design and implement CCR support pathways (Subtask 3.3.1(c)).
- ★ **FY24 and beyond** MSDE and AIB shall verify that all high schools offer CCR students access to each of the post-CCR pathways at no cost to students and families beginning in the 2023–24 academic year (Subtask 3.3.2).
- ★ **FY25 and beyond** Community colleges and other open-enrollment public institutions of higher education shall accept any student who meets the updated CCR standard for enrollment in credit-bearing courses beginning in the 2024–2025 academic year (Subtask 3.3.2(e)).

### Implement CCR pathways



#### Implementation Considerations

The following State and/or local-level conditions, factors, or issues may affect the Blueprint's implementation and success in realizing its expected outcomes. AIB will monitor these considerations on an ongoing basis.

- Adequacy of CCR funding to cover books, materials, and other costs associated with attending postsecondary institutions and participating in CTE pathways
- Capacity of high schools and community colleges to facilitate CCR support and post-CCR pathways, including early college and CTE pathways that begin before 10th grade
- Availability of CTE programming to non-CCR students
- Ways to reduce/eliminate barriers to entering the teaching force for professionals with experience/education in post-CCR pathways that meet a minimum entry point so they can begin teaching immediately and earn a professional salary commensurate with their experience and education, including developing a certification pathway that reduces the cost and time necessary to become fully certified
- Potential obstacles to accessing dual enrollment courses, including lack of transportation
- Access to college prep courses, including AP/IB/Cambridge courses and prerequisites for enrollment at four-year postsecondary institutions



#### Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans. Technical assistance will be tailored to meet the unique needs of individual LEAs as much as possible.

- Supporting LEAs to create and implement post-CCR pathways
- Supporting LEAs in tracking CCR funding to follow the student as they prepare student schedules for the subsequent academic year
- Supporting LEAs in identifying college courses students can take as part of a post-CCR pathway
- Understanding the purpose and potential content of individualized plans for students who have not reached the CCR standard by the end of 10th grade
- Supporting LEAs in training and providing resources to teachers leading the development of individualized plans for students who have not reached the CCR standard by the end of 10th grade
- Building courses based in experiential learning and project-based pedagogy as part of the CCR support pathways
- Evaluating the overall effectiveness of CCR support pathways as well as individual courses within a support pathway based on student outcomes

TASK  
**1**

**LEAs provide a CCR support pathway that allows all students who are not CCR by the end of 10th grade to graduate high school CCR starting in FY 24**

| Major Subtasks                     | Requirements/Guidance for Implementation  |
|------------------------------------|---|
| <p>SUBTASK<br/><b>3.3.1(a)</b></p> | <p>LEAs shall assign a teacher to work with a student who has not met the CCR standard by the end of 10th grade to lead the development of an individualized plan designed to prepare the student to meet the CCR standard by the end of high school.</p> <p>The assigned teacher leading the development of an individual plan may work alongside other educators/ education support professionals in developing and implementing this plan.</p> <p>MSDE and LEAs shall provide guidance and training to teachers in developing an individualized plan designed to prepare the student to meet the CCR standard by the end of high school.</p> <p>Once the career ladder has been well-established, LEAs shall select teachers from Level 4 of the career ladder to lead the development of an individualized plan for non-CCR students.</p> |



Implement CCR pathways

Task 1, continued

|                                    |  |
|------------------------------------|--|
| <p>SUBTASK<br/><b>3.3.1(b)</b></p> | <p>LEAs shall require the teacher working with the student to assemble a team of educators to monitor the student’s progress, meet with their parent/guardian to plan for the student’s success, and work with public/private agencies to provide the student and their family with the support necessary to foster their success.</p>   |
| <p>SUBTASK<br/><b>3.3.1(c)</b></p> | <p>LEAs shall collaborate with community colleges to develop and implement a program of study for students who have not met the CCR standard by the end of 10th grade that includes applied experiential courses that are highly engaging and focus on problem-solving.</p> <p>LEAs shall leverage local community college developmental education programming, including modular and co-requisite courses (i.e., students only take the portion(s) of the developmental course that they need and concurrently enroll in the next rigorous course in the subject area).</p> <p>The implementation of courses included in this program of study shall include an assessment or reassessment of the student once they have completed a course and shall not prevent a student from enrolling in a course required for graduation.</p> <p>The implementation of courses included in this program of study may not preclude enrollment in the initial stages of one or more post-CCR pathways, including the opportunity to make progress towards a CTE credential.</p> |
| <p>SUBTASK<br/><b>3.3.1(d)</b></p> | <p>LEAs shall enroll middle or high school students who are not progressing towards reaching CCR by the end of 10th grade in an extended curriculum tailored to meet their individual circumstances and needs.</p> <p>The extended curriculum may include culturally responsive lessons, adjustment in pedagogy, with an emphasis on project-based and problem-based applied learning, and varied instructional timing.</p> <p>A student may be placed in the extended curriculum for specific subjects (ELA and math and, when practicable, science).</p> <p>A student who is close to meeting the CCR standard by the end of 10th grade may be enrolled in an extended summer curriculum and can return to other courses (i.e., post-CCR courses) if they make more progress than expected.</p>  |
| <p>SUBTASK<br/><b>3.3.1(e)</b></p> | <p>LEAs shall give priority for counseling and advising services to students who have not met the CCR standard by the end of 10th grade.</p>   |

TASK  
**2**

**Each high school offers post-CCR pathways to all CCR students in grades 11 and 12 to earn early college credits and career and technical education (CTE) credentials at no cost to the student or the student’s parents, including the cost of any fees, starting in FY24**

| Major Subtasks                     | Requirements/Guidance for Implementation  |
|------------------------------------|---|
| <p>SUBTASK<br/><b>3.3.2(a)</b></p> | <p>When AIB determines that the Blueprint has been fully implemented, post-CCR pathways shall be available only to students who have met the CCR standard, except under limited circumstances as determined by MSBE.</p> <p>High school students who have not met the CCR standard may enroll in the initial stages of one or more post-CCR pathways, including the opportunity to make progress toward a CTE credential, until AIB determines that the Blueprint has been fully implemented.</p> <p>AIB in collaboration with MSDE will develop guidance on how it will determine when the Blueprint has been fully implemented.</p> <p>MSBE in collaboration with AIB will develop guidance on what limited circumstances will be allowed once AIB determines that the Blueprint has been fully implemented.</p> <p>MSDE shall develop and LEAs shall implement customized supports for multilingual learners, students receiving special education services, and students with limited or interrupted formal education (SLIFE) to ensure that they have equal access and opportunity to achieve success in a post-CCR pathway (from Workgroup on English Learner’s recommendations in Subtask 4.4.2(b)).</p> <p>MSDE and AIB shall establish definitions of “early college” and “dual enrollment” programs for LEAs to follow.</p> |

Implement CCR pathways

Task 2, continued

|                                    |   |   |
|------------------------------------|---|---|
| <p>SUBTASK<br/><b>3.3.2(b)</b></p> | <p>LEAs shall enroll each student who meets the CCR standard in at least one post-CCR pathway at the student’s choice.</p>  | <p>MSDE and AIB will provide guidance on the minimum requirements for post-CCR pathways offered by LEAs.</p> <p>Each public high school shall provide access to each post-CCR pathway through that school or another public school in the LEA.</p> <p>Students may enroll in more than one post-CCR pathway.</p> <p>Each student who enrolls in a post-CCR pathway shall remain enrolled in their public high school.</p> <p>Each public high school shall provide each student the full range of services to which they are entitled, regardless of whether the student is enrolled in a post-CCR pathway, including personal, career, and academic advising and counseling to help the student choose one or more post-CCR pathways/courses within a post-CCR pathway aligned with their career and educational goals.</p> <p>High school graduation requirements that a student does not meet by the time that a student has completed the CCR assessment shall be provided within the post-CCR pathway the student chooses.</p> |
| <p>SUBTASK<br/><b>3.3.2(c)</b></p> | <p>LEAs shall offer CCR students access to a competitive entry college preparatory program consisting of Cambridge, International Baccalaureate, or Advanced Placement diploma programs.</p>  | <p>LEAs that offer AP courses shall 1) develop a comprehensive, interdisciplinary sequence of AP classes for students to complete; OR 2) implement either the AP International Diploma Programme OR the AP Capstone Program for students to complete.</p> <p>MSDE and AIB will provide further guidance on what constitutes a comprehensive, interdisciplinary sequence of AP classes that LEAs may design and implement beginning in the 2024–25 academic year.</p>  |
| <p>SUBTASK<br/><b>3.3.2(d)</b></p> | <p>LEAs shall offer CCR students the opportunity to earn college credits toward a degree (at least 60 credits) at no cost to the student through an early college or dual enrollment program at a student’s high school and an institution of higher education.</p> | <p>AIB and MSDE shall provide guidance on which students are eligible to dually enroll at no cost to students and families.</p> <p>AIB and MSDE shall provide guidance on which costs are covered for students dually enrolled in postsecondary courses.</p> <p>LEAs shall leverage local community college programming as much as possible in early college and dual enrollment programs.</p>  |
| <p>SUBTASK<br/><b>3.3.2(e)</b></p> | <p>Community colleges and other open-enrollment public institutions of higher education shall accept any student who meets the updated CCR standard for enrollment in credit-bearing courses beginning 8/1/24.</p>  |   |

Implement CCR pathways

|                                    |   |  |
|------------------------------------|---|--|
| <p>SUBTASK<br/><b>3.3.2(f)</b></p> | <p>MSBE shall adopt regulations from FY23–24 that include standards that guarantee statewide uniformity in the quality of post-CCR pathways, meet the specified course and program of study requirements, and require high school graduation credit to be awarded for any post-CCR programs that students complete, including credit towards high school graduation requirements for any college courses that are approved by MSDE.</p> | <p>The regulations shall provide LEAs with the necessary flexibility to create post-CCR pathways that align with local workforce demand.</p> |
|------------------------------------|---|--|

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| <p>SUBTASK<br/><b>3.3.2(g)</b></p> | <p>Middle and high schools shall encourage students who have demonstrated readiness in a subject matter to enroll in the next most rigorous subject matter course available in the school and, to the extent practicable, enroll the student in the next most rigorous subject matter course starting in FY22.</p> | <p>Middle and high schools shall enroll students in the next most rigorous subject matter course without regard to the student's race, ethnicity, gender, address, disability status, socioeconomic status, or language spoken in the student's home.</p> |
|------------------------------------|--|---|

**TASK 3 LEAs develop accelerated pathways and enrichment programs for gifted and talented students to achieve CCR before the end of 10th grade starting in FY24**

| Major Subtasks                     | Requirements/Guidance for Implementation   |   |
|------------------------------------|--|---|
| <p>SUBTASK<br/><b>3.3.3(a)</b></p> | <p>A gifted and talented student in middle school or 9th grade may meet the CCR standard and shall be able to access post-CCR pathways starting in FY23.</p> | <p>A “gifted and talented student” refers to a student who performs, or has the potential to perform, at a remarkably high level of accomplishment compared to their peers; exhibits high performance capability in intellectual, creative, or artistic areas; possesses an unusual leadership capacity; or excels in specific academic fields.</p> <p>LEAs shall implement customized supports for multilingual learners and students receiving special education services to ensure that they are accurately identified for gifted and talented services (from Workgroup on English Learner’s recommendations in Subtask 4.4.2(b)).</p> |

## PILLAR 3 | OBJECTIVE 4

### *Provide high-quality career counseling and CTE programs*



#### Goals

- All middle and high school students are provided with career counseling to learn about postsecondary education and career options that align with their interests and to select at least one post-CCR pathway in which to enroll.
- The number of students enrolled in CTE programs and participating in high school-level registered apprenticeships increases until 45% of high school students earn an industry-recognized credential, primarily by completing the high school level of a registered apprenticeship, by FY2031.



#### Milestones

- ★ **FY23 and beyond** The CTE Committee shall review agency budget proposals involving CTE and make annual recommendations to the Governor and General Assembly on or before 12/15 (Subtask 3.4.4(m)).
- ★ **FY24** CTE Committee shall establish for each school year between 2023–24 and the 2030–31 school years, inclusive, statewide goals that reach 45% by the 2030–31 school year for the percentage of high school students who, prior to graduation, complete the high school level of a registered apprenticeship or another industry-recognized occupational credential by 6/1/24\* (Subtask 3.4.2(a)).
- ★ **FY24 and beyond** CTE Committee shall annually submit a deployment plan for CTE Expert Review Teams to AIB (Task 3.4.3).
- ★ **FY24** CTE Committee shall develop a statewide framework for CTE that prepares students for employment in a diverse, modern economy and prioritizes apprenticeship opportunities (Subtask 3.4.4(c)).
- ★ **FY24 through FY26** LEAs shall enter into a local career counseling agreement with the local workforce development board, the county's community college, and, if appropriate, an American Job Center. (Subtask 3.4.1(a))

*\*Implementing this requirement is contingent on legislative change.*



## Reports

### **FY 23 and beyond**

CTE Committee shall report to the Governor, General Assembly, and AIB on the progress toward attaining annual goals toward reaching 45% of high school students earning an industry-recognized credential, including completing the high school level of an apprenticeship by 12/1 each year (Subtask 3.4.2(b)).

### **FY 24 and beyond**

By 6/1/24,\* CTE Committee shall establish for each school year between 2023–24 and the 2030–31 school years, inclusive, statewide goals that reach 45% by the 2030–31 school year for the percentage of high school students who, prior to graduation, complete the high school level of a registered apprenticeship or another industry-recognized occupational credential. (Subtask 3.4.2(a))

### **FY 25 through FY 27**

Each local workforce development board, in collaboration with the LEA and other relevant State and local agencies, shall submit a report to AIB by 8/15 on the use of funds in FY 24 through FY 26 and their impact on providing career counseling (Subtask 3.4.1(c)).

### **FY 26**

CTE Committee shall report its findings and recommendations resulting from the evaluation of local career counseling agreements by 12/1/25 (Subtask 3.4.1(d)).



## Implementation Considerations

The following State and/or local-level conditions, factors, or issues may affect the Blueprint's implementation and success in realizing its expected outcomes. AIB will monitor these considerations on an ongoing basis.

- Ratio of school (guidance)/career counselors to students to provide equitable access to services across the State
- CTE Committee and MSDE collaboration on the use of Perkins V funds
- Redesign of specific CTE programs of study needed to incorporate high school level of registered apprenticeships and align instruction to the Blueprint
- Availability of funding to support start-up costs to implement more rigorous CTE programming
- Opportunities for non-CCR students to participate in CTE programming
- Equal access to CTE programs, regardless of geographic location, that will provide students with critical professional skills and prepare students for occupations that are in high-demand and/or have high lifetime earning potential
- Quality, racial diversity, and geographic distribution of middle and high school counselors
- Capacity of CTE instructors to meet the demand of CTE program enrollment
- Ensure that both college and career readiness is prioritized for all students

*\*Implementing this requirement is contingent on legislative change.*

## PILLAR 3 | OBJECTIVE 4

### *Provide high-quality career counseling and CTE programs*



#### **Technical Assistance**

Areas where additional support will likely be needed when developing and implementing plans. Technical assistance will be tailored to meet the unique needs of individual LEAs as much as possible.

- Best practices in developing new and rigorous CTE pathways
- Facilitating apprenticeships across the State, including incentivizing local employers to provide apprenticeship opportunities
- Developing career counseling agreements with local workforce development boards that enhance/expand career counseling for middle and high school students
- Developing partnerships with local businesses to support CTE programming and high school-level apprenticeships

Provide high-quality career counseling and CTE programs

| <b>TASK 1 Middle and high school students access career counseling programs that provide them with individualized career counseling services starting in FY 24</b> |   |  |
|--|---|--|
| Major Subtask  | Requirements/Guidance for Implementation  |  |
| <b>SUBTASK 3.4.1(a)</b>  | LEAs shall enter into a local career counseling agreement with the local workforce development board, the county's community college, and, if appropriate, an American Job Center from FY 24–26.  | MSDE and AIB shall provide guidance on the eligible uses of career counseling funds, including any requirements for counselors employed by local workforce development boards.<br><br>Counseling provided under the local career counseling agreement shall help each student choose one or more post-CCR pathways.<br><br>Counseling provided under the local career counseling agreement shall help students identify career options and develop career competencies.<br><br>Local agreements shall identify a range of regional partnerships and strategies that align with local resources and workforce demand. |
| <b>SUBTASK 3.4.1(b)</b>  | MSDE shall develop and LEAs/ partners shall provide school (guidance) and career counselors with professional development to help eliminate the potential for demonstrating implicit or explicit bias in their work with students.  | Professional development for school (guidance) and career counselors shall include training in anti-racist pedagogy.   |
| <b>SUBTASK 3.4.1(c)</b>  | Each local workforce development board, in collaboration with the LEA and other relevant State and local agencies, shall submit a report by 7/1 in FY 25–27 to AIB on the use of funds in FY 24–26 and their impact on providing career counseling.                                     |  |
| <b>SUBTASK 3.4.1(d)</b>  | CTE Committee shall conduct an evaluation in FY26 of each local career counseling agreement for best practices and disseminate its findings by 12/1/25 to all AIB, MSDE, LEAs, local workforce development boards, community colleges, and, if appropriate, State American Job Centers. |  |

Provide high-quality career counseling and CTE programs

Task 2, continued

|                                    |   |   |
|------------------------------------|---|---|
| <p>SUBTASK<br/><b>3.4.1(e)</b></p> | <p>MSDE and AIB shall provide professional development to guidance and career counselors on the Blueprint for Maryland’s Future so that they can advise students appropriately about post-CCR options starting in FY24.</p> | <p>MSDE and AIB shall consult with LEAs, local workforce development boards, community colleges, and State American Job Centers in creating the content of its professional development for (school) guidance and career counselors and counselors employed directly by local workforce development boards.</p> |
|------------------------------------|---|---|

**TASK 2** 45% of high school students shall earn an industry-recognized credential

| Major Subtask                      | Requirements/Guidance for Implementation  |  |
|------------------------------------|---|--|
| <p>SUBTASK<br/><b>3.4.2(a)</b></p> | <p>By 6/1/24*, CTE Committee shall establish for each school year between 2023–24 and the 2030–31 school years, inclusive, statewide goals that reach 45% by the 2030–31 school year for the percentage of high school students who, prior to graduation, complete the high school level of a registered apprenticeship or another industry-recognized occupational credential.</p> | <p>To the extent practicable, CTE Committee shall ensure that the largest number of students achieve the requirement of this subsection by completing a high school level of a registered apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor.</p> <p>After the statewide annual goals are established, AIB in collaboration with CTE Committee and MSDE may develop specific LEA goals to reach the statewide 45% goal by 2031.</p> |
| <p>SUBTASK<br/><b>3.4.2(b)</b></p> | <p>CTE Committee shall report to the Governor, General Assembly, and AIB on the progress toward attaining annual goals toward reaching 45% of high school students earning an industry-recognized credential, including completing the high school level of an apprenticeship by 12/1 each year.</p>  | <p>CTE Committee in collaboration with AIB shall determine which credentials will count toward the 45% goal.</p>   |

*\*Implementing this requirement is contingent on legislative change. The AIB will recommend making a legislative change to update this date to 6/1/24.*

Provide high-quality career counseling and CTE programs

| <b>TASK 3 CTE Committee annually submits deployment plan for CTE Expert Review Teams (ERTs) to AIB and visits 10% of schools annually until all schools are visited at least once</b>   |  |  |
|---|--|--|
| Major Subtask   | Requirements/Guidance for Implementation   |  |
| <b>SUBTASK 3.4.3(a)</b><br>CTE Committee shall choose members of CTE ERTs in FY24.  | Members of the CTE ERTs shall, to the extent practicable, reflect the geographic, racial, ethnic, linguistic, and gender diversity of the population of public school students, from the following groups: <ul style="list-style-type: none"> <li>• Highly regarded CTE teachers who are represented by teachers' organizations that, for purposes of collective bargaining, represent a majority of teachers in the State or a local school system;</li> <li>• School leaders;</li> <li>• Employers;</li> <li>• Trade unions; and</li> <li>• Apprenticeship and internship sponsors.</li> </ul> |  |
| <b>SUBTASK 3.4.3(b)</b><br>CTE Committee shall deliver training for reviewers on the Blueprint and the review process from FY24–31.   | During a school visit, the CTE ERT shall conduct interviews, observe classes, and use other data to determine whether student progress is insufficient toward successful completion of the CTE pathway, and develop recommendations, measures, and strategies to address the issues identified by the CTE ERT.   |  |
| <b>SUBTASK 3.4.3(c)</b><br>CTE Committee shall use State accountability data to identify schools for the CTE Expert Review Teams to investigate in which sufficient numbers of students/ groups of demographically distinct students are not making adequate progress towards the completion of the CTE pathway from FY24–31. | CTE Committee shall develop and submit to AIB a plan to deploy the CTE ERT in the following school year.<br><br>CTE Committee shall schedule the CTE ERT school visits in a manner designed to provide CTE Committee and MSDE with sufficient information to make informed decisions on the release of school funds conditioned on student performance, including adequate time for a school to respond to an ERT's report and recommendations before decisions are made regarding the retaining of school funds.  |  |
| <b>SUBTASK 3.4.3(d)</b><br>CTE ERTs shall submit reports with recommendations to address identified issues from FY24–31.  | After ERTs submit a report, the school, LEA, employers, and apprenticeship or internship sponsors shall review the report and recommendations.<br><br>If necessary, schools shall submit plans to CTE Committee addressing recommendations in the report.  |  |

continued...

Provide high-quality career counseling and CTE programs

| <p>TASK<br/><b>4</b></p>           | <p><b>LEAs offer a robust set of CTE programs that allow students to earn an industry-recognized credential or postsecondary certificate, including completing the high school level of a registered apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor</b></p> |  |
|------------------------------------|--|--|
| Major Subtask                      | Requirements/Guidance for Implementation   |  |
| <p>SUBTASK<br/><b>3.4.4(a)</b></p> | <p>CTE Committee shall be established within the Governor’s Workforce Development Board in FY23.</p>   | <p>CTE Committee shall consist of individuals who collectively reflect, to the extent practicable, the geographical, racial, ethnic, cultural, and gender diversity of the State.</p> <p>CTE Committee shall be composed of the following members of the Governor’s Workforce Development Board:</p> <ul style="list-style-type: none"> <li>• The State Superintendent;</li> <li>• The Secretary of Higher Education;</li> <li>• The Secretary of Labor;</li> <li>• The Secretary of Commerce;</li> <li>• The Chair of the Skills Standards Advisory Committee; and</li> <li>• Six members jointly selected by the Governor, the President of the Senate, and the Speaker of the House of Delegates, who collectively represent:                             <ul style="list-style-type: none"> <li>– Employers;</li> <li>– Industry or trade associations;</li> <li>– Labor organizations;</li> <li>– Community colleges;</li> <li>– The agricultural community; and</li> <li>– Experts in CTE programming.</li> </ul> </li> </ul> <p>The Governor, the President of the Senate, and the Speaker of the House of Delegates shall jointly appoint a chair of the CTE Committee from among the Committee’s members.</p> |

Provide high-quality career counseling and CTE programs

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|------------------------------------|---|---|
| <p>SUBTASK<br/><b>3.4.4(b)</b></p> | <p>CTE Committee shall monitor the progress of CTE in the State, including progress on implementing the CTE goals identified in the Blueprint, and share information on career and technical education with AIB starting in FY23.</p>           | <p>CTE Committee shall perform any other duties assigned by the Governor's Workforce Development Board.</p> <p>CTE Committee may contract with a public or private entity to research and analyze the provision of CTE to students.</p> <p>CTE Committee may create advisory structures necessary to ensure essential input from educators, parents, unions, employers, apprenticeship sponsors, community organizers, local workforce boards, and other key stakeholders.</p> <p>CTE Committee may adopt any regulations necessary to carry out its duties and administer CTE in the State.</p> <p>CTE Committee may make grants to innovative programs developed by public schools, postsecondary institutions, apprenticeship sponsors, nonprofits, and other individuals that further the Committee's purpose.</p> <p>MLDSC, MSDE, and other State agencies shall share relevant data on CTE progress with the CTE Committee.</p> |
| <p>SUBTASK<br/><b>3.4.4(c)</b></p> | <p>CTE Committee shall develop a statewide framework for CTE that prepares students for employment in a diverse, modern economy.</p> <p>Beginning in the 2023–2024 school year, CTE programs shall be aligned with the statewide framework.</p> | <p>The framework shall identify CTE pathways aligned with State workforce needs and prioritize apprenticeship opportunities as the preferred industry recognized credential to the extent practicable.</p> <p>The framework shall define what constitutes a rigorous CTE pathway and how LEAs will support students pursuing CTE pathways.</p> <p>CTE Committee shall bring together representatives from public schools, institutions of postsecondary education, and the business community, including nonprofit entities and apprenticeship sponsors, to ensure that CTE programs are aligned with the State's economic development and workforce goals and operate with the best global practices.</p>  |

Provide high-quality career counseling and CTE programs

Task 4, continued

|                                    |  |   |
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| <p>SUBTASK<br/><b>3.4.4(d)</b></p> | <p>The CTE Skills Standards Advisory Committee shall make recommendations and provide advice to CTE Committee on setting occupational standards necessary for a strong CTE system that will form the basis of the post-CCR CTE pathway starting in FY23.</p> | <p>Members shall be appointed by CTE Committee chair and include employers, unions, apprenticeship sponsors, and other experts on occupational skills, including agricultural skills.</p> <p>To the extent practicable, the Advisory Committee shall be composed of members of the Governor’s Workforce Development Board who do not serve on the CTE Committee.</p> <p>The Advisory Committee shall make recommendations concerning a comprehensive array of career advancement guidelines; credentials to be issued at each stage of advancement and criteria necessary to be awarded a particular credential; and necessary adjustments to ensure that the CTE system remains globally competitive and administered according to global best practices.</p> <p>The Advisory Committee shall strive to create a system of career progression that is attuned to State workforce needs; integrates industries; features performance assessments; allows students to transfer skills and education between career fields; incorporates as much education in a job setting as is practicable; incorporates workplace soft skills; and incorporates education in high school, community college, and other postsecondary occupation programs into a seamless whole that will provide students with credentials that build on one another.</p> |
| <p>SUBTASK<br/><b>3.4.4(e)</b></p> | <p>CTE Committee shall approve, reject, or modify proposals made by the CTE Skills Standards Advisory Committee to establish CTE programs for public school students starting in FY23.</p>   | <p>CTE programs shall be required to meet Blueprint standards and systems implemented by CTE Committee.</p> <p>Beginning in FY 24, the adoption of programs relating to, and the provision of, career and technical education by county boards, the State Board, and community colleges shall be consistent with the system implemented by CTE Committee.</p>   |
| <p>SUBTASK<br/><b>3.4.4(f)</b></p> | <p>CTE Committee shall adopt and, where appropriate, develop and regularly update a comprehensive and cohesive system of occupational skills standards to drive the State’s CTE system starting in FY23.</p>   |   |
| <p>SUBTASK<br/><b>3.4.4(g)</b></p> | <p>CTE Committee shall work with the business community, including nonprofit entities and apprenticeship sponsors, to develop CTE learning opportunities starting in FY23.</p>   |   |

Provide high-quality career counseling and CTE programs

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| <p>SUBTASK<br/><b>3.4.4(h)</b></p> | <p>CTE Committee shall set content qualification and recruitment standards for CTE instructors in FY24.</p>  | <p>CTE Committee shall consult with stakeholders, including (but not limited to) existing teacher workforce and industry leaders in identifying content qualification and recruitment standards for CTE instructors.</p>   |
| <p>SUBTASK<br/><b>3.4.4(i)</b></p> | <p>CTE Committee shall determine which programs should be approved for credit towards high school graduation requirements in FY24.</p>   | <p>CTE Committee shall consult with stakeholders, including (but not limited to) educators and students in determining which programs shall be approved for credit.</p>  |
| <p>SUBTASK<br/><b>3.4.4(j)</b></p> | <p>CTE Committee shall allocate roles and responsibilities to State agencies for the credentialing of students engaged in CTE programs starting in FY23.</p>   |  |
| <p>SUBTASK<br/><b>3.4.4(k)</b></p> | <p>CTE Committee shall address operational issues associated with delivering CTE programs to students, including transportation to and from job sites starting in FY23.</p>  |  |
| <p>SUBTASK<br/><b>3.4.4(l)</b></p> | <p>CTE Committee shall submit an annual report by 12/1 to the Governor, General Assembly, and AIB with an assessment of CTE within the State, as well as statutory, regulatory, budgetary, and structural changes needed to address the CTE system's evolving challenges starting in FY23.</p> | <p>Student-level information in the report shall be disaggregated by race, ethnicity, gender, family income level, linguistic, and disability status.</p>  |
| <p>SUBTASK<br/><b>3.4.4(m)</b></p> | <p>CTE Committee shall review agency budget proposals involving CTE and make annual recommendations to the Governor and General Assembly on or before 12/15.</p>   |  |
| <p>SUBTASK<br/><b>3.4.4(n)</b></p> | <p>MSBE shall request a waiver from the U.S. Department of Education to transfer responsibility for administering the Carl Perkins CTE Act to the CTE Committee in FY22.</p>   | <p>In the absence of a waiver option, MSDE and the CTE Committee shall enter into an agreement to administer Perkins V funding collaboratively pursuant to the CTE Committee's framework to implement the Blueprint's CTE requirements and goals. The agreement shall be submitted to the Governor, General Assembly, and AIB by 9/1/23.</p> |

Provide high-quality career counseling and CTE programs

Task 4, continued

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| SUBTASK<br><b>3.4.4(o)</b> | Maryland Department of Labor's Division of Workforce Development and Adult Learning shall present a 10-year plan (2022-2031) to pursue federal grant money to the Governor's Workforce Development Board, AIB, the Senate Budget and Taxation Committee, and the House Committee on Ways and Means (originally by 12/31/21). |
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#### PILLAR 4

### **MORE RESOURCES FOR STUDENTS TO BE SUCCESSFUL**

Student success begins when the needs of students of all backgrounds, abilities, and households are identified and met.



## The Key Actors

AIB

- Community and advocacy organizations
  - Behavioral health coordinators
  - Community members
  - Community school coordinators
  - The Consortium on Coordinated Community Supports
  - County governments (including Baltimore City)
  - Education support professionals
  - The General Assembly
  - The Governor
  - Interagency Commission on School Construction
- Juvenile Services Education Program Board
  - Local Blueprint Coordinators
  - Local education agencies (LEAs)
  - Local superintendents
- Maryland Department of Health (MDH)
- Maryland Longitudinal Data System (MLDS)
- Maryland State Board of Education (MSBE)
- Maryland State Department of Education (MSDE)
- Maryland State Superintendent of Schools
- National Center on School Mental Health
  - Parents/guardians/families
  - The public
  - Students
  - Teachers
  - Teachers' unions
- Workgroup on English Learners (WEL)
- Youth-Serving Agencies



## The Plan

Providing more supports to students who need them the most, including:

- broad and sustained new academic, social service, and health/behavioral health supports and services for students and schools that need them the most;
- significantly increased funding for special education to improve outcomes;
- additional funding for English Learners (EL) students, including EL family coordinators;
- a new program for schools with high concentrations of students from low-income households (up to 185% of the federal poverty level (FPL)) in addition to student-based funding through the compensatory education formula. The new Concentration of Poverty School Grants will fund community schools that coordinate needed social services, before- and after-school and summer academic and enrichment programs, and expanded student access to school-based health services. In addition to a base amount for each school, the amount of additional funding will be based on the concentration of poverty in a school above 55%; and
- the new Consortium on Coordinated Community Supports within the Community Health Resources Commission in the Department of Health to support the development of community partnerships and models for delivering and expanding behavioral health services to students in every school system to meet student behavioral health needs.



### Expected Outcomes

- Students who are from low-income households, attend schools with high concentrations of students who are from low-income families, who are English learners, and/or who require special education services receive the additional resources and services they need to achieve success in school and overall health and well-being. By FY2032, these students meet the college and career readiness (CCR) standard at the same rate as other students.
- All students who need behavioral health services can access them.



### Pillar Goals

- Gaps in achievement between students from low-income households, who are English learners or who require special education services and the overall student population are reduced over time and are significantly reduced by FY2032.
- Increasing rates of students attending community schools that receive Concentration of Poverty School Grants stay on track, meet CCR, and graduate with a goal of significantly reducing gaps in these measures between these students and the overall student population by FY2032.
- Increasing rates of English language learners stay on track, meet CCR, and graduate, with a goal of significantly reducing the gap in these measures between English language learners and the overall student population by FY2032.
- Increasing rates of students receiving special education services stay on track, meet CCR, and graduate, with a goal of significantly reducing the gap in these measures between students receiving special education services and the overall student population by FY2032.
- Student behavioral health needs are increasingly identified and addressed through a network of coordinated community supports and services.


 See the *Pillar Four Implementation Timeline* for a complete list of pillar-specific objectives, their associated tasks and subtasks, and their timeline for implementation by fiscal year.  
<https://aib.maryland.gov/Pages/BCPDownloads.aspx>

## PILLAR 4 | OBJECTIVE 1

*Accurately identify students from low-income households as a proxy for students who need more resources to be successful*



### Goals

- Maryland students from low-income households are accurately identified.
- Maryland schools serving high percentages of students from low-income households are accurately identified.



### Milestones

★ **12/1/22** MSDE shall collect the necessary data to implement the neighborhood indicators of poverty methodology recommended in MSDE's report to calculate the compensatory education formula and the Concentration of Poverty school grants by 12/1/22 (Subtask 4.1.3(b)).

★ **FY23** MSDE shall modify the direct certification system so that it can receive and process Medicaid data while not double counting students who appear in Medicaid counts and counts for other categories (Subtask 4.1.1(a)).

MSDE and the Maryland Department of Health (MDH) shall complete an MOU on how and when student data will be exchanged so that data is used safely and securely to determine enrollment counts (Subtask 4.1.1(c)).



## Reports

### 11/1/22

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MSDE shall submit a final report on incorporating neighborhood indicators of poverty to determine a school's eligibility for additional supports by 11/1/22 (Task 4.1.3).

### 12/1/23

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MSDE shall report findings to AIB on the possibility of using State income tax data from the Comptroller's office to verify income eligibility without collecting forms from students' families by 12/1/23 (Subtask 4.1.4(a)).

### 6/15/23

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The Juvenile Services Education Program Board shall report on how funding for students who enter the juvenile services system is tracked in their implementation plan to be submitted on 6/15/23 (Subtask 4.1.5(a)).



## Implementation Considerations

The following State and/or local-level conditions, factors, or issues may affect the Blueprint's implementation and success in realizing its expected outcomes. AIB will monitor these considerations on an ongoing basis.

- Identification of students experiencing homelessness and/or students from immigrant or mixed status families in enrollment counts
- Accurate identification of low-income students as a proxy for students who need more resources
- Implementation of the alternative State form to collect income eligibility information from families
- Consider if the alternative State form can be used for other purposes, such as to address college application and prep test fees
- If a neighborhood poverty index is used to allocate funding, ensure that funds follow students to their school
- Efficacy of using the number of students from low-income households as a proxy for students who need more resources to be successful

Accurately identify students from low-income households as a proxy for students who need more resources to be successful

| TASK 1   |   |   |
|--|---|---|
| Include Medicaid data in Direct Certification of income eligibility data as a proxy for eligibility for free- and reduced-price meals (FRPM) starting in FY 23 |   |   |
| Major Subtask  | Requirements/Guidance for Implementation  |   |
| SUBTASK 4.1.1(a)   | MSDE shall modify the direct certification system so that it can receive and process Medicaid data while not double counting students who appear in Medicaid counts and counts for other categories beginning in FY23.  | MSDE shall incorporate Medicaid data into direct certification counts beginning in FY23 for formula funding calculations beginning in FY24. |
| SUBTASK 4.1.1(b)   | MSDE shall perform a match between Medicaid counts and enrolled students in order to determine the public school Medicaid count annually starting in FY23.  |   |
| SUBTASK 4.1.1(c)   | MSDE and the Maryland Department of Health (MDH) shall complete an MOU on how and when student data will be exchanged so that data is used safely and securely to determine enrollment counts in FY23.  | MSDE and MDH confirmed the completion of the MOU in July 2022.  |
| SUBTASK 4.1.1(d)   | MSDE shall submit an interim report to the General Assembly and AIB that includes the fiscal year for which Medicaid data can be incorporated into the Direct Certification of students eligible for the compensatory education program on or before 11/1/21. |   |

Accurately identify students from low-income households as a proxy for students who need more resources to be successful

| <b>TASK 2 State alternative income eligibility form shall be collected by certain schools by SY22-23</b> |  |  |
|--|--|--|
| Major Subtask  | Requirements/Guidance for Implementation   |  |
| <b>SUBTASK 4.1.2(a)</b>  | MSDE shall develop a State alternative income eligibility form in FY22.  | The form shall include a statement indicating that the income information shall be used to determine local and State funding for education.<br><br>The alternative income eligibility form must be available in an electronic format and allow a family to opt out of returning the form to the collecting school. |
| <b>SUBTASK 4.1.2(b)</b>  | Schools participating in the U.S. Department of Agriculture's community eligibility provisions (CEP) may not be required to collect the form until the school year after the form is adopted by MSDE, after a period of comment from LEAs. Each school that is participating in the United States Department of Agriculture community eligibility provision shall collect the form and other schools may collect the form. |  |
| <b>SUBTASK 4.1.2(c)</b>  | MSDE shall submit an interim report to the General Assembly and AIB that includes the plan for developing and using the State alternative income eligibility form (initially due on or before 11/1/21).  |  |

Accurately identify students from low-income households as a proxy for students who need more resources to be successful

| TASK 3 MSDE submits a final report on incorporating neighborhood indicators of poverty to determine a school's eligibility for additional supports by 11/1/22 |  |
|---|--|
| Major Subtask   | Requirements/Guidance for Implementation   |
| SUBTASK 4.1.3(a)  | MSDE shall evaluate the American Community Survey data available to provide school district poverty estimates as well as the Area Deprivation Index to rank neighborhoods by socioeconomic status.   |
| SUBTASK 4.1.3(b)  | MSDE shall collect the necessary data to implement the neighborhood indicators of poverty methodology recommended in MSDE's report to calculate the compensatory education formula and the Concentration of Poverty school grants by 12/1/22. AIB shall work with MSDE, the Governor's office, and the General Assembly to determine if this methodology should be implemented and, if so, how it should be implemented. |

| TASK 4 MSDE explores possibility of using State income tax data from the Comptroller's office to verify income eligibility without collecting forms from students' families |   |
|---|---|
| Major Subtask   | Requirements/Guidance for Implementation      |
| SUBTASK 4.1.4(a)  | MSDE shall report findings to AIB by 12/1/23. |

| TASK 5 MSDE and the Juvenile Services Education Program Board determine whether funding associated with students included in the LEA enrollment counts follows students who enter the juvenile services system |  |
|--|--|
| Major Subtask  | Requirements/Guidance for Implementation   |
| SUBTASK 4.1.5(a)   | The Juvenile Services Education Program Board shall report on how this funding is tracked in their implementation plan to be submitted on 6/15/23. |

*Improve the education of English Learners (EL)*



**Goals**

- More English learners meet annual expected English proficiency targets and exit EL services as soon as possible.
- Schools across the state deliver a consistent, high-quality education program with tailored supports for English learners and their families.



**Milestones**



★ **FY24** MSDE and LEAs shall implement WEL's recommendations to improve the education of multilingual learners in Maryland pre-K–12 schools (Subtask 4.2.2(b)).



**Implementation Considerations**

The following State and/or local-level conditions, factors, or issues may affect the Blueprint's implementation and success in realizing its expected outcomes. AIB will monitor these considerations on an ongoing basis.

- Supply of EL teachers and bilingually certified school personnel statewide
- Need for a mandated comprehensive language access policy for MSDE and public schools
- Need for a statewide approach to expansion of two-way immersion programs



**Reports**

**12/1/22** (AIB requested early submission 11/1/22)

WEL shall submit a final report with its findings and recommendations, including addressing learning loss resulting from the COVID-19 pandemic (Task 4.2.2).

**Requirements**

WEL shall:

- collect and report data on the number and percent of EL students at each P-12 school, the services available to them, and the accessibility of P-12 teachers, administrators, and staff to EL students and their families;
- review methods of teaching and providing services to EL students in public P-12 schools in the State;
- make recommendations on improving the education of EL students in P-12 schools in the State, including whether additional funding should be provided and addressing learning loss as a result of the COVID-19 pandemic; and
- identify professional responsibilities and criteria for EL family coordinators.

**FY24, ongoing**

LEAs shall report on the implementation of EL family coordinators (Subtask 4.2.3(b))

Improve the education of English Learners (EL)

| TASK 1   |   |  |
|--|---|--|
| Establish a workgroup to collect student data and review instructional methods and services provided to English learners in FY22 |   |  |
| Major Subtasks   | Requirements/Guidance for Implementation  |  |
| SUBTASK 4.2.1(a)   | WEL shall collect data on the number and percent of EL students at each P-12 school; the services available to them; and the accessibility of P-12 teachers, administrators, and staff to EL students and their families.         | WEL's data collection shall include whether bilingual front office staff are available to assist parents, school security personnel are able to assist EL students, school guidance counselors can work effectively with EL students, and teachers and classroom aides can effectively teach and work with EL students.  |
| SUBTASK 4.2.1(b)   | WEL shall review methods of teaching and providing services to EL students in public P-12 schools in the State.   | WEL's review shall include methods used in the State, other states and other countries; for recruiting and retaining bilingual teachers and staff; and for recruiting teachers from other countries who speak other languages and only need to obtain a Maryland teaching certificate to teach in the State.   |
| SUBTASK 4.2.1(c)   | WEL shall make recommendations on improving the education of EL students in P-12 schools in the State, including whether additional funding should be provided and addressing learning loss as a result of the COVID-19 pandemic. |  |
| SUBTASK 4.2.1(d)   | MSDE shall identify professional responsibilities and criteria for EL family coordinators by 12/1/23.   | <p>EL family coordinator responsibilities shall include translation services for communication between school personnel and parents through a bilingual liaison; cultural competency training for school personnel; referrals to outside resources that a school may not be able to directly provide; and other family support/engagement, subject to applicable collective bargaining requirements.</p> <p>MSDE shall design cultural competency training for EL family coordinators to deliver to school personnel by 6/1/24.</p> <p>EL family coordinators shall provide cultural competency training designed by MSDE to both incoming and current school personnel starting in the 2024–25 academic year.</p> |

Improve the education of English Learners (EL)

| <b>TASK 2 WEL submits a final report with its findings and recommendations, including addressing learning loss resulting from the COVID-19 pandemic, by 12/1/22 (AIB requested early submission by 11/1/22)</b> |   |  |
|---|---|--|
| Major Subtasks  | Requirements/Guidance for Implementation  |  |
| <b>SUBTASK 4.2.2(a)</b><br>AIB shall incorporate WEL's findings and recommendations into its Blueprint Comprehensive Implementation Plan.   | WEL submitted an interim report of its findings to the Governor and General Assembly on 12/1/21 and a final report on 11/1/22.  |  |
| <b>SUBTASK 4.2.2(b)</b><br>MSDE and LEAs shall implement WEL's recommendations to improve the education of EL students in Maryland P-12 schools.  | Recommendations from WEL to be implemented include: <ul style="list-style-type: none"> <li>• Develop and implement a statewide strategy to promote and formally reinforce asset-based perspectives regarding ELs at the State, LEA, school, and classroom levels.</li> <li>• Develop and implement a structured literacy policy that incorporates effective English language development practices to improve reading outcomes for ELs.</li> <li>• Develop resources, curricula, and instructional materials across all content areas that meet the needs of English Learners.</li> <li>• Expand the development of assessments in ELs' dominant language(s) that will accurately demonstrate their academic achievement and language proficiency.</li> <li>• Hold MSDE, LEAs, and schools accountable for EL achievement at all stages of English language development through enhanced reporting of data on English learners.</li> <li>• Require all educator preparation programs to provide training in EL-related teacher competencies.</li> <li>• Ensure that unnecessary barriers do not limit multilingual candidates from becoming certified teachers in Maryland.</li> <li>• Expand dual certification offerings (English for Speakers of Other Languages (ESOL) combined with another certification area).</li> <li>• Support LEAs in increasing the number of conditionally certified ESOL teachers who earn certification.</li> <li>• Adopt a standardized, comprehensive method for identifying, collecting, and sharing information about young English learners that is required across all LEAs and childcare providers.</li> <li>• Adopt a statewide plan for supporting young English learners in pre-K and early childhood settings that provides guidance, service models, and strategies for meeting their instructional needs and family engagement.</li> </ul> continued... |  |

Improve the education of English Learners (EL)

Task 2, continued

|                            |   |   |
|----------------------------|---|---|
| SUBTASK<br><b>4.2.2(b)</b> | MSDE and LEAs shall implement WEL's recommendations to improve the education of EL students in Maryland P-12 schools.<br><br>...continued | <ul style="list-style-type: none"> <li>▪ Implement customized supports for students with limited or interrupted formal education (SLIFE) that ensure that all students have equal access and opportunities for success.</li> <li>▪ Implement customized supports for ELs that ensure that English learners are accurately identified for gifted and talented services, have access to advanced coursework, and have equal access and opportunity to achieve success in a post-CCR pathway.</li> <li>▪ Provide training for all current educators focused on the assets of multilingualism and improving academic outcomes for ELs.</li> <li>▪ Revise Maryland's policy on reclassifying ELs to provide multiple measures for reclassification.</li> <li>▪ Provide EL student clinical opportunities for pre-service educators.</li> <li>▪ Adopt a bilingual certification and establish pathways for educators to become bilingually certified.</li> <li>▪ Expand Grow Your Own programs and other research-based efforts to recruit and train ESOL and bilingual educators.</li> </ul> |
|----------------------------|---|---|

| TASK<br><b>3</b>           | <b>Increase per-pupil funding for English Learners</b>  |  |
|----------------------------|---|--|
| Major Subtasks             | Requirements/Guidance for Implementation  |  |
| SUBTASK<br><b>4.2.3(a)</b> | English learner per-pupil amount shall immediately increase to include full funding, including for EL family coordinators, beginning in FY23. | Students who qualify for special education and EL funding are included in both funding formulas under the Blueprint. |
| SUBTASK<br><b>4.2.3(b)</b> | LEAs shall report on the implementation of EL family coordinators in their FY 24 Blueprint implementation plan submissions.                   | Requirements/guidance for reporting on EL family coordinators shall be based upon MSDE's recommendations.            |

*Improve education for students with disabilities*



**Goals**

- Special education funds are used to provide consistent, high-quality special education programs in all schools.
- Increased rate of students that require special education and/or other services meet annual expected progress targets as laid out in students' Individualized Education Plans (IEPs) and 504 plans.



**Milestones**

- ★ **FY25** MSDE and LEAs shall implement the workgroup's recommendations to improve the education of students receiving special education services in Maryland P-12 schools (Subtask 4.3.3(b)).



**Reports**

**12/1/24**

The Workgroup on Instruction and Services for Students with Disabilities shall submit a final report with its findings and recommendations (Task 4.3.3)

**Requirements**

The workgroup shall:

- collect and report data on the number and percent of students receiving special education services at each P-12 school, the services available to them, and the accessibility of P-12 teachers, administrators, and staff to these students and their families;
- review methods of teaching and providing services to students who receive special education services in public P-12 schools in the State; and
- make recommendations on improving the education of students receiving special education services in P-12 schools in the State, including whether additional funding should be provided and addressing learning loss as a result of the COVID-19 pandemic.

## PILLAR 4 | OBJECTIVE 3

### *Improve education for students with disabilities*



#### **Implementation Considerations**

The following State and/or local-level conditions, factors, or issues may affect the Blueprint's implementation and success in realizing its expected outcomes. AIB will monitor these considerations on an ongoing basis.

- Placement of students with disabilities in more restrictive environments
- Supports for the early identification of students who need special education services
- Availability of service providers for students with IEPs, including providers necessary for IEP-related health services
- Ways to monitor academic progress of students with 504 plans
- Need for enhanced reporting features on IEPs that ensure accurate tabulation of the number of related service providers (e.g. OT, PT, Speech, AT, etc) to meet the needs of students
- Supply of special education teachers statewide
- Delivery of special education services to students enrolled in the Department of Juvenile Services



#### **Technical Assistance**

Areas where additional support will likely be needed when developing and implementing plans. Technical assistance will be tailored to meet the unique needs of individual LEAs as much as possible.

- Provide technical assistance as needed to support the Workgroup on Instruction and Services for Students with Disabilities
- Ensure that LEAs both provide and receive necessary technical assistance to support the implementation of the Workgroup on Instruction and Services for Students with Disabilities' recommendations

Improve education for students with disabilities

| TASK 1 Increase per-pupil funding for students receiving special education services |   |   |
|---|---|---|
| Major Subtask   | Requirements/Guidance for Implementation  |   |
| SUBTASK 4.3.1(a)  | Special education per-pupil amount shall increase annually between FY22–32 and remains at 146% of the target per-pupil foundation amount from FY33 and thereafter.  | Students who qualify for special education and EL funding are included in both funding formulas under the Blueprint.  |
| SUBTASK 4.3.1(b)  | LEAs shall use special education per-pupil amounts to provide services required by a student's IEP or 504 plan beginning in FY23.   | Special education enhancement funds were provided to LEAs in FY20–22.   |
| SUBTASK 4.3.1(c)  | AIB shall monitor how additional special education funding is being used, including the aggregate number of children receiving special education services and the supports provided to them through this funding beginning in FY22. | If an LEA is not spending additional special education funding, the LEA shall provide a written response to AIB explaining why additional spending on special education is not necessary. |

| TASK 2 MSDE shall establish a workgroup to collect student data and review instructional methods provided to students who receive special education services in FY23 |  |  |
|--|--|--|
| Major Subtask  | Requirements/Guidance for Implementation   |  |
| SUBTASK 4.3.2(a)   | The workgroup shall collect data on the number and percent of students receiving special education services at each P-12 school, the services available to them, and the accessibility of P-12 teachers, administrators, and staff to these students and their families. | MSDE and AIB shall identify workgroup members representing various special education interests who demonstrate commitment to diversity, equity, and expertise.<br><br>The workgroup shall consult with members and other experts regarding necessary data collection.<br><br>The workgroup shall share its work plan with the AIB and provide regular updates on its progress. |

Improve education for students with disabilities

Task 2, continued

|                                    |   |   |
|------------------------------------|---|---|
| <p>SUBTASK<br/><b>4.3.2(b)</b></p> | <p>The workgroup shall review methods of teaching and providing services to students who receive special education services in public P-12 schools in the State.</p>  | <p>The workgroup's review shall include methods used in the State and other states and other countries, including addressing learning loss related to COVID-19, in addition to recruiting and retaining special education teachers and staff.</p> <p>The workgroup may expand the scope of its review based on the recommendations of its members and/or AIB and MSDE to include topics like the impact of teacher shortages on special education and resulting quality of services provided; supports provided to special educators; co-teaching models and supporting general educators in implementing co-teaching models as well as supporting special education students when a special educator is not providing services; increasing family involvement and collaboration in special education programming; and how top-performing systems structure the school day to effectively provide remediation and special education services.</p> |
| <p>SUBTASK<br/><b>4.3.2(c)</b></p> | <p>The workgroup shall make recommendations on improving the education of students receiving special education services in P-12 schools in the State, including whether additional funding is needed and addressing learning loss as a result of the COVID-19 pandemic.</p> | <p>The workgroup may make other recommendations related to additional topics studied by the workgroup.</p>  |

**TASK 3** The workgroup submits a final report with its findings and recommendations, including addressing learning loss resulting from the COVID-19 pandemic, by 12/1/24

| Major Subtask                      | Requirements/Guidance for Implementation   |  |
|------------------------------------|--|--|
| <p>SUBTASK<br/><b>4.3.3(a)</b></p> | <p>AIB shall incorporate the workgroup's findings and recommendations into the updated Blueprint Comprehensive Implementation Plan.</p>                                  | <p>The workgroup shall submit an initial report of its findings and recommendations to the Governor and General Assembly on its findings by 12/1/23, an interim report by 7/1/24, and a final report by 12/1/24.</p> |
| <p>SUBTASK<br/><b>4.3.3(b)</b></p> | <p>MSDE and LEAs shall implement the workgroup's recommendations to improve the education of students receiving special education services in Maryland P-12 schools.</p> |  |

*Provide supports for students attending schools with a high concentration of students from low-income households*



**Goals**

Community Schools receiving Concentration of Poverty School Grants show improvement in the following with a goal of significantly reducing gaps in these measures among student groups within the school and between these schools and other schools by FY2032:

- hiring and retaining diverse and high-quality teachers,
- student and teacher attendance rates,
- student discipline rates,
- parent/family engagement,
- school safety, and
- physical and mental health of students.



**Milestones**

- ★ Upon receiving personnel grant  
Community school coordinators shall be hired at the appropriate administrative level and understand, respect, and demonstrate a high degree of cultural awareness of and competency in the diversity of the community; in cross-cultural practice with stakeholders; and in restorative practices and trauma-responsive approaches when collaborating with students, families, communities, and stakeholders (Subtask 4.4.2.a).
- ★ **FY20** and beyond  
MSDE shall establish a Director of Community Schools position within MSDE to coordinate professional development for community school coordinators at each community school (Subtask 4.4.6).
- ★ **FY23** and beyond  
MSDE and AIB shall analyze the use of personnel and per-pupil grants for their authorized purposes by LEAs (Subtask 4.4.7).

## PILLAR 4 | OBJECTIVE 4

### *Provide supports for students attending schools with a high concentration of students from low-income households*



#### Reports

##### **FY22 and beyond**

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MSDE shall submit an annual report to DBM and DLS on the percentage of students at each school eligible for FRPM in the prior school year and each public school's eligibility for a grant in the upcoming fiscal year (Subtask 4.4.4(b)).

##### **Within one year of receiving a personnel grant**

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The community school coordinator shall submit the needs assessment within one year of receiving a personnel grant to MSDE and the LEA (Subtask 4.4.2(f)).

##### **Within one year of completing the needs assessment**

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Community school coordinators shall complete and submit an implementation plan with their LEA's approval to MSDE within one year of completing the needs assessment (Task 4.4.3)

The plan shall be submitted to MSDE once it has been approved by the LEA (Subtask 4.4.3(a)).

##### **Requirements**

- The implementation plan shall include the following:
- a strategy for providing wraparound services to address the needs of students, their families, and their communities, building on and strengthening community resources near the school;
- inclusion, if possible and practicable, of community partners in geographic proximity to the school that can assist in meeting the needs identified in the assessment;
- ensure that time is made available to train staff on the supports available, the need for the supports, and how to engage with the community school coordinator to access these supports; and
- strategies to maximize external non-State or non-local education funding.



## Implementation Considerations

The following State and/or local-level conditions, factors, or issues may affect the Blueprint's implementation and success in realizing its expected outcomes. AIB will monitor these considerations on an ongoing basis.

- Adequacy of Concentration of Poverty per-pupil funding to meet the needs of students and families in community schools
- State-level staff support for community school system
- Flexibility for LEAs in how they spend their Concentration of Poverty grants
- Use of personnel funds, including use of excess personnel funds
- Whether schools are meeting full-time health care coverage requirements and, if not, identify the barriers to meeting this requirement
- Capacity of staff to lead/facilitate extended learning time/out-of-school time
- Explore partnerships with after-school providers to support in-school and out-of-school time
- High quality professional development and technical assistance to support community school coordinators and staff selecting research-based programs, interventions and services to meet student and community needs



## Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans. Technical assistance will be tailored to meet the unique needs of individual LEAs as much as possible.

- Programmatic budgeting for LEAs
- Best practices for implementing community school models
- Professional development, coaching, and mentoring for community school leaders and staff
- Completing needs assessments

Provide supports for students attending schools with a high concentration of students from low-income households

| TASK<br><b>1</b>           |   | <b>Personnel grants are phased in through FY 2025 until grants are awarded to schools where at least 55% of students are eligible for FRPM (185% FPL)</b>  |  |
|----------------------------|---|--|--|
| Major Subtask              |   | Requirements/Guidance for Implementation   |  |
| SUBTASK<br><b>4.4.1(a)</b> | Personnel grants shall be used for staffing a community school coordinator and providing healthcare coverage. | <p>LEAs that have more than 40 eligible schools may expend no more than 50% of the funds distributed by the State, provided that a plan is developed in consultation with eligible schools that meets staffing and spending requirements specified in the Blueprint and is submitted to AIB.</p> <p>Eligible schools may only use excess personnel grant funds for providing wraparound services to students, completing needs assessments, and providing programming to meet certain COMAR requirements.</p> <p>Eligible schools that employed an individual in a position or had a community school coordinator prior to receiving a personnel grant shall receive the same amount of funds to be used for those positions or coverage after receiving a personnel grant.</p> <p>If an eligible school becomes ineligible, the school shall remain entitled to the personnel grant for two school year after the school loses eligibility.</p> <p>Eligible schools shall provide full-time health care coverage by at least one licensed physician, physician's assistant, or registered nurse during school hours, including any extended learning time.</p> <p>MSDE shall develop tools to monitor "levels of coverage" by an onsite healthcare provider(s) (including registered nurses) as well as the number of vacancies in health-related positions.</p> <p>MSDE shall provide an accounting of personnel grants that identify salaries, benefits, and other expenses related to full-time health staffing as well as how excess funding from the personnel grants are spent.</p> |  |

Provide supports for students attending schools with a high concentration of students from low-income households

| <b>TASK 2 Community school coordinators shall establish a community school and conduct a school-level needs assessment in partnership with local entities/agencies</b> |   |   |
|--|---|---|
| Major Subtask  | Requirements/Guidance for Implementation  |   |
| <b>SUBTASK 4.4.2(a)</b>  | Community school coordinators shall be hired at the appropriate administrative level and understand, respect, and demonstrate a high degree of cultural awareness of and competency in the diversity of the community; in cross-cultural practice with stakeholders; and in restorative practices and trauma-responsive approaches when collaborating with students, families, communities, and stakeholders. | Community school coordinators may be a social worker and employed by the school district.<br><br>MSDE shall provide guidance around salaries (with appropriate cost of living adjustments) and job descriptions of community school coordinators.   |
| <b>SUBTASK 4.4.2(b)</b>  | Community school coordinators shall establish a community school and coordinate support programs that address out-of-school learning barriers for students and families.  | MSDE shall create a socially just and equitable framework for community school implementation rooted in research and evidenced-based practices from other states, including practices focused on family and community engagement, school climate and culture, and student mobility.<br><br>Support programs shall include wraparound services and, as appropriate: <ul style="list-style-type: none"> <li>▪ tutoring;</li> <li>▪ English language learner courses;</li> <li>▪ early childhood development and parenting classes;</li> <li>▪ college and career advising;</li> <li>▪ employment opportunities;</li> <li>▪ citizenship education;</li> <li>▪ arts programming;</li> <li>▪ food pantries; and</li> <li>▪ school-based behavioral and physical health services, including occupational therapy.</li> </ul> The community school framework shall include interagency collaboration to coordinate the wraparound services that families need. |

Provide supports for students attending schools with a high concentration of students from low-income households

Task 2, continued

|                                    |   |   |
|------------------------------------|---|---|
| <p>SUBTASK<br/><b>4.4.2(c)</b></p> | <p>In conducting the needs assessment, the community school coordinator shall assess the physical, behavioral, and mental health needs/wraparound service needs of students and their families and communities.</p> | <p>MSDE shall develop a template for needs assessments that all community school coordinators shall use.</p> <p>MSDE shall guide community school coordinators to approach families and communities with an asset-based frame in conducting the needs assessment.</p> <p>MSDE shall develop data collection tools for conducting needs assessments that all community school coordinators shall use.</p> <p>The community school coordinator shall collaborate with the principal, a school health care practitioner, and a parent teacher organization or school council to complete the assessment.</p> |
| <p>SUBTASK<br/><b>4.4.2(d)</b></p> | <p>The community school coordinator shall submit the needs assessment within one year of receiving a personnel grant to MSDE and the LEA.</p>   | <p>MSDE shall aggregate needs assessments to identify trends in their results that are shared publicly and that will be used to inform supports for community schools, including professional development for community school coordinators.</p> <p>MSDE shall share needs assessments with AIB within one month of their submission date.</p>  |



Provide supports for students attending schools with a high concentration of students from low-income households

TASK  
**3**

**Community school coordinators complete and submit an implementation plan with their LEA's approval to MSDE within one year of completing the needs assessment**

| Major Subtask                      | Requirements/Guidance for Implementation  |
|------------------------------------|---|
| <p>SUBTASK<br/><b>4.4.3(a)</b></p> | <p>Community school coordinators shall submit their plan to MSDE once it has been approved by the LEA.</p> <p>MSDE shall develop criteria that they will use to assess all community school implementation plans and provide feedback for their improvement.</p> <p>The implementation plan shall include:</p> <ul style="list-style-type: none"> <li>• a strategy for providing wraparound services to address the needs of students, their families, and their communities, building on and strengthening community resources near the school;</li> <li>• inclusion, if possible and practicable, of community partners in geographic proximity to the school that can assist in meeting the needs identified in the assessment;</li> <li>• ensure that time is made available to train staff on the supports available, the need for the supports, and how to engage with the community schools coordinator to access these supports; and</li> <li>• strategies to maximize external non-State or non-local education funding.</li> </ul> <p>MSDE shall share implementation plans with AIB within one month of their submission date.</p> |

Provide supports for students attending schools with a high concentration of students from low-income households

| <b>TASK 4 Phase in the provision of per-pupil funding on a sliding scale through FY 2027 for schools with a concentration of student poverty above 55%</b> |   |   |
|--|---|---|
| Major Subtask  | Requirements/Guidance for Implementation  |   |
| <b>SUBTASK 4.4.4(a)</b>  | Schools shall use per-pupil funding to provide wraparound services, including extended learning time and healthcare/social services, and other programs and services identified in the needs assessment to students and their families. | LEAs that have more than 40 eligible schools may expend no more than 50% of the funds distributed by the per-pupil grant, provided that a plan is developed in consultation with eligible schools that meets program and service requirements specified in the Blueprint and is submitted to AIB.<br><br>LEAs may request flexibility in distributing funds through AIB’s appeal process.<br><br>AIB shall establish an appeal process for LEA flexibility in the allocation of concentration of poverty and special education funding (to be established in FY24). |
| <b>SUBTASK 4.4.4(b)</b>  | MSDE shall submit an annual report to the DBM and DLS on the percentage of students at each school eligible for FRPM in the prior school year and each public school’s eligibility for a grant in the upcoming fiscal year.             |   |

| <b>TASK 5 A community school or community school coordinator may solicit assistance and support from community partners</b> |  |  |
|---|--|--|
| Major Subtask   | Requirements/Guidance for Implementation   |  |
| <b>SUBTASK 4.4.5(a)</b>   | MSDE shall provide guidance and support to community school coordinators on integrating schools and their communities. |  |

Provide supports for students attending schools with a high concentration of students from low-income households

**TASK 6** There is a Director of Community Schools position within MSDE to coordinate professional development for community school coordinators and staff at each community school

| Major Subtask   | Requirements/Guidance for Implementation   |
|---|--|
| <p><b>SUBTASK 4.4.6(a)</b> In addition to the funding provided for the Director of Community Schools position in the Department, the Governor may include an appropriation of at least \$100,000 in the annual budget to the Department for the Director of Community Schools to provide training and technical assistance to community schools and for additional staff.</p> | <p>Professional development for community school coordinators shall include comprehensive training on evidence-based practices for the implementation of wraparound services as well as collaborative leadership practices and strategies that shall be implemented at the school level.</p> |

**TASK 7** MSDE and AIB shall analyze the use of personnel and per-pupil grants for their authorized purposes by LEAs starting in FY23



# PILLAR 4 | OBJECTIVE 5

## Enhance student health services



### Goals

- Student behavioral health needs are identified and all students have access to behavioral health services through school-based or community-based services.
- Students have access to physical health services in their schools or communities.



### Milestones

- ★ **FY23** MSBE shall adopt regulations to implement behavioral health training (Subtask 4.5.3(b)).
- ★ **FY23** The Consortium shall develop a statewide framework for community supports partnerships that ensures supports and services are provided in a holistic and non-stigmatized manner and is coordinated with other youth-serving government agencies (Subtask 4.5.4(c)).
- ★ **FY24** The Consortium shall develop a geographically diverse plan to ensure each student can access services and supports that meet the student's behavioral health needs and related challenges within a 1-hour drive of their residence (Subtask 4.5.4(h)).
- ★ **FY24** The Consortium, in consultation with the National Center on School Mental Health and in coordination with MLDS and AIB, shall develop metrics to determine whether community partnership services are positively impacting students, their families, and their communities (Subtask 4.5.4(j)).
- ★ **FY24** MSDE, MDH, DHS, the Consortium, and LEAs shall coordinate to establish memorandums of understanding regarding data sharing to implement identified best practices (Subtask 4.5.6(a)).



## Reports

### 11/1/22

LEAs shall develop a plan to enhance and expand school behavioral health service availability and ensure that schools without a school-based health center will organize response plans to connect all students to community-based behavioral health and other services as needed, and each LEA shall report their plan to AIB, the Governor, and the General Assembly on or before 11/1/22 (Subtask 4.5.2(c)).

#### Requirements

- The plan shall ensure that all students have some exposure and access to behavioral health programming and services taking into account the needs assessment conducted by community school coordinators.

### Initial report due 12/1/22; due annually on 7/1 thereafter

The Consortium shall submit an annual report on 7/1 to AIB, the Governor, and the General Assembly on the Consortium's activities, the creation of community supports partnerships and the areas served by the partnerships, and grants awarded to the partnerships (initial report due 12/1/22) (Subtask 4.5.4(m)).

### FY23

MDH shall report the results of its School Based Health Center (SBHC) needs assessment to AIB and incorporate their findings in their implementation plan (Subtask 4.5.5(c)).

### FY23

MDH shall develop a plan for SBHC expansion as part of their implementation plan (Subtask 4.5.5(d)).



## Implementation Considerations

The following State and/or local-level conditions, factors, or issues may affect the Blueprint's implementation and success in realizing its expected outcomes. AIB will monitor these considerations on an ongoing basis.

- Ratio of social workers and school counselors to students
- Representation of school counselors on the Consortium
- Status of district-level behavioral health coordinators
- Leveraging existing federally qualified health centers
- Availability of health care providers
- Coordinate with Maryland Department of Health (MDH) regarding expansion of school-based health centers equitably around the State



## Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans. Technical assistance will be tailored to meet the unique needs of individual LEAs as much as possible.

- The Consortium: Identify best practices for leveraging federally qualified health centers (FQHCs) and other community providers

Enhance student health services

| TASK 1 LEAs shall employ system-level behavioral health coordinators  |  |  |
|---|--|--|
| Major Subtask   | Requirements/Guidance for Implementation   |  |
| <p>SUBTASK 4.5.1(a)</p> <p>Behavioral health coordinators shall be responsible for:</p> <ul style="list-style-type: none"> <li>• coordinating existing behavioral health services and referral procedures for behavioral health services within the LEA, including through a coordinated community supports partnership;</li> <li>• collaborating with the local health department, department of social services, and other local entities that provide behavioral health services (including a community supports partnership) to ensure that a student referred for behavioral health services obtains the necessary services in a timely manner;</li> <li>• maximizing external funding for behavioral health and wraparound services;</li> <li>• providing the required behavioral health training to certificated school personnel who have direct contact regularly with students; and</li> <li>• developing and implementing a standardized screening to identify students with behavioral health services needs using an evidence-based measurement approach.</li> </ul> | <p>Behavioral health coordinators shall have at a minimum a master’s degree and behavioral health training experience in schools.</p> <p>Behavioral health coordinators shall be trained in trauma-responsive and restorative approaches.</p>  |  |
| <p>SUBTASK 4.5.1(b)</p> <p>MSDE shall dedicate staff to coordinate with behavioral health service coordinators and LEA staff, including designating an employee to be the primary contact for school behavioral health services and expand services through coordinated community supports partnerships starting in FY22.</p>   | <p>MSDE staff shall be responsible for closely collaborating with other youth-serving agencies, the Consortium, and MLDS to establish shared goals, processes to collect and share data, and ways to leverage and blend funding to support behavioral health in schools and community-based settings.</p> <p>Coordinated community support partnerships shall have a clearly defined role in providing behavioral health services to students.</p> |  |

Enhance student health services

|                            |  |
|----------------------------|--|
| SUBTASK<br><b>4.5.1(c)</b> | Maryland Department of Health (MDH) shall designate an employee to be the primary contact for school behavioral health services and assist in expanding services through coordinated community supports partnerships starting in FY22. |
|----------------------------|--|

|                         |  |
|-------------------------|--|
| <b>TASK</b><br><b>2</b> | <b>Each local school system develops a plan to enhance and expand school behavioral health supports in FY 23</b> |
|-------------------------|--|

| Major Subtask              | Requirements/Guidance for Implementation   |
|----------------------------|--|
| SUBTASK<br><b>4.5.2(a)</b> | LEAs shall use State and federal funds provided for COVID-19 relief to address trauma and behavioral health issues exacerbated by the pandemic on students and their families. LEAs submitted a plan to the General Assembly that outlines spending the FY22 COVID-19 relief funds.  |
| SUBTASK<br><b>4.5.2(b)</b> | LEAs shall submit a report on or before 1/1/22 to AIB, the Governor, and the General Assembly on how the county board spent funds provided in FY21 to address trauma and behavioral health issues through summer school programs.  |
| SUBTASK<br><b>4.5.2(c)</b> | LEAs shall develop a plan to enhance and expand school behavioral health service availability and ensure that schools without a school-based health center will organize response plans to connect all students to community-based behavioral health and other services, as needed, and each LEA shall report their plan to AIB, the Governor, and the General Assembly on or before 11/1/22. The plan shall ensure that all students have some exposure and access to behavioral health programming and services taking into account the needs assessment conducted by community school coordinators. |

Enhance student health services

Task 2, continued

|                                    |   |   |
|------------------------------------|---|---|
| <p>SUBTASK<br/><b>4.5.2(d)</b></p> | <p>LEAs shall describe how they will provide students with needed services, including community-partnered behavioral health services, as part of their Blueprint implementation plans starting in FY23.</p> | <p>LEAs shall identify:</p> <ul style="list-style-type: none"> <li>• coordinated community support partnerships that are in place;</li> <li>• funding sources available in the district for behavioral health and wraparound services;</li> <li>• development and implementation process for creating a standardized screening to identify students with behavioral health services needs using an evidence-based measurement approach;</li> <li>• what the LEA has been doing to address behavioral health needs since the pandemic;</li> <li>• parental involvement in developing the student's behavioral health plan;</li> <li>• challenges or obstacles in ensuring all students have access to behavioral programming and support services;</li> <li>• types of staff positions available in schools to support behavioral health needs and school-wide restorative practices;</li> <li>• any processes/protocols beyond screenings in place to identify students in need of behavioral support;</li> <li>• programs the district has purchased/implemented to support behavioral health programming (if any);</li> <li>• content of annual training the LEA is providing to all staff who are in regular contact with students;</li> <li>• external behavioral health providers that schools partner with;</li> <li>• the percentage of schools that have access to a partner provider; and</li> <li>• the process used to refer students for services from an external provider.</li> </ul> <p>Schools are not required to refer students to community providers and may use school-based providers as appropriate.</p> |
|------------------------------------|---|---|

**TASK  
3**

**As part of required annual training, behavioral health coordinators in LEAs teach school staff to recognize behavioral health issues in students starting in FY22**

| Major Subtask              | Requirements/Guidance for Implementation  |
|----------------------------|---|
| SUBTASK<br><b>4.5.3(a)</b> | MSBE shall require all certificated school personnel who have direct contact regularly with students to complete training on or before 12/1 each year on skills required to, among other things, recognize student behavioral issues and students experiencing trauma or violence and, in community schools, support students needing services at a community school. |
| SUBTASK<br><b>4.5.3(b)</b> | MSBE shall adopt regulations to implement behavioral health training.   |

Enhance student health services

TASK  
**4**

**Implement the Consortium on Coordinated Community Supports to meet student behavioral health needs starting in FY23**

| Major Subtask                      | Requirements/Guidance for Implementation   |
|------------------------------------|--|
| <p>SUBTASK<br/><b>4.5.4(a)</b></p> | <p>The Consortium shall consist of members representing government agencies; members representing other organizations and entities; members appointed by the Governor; and members appointed jointly by the President of the Senate and the Speaker of the House.</p> <p>Members representing government agencies shall include:</p> <ul style="list-style-type: none"> <li>• The Secretary of Health, or the Secretary's designee;</li> <li>• The Secretary of Human Services, or the Secretary's designee;</li> <li>• The Secretary of Juvenile Services, or the Secretary's designee;</li> <li>• The State Superintendent of Schools, or the State Superintendent's designee;</li> <li>• The Chair of the Commission, or the Chair's designee;</li> <li>• The Director of Community Schools in the State Department of Education, or the Director's designee;</li> <li>• One member of the Senate of Maryland, appointed by the President of the Senate; and</li> <li>• One member of the House of Delegates, appointed by the Speaker of the House.</li> </ul> <p>Members representing other organizations and entities shall include:</p> <ul style="list-style-type: none"> <li>• One member of the Maryland Council on Advancement of School-Based Health Centers, appointed by the Chair of the Council;</li> <li>• One county superintendent of schools, designated by the Public Schools Superintendents Association of Maryland;</li> <li>• One member of a county board of education, designated by the Maryland Association of Boards of Education;</li> <li>• One teacher who is teaching in the State, designated by the Maryland State Education Association;</li> <li>• One social worker practicing at a school in the State, designated by the Maryland Chapter of the National Association of Social Workers;</li> <li>• One psychologist practicing in a school in the State, designated by the Maryland School Psychologists Association;</li> <li>• One representative of nonprofit hospitals, designated by the Maryland Hospital Association;</li> <li>• One member of the Commission, designated by the Chair of the Commission;</li> <li>• One school counselor certified by the Maryland State Department of Education, designated by the Maryland School Counselor Association; and</li> <li>• One representative of the Maryland Medical Assistance Program, designated by the Secretary of Health.</li> </ul> <p style="text-align: right;">continued....</p> |

Enhance student health services

|                                    |   |  |
|------------------------------------|---|--|
| <p>SUBTASK<br/><b>4.5.4(a)</b></p> | <p>The Consortium shall consist of members representing government agencies; members representing other organizations and entities; members appointed by the Governor; and members appointed jointly by the President of the Senate and the Speaker of the House.</p> <p>continued...</p>   | <p>The following members shall be appointed by the Governor:</p> <ul style="list-style-type: none"> <li>• One representative of the behavioral health community with expertise in telehealth;</li> <li>• One representative of local departments of social services; and</li> <li>• One representative of local departments of health.</li> </ul> <p>The following members appointed jointly by the President of the Senate and the Speaker of the House:</p> <ul style="list-style-type: none"> <li>• One individual with expertise in creating a positive classroom environment;</li> <li>• One individual with expertise in equity in education; and</li> <li>• Two members of the public.</li> </ul> |
| <p>SUBTASK<br/><b>4.5.4(b)</b></p> | <p>The Consortium shall be responsible for the development of coordinated community supports partnerships to meet student behavioral health needs and other related challenges in a holistic, non-stigmatized, and coordinated manner; providing expertise for the development of best practices in the delivery of student behavioral health services, supports, and wraparound services; and providing technical assistance to local school systems to support positive classroom environments and close the achievement gap.</p> | <p>The Consortium may use subcommittees, including subcommittees that include nonmember experts, as necessary to meet its requirements.</p>  |
| <p>SUBTASK<br/><b>4.5.4(c)</b></p> | <p>MSDE shall work with the Consortium, MLDS, and other youth-service agencies to establish shared goals, processes to collect and share data, and ways to leverage and blend funding to support behavioral health in schools.</p>  | <p>The Consortium, MSDE, and the MDH shall develop a system to track student referrals to private health providers and identify health/behavioral services that are already being provided at the LEA and school levels.</p>   |
| <p>SUBTASK<br/><b>4.5.4(d)</b></p> | <p>The Consortium shall develop a statewide framework for community supports partnerships that ensures supports and services are provided in a holistic and non-stigmatized manner and is coordinated with other youth-serving government agencies.</p>   | <p>The Consortium shall share this framework with all LEAs in conjunction with a master list of resources for community partnerships.</p>  |

Enhance student health services

Task 4, continued

|                                    |  |
|------------------------------------|--|
| <p>SUBTASK<br/><b>4.5.4(e)</b></p> | <p>The Consortium shall develop a model for expanding available support services through maximizing public funding through the Maryland Medical Assistance Program, commercial insurance participation, implementing a sliding scale for services based on family income, and the participation of nonprofit hospitals.</p>  |
| <p>SUBTASK<br/><b>4.5.4(f)</b></p> | <p>The Consortium shall develop and implement a grant program to award grants to coordinated community supports partnerships with funding necessary to deliver supports and services to meet holistic behavioral health needs while setting reasonable administrative costs for the partnership.</p> <p>The Consortium shall provide guidance on whether Consortium funds may be provided to LEAs to improve school-based provider ratios.</p> |



## Enhance student health services

|                                    |   |   |
|------------------------------------|---|---|
| <p>SUBTASK<br/><b>4.5.4(g)</b></p> | <p>The Consortium shall evaluate how a reimbursement system could be developed through the Maryland Department of Health or a private contractor to reimburse providers participating in a coordinated community supports partnership and providing services and supports to uninsured students and for the difference in commercial insurance payments and Maryland Medical Assistance Program fee-for-service payments.</p> |   |
| <p>SUBTASK<br/><b>4.5.4(h)</b></p> | <p>The Consortium, in consultation with MSDE, shall develop best practices for the creation and implementation of a positive classroom environment for all students that recognizes the disproportionality of classroom management referrals.</p>   | <p>The Consortium shall clearly define a “positive classroom environment” to assess the effectiveness of implementation. Developing best practices may include:</p> <ul style="list-style-type: none"> <li>• creating a list of programs and classroom management practices that are evidence-based best practices to address student behavioral health issues in a classroom environment;</li> <li>• evaluating relevant regulations and making recommendations for any necessary clarifications, as well as developing a plan to provide technical assistance in the implementation of the regulations by LEAs to create a positive classroom environment;</li> <li>• developing a mechanism to ensure that all LEAs implement relevant regulations in a consistent manner;</li> <li>• identifying and incorporating best practices in cultural competency, restorative practices, trauma-informed care, and positive youth development; and</li> <li>• including student voice in developing policies and practices to promote positive classroom environments.</li> </ul> |
| <p>SUBTASK<br/><b>4.5.4(i)</b></p> | <p>The Consortium shall develop a geographically diverse plan to ensure each student can access services and supports that meet the student’s behavioral health needs and related challenges within a 1-hour drive of their residence.</p>  | <p>The Consortium shall ensure that behavioral health supports are provided in a non-stigmatized manner, including by providing the appropriate training to school staff and health professionals.</p>  |
| <p>SUBTASK<br/><b>4.5.4(j)</b></p> | <p>A coordinated community supports partnership shall provide systemic services to students in a community-based, family-driven and youth-guided, and culturally competent manner.</p>  | <p>The Consortium shall develop and publish guidelines for providing such systemic services to students in consultation with educators, students, families, and community members.</p>  |

Enhance student health services

Task 4, continued

|                                    |  |   |
|------------------------------------|--|---|
| <p>SUBTASK<br/><b>4.5.4(k)</b></p> | <p>The Consortium, in consultation with the National Center on School Mental Health and in coordination with MLDS and AIB, shall develop accountability metrics to determine whether community partnership services are positively impacting students, their families, and their communities.</p>        | <p>Metrics shall:</p> <ul style="list-style-type: none"> <li>• measure whether there has been any increase in services provided, reductions in absenteeism, repeat referrals to the coordinated community supports partnership, reduction in interactions of students with youth-serving agencies, and increase in funding through federal, local, and private sources; and</li> <li>• include any other identifiable data sets that would demonstrate whether a coordinated community supports partnership is successfully meeting students' behavioral health needs.</li> </ul> |
| <p>SUBTASK<br/><b>4.5.4(l)</b></p> | <p>The Consortium shall use accountability metrics to develop best practices to be used by a coordinated community supports partnership to deliver supports and services and maximize federal, local, and private funding starting in FY 25.</p>   |   |
| <p>SUBTASK<br/><b>4.5.4(m)</b></p> | <p>The Governor shall include increasing amounts in the annual budget bill to the Coordinated Community Supports Partnership Fund between FY23–FY26 and remain at \$130,000,000 in FY26 and thereafter.</p>  | <p>The Consortium may use funding to reimburse the National Center for School Mental Health and other technical assistance providers, provide grants to coordinated community supports partnerships, and pay any associated administrative costs.</p>   |
| <p>SUBTASK<br/><b>4.5.4(n)</b></p> | <p>The Consortium shall submit an annual report on 7/1 to AIB, the Governor, and the General Assembly on the Consortium's activities, the creation of community supports partnerships and the areas served by the partnerships, and grants awarded to the partnerships (initial report due 12/1/22).</p> |   |

| TASK 5 Increase and expand school-based health centers (SBHCs) starting in FY23 |  |
|---|--|
| Major Subtask   | Requirements/Guidance for Implementation   |
| SUBTASK 4.5.5(a)  | MSDE and the Maryland Department of Health shall each designate a single primary contact employee to assist individuals involved in SBHCs across the State; provide technical assistance to support the establishment/expansion of SBHCs; and coordinate efforts to build a network of SBHCs in FY22.  |
| SUBTASK 4.5.5(b)  | The Governor shall appropriate \$6,500,000 in the annual budget to MSDE to provide grants and establish/maintain SBHCs starting in FY23.   |
| SUBTASK 4.5.5(c)  | MDH shall report the results of their SBHC needs assessment to AIB and incorporate their findings in their implementation plan in FY23.  |
| SUBTASK 4.5.5(d)  | <p>MDH shall develop a plan for SBHC expansion as part of its Blueprint implementation plan in FY23.</p> <p>MDH shall coordinate placement of SBHCs throughout the State or regions of the State based on the needs assessment and prioritize communities with lack of access to community providers.</p> <p>In its plan, MDH shall describe the process it will use to ensure that all students can access both behavioral and physical health services from qualified professionals.</p> |

| TASK 6 Identify and implement best practices in collecting and sharing student health (including behavioral health) data to ensure the timely provision of services while protecting student privacy in FY24 |  |
|--|--|
| Major Subtask  | Requirements/Guidance for Implementation   |
| SUBTASK 4.5.6(a)   | MSDE, MDH, DHS, the Consortium, and LEAs shall coordinate to establish memorandums of understanding regarding data sharing to implement identified best practices in FY24. |





## PILLAR 5

### **GOVERNANCE & ACCOUNTABILITY**

A rigorous and transparent accountability process is essential to achieve the Blueprint's goals and expected outcomes for all students.



PILLAR  
5

## The Key Actors

- AIB
- Community members
- Community and advocacy organizations
- County governments
- CTE Committee
- Education support professionals
- Expert Review Teams (ERTs)
- The General Assembly
- The Governor
- Interagency Commission on School Construction
- Independent contractor to conduct Blueprint evaluation
- Juvenile Services Education Program Board
- LEA Blueprint implementation teams
- Local Blueprint Coordinators
- Local education agencies (LEAs)
- Local superintendents
- Local workforce development boards
- Maryland Higher Education Commission (MHEC)
- Maryland Longitudinal Data Systems (MLDS)
- Maryland State Department of Education (MSDE)
- Maryland State Superintendent of Schools
- Nonprofits
- Parents/guardians/families
- The public
- Students
- Teachers
- Teachers' unions



## The Plan

The Accountability and Implementation Board (AIB) is an independent board designed to ensure implementation of the Blueprint for Maryland's Future as intended and achievement of the expected outcomes. The Blueprint requires AIB to:

- develop a Comprehensive Implementation Plan for the Blueprint for Maryland's Future and hold all State and local agencies involved accountable for carrying out their assigned roles;
- monitor and report annually on the status of implementation in schools, districts and agencies across the State, including collecting, analyzing, and reporting disaggregated data on student performance, teacher preparation, and the use of funds to improve outcomes under the Blueprint;
- evaluate the outcomes achieved during the implementation of the Blueprint for Maryland's Future against the goals of the Blueprint and the Commission, particularly in closing achievement gaps, and report annually on whether any changes should be made to ensure adequate resources and measurements for full implementation;
- ensure that the newly created Expert Review Teams administered by MSDE and the new CTE Committee that will conduct school visits understand the degree to which the strategies used by the top performers are being used and make recommendations for improving implementation;
- place 25% of new funds for a school or school district in escrow annually to be released before the end of the year unless the school or district is not successfully implementing the Blueprint or is failing to show satisfactory progress in student achievement; and
- contract for an independent evaluation of implementation of the Blueprint for Maryland's Future, assess the State's progress in implementation, and make any recommendations for changes needed to successfully implement the Blueprint.



## The Expected Outcome

Maryland has a sustainable, Statewide continuous improvement structure in place for planning, monitoring, and supporting ongoing Blueprint implementation across the entire P-20 education and workforce preparation system.



## Pillar Goals

- AIB holds State and local entities responsible for implementing the Blueprint to achieve its goals using the overall Blueprint outcome measures:
  - Increase in the rate of students (and reduction of gaps among student groups) entering kindergarten who are on track to successfully graduate on time and move on to postsecondary education, training, or well-paying jobs by FY2032.
  - All Maryland students graduate CCR following the Blueprint's full implementation in FY2032.
  - Achievement gaps are reduced, if not eliminated, across all grades, student groups, and school districts by FY2032.
  - Participation in post-CCR pathways increases equitably across all student groups, and 45% of high school students complete the high school level of a registered apprenticeship or earn an other valuable CTE industry credential by FY2032.
  - Remediation rates in Maryland community colleges across all student groups and colleges are reduced by FY2032.
- There is widespread public awareness and support for the Blueprint's mission to transform Maryland's education system into a world-class system that equitably supports all students' success.
- AIB establishes collaborative partnerships with State and local entities responsible for implementing the Blueprint to create a world-class education system in Maryland.
- MSDE and CTE Committee implement an expert-driven system to monitor Blueprint implementation at the school level and identify innovative practices that are successful in improving student outcomes.
- Maryland scores on PISA improve over time relative to international top-performing systems.
- LEAs allocate per student funding to meet the minimum school funding requirements in the Blueprint.
- LEAs use State and local funds to implement the policies and practices in the Blueprint in order to meet the Blueprint's goals.



See the *Pillar Five Implementation Timeline* for a complete list of pillar-specific objectives, their associated tasks and subtasks, and their timeline for implementation by fiscal year.

<https://aib.maryland.gov/Pages/BCPDownloads.aspx>

# PILLAR 5 | OBJECTIVE 1

## Support Blueprint implementation planning



### Goals

- AIB consistently incorporates public feedback into its Blueprint Comprehensive Implementation Plan, periodically updates the plan, and works to support Blueprint implementation and overcome implementation challenges.
- State agencies and local education agencies (LEAs) develop well thought-out implementation plans that incorporate public feedback, are aligned with the Blueprint Comprehensive Implementation Plan, and that AIB approves.
- AIB collaborates with MSDE and LEAs to identify common challenges to implement Blueprint requirements successfully and strategies that LEAs can use to overcome them through providing technical assistance.
- AIB collaborates with other Blueprint implementation partners, including MHEC and higher education institutions, CTE Committee and local workforce development boards, and Consortium on Coordinated Community Supports and Department of Health to identify common implementation challenges to implement Blueprint requirements successfully and strategies that can be used to overcome them through providing technical assistance.



### Milestones

- ★ **12/1/22**  
↓  
**and**  
↓  
**by 8/1**  
↓  
**annually**  
↓  
**thereafter**
- AIB shall adopt the initial Blueprint Comprehensive Implementation Plan and annually update the plan by August 1 of each year



## Reports

### **Due 3/15/24**

LEAs shall submit Blueprint Implementation Plans to AIB and MSDE by 3/15/24 (Subtask 5.1.3(e)).

#### **Requirements**

- Implementation plans shall be consistent with the Comprehensive Implementation Plan (including any updates) and describe the goals, objectives, and strategies that will be used to improve student achievement and meet the Blueprint's recommendations for each segment of the student population.
- LEAs shall plan for adapting curriculum, instruction, and the organization of the school day to enable more students to achieve CCR by the end of 10th grade, providing students with needed services (such as community-partnered behavioral health services) and identifying students who are falling behind and developing a plan to get them back on track.
- LEAs shall plan for closing student achievement gaps within the local school system and avoiding the disproportionate placement of students with particular racial, ethnic, linguistic, economic, or disability status characteristics with novice teachers or teachers providing instructions in fields in which they lack expertise.
- LEAs shall plan for using additional funds for teacher collaborative time prioritized based on availability of a sufficient number of high-quality teachers.
- LEAs shall include plans on proposed memoranda of understanding for prekindergarten as described in Pillar One.

- Implementation plans shall be consistent with the developed guidelines and approved criteria as well as concise and focused on measures taken to implement and achieve the Blueprint's goals. Initial implementation plans shall be responsive to the LEA Template and Criteria for Success jointly developed by MSDE and AIB.

### **Due 6/15/24**

Blueprint Implementation Plans shall be submitted to AIB by every State entity that is required to implement the Blueprint by 6/15/24 (Subtask 5.1.2(c)).

#### **Requirements**

- Implementation plans shall be consistent with and responsive to the Comprehensive Implementation Plan (including any updates) and describe the goals, objectives, and strategies that will be used to improve student achievement and meet the Blueprint's recommendations for each segment of the student population.
- MSDE and MHEC shall submit a joint plan for meeting teacher preparation and training requirements specified under Pillar Two.
- MSDE's submission to AIB shall describe its plans for the expansion and coordination of Judy and Patty Centers; the selection, assembly, and deployment of Expert Review Teams; implementing the teacher career ladder and providing training to State teachers, school leaders, and administrators aligned with the Blueprint; providing technical assistance to LEAs in implementing the Blueprint; and all other tasks and subtasks assigned to MSDE in the Comprehensive Plan that MSDE is required to implement.

continued...

## Support Blueprint implementation planning

- MHEC's submission to AIB shall describe its plans to implement the tasks and subtasks assigned to MHEC in the Comprehensive Implementation Plan to support achieving the goals of the Blueprint.
- CTE Committee shall submit a plan for developing a statewide framework for CTE including rigorous CTE pathways that meets the requirements outlined in Pillar 3 and all tasks and subtasks assigned to the CTE Committee in the Comprehensive Implementation Plan to support achieving the goals of the Blueprint.
- Consortium for Coordinated Community Supports shall submit a plan for implementing supports for LEAs to address student behavioral health needs and that addresses all tasks and subtasks assigned to it in the Comprehensive Implementation Plan to support achieving the goals of the Blueprint.
- Other State agencies/entities that are assigned to a task or subtask in the Comprehensive Implementation Plan shall submit a plan to AIB to implement the tasks/subtasks assigned to them to support achieving the goals of the Blueprint.



### Implementation Considerations

The following State and/or local-level conditions, factors, or issues may affect the Blueprint's implementation and success in realizing its expected outcomes. AIB will monitor these considerations on an ongoing basis.

- Role and capacity of Blueprint coordinators
- How State and local entities are engaging stakeholders in developing implementation plans
- Scope of Blueprint interim evaluation



### Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans. Technical assistance will be tailored to meet the unique needs of individual LEAs as much as possible.

- Implementation plan development in each of the pillars, including:
  - Virtual convenings of LEAs
  - Creation of networks to share best practices from across the state
  - Office hours with AIB and MSDE staff
- Targeted assistance in specific areas to support strategic vision and models for implementation, including (but not limited to):
  - Pre-K expansion
  - Career ladder, including creating appropriate teacher leadership roles and responsibilities, providing non-instructional time during the workday, reorganizing the school day to accommodate non-instructional time, and training on the effective use of non-instructional time
  - College and career readiness pathways, including a CCR Support pathway, designing high school schedules to accommodate post-CCR pathways, and developing rigorous CTE/apprenticeship programs
  - Community schools
  - Strategic budgeting and allocation of resources to the school level

Support Blueprint implementation planning

| <b>TASK 1 AIB creates Blueprint Comprehensive Implementation Plan (subject to periodic updates)</b>              |   |  |
|--|---|--|
| Major Subtask  | Requirements/Guidance for Implementation  |  |
| <b>SUBTASK 5.1.1(a)</b><br>AIB shall host Comprehensive Plan development sessions in spring/summer 2022.         | AIB shall solicit feedback from stakeholders and the public on questions and key considerations related to the Blueprint’s implementation.  |  |
| <b>SUBTASK 5.1.1(b)</b><br>AIB shall adopt the draft Comprehensive Plan for public comment in October 2022.      |   |  |
| <b>SUBTASK 5.1.1(c)</b><br>AIB shall host a public hearing on the draft Comprehensive Plan in November 2022.     |   |  |
| <b>SUBTASK 5.1.1(d)</b><br>AIB shall adopt the initial Comprehensive Plan in December 2022.                      | AIB shall post the initial Comprehensive Plan on its website. Following publication of the initial plan, AIB shall translate the plan into multiple languages.  |  |
| <b>SUBTASK 5.1.1(e)</b><br>AIB shall adopt any changes to the Comprehensive Plan by 8/1 each year through FY 32. | AIB shall facilitate public working sessions to solicit stakeholder feedback on updates to the Comprehensive Plan. The 2023 updated plan shall include finalized outcome measures to achieve the Blueprint’s expected outcomes to be developed by working groups of AIB, MSDE, LEAs, and other partners and experts between January and July 2023. AIB shall post the updated Comprehensive Plan on the AIB website and publish an updated version of the Comprehensive Plan in multiple languages. |  |

Support Blueprint implementation planning

| TASK<br><b>2</b> AIB reviews and approves/disapproves implementation plans submitted by State agencies/entities (plans subject to periodic updates) from FY23–32 |   |   |
|--|---|---|
| Major Subtask  | Requirements/Guidance for Implementation  |   |
| SUBTASK<br><b>5.1.2(a)</b>   | AIB shall develop minimum guidelines for the submission of implementation plans.  | <p>The guidelines shall include establishing a maximum page length, including appendices (see <i>Section 5: Guidelines for Submitting State and Local Implementation Plans</i>).</p> <p>State and local agencies/entities are encouraged to be concise in writing their implementation plans. The maximum page length is 99 pages. Each initial plan must describe plans to implement all tasks/subtasks assigned to the agency/entity in the Comprehensive Implementation Plan in FY23 and 24, including relevant baseline data for FY22 and projections for FY23 and 24.</p> <p>AIB shall update the minimum guidelines in Section 5 annually prior to the submission of plans.</p> |
| SUBTASK<br><b>5.1.2(b)</b>   | AIB shall provide technical assistance to State agencies/entities to support the development of their implementation plans, as needed or requested. |   |

## Support Blueprint implementation planning

SUBTASK  
5.1.2(c)

Blueprint Implementation Plans shall be submitted to AIB by every State entity that is required to implement the Blueprint by 6/15/24.

Implementation plans shall be consistent with the Comprehensive Implementation Plan (including any updates) and describe the goals, objectives, and strategies that will be used to improve student achievement and meet the Blueprint's recommendations for each segment of the student population.

MSDE and MHEC shall submit a joint plan for meeting teacher preparation and training requirements specified under Pillar Two.

MSDE's submission to AIB shall describe its plans for:

- the expansion and coordination of Judy and Patty Centers;
- the selection, assembly, and deployment of Expert Review Teams;
- implementing the teacher career ladder and providing training to State teachers, school leaders, and administrators aligned with the Blueprint;
- providing technical assistance to LEAs in implementing the Blueprint; and
- all other tasks/subtasks assigned to MSDE in the Comprehensive Plan that MSDE is required to implement.

MSDE shall collect and publish data related to the implementation of restorative practices on its website.

AIB shall provide MSDE with testimony submitted to AIB related to MSDE's role and responsibilities.

MSDE shall review testimony submitted to AIB related to MSDE's role in implementing the Blueprint and incorporate it into its implementation plan as appropriate.

MHEC's submission to AIB shall describe its plans to implement the tasks and subtasks assigned to MHEC in the Comprehensive Implementation Plan to support achieving the goals of the Blueprint.

CTE Committee shall submit a plan for developing a statewide framework for CTE including rigorous CTE pathways that meets the requirements outlined in Pillar 3 and all tasks and subtasks assigned to CTE Committee in the Comprehensive Implementation Plan to support achieving the goals of the Blueprint.

continued...

Support Blueprint implementation planning

|                                    |   |  |
|------------------------------------|---|--|
|                                    | <p>Blueprint Implementation Plans shall be submitted to AIB by every State entity that is required to implement the Blueprint by 6/15/24.</p> <p>continued...</p> | <p>The Consortium for Coordinated Community Supports shall submit a plan for implementing supports for LEAs to address student behavioral health needs and that addresses all tasks and subtasks assigned to it in the Comprehensive Implementation Plan to support achieving the goals of the Blueprint.</p> <p>The Juvenile Services Education Program Board shall submit a plan for implementing the Blueprint’s policies for youth who are placed in a Department of Juvenile Services detention and residential facilities.</p> <p>Other State agencies/entities that are assigned to a task or subtask in the Comprehensive Implementation Plan shall submit a plan to AIB to implement the tasks/subtasks assigned to them to support achieving the goals of the Blueprint.</p> |
| <p>SUBTASK<br/><b>5.1.2(d)</b></p> | <p>AIB shall approve/disapprove implementation plans by December 1 annually (subject to periodic updates).</p>  |  |

**TASK 3** AIB and MSDE review implementation plans submitted by LEAs; AIB approves/disapproves plans (plans subject to periodic updates) from FY 23-32

| Major Subtask                      | Requirements/Guidance for Implementation   |  |
|------------------------------------|--|--|
| <p>SUBTASK<br/><b>5.1.3(a)</b></p> | <p>AIB shall develop minimum guidelines for the submission of implementation plans.</p>                                    | <p>The guidelines shall establish a maximum page length, including appendices.</p> <p>State and local agencies/entities are encouraged to be concise in writing their implementation plans. The maximum page length is 99 pages. Each initial plan must describe plans to implement all tasks/subtasks assigned to the agency/entity in the Comprehensive Implementation Plan in FY23 and 24, including relevant baseline data for FY22 and projections for FY23 and 24.</p> <p>AIB shall update the minimum guidelines in Section 5 annually prior to submission of plans.</p> <p>(For more information on minimum guidelines, see <i>Section 5: Guidelines for Submitting State and Local Implementation Plans</i>).</p> |
| <p>SUBTASK<br/><b>5.1.3(b)</b></p> | <p>MSDE shall submit criteria to review LEA plans by 9/1/22 for AIB review and approval (subject to periodic updates).</p> |  |

Support Blueprint implementation planning

|                                    |  |
|------------------------------------|--|
| <p>SUBTASK<br/><b>5.1.3(c)</b></p> | <p>AIB shall review and approve/disapprove MSDE’s LEA plan approval criteria.</p>  |
| <p>SUBTASK<br/><b>5.1.3(d)</b></p> | <p>AIB and MSDE shall provide training and technical assistance to LEAs while developing Blueprint Implementation Plans.</p> <p>AIB and MSDE shall collaborate with LEAs to identify implementation tasks and subtasks where technical assistance offerings would be most valuable.</p> <p>AIB and MSDE shall jointly develop a framework identifying necessary areas of technical assistance for LEAs and the entity responsible for providing such support. This framework shall be updated annually.</p> <p>AIB, in collaboration with MSDE, shall organize virtual roundtable sessions for LEAs to exchange/discuss challenges associated with developing implementation plans.</p> <p>AIB and MSDE shall jointly provide frequent structured technical assistance sessions to LEAs as they develop their local implementation plans.</p>  |
| <p>SUBTASK<br/><b>5.1.3(e)</b></p> | <p>LEAs shall submit Blueprint Implementation Plans to AIB and MSDE by 3/15/24.</p> <p>Implementation plans shall be consistent with the Comprehensive Implementation Plan (including any updates) and describe the goals, objectives, and strategies that will be used to improve student achievement and meet the Blueprint’s recommendations for each segment of the student population.</p> <p>LEAs shall plan for adapting curriculum, instruction, and the organization of the school day to enable more students to achieve CCR by the end of 10th grade, providing students with needed services (such as community-partnered behavioral health services), and identifying students who are falling behind and develop a plan to get them back on track.</p> <p>LEAs shall plan for closing student achievement gaps within the local school system and avoiding the disproportionate placement of students with particular racial, ethnic, linguistic, economic, or disability status characteristics with novice teachers or teachers providing instructions in fields in which they lack expertise.</p> <p>LEAs shall plan for using additional funds for teacher collaborative time prioritized based on availability of a sufficient number of high-quality teachers.</p> <p>LEAs shall include plans on proposed memoranda of understanding for prekindergarten as described in Pillar One.</p> <p>Implementation plans shall be consistent with the developed guidelines and approved criteria as well as concise and focused on measures taken (or to be taken) to implement and achieve the Blueprint’s goals. Initial implementation plans shall be responsive to the LEA Template and Criteria for Success jointly developed by MSDE and AIB.</p> |

Support Blueprint implementation planning

|                            |  |   |
|----------------------------|--|---|
| SUBTASK<br><b>5.1.3(f)</b> | MSDE shall review LEA plans and provide recommendations for approval/disapproval to AIB. | MSDE shall provide recommendations on plan approval to AIB by June annually . |
| SUBTASK<br><b>5.1.3(g)</b> | AIB shall review and approve/disapprove LEA plans.                                       | AIB shall approve or disapprove plans no later than December 1 annually, .    |

**TASK 4** AIB provides technical assistance to State agencies/entities and local jurisdictions to support Blueprint implementation from FY 23-32

| Major Subtask              | Requirements/Guidance for Implementation   |  |
|----------------------------|--|--|
| SUBTASK<br><b>5.1.4(a)</b> | AIB shall identify areas for support and technical assistance at the State and local levels.                                     | AIB shall solicit stakeholder feedback and requests for technical assistance and support from State and local agencies.<br><br>LEAs and the CTE Committee may choose to partner with strategic facilitators funded by the AIB in FY 24 to support the development of strategic implementation plans that will drive the impactful, transformational, systemic change envisioned by the Blueprint.  |
| SUBTASK<br><b>5.1.4(b)</b> | AIB shall organize technical assistance sessions to support State agencies/entities and LEAs in implementing the Blueprint.      | Technical assistance sessions shall be led by AIB staff, MSDE staff, State agency staff/leadership, and/or external research and policy experts as appropriate.<br><br>AIB and MSDE shall jointly develop a framework identifying necessary areas of technical assistance for LEAs and the entity responsible for providing such support. This framework shall be updated annually.<br><br>Technical assistance sessions shall be held on a regular basis throughout the Blueprint's implementation. |
| SUBTASK<br><b>5.1.4(c)</b> | AIB shall facilitate regular virtual office hours to support LEAs and State agencies and entities in implementing the Blueprint. |  |
| SUBTASK<br><b>5.1.4(d)</b> | AIB shall provide guidance on the breakdown of foundation funding and other Blueprint formula funding.                           | AIB shall post this guidance on its website for FY 25 and FY 26 in winter 2024.  |

Support Blueprint implementation planning

| <b>TASK 5 AIB monitors implementation of all Blueprint plans and holds all entities accountable for implementation from FY 23–32</b> |  |  |
|--|--|--|
| Major Subtask  | Requirements/Guidance for Implementation   |  |
| <b>SUBTASK 5.1.5(a)</b>  | The governing body of a county and the LEA shall jointly appoint a single implementation coordinator responsible for the implementation of the Blueprint by all government units operating in the county starting in FY22.                         | AIB shall post and regularly update a list of Blueprint implementation coordinators on its website.  |
| <b>SUBTASK 5.1.5(b)</b>  | AIB shall resolve implementation issues as they arise.   |  |
| <b>SUBTASK 5.1.5(c)</b>  | AIB shall promote interagency efforts to (1) achieve the Blueprint's purpose and (2) reduce the effects of societal and economic isolation on student achievement and opportunity by promoting socioeconomic diversity in communities and schools. |  |
| <b>SUBTASK 5.1.5(d)</b>  | AIB shall receive periodic updates on progress responsible entities are making towards reaching the implementation plan goals.   | A governmental unit responsible for creating an implementation plan shall provide periodic updates, when requested by AIB, on their progress toward meeting implementation plan goals as well as any information AIB requests.<br><br>AIB shall use these periodic updates to inform the content of targeted technical assistance that it provides to entities responsible for implementing elements of the Blueprint. |
| <b>SUBTASK 5.1.5(e)</b>  | AIB shall request any information it determines necessary to carry out its obligations from entities responsible for carrying out implementation plans.  |  |
| <b>SUBTASK 5.1.5(f)</b>  | A governmental unit responsible for implementing an element of the Blueprint shall consult with AIB before adopting regulations related to the Blueprint.  |  |

Support Blueprint implementation planning

Task 5, continued

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| <p>SUBTASK<br/><b>5.1.5(g)</b></p> | <p>AIB shall regularly solicit feedback on the Blueprint from stakeholders most impacted by its implementation, including students, parents/guardians and families, educators, and community members.</p> | <p>AIB shall provide opportunities for stakeholders to share their insights on the Blueprint's implementation in a variety of ways, including (but not limited to) roundtable discussions, working sessions, feedback forms, surveys, and through email.</p> <p>AIB shall identify trends in public feedback and consider incorporating them into updates of the Blueprint Comprehensive Plan and/or recommending potential legislative changes to the General Assembly.</p> |
|------------------------------------|---|--|



## Establish and deploy Expert Review Teams



### Goals

- Expert review teams provide evidence-based recommendations to underperforming schools tailored to the needs of the school communities, resulting in improved student performance.
- Based on Expert Review Teams' findings, MSDE identifies and disseminates best practices from top-performing schools throughout the State.
- MSDE uses data collected by Expert Review Teams to inform its technical assistance strategy.



### Milestones

- ★ **FY23** MSDE shall select highly regarded ERT members and begin ERT school visits (Subtask 5.2.1(a)).
- ★ **FY24** Expert review teams shall visit at least 10% of public schools each year through FY 31 (Subtask 5.2.3).
- ★ **FY31** Expert review teams shall have visited all schools in the State at least once (Subtask 5.2.3).



### Reports

#### FY23 and beyond

Every 7/1, MSDE shall develop and submit a plan to deploy Expert Review Teams in the following school year to AIB for approval (Subtask 5.2.2).

#### FY23 and beyond

An ERT shall submit a post-visit report to MSDE within the time period, in the manner, and including the information required by MSDE (Subtask 5.2.3(d)).

MSDE shall submit final ERT reports to AIB in a timely manner and no more than seven weeks following the school visit.

Each ERT shall certify that it has reviewed and approved the report and agree with its recommendations.



### Implementation Considerations

The following State and/or local-level conditions, factors, or issues may affect the Blueprint's implementation and success in realizing its expected outcomes. AIB will monitor these considerations on an ongoing basis.

- Consider how the data collected by ERTs align with and deepen what is currently collected by the State's accountability system
- Comprehensiveness, quality, and effectiveness of feedback provided to schools by ERTs

Establish and deploy Expert Review Teams

| <b>TASK 1</b><br><b>MSDE develops a plan for selection, assembly, and deployment of Expert Review Teams (part of MSDE Blueprint Implementation Plan) from FY23–32</b> |  |  |
|---|--|--|
| Major Subtasks  | Requirements/Guidance for Implementation   |  |
| <b>SUBTASK 5.2.1(a)</b><br>MSDE shall select highly regarded ERT members  | ERT members shall reflect, to the extent practicable, the geographic, racial, ethnic, linguistic, and gender diversity of the population of public school students from the following groups: teachers, school leaders, and other individuals who have expertise directly relevant to the ERT Program.<br><br>MSDE shall consider selecting ERT members with a wide range of subject area expertise.<br><br>After the career ladder is well established throughout the State, MSDE shall select ERT members from expert teachers and principals who are in senior positions on the ladder.<br><br>To the extent practicable, a teacher who visits an elementary, middle, or high school as a member of an ERT shall have experience working in or knowledge of the type of school being visited. |  |
| <b>SUBTASK 5.2.1(b)</b><br>MSDE and AIB shall deliver training for reviewers on the Blueprint and the review process.   | AIB shall provide training to ERTs on the purpose, requirements, and expected outcomes of the Blueprint for Maryland’s Future.   |  |

| <b>TASK 2</b><br><b>Every July 1, MSDE develops and submits to AIB for approval a plan to deploy Expert Review Teams in the following school year from FY23–32</b>  |  |  |
|---|--|--|
| Major Subtasks  | Requirements/Guidance for Implementation   |  |
| <b>SUBTASK 5.2.2(a)</b><br>MSDE shall send Expert Review Teams to visit schools that continue to be impacted by COVID learning loss to determine why learning loss continues starting in the 2022–23 academic year.   |  |  |
| <b>SUBTASK 5.2.2(b)</b><br>MSDE shall send an ERT to each school determined to be one of the lowest performing schools in the State once each year, schools determined to be lower performing schools in the State on a regular schedule but not every year, schools determined to be the highest performing in the State, and all other schools at intervals determined by a randomized selection process. | The lowest and highest performing schools shall be determined by the overall performance on State assessments and the performance of groups of students on State assessments or based on data produced by the data monitoring system established under the Every Student Succeeds Act (ESSA).<br><br>Beginning on 7/1/25, a school that has not been selected for review by an ERT may submit a request to MSDE for a review.<br><br>AIB may request that MSDE send an ERT to a particular school. |  |

Establish and deploy Expert Review Teams

| <b>TASK 3</b> Expert Review Teams shall visit at least 10% of all schools annually until all schools have been visited at least once by FY 31 |   |
|---|---|
| Major Subtasks  | Requirements/Guidance for Implementation  |
| SUBTASK<br><b>5.2.3(a)</b>  | ERTs shall collect similar quantitative and qualitative data between school visits.   |
| SUBTASK<br><b>5.2.3(b)</b>  | During school visits, ERTs shall conduct comprehensive in-school investigations of the causes of poor student performance and make recommendations on the measures needed to improve the performance of schools and correct identified problems to the following entities: principal and county superintendent, school faculty, county boards of education, and the community.  |
| SUBTASK<br><b>5.2.3(c)</b>  | An ERT may perform evaluations of behavioral health services provided in a school and, if the team determines that poor student performance is due, in part, to missing or inadequate health services, make recommendations to the appropriate entities to correct the identified problems.   |
| SUBTASK<br><b>5.2.3(d)</b>  | <p>An ERT shall submit a post-visit report to MSDE within the time period, in the manner, and including the information required by MSDE.</p> <p>MSDE shall share school visit data with AIB.</p> <p>MSDE shall submit final ERT reports to AIB in a timely manner and no more than seven weeks following the school visit.</p> <p>Each report shall be written by the members of the ERT who conducted the visit.</p> <p>Each ERT shall certify that it has reviewed and approved the report and agree with its recommendations.</p> |
| SUBTASK<br><b>5.2.3(e)</b>  | Beginning 7/1/25, MSDE shall use ERT reports and recommendations as the basis for a recommendation to AIB as to whether to release a portion of the annual increase in funding for the upcoming school year because the school and LEA have developed a satisfactory plan for the use of funds consistent with the ERT’s recommendations.   |

## PILLAR 5 | OBJECTIVE 3

### *Coordinate Maryland's participation in the Program for International Student Assessment (PISA)*



#### Goal

Maryland participates in PISA and uses the results to benchmark Maryland student performance to students from top-performing international systems.



#### Reports

##### **FY 24 and beyond**

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MSDE shall publicly report on Maryland PISA results after each cycle.



#### Milestones

- ★ **FY 23** MSDE shall formally request that OECD include Maryland in future PISA cycles (Subtask 5.3.1(a)).  
↓

Coordinate Maryland’s participation in the Program for International Student Assessment (PISA)

| TASK 1 AIB and MSDE work together to include Maryland in the Program for International Student Assessment (PISA) beginning in 2024 |  |   |
|--|--|---|
| Major Subtask  | Requirements/Guidance for Implementation   |   |
| SUBTASK 5.3.1(a)   | MSDE shall formally request that OECD include Maryland in the next PISA cycle in 2024. | <p>MSDE shall use Maryland PISA results to benchmark Maryland 15-year-old student performance in reading, math, and science to students in top-performing systems around the world.</p> <p>MSDE shall submit documentation to AIB that it has requested that Maryland participate in PISA beginning in the next cycle in 2024 to the appropriate entities, which may include the U.S. Department of Education in addition to OECD and others.</p> |



## Monitor Blueprint outcomes



### Goals

- AIB regularly collects and analyzes disaggregated data and uses it to hold State and local agencies accountable for implementation and success for students and teachers.
- AIB keeps the public informed on Blueprint implementation progress toward achieving the expected outcomes.
- AIB releases funds based on whether LEA plans are being implemented successfully and achieving the expected outcomes.
- AIB analyzes LEA expenditures to determine if Blueprint funds are being used as intended.



### Milestones

- ★ **FY23** AIB shall develop an appeal process through which LEAs may request greater flexibility in meeting the minimum school funding requirement for reasons including a significant shift in total enrollment or at-promise enrollment between schools from the prior school year to the current school year (Subtask 5.4.2(f)).
- ★ **FY25** MSDE, in collaboration with AIB, shall implement a financial management system and student data system capable of tracking and analyzing minimum school funding requirements and integrating local school system data (Subtask 5.4.2(e)).



## Reports

### **FY23 and beyond**

On or before 1/1 each year, MSDE shall submit information on the use of school-level expenditures in the current fiscal year to AIB (Subtask 5.4.2(a)).

#### **Requirements**

- Each LEA shall report to MSDE on school-level spending in a manner determined by MSDE.

### **FY23 and beyond**

LEAs shall report by 7/1 each year on compliance with the minimum school funding requirement to MSDE and AIB (Subtask 5.4.2(b)).

#### **Requirements**

- Each LEA that includes public charter schools shall account for the distribution of school-level funding to public charter schools in this report.

### **FY23 and beyond**

AIB shall notify the Governor, the President of the Senate, and the Speaker of the House of Delegates of a decision to withhold appropriated funds or to not release funds/withhold additional funds (Subtask 5.4.3(f)).

#### **Requirements**

- AIB shall issue an initial warning to the public school principal or county superintendent on or before 12/1 that funds may not be released in the next fiscal year that explains AIB's findings and the reasoning for them, as well as any steps that may be undertaken to remedy them.
- AIB shall make a final determination on whether to release funds for the next fiscal year on or before 2/1.

- AIB may allow for a portion of the funds to be released if a public school or local school system makes progress in some areas but not in others.
- AIB shall notify the State Superintendent and the Comptroller of the AIB's final decision to release, not release, or withhold additional funds in the next fiscal year by 6/1 each year, and the Comptroller shall withhold the amount of funding specified by AIB.

### **FY23 and beyond**

AIB shall complete and submit an annual report on Blueprint implementation to the Governor, the public, and the General Assembly (Subtask 5.4.4).

#### **Requirements**

- AIB shall report on progress made on the Blueprint's implementation; recommended legislative changes, including any changes necessary to ensure that the implementations have adequate resources and measurements; the degree to which State and local agencies, as applicable, are carrying out their assigned roles in implementing the Blueprint; and whether funds provided by State and local governments are consistent with AIB's estimate of what is necessary to fully implement the Blueprint.

### **10/1/24**

The entity with which AIB contracts for the interim independent evaluation shall report its results to AIB on or before 10/1/24 (Subtask 5.4.5(b)).

### Monitor Blueprint outcomes

#### 12/1/24

AIB shall submit an interim report including independent evaluation of Blueprint implementation and achieving expected outcomes to the Governor and General Assembly by 12/1/24 (Subtask 5.4.5).

##### Requirements

- The interim report shall include an assessment of the State's progress towards increasing the number of teachers achieving NBC, providing full-day pre-K programs for 3- and 4-year old children, improving behavioral health services, and ensuring that students enrolled in public schools meet CCR standards.
- The interim report shall include any legislative or structural corrections necessary to fully implement the Blueprint.

#### 10/1/30

The entity with which AIB contracts for the final independent evaluation shall report its results to AIB on or before 10/1/30 (Subtask 5.4.6(a)).

#### 12/1/30

AIB shall submit a final report including independent evaluation of achieving Blueprint outcomes and whether AIB should continue after 6/30/32 to the Governor and General Assembly by 12/1/30 (Subtask 5.4.6).

##### Requirements

- The final report shall include practices being used to close achievement gaps between groups of students, progress made in closing these achievement gaps, and assessments of student outcomes disaggregated by race, income, ethnicity, and gender.



#### Implementation Considerations

The following State and/or local-level conditions, factors, or issues may affect the Blueprint's implementation and success in realizing its expected outcomes. AIB will monitor these considerations on an ongoing basis.

- Ensure transparency, accessibility, and accuracy of reported data
- Behavior indicators and attendance
- Consider use of random sampling to assess student learning outcomes
- Clarify/define meaning of low-performing schools, underperforming schools, and high performing schools



#### Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans. Technical assistance will be tailored to meet the unique needs of individual LEAs as much as possible.

- Use of data/data analysis to inform strategic planning and budgeting
- Strategic allocation/reallocation of resources and school-level budgeting

Monitor Blueprint outcomes

| TASK <b>1</b> <b>AIB gathers and analyzes disaggregated data to measure progress implementing the Blueprint and achieving expected outcomes from FY 23–32</b> |  |  |
|---|--|--|
| Major Subtask   | Requirements/Guidance for Implementation   |  |
| SUBTASK <b>5.4.1(a)</b>   | AIB shall identify expected outcomes from Blueprint implementation and relevant outcome measures/ indicators of progress.  | AIB shall refine the outcome measures and implementation progress targets in the updated Blueprint Comprehensive Plans based on the recommendations of the Outcome Measures Workgroup and public/stakeholder feedback.   |
| SUBTASK <b>5.4.1(b)</b>   | AIB shall collect baseline data for each expected outcome/outcome measure and set progress targets over the full implementation period for State and local agencies. | <p>AIB shall organize and facilitate an Outcome Measures Workgroup to refine outcome measures in the initial Comprehensive Plan and develop metrics and proposed implementation targets to measure Blueprint implementation progress.</p> <p>The workgroup shall include representatives from AIB, MSDE, LEAs, MLDS, higher education, and experts in data and equitable outcomes, including a racial equity consultant.</p> <p>AIB shall solicit public feedback on the proposed outcome measures through a series of working sessions in spring/ summer 2023.</p> <p>AIB shall adopt outcome measures as part of the updated Comprehensive Plan in August 2023.</p> <p>The Outcome Measures Workgroup will recommend metrics and propose implementation targets to AIB before the Comprehensive Implementation Plan is updated again in August 2024.</p> |

Monitor Blueprint outcomes

Task 1, continued

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| <p>SUBTASK<br/><b>5.4.1(c)</b></p> | <p>AIB shall implement a system to collect and analyze Blueprint data in collaboration with MLDS and other partners.</p>   | <p>AIB may collect data from any relevant entities and if additional data is needed for AIB to complete its duties, it may request that other appropriate government agencies support the data collection process.</p> <p>A government agency shall provide AIB with any requested data and/or regularly collect data requested by AIB and provide it to AIB unless otherwise prohibited by law.</p> <p>AIB may direct MLDS to provide 1) a researcher designated by AIB access to MLDS' data in accordance with the procedures for staff authorization and data access established by the MLDS governing board; 2) aggregate data tables; or 3) research and evaluation.</p> <p>AIB shall collect data related to teacher satisfaction and school culture.</p> <p>AIB shall make Blueprint data from relevant entities publicly available and readily accessible on its website through data dashboards that it will create and manage to monitor Blueprint implementation progress.</p> <p>AIB shall establish reporting standards and quality control measures to ensure that data collected by or submitted to the AIB is accurate.</p> |
| <p>SUBTASK<br/><b>5.4.1(d)</b></p> | <p>AIB shall use reports and plans submitted by MSDE, LEAs, and public schools to measure progress made on the implementation of the Blueprint by examining the effects on student performance over time, as well as student outcomes.</p> | <p>AIB shall develop guidelines or templates for the submission of reports by MSDE, LEAs, and public schools as needed.</p> <p>AIB shall consult with LEAs on the format of reporting requirements and collaborate with MSDE and other State agencies to eliminate reporting redundancies and streamline the reporting process.</p> <p>AIB shall focus on closing achievement gaps between student groups of a different race, ethnicity, disability status, household income, linguistic status, and any other student group characteristics that feature achievement gaps as determined by AIB.</p> <p>AIB shall focus on student outcomes including, but not limited to, absenteeism, disciplinary action, enrichment opportunities and meaningful family involvement.</p>   |
| <p>SUBTASK<br/><b>5.4.1(e)</b></p> | <p>AIB shall monitor and review the performance of each teacher preparation program at an institution of higher education and alternative teacher preparation program.</p>   | <p>Based on its review, AIB may update the Blueprint Comprehensive Plan and/or suggest legislative changes to improve the performance of teacher preparation programs as needed.</p>  |

Monitor Blueprint outcomes

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| <p>SUBTASK<br/><b>5.4.1(f)</b></p> | <p>AIB shall monitor changes in the concentration of students eligible for free and reduced-price meals within public schools and local school systems.</p>   | <p>Based on its review, AIB may update the Blueprint Comprehensive Plan and/or suggest legislative changes to address changes in the concentration of students eligible for free and reduced price meals within public schools or school systems that affect either educational outcomes or the ability of the school or school system to provide appropriate instruction and wraparound services to students and their families.</p> |
| <p>SUBTASK<br/><b>5.4.1(g)</b></p> | <p>AIB shall examine the school-level diversity of public school staff and student bodies.</p>  | <p>Based on its review, AIB may update the Blueprint Comprehensive Plan and/or suggest legislative changes to address disparities in school-level diversity of public school staff and student bodies.</p>  |
| <p>SUBTASK<br/><b>5.4.1(h)</b></p> | <p>AIB shall monitor and review the placement and concentration of students in particular racial, ethnic, linguistic, economic, and disability status groups assigned to novice teachers; teachers providing instruction in fields in which they lack expertise; substitute teachers who teach the same class for more than 1 week; and effective teachers.</p> | <p>Based on its review, AIB may update the Blueprint Comprehensive Plan and/or suggest legislative changes as needed to address the placement and concentration of student groups with novice teachers, teachers providing instruction in fields in which they lack expertise, substitute teachers who teach the same class for more than 1 week, and effective teachers.</p>   |
| <p>SUBTASK<br/><b>5.4.1(i)</b></p> | <p>AIB shall monitor and review the progress of community schools receiving Concentration of Poverty grants.</p>  | <p>Based on its review, AIB may update the Blueprint Comprehensive Plan and/or suggest legislative changes to address the progress of community schools receiving Concentration of Poverty grants.</p>  |



Monitor Blueprint outcomes

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| <p>SUBTASK<br/><b>5.4.1(j)</b></p> | <p>AIB shall monitor public schools and LEAs to ensure that sufficient numbers of teachers are participating in the career ladder and achieving NBC.</p>  | <p>Based on its review, AIB may update the Blueprint Comprehensive Plan and/or suggest legislative changes to improve career ladder participation and the number of teachers achieving NBC.</p> |
| <p>SUBTASK<br/><b>5.4.1(k)</b></p> | <p>AIB shall examine the racial, ethnic, disability-status, and income makeup of full-day pre-K students, disaggregated by providers, and monitor whether the mix of public and private pre-K providers is effectively meeting families' needs.</p>   | <p>Student-level data reported to or by AIB shall be disaggregated by race, ethnicity, gender, family income level, linguistic status, and disability status.</p>                               |
| <p>SUBTASK<br/><b>5.4.1(l)</b></p> | <p>AIB shall publicly report its analysis and findings regarding data and progress monitoring and, to the extent permitted under federal law, shall report all data disaggregated by race, ethnicity, gender, family income level, linguistic status, and disability status where applicable.</p> |   |

**TASK 2** AIB monitors and analyzes availability and use of Blueprint funding from FY 23-32

| Major Subtask                      | Requirements/Guidance for Implementation  |  |
|------------------------------------|---|--|
| <p>SUBTASK<br/><b>5.4.2(a)</b></p> | <p>On or before 1/1 each year, MSDE shall submit information on the use of school-level expenditures in the current fiscal year to AIB.</p> | <p>Each LEA shall report to MSDE on school-level spending in a manner determined by MSDE.</p>  |
| <p>SUBTASK<br/><b>5.4.2(b)</b></p> | <p>LEAs shall annually report by 7/1 each year on compliance with the minimum school funding requirement to MSDE and AIB.</p>               | <p>Each LEA that includes public charter schools shall account for the distribution of school-level funding to public charter schools in this report.</p>  |
| <p>SUBTASK<br/><b>5.4.2(c)</b></p> | <p>AIB shall monitor expenditures of funding provided to LEAs to ensure that public schools are providing the necessary services.</p>       | <p>AIB shall monitor how additional special education funding is being used, including (but not limited to) the aggregate number of children in special education services by school and the services required by a student's IEP or 504 plan.</p> |

Monitor Blueprint outcomes

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| <p>SUBTASK<br/><b>5.4.2(d)</b></p> | <p>AIB shall publicly report its analysis and findings regarding LEA expenditures, school-level expenditures, and compliance with the minimum school funding requirement under the Blueprint.</p>   |
| <p>SUBTASK<br/><b>5.4.2(e)</b></p> | <p>MSDE, in collaboration with AIB, shall implement a financial management system and student data system capable of tracking and analyzing minimum school funding requirements and integrating local school system data.</p> <p>MSDE shall provide regular updates to AIB and school systems on progress in implementing the new financial management and student data system.</p> |
| <p>SUBTASK<br/><b>5.4.2(f)</b></p> | <p>AIB shall develop an appeal process through which LEAs may request greater flexibility in meeting the minimum school funding requirement for reasons including a significant shift in total enrollment or at-promise enrollment between schools from the prior school year to the current school year.</p>   |

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| <p><b>TASK 3 AIB determines whether Blueprint funds are released (for LEAs) or withheld (for State agencies/entities) from FY 23-32</b></p> |   |   |
| <p><b>Major Subtask</b></p>   | <p><b>Requirements/Guidance for Implementation</b></p>  |   |
| <p>SUBTASK<br/><b>5.4.3(a)</b></p>  | <p>A portion of the increase in the State share of major education aid over the amount provided in the prior fiscal year shall be withheld from public schools and local school systems.</p>  | <p>Beginning in FY23, 25% of the increase in the State share of major education aid over the amount provided in the current fiscal year shall be automatically withheld from an LEA for the next fiscal year.</p>           |
| <p>SUBTASK<br/><b>5.4.3(b)</b></p>  | <p>AIB may withhold more than 25% of the increase in the State share of major education aid if it finds that an LEA has not made satisfactory efforts to improve its implementation plan as recommended by AIB, or if a public school/LEA has not made sufficient progress on its plan and/or has not taken appropriate steps to improve student performance.</p> | <p>AIB shall consider whether a public school or LEA has been responsive to MSDE, CTE Committee, an expert review team, and AIB staff’s recommendations in determining whether to release or withhold additional funds.</p> |

Monitor Blueprint outcomes

|                                    |   |   |
|------------------------------------|---|---|
| <p>SUBTASK<br/><b>5.4.3(c)</b></p> | <p>Criteria for releasing LEA funds shall be based on implementation plan approval in addition to recommendations from MSDE, Expert Review Teams, or CTE Committee, and/or sufficient evidence of progress in implementing the Blueprint in AIB's judgment.</p> | <p>Progress towards reaching Comprehensive Plan goals shall, in part, inform AIB's decision to either release or withhold appropriated funds from LEAs and State and/or local agencies/entities starting in FY26.</p>   |
| <p>SUBTASK<br/><b>5.4.3(d)</b></p> | <p>AIB shall establish a process for LEAs to appeal an AIB decision not to release funds.</p>   | <p>The AIB adopted its Appeal Policy and Process for the Release or Withholding of Funds in June 2023. Access the Appeal Policy and Process on the AIB's website: <a href="https://aib.maryland.gov/Pages/bylaws.aspx">https://aib.maryland.gov/Pages/bylaws.aspx</a></p>   |
| <p>SUBTASK<br/><b>5.4.3(e)</b></p> | <p>Criteria for withholding State agency funds shall be based on implementation plan disapproval and/or evident lack of progress in implementing the Blueprint.</p>   |   |
| <p>SUBTASK<br/><b>5.4.3(f)</b></p> | <p>AIB shall notify the Governor, the President of the Senate, and the Speaker of the House of Delegates of a decision to withhold appropriated funds or to not release funds/withhold additional funds.</p>  | <p>AIB shall issue an initial warning to the public school principal or county superintendent on or before 12/1 that funds may not be released in the next fiscal year that explains AIB's findings, the reasoning for them, and any steps that may be undertaken to remedy them.</p> <p>AIB shall make a final determination on whether to release funds for the next fiscal year on or before 2/1.</p> <p>AIB may allow for a portion of the funds to be released if a public school or local school system makes progress in some areas but not in others.</p> <p>AIB shall notify the State Superintendent and the Comptroller of AIB's final decision to release, not release, or withhold additional funds in the next fiscal year by 6/1 each year, and the Comptroller shall withhold the amount of funding specified by AIB.</p> |
| <p>SUBTASK<br/><b>5.4.3(g)</b></p> | <p>AIB may determine it is necessary to release or withhold funds for the current fiscal year.</p>  |   |
| <p>SUBTASK<br/><b>5.4.3(h)</b></p> | <p>AIB shall notify the State Superintendent and the Comptroller as soon as practicable if it decides to release or withhold additional funds during the current fiscal year.</p>   |   |

Monitor Blueprint outcomes

**TASK 4** **AIB completes and submits annual report on Blueprint implementation to the Governor, the public, and the General Assembly**

| Major Subtask                  | Requirements/Guidance for Implementation   |
|--------------------------------|--|
| <p>SUBTASK <b>5.4.4(a)</b></p> | <p>AIB shall report by 11/1 annually on progress made on the Blueprint's implementation; recommended legislative changes, including any changes necessary to ensure that the implementations have adequate resources and measurements; the degree to which State and local agencies, as applicable, are carrying out their assigned roles in implementing the Blueprint; and whether funds provided by State and local governments are consistent with AIB's estimate of what is necessary to fully implement the Blueprint.</p> |

**TASK 5** **AIB submits interim report including independent evaluation of Blueprint implementation and achieving expected outcomes to the Governor and General Assembly by 1/15/27\***

| Major Subtask                  | Requirements/Guidance for Implementation  |
|--------------------------------|---|
| <p>SUBTASK <b>5.4.5(a)</b></p> | <p>AIB shall contract with a public or private entity as soon as practicable to conduct the independent evaluation of the State's progress in implementing the Blueprint between FY23-27.</p> <p>The evaluation shall include an assessment of the use of additional funding to meet the Blueprint's goals, progress toward the Blueprint's goals and whether they have been achieved, and any recommendations to alter the goals or strategies employed to reach them.</p>   |
| <p>SUBTASK <b>5.4.5(b)</b></p> | <p>The entity with which AIB contracts for the interim independent evaluation shall report its results to AIB on or before 12/1/26.*</p> <p>The interim report shall include an assessment of the State's progress towards increasing the number of teachers achieving NBC, providing full-day pre-K programs for 3- and 4-year olds, improving behavioral health services, and ensuring that students enrolled in public schools meet CCR standards.</p> <p>The interim report shall include any legislative or structural corrections necessary to fully implement the Blueprint.</p> |

*\*These revised dates are contingent on the enactment of legislation to alter the dates. AIB will recommend this legislative change (based on HB 1196 of 2023) for the 2024 legislative session.*

Monitor Blueprint outcomes

**TASK 6** **AIB submits final report by 12/1/30 including independent evaluation of achieving Blueprint outcomes and whether AIB should continue after 6/30/32 to the Governor and General Assembly**

| Major Subtask   | Requirements/Guidance for Implementation   |
|---|--|
| <p><b>SUBTASK 5.4.6(a)</b> The entity with which AIB contracts for the final independent evaluation shall report its results to AIB on or before 10/1/30.</p>   | <p>The final report shall describe practices being used to close achievement gaps between subgroups of students, progress made in closing these achievement gaps, and assessments of student outcomes disaggregated by race, income, ethnicity, disability, and gender.</p>                                      |
| <p><b>SUBTASK 5.4.6(b)</b> AIB shall determine whether the Blueprint is working as intended; if so, what steps are necessary to continue providing a globally competitive education to Maryland children; if any changes to the structure, functioning, and authority of State and local agencies responsible for education are necessary; and whether AIB should continue to monitor Blueprint implementation after 6/30/32.</p> | <p>In making its determination, AIB shall examine the manner in which State and local government entities responsible for implementing the Blueprint have contributed to education, training, and providing learning opportunities for and developing the careers of students and young people in the State.</p> |
| <p><b>SUBTASK 5.4.6(c)</b> AIB shall identify ways to foster partnerships between LEAs, public schools, and institutions of higher education and develop collaborative relationships to create a world-class 21st-century education system in Maryland.</p>   |  |

**TASK 7** **AIB provides outreach and educational materials to members of the public on the Blueprint for Maryland’s Future through FY 32**

| Major Subtask  | Requirements/Guidance for Implementation   |
|--|--|
| <p><b>SUBTASK 5.4.7(a)</b> AIB shall implement an outreach campaign to increase public awareness on Blueprint implementation progress and solicit public feedback on an ongoing basis.</p> | <p>AIB shall create unique materials for different audiences (parents, teachers, students) and make them available on its website in multiple languages.</p> |

Monitor Blueprint outcomes

TASK  
**8**

AIB may recommend that MSDE and the Maryland Higher Education Commission (MHEC) review the accreditation of a program that was found to be ineffective through FY 32

TASK  
**9**

AIB may make grants to innovative programs developed by public schools, institutions of postsecondary education, nonprofits, and other persons that help further the AIB's purpose through FY 32

TASK  
**10**

AIB may perform any other duties necessary to carry out the powers granted to it

# SECTION 5

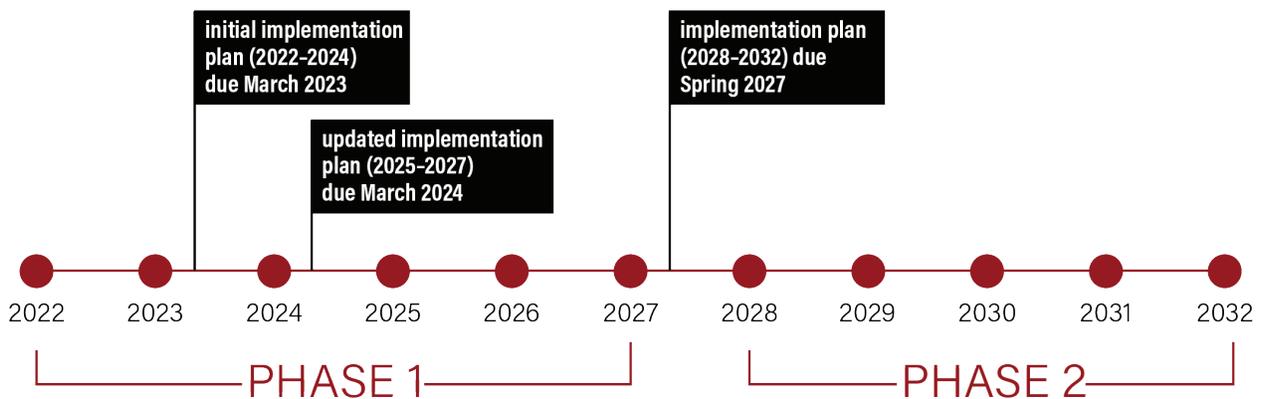
## GUIDELINES FOR SUBMITTING STATE AND LOCAL IMPLEMENTATION PLANS

The Blueprint Comprehensive Plan (BCP) serves as an actionable roadmap for the scope of the work in implementing the Blueprint law by outlining all required tasks to achieve each goal that State and local agencies/entities are responsible for completing. While the implementation plans will be phased in as described below, all components of the Blueprint for Maryland's Future over the 10-year implementation period are included in the BCP.

Recognizing the significant delay that both the Governor's veto and the COVID-19 pandemic had in implementing the Blueprint, AIB adopted a phased timeline for the submission of State and local implementation plans. The timeline calls for State and local agencies to describe how they will implement the law over its 10-year implementation period in two phases:

**Phase One** will cover Blueprint implementation tasks that have been or will be undertaken from FY 22–27, including planning for phase two.

**Phase Two** will cover Blueprint implementation tasks from FY 28–32.



The adopted submission timeline also calls for Phase One's plan to be submitted in two parts, with the initial implementation plan covering FY 22–24 due in March 2023 and the updated implementation plan covering FY 25–27 due in March 2024. The updated plan will require new information to cover the next phase of work as well as updates to the initial plan detailing what progress has been made and how implementation has changed from the initial plan. The plans may be updated annually.

This phased submission approach recognizes the sequencing embedded in Blueprint implementation, as a number of tasks that local agencies are responsible for cannot be implemented until other elements have been implemented by the Maryland State Department of Education. It also supports State and local agencies in developing thoughtful and strategic plans without delaying any part of Blueprint implementation.

## Implementation Plan Guidelines

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- Page Limit** ▶ Be as concise as possible. The maximum length is 99 pages and can be much shorter depending on the scope and scale of the agency's responsibilities for Blueprint implementation in the initial plan.
- Due Date** ▶ Plans are due to the AIB by midnight on March 15, 2024. Implementation plans from state agencies/entities are due to AIB by midnight on June 15, 2024.
- Responses**
- ▶ Describe current or planned implementation for each of the tasks/subtasks the responding agency or entity is responsible for implementing in Phase One (FY 25–27).
  - ▶ Responses should refer to the numbering used in AIB's Blueprint Comprehensive Plan.

*Example: 5.1.2.(c) Blueprint Implementation Plans shall be submitted to AIB by every State entity that is required to implement the Blueprint by 6/15/24.*
  - ▶ Responses should include as much relevant baseline data as possible (actual data for 2023–24 and projections for 2024–25, 2025–26, and 2026–27) to help AIB understand the current context and set implementation targets.
  - ▶ AIB is interested in understanding how the agency/entity has developed a comprehensive and cohesive strategy to implement the Blueprint that integrates implementation activities across all five pillars. AIB is looking for thoughtful and ambitious plans that reflect the agency's understanding of the Blueprint's theory of action and clearly articulate how the agency plans to reach the Blueprint's overall goals
  - ▶ All draft plans will be posted publicly. No confidential data should be included and all data should comply with normed expectations (omit reporting of small populations of less than 10 that might identify individuals).
  - ▶ Plans may be printed, so include full website links for all hyperlinks.
  - ▶ Identify and/or define all acronyms, agencies, and terms to ensure greater readability for all.

### ***Topics to Include***

- ▶ How the agency/entity will fulfill each task/subtask assigned to it in the BCP
- ▶ Timelines
- ▶ Responsible parties
- ▶ Monitoring procedures and accountability plans
- ▶ Deliverables
- ▶ Implementation considerations
- ▶ Technical assistance or support options needed/available
- ▶ How racial equity and cultural competency are embedded within the work/guide the work
- ▶ Stakeholder engagement and communications plans to align with the aim of the Blueprint and AIB of transparency and commitment to feedback and input from stakeholders
- ▶ Sufficient background/context and rationale, as needed, for understanding
- ▶ Innovative solutions/approaches to Blueprint implementation

### ***State Plans***

- ▶ MSDE, MHEC, CTE Committee, Juvenile Services Education Program Board, and Consortium on Coordinated Community Supports, MDH, teacher preparation programs, and community colleges are the State agencies/entities that need to submit implementation plans by June 15, 2024.

### ***LEA Plans***

- ▶ LEAs are required to submit responses to questions and/or completed templates provided by MSDE and AIB (plan resources can be found and downloaded at: <https://aib.maryland.gov/Pages/BCPDownloads.aspx>). The LEA implementation plan submission should not exceed 99 pages in addition to the length of the questions provided.

### ***Available Support***

- ▶ AIB will host Technical Assistance sessions and Office Hours on Blueprint plan development and implementation for State agencies/entities.
- ▶ MSDE and AIB will jointly hold Technical Assistance sessions and Office Hours for LEAs.
- ▶ Any agency that would like to schedule a consultation with AIB staff to discuss the development of their plan or specific components of it may do so by emailing [AIB@maryland.gov](mailto:AIB@maryland.gov).
- ▶ Any questions should be submitted to AIB via email ([AIB@maryland.gov](mailto:AIB@maryland.gov)).

# GLOSSARY

**504 / 504 Plan** — Section 504 of the Americans with Disabilities Act provides access and accommodations for individuals who meet the criteria of having a qualified disability and impact. In grades preK-12, a 504 plan identifies the accommodations necessary for individual students to access their education.

**9th grade progress monitoring system** — a system that each Maryland LEA will implement for measuring each student's progress towards graduating from high school on time, including credit accumulation and the number of semester core course failures during the first year of high school for students completing the 9th grade year.

**Apprenticeship** — an industry-driven program that provides high-quality career pathways. Registered apprenticeships are regulated by the federal and State government. Youth apprenticeships or high school level of registered apprenticeships offer students the opportunity to receive training in a particular vocation from an eligible employer while in high school.

**Behavioral Health Services** — include trauma-informed prevention, intervention, and treatment services for the psychological, social-emotional, and behavioral health of students, including mental health and substance use disorders.

**Career and Technical Education (CTE)** — consists of courses and learning opportunities in a range of vocations that provide students with the skills, knowledge, and competencies necessary to thrive in their careers.

**Career Ladder** — a compensation system developed by an LEA with the input of local school leaders, educators, and union representatives that provides teachers with opportunities to advance in their careers while remaining in the classroom and recognizes high quality school leaders. As they advance to higher tiers of the career ladder, educators will take on additional leadership responsibilities such as mentoring new teachers and curriculum and assessment development.

**College and Career Readiness (CCR)** — a student's readiness to succeed in entry-level courses at a postsecondary institution or a professional pathway upon graduation from high school.

**Community School** — a public school that establishes a set of strategic partnerships between the school and other community resources that promote student achievement, positive learning conditions, and the well-being of students, families, and the community by providing wraparound services.

**Concentration of Poverty grants** — schools with more than 55 percent of students eligible for free and reduced-price meals will receive a Concentration of Poverty grant (personnel and per pupil) when fully phased in. The personnel grant is to be used to hire a community school coordinator and professional health care practitioner. Any remaining funding should be used to administer a needs assessment and to provide wraparound services as described in the Blueprint. The per pupil grant is to be used to provide wraparound services.

**Direct Certification** — a process to certify children for free and reduced-price meals based on income eligibility without the need for household applications.

**Early Childhood Providers** — organizations that provide care and education for young children. These include local education agencies that provide early childhood education services, known as public providers, and private providers including home-based providers and Head Start.

**Education Support Professionals** — school staff members who provide services that are critical to a student's academic growth and personal well-being, including (but not limited to) clerical, custodial, food, and health services, as well as paraeducators.

**English Learner (EL)** — a student who communicates in a language other than English or whose family uses a primary language other than English in the home, and whose English language proficiency falls within the range established by the State for an English language development program.

**Expert Review Teams (ERT)** — teams of expert educators who visit schools on scheduled visits to observe, interview, and engage with school faculty, staff, students, and stakeholders. Expert Review Teams will review data, conduct a comprehensive school visit, and then identify opportunities for improvement, particularly for implementation related to the Blueprint for Maryland's Future.

**EXCELS** — Maryland EXCELS stands for **Excellence Counts in Early Learning and School-Age Care**. It promotes quality child care and early education programs by evaluating public and private child care and pre-K programs against national quality standards and awarding them ratings based on their assessment. Any licensed or registered child care program and all public prekindergarten programs are eligible to participate in Maryland EXCELS.

**Fiscal Year** — covers a period that starts on July 1 and ends on June 30, i.e., fiscal 2022 (also referred to as FY 22) begins July 1, 2021, and ends June 30, 2022.

**Foundation Formula** — the largest State education funding formula that provides a specified amount of funding for each student enrolled in public school each year. In total, the State pays 50% of the cost per student and, collectively, county governments pay 50% of the cost. The Foundation formula is a wealth-equalized formula, meaning that the proportion that the State and each county government provides is based on the county's relative wealth per student among the 24 counties. Less wealthy counties receive a higher share of funds from the State while wealthier counties pay a higher share. Additional amounts, known as student weights, are provided through other wealth-equalized formulas for students with specific needs, such as English Learners, students with disabilities, and students from low-income households.

**Free and Reduced-Price Meals (FRPM)** — a federally funded program that provides children from low-income households with reduced-price or free meals at school. Children in households with incomes up to 130 percent of the federal poverty level or those receiving Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) qualify for free meals. Those with family incomes above 130 percent and up to 185 percent of the poverty level qualify for reduced-price meals.

**Grow Your Own Programs** — programs that LEAs partner with to recruit and train local teacher candidates to teach in schools within the district. Grow Your Own programs are intended to increase the teacher workforce's racial, ethnic, and cultural diversity, as well as improve teacher retention.

**Individualized Education Program (IEP)** — a legal document, also called a plan, developed for students who receive special education services by education professionals, including their classroom teacher and the student's parent/guardian.

**Industry Recognized Credential** — verifies an individual's qualification or competence in a specific occupation or industry. They are authorized by a third party and recognized in the labor market.

**Judy Centers** — formally named Judith P. Hoyer Center Early Learning Hubs, support young children and their families. Early learning professionals help prepare children from birth through kindergarten for school readiness. They are located at select Title I schools in every Maryland county.

**Kindergarten Readiness Assessment** — an assessment that measures a child's school readiness across four domains: Social Foundations, Mathematics, Language and Literacy, and Physical Well-being and Motor Development.

**LEA** — local education agency, also known as a local school system or school district. Maryland has 24 local education agencies, one for each of the counties and Baltimore City.

**Local National Board Coordinator** — an employee of a local education agency (LEA) selected by the local superintendent to organize the delivery of the National Board Certification program in the LEA, including recruiting, training, and supporting NBC facilitators in the LEA or region.

**Local National Board Facilitator** — an employee of each local education agency (LEA) that is selected by the local superintendent (or in a manner specified by a local agreement, as applicable) to provide teachers in the LEA or region with virtual or in-person support and coaching in obtaining and maintaining NBC.

**Maryland Infants and Toddlers Program** — a Maryland program that directs a family-centered system of early intervention services for young children up to 4 years old in Maryland with developmental delays and disabilities and their families.

**Memorandum of Understanding (MOU)** — a document describing the broad outlines of an agreement that two or more parties have reached.

**Mixed-Delivery System** — describes an early childhood provider system made up of both public and private providers. It includes local school systems, community-based programs, both child care centers and family child care, and Head Start programs.

**National Board Certification (NBC)** — professional certification available in preK-12 education that certifies a teacher’s demonstrated ability to positively impact student learning. NBC is administered by the National Board of Professional Teaching Standards (NBPTS). It was designed to develop, retain, and recognize accomplished teachers and to promote ongoing improvement in schools.

**National Board Coordinator** — an employee hired by the Maryland State Department of Education to direct the National Board Certified Teacher Support Program and support LEA National Board Coordinators.

**Non-Instructional Time** — the parts of a teacher’s day when they are not directly teaching students. This part of the day may include individual planning, collaborative planning, team meetings, reviewing students’ progress, identifying needed supports or interventions for students, contacting families, arranging field trips, etc.

**Novice Teachers** — teachers within their first, second, and third years of teaching.

**Practicum/Clinical Experience** — the portion of a preservice teacher’s preparation program in which they are practicing teaching under the supervision of a licensed teacher.

**Patty Centers** — formerly named Family Support Centers, Patty Centers provide services designed to promote the development of young children; help adults develop more effective parenting skills and fulfill their aims related to school, employment, and family life; and provide supportive networks among parents in local communities.

**Pedagogy** — the method and practice of teaching.

**Postsecondary Institution** — includes 2- and 4-year public and private colleges and universities and private career schools.

**Program for International Student Assessment (PISA)** — an international assessment that measures 15-year-old students’ reading, mathematics, and science literacy every 3 years.

**Post-CCR pathways** — opportunities to pursue advanced academic courses and/or career interests for students who meet the CCR standard at no cost to the student or the student’s parents/guardians. The options include: a competitive entry college preparatory program chosen by the local school board, consisting of the International Baccalaureate (IB) Diploma Program, the Cambridge AICE Diploma Program, or a comparable program consisting of Advanced Placement (AP) courses specified by the College Board; an early college or dual enrollment program at a student’s high school and an institution of higher education that allows a student to earn an associate’s degree or at least 60 college credits; and Career and Technology Education (CTE) programs that are recommended by the CTE Skills Standards Advisory Committee and approved by the CTE Committee, including apprenticeships and dual enrollment in credit or eligible non-credit certificate programs.

**Professional Standards and Teacher Education Board (PSTEB)** — a semi-autonomous board of 25 members that shares responsibility with the State Board of Education for developing and adopting regulations concerning certification standards for teachers and other professional personnel, the waiver of certification requirements, and requirements for the preparation of teachers and other education personnel.

**Restorative Practices** — a relationship-focused student discipline model that is preventive and proactive; emphasizes building strong relationships and setting clear behavioral expectations that contribute to the well-being of the school community; in response to behavior that violates the clear behavioral expectations that contribute to the well-being of the school community, focuses on accountability for any harm done by the problem behavior; and addresses ways to repair the relationships affected by the problem behavior with the voluntary participation of an individual who was harmed.

**Sliding Scale** — a range of rates that are determined by a specific variable. Under the Blueprint for Maryland’s Future, sliding scales determine State, local, and family shares of pre-K services based on household income, in addition to the amount of per-pupil funding provided to community schools with a concentration of poverty above 55%.

**Teacher Collaborative Grants**—a program in Maryland that provides funds for collaboratives of teacher preparation programs, LEAs, and teachers' unions to develop state-of-the-art professional education for prospective and current teachers that reflects international and national best practices. The program awards grants to multiple collaboratives in various regions of the State that will develop model teacher preparation, career ladder, and induction and professional development programs that can be replicated in local school systems through the State.

**Teacher Preparation Program**—an approved pathway to initial teacher certification.

**Technical Assistance (TA)**—the process of providing targeted support to an organization.

**Trauma Informed Intervention**—a method for understanding and responding to an individual with symptoms of chronic interpersonal trauma or traumatic stress.

**Workgroup on English Learners (WEL)**—a workgroup established by the Blueprint for Maryland's Future law in 2020. The workgroup is charged with accelerating academic achievement for English Learner students. The purpose of the workgroup is to collect data, study national and international best-in-class practices, and make recommendations for implementing and scaling those practices in Maryland schools.

**Wraparound Services**—a comprehensive, holistic, youth and family-driven approach to providing support programs to address student and family challenges. The Concentration of Poverty School grant program supports wraparound services, including physical wellness, dental, and vision care; behavioral health services; extended learning time; and student enrichment experiences.



*The AIB wishes to thank everyone who contributed to the development of the Blueprint for Maryland's Future Comprehensive Implementation Plan. The ongoing input of many educators, parents, students, State and local officials, stakeholders, advocates, and members of the public among others has been invaluable in shaping implementation of the Blueprint for Maryland's Future.*

*For more information, visit [aib.maryland.gov](http://aib.maryland.gov)*



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