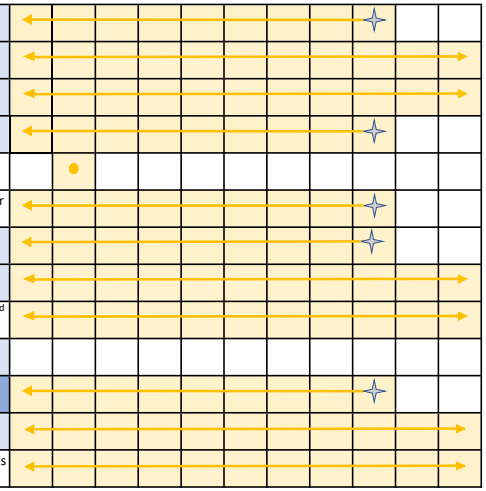
Blueprint for Maryland's Future Accountability & Implementation Board

Legend	✦	Start and/or end date included in Blueprint statute
	●	Start and/or end date not included in Blueprint statute; dates in table are estimated based on Kirwan Commission final timeline
	*	Recommendation for legislative change

Pillar 1 Early Childhood Education

			FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	FY32
1.1		Expand publicly funded full-day Pre-K											
	1.1.1	Expand access to free full-day pre-K for low-income 3- and 4-year-old children (up to 300% of the federal poverty level)	←				●	→	→	→	→	→	→
	1.1.1(a)	State and local shares cover the cost of full-day pre-K for families of 3- and 4-year-old children with incomes up to 300% of the federal poverty level (Tier I)	←	✦	→	→	→	→	→	→	→	→	→
	1.1.1(b)	Priority for available slots shall be given to 3- and 4-year-olds from low-income families; children with disabilities; homeless youth; and children from homes in which English is not the primary spoken language		✦	→	→	●	→	→	→	→	→	→
	*	AIB recommends technical correction to the full-day Pre-K formula to add students with disabilities, EL students, and students experiencing homelessness to definition of Tier 1 children		●									
	1.1.1(c)	Interagency Commission on School Construction shall prioritize public school construction funding requests for high-quality pre-K classrooms and shall consider the availability of private eligible pre-K providers with these requests	●	→	→	→	→	→	→	→	→	→	→
		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		●	→	→	→	→	→	→	→	→	→
	1.1.1(d)	MSDE administers pre-K expansion grants to expand full-day pre-K slots and convert half-day slots to full-day slots	←	→	→	✦							
		The Governor shall annually appropriate an amount that is at least equal to the total amount of all funds received by the Program in the prior fiscal year to the Prekindergarten Expansion Grant Program	←	→	→	✦							
		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	←	→	→	✦							
		Providers shall meet the high-quality standards and requirements identified in Task 1.1.5	←	→	→	✦							
	1.1.1(e)	Local health or social services departments shall notify families that 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	←	→	→	→	→	→	→	→	→	→	→
		The notice shall include contact information for the enrollment office of the local school system and MSDE's Division of Early Childhood Development and information on the Child Care Scholarship Program	←	→	→	→	→	→	→	→	→	→	→
	1.1.1(f)	Income-eligible families shall have access to extended day services through the Child Care Scholarship Program		✦	→	→	→	→	→	→	→	→	→
	1.1.1(g)	MSDE and LEAs disseminate information about available Pre-K options to eligible families		●	→	→	→	→	→	→	→	→	→
	1.1.1(h)	All 4-year-old children and 3-year-old children from low-income families who wish to enroll in full-day pre-K shall be served by FY26 and FY30, respectively					✦				●		
	1.1.2	Expand access to full-day pre-K for 4-year-old children between 300-600% of the federal poverty level on a sliding scale				✦	→	→	→	→	→	→	→
	1.1.2(a)	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		✦									
	1.1.2(b)	MSDE implements the sliding scale for families of 4-year-old children with incomes greater than 300% but less than 600% of the federal poverty level (families with incomes greater than 600% of the federal poverty level pay the full cost of pre-K)				✦	→	→	→	→	→	→	→
		Families shall pay the family share to the publicly funded pre-K provider				✦	→	→	→	→	→	→	→
	1.1.2(c)	MSDE and LEAs disseminate information about available Pre-K options to eligible families			●								
	1.1.3	Implement a high-quality mixed-delivery (public and private) pre-K system		✦	→	→	→	→	→	→	→	→	→
	1.1.3(a)	Private providers must provide at least 30% of pre-K slots in FY23 and phase up to 50% of pre-K slots in FY27		✦	→	→	→	✦	→	→	→	→	→
	1.1.3(b)	LEAs may request a waiver from MSDE to include less than the required minimum percent of private providers		✦	→	→	→	→	→	→	→	→	→
		MSDE shall establish waiver application procedures		✦									
	1.1.3(c)	MSDE and LEAs design and implement a Pre-K enrollment system that is easily accessible for families		●	→	→	→	→	→	→	→	→	→
	1.1.3(d)	MSDE communicates financial benefits to private providers of participating in the mixed-delivery system		●	→	→	→	→	→	→	→	→	→
	1.1.3(e)	MSDE, LEAs, and eligible pre-K providers shall collaborate to address the transportation needs of children enrolled in eligible pre-K providers		●	→	→	→	→	→	→	→	→	→
	1.1.4	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		●	→	→	→	→	→	→	→	→	→
	1.1.4(a)	LEAs submit MOUs as part of their Blueprint Implementation Plans		●	→	→	→	→	→	→	→	→	→

1.1.4(b)	MOUs shall provide for services for children with disabilities	
1.1.4(c)	MOUs shall provide for a process by which a parent is able to indicate a preference for eligible pre-K providers	
1.1.4(d)	MOUs shall provide for 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	
1.1.4(e)	MOUs shall provide for any agreed upon administrative costs to be retained by an agency that is party to the agreement and the manner in which the parties will meet the MOU requirements	
1.1.4(f)	MOUs shall provide for a plan to address racial and socioeconomic integration in pre-K classrooms	
1.1.5	Require public and private providers to meet high-quality standards to receive public funding	
1.1.5(a)	Teachers shall hold State certification for teaching in early childhood education OR a bachelor's degree in any field while they pursue alternative certification beginning in the 2025-26 academic year	
	MSDE disseminates information about new certification requirements and existing alternative certification pathways for teachers	
1.1.5(b)	Teaching assistants shall hold at least a Child Development Associate (CDA) certificate or an associate's degree beginning in the 2025-26 academic year	
	MSDE disseminates information about new certification requirements and existing alternative certification pathways for teaching assistants	
1.1.5(c)	Program staff shall receive high-quality professional development	
1.1.5(d)	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	
	MSDE/AIB defines "comparable" salaries and benefits	
1.1.5(e)	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 with, at a minimum, one teacher with high-staff qualifications	
1.1.5(f)	Providers shall offer a full-day pre-K program of at least 6.5 hours	
1.1.5(g)	Providers shall be inclusive of children with disabilities to ensure access to and full participation in all opportunities	
1.1.5(h)	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	
	Providers shall use evidence-based curricula and developmentally appropriate and culturally and linguistically responsive instructional methods	
1.1.5(i)	Providers shall individualize accommodations and supports for all students	
1.1.5(j)	Providers shall conduct evaluations to ensure continuous program improvement	
1.1.5(k)	Providers shall maintain on-site or accessible comprehensive services for students	
1.1.5(l)	Providers shall maintain community partnerships that promote access to comprehensive services for families of students	
1.1.5(m)	Providers shall maintain evidence-based health and safety standards	
1.1.5(n)	Providers shall achieve a quality rating level of 5 in the Maryland EXCELS program within five years	
	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	
	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	
	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	
1.1.6	Increase the number of high-quality private pre-K providers and staff	
1.1.6(a)	The Governor shall appropriate $1 million annually for the Child Care Accreditation Support Fund to pay for application fees for an approved accrediting organization on behalf of (or to reimburse) a childcare provider	
1.1.6(b)	Funding for the Child Care Incentive Program shall increase by 10% over the prior fiscal year to improve child care provider's quality of care through the purchase of office-approved materials, equipment, or supplies	
1.1.6(c)	Funding for the Maryland Child Care Credential Program shall increase by 10% over the prior fiscal year for individuals with approved staff credentials to receive an achievement bonus or a reimbursement or voucher for training	
1.1.6(d)	MSDE awards eligible individuals funds to cover the cost of tuition and fees, textbooks, and eligible coursework expenses in degree programs related to early childhood education through the Child Care Career and Professional Development Fund	
	Eligible individuals 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	
1.1.6(e)	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	
	MSDE shall award a bonus on initial publication of a quality rating level between 1-4; on each publication of a higher quality rating level after initial publication; on initial publication of a quality rating level 5; and annually on renewal and republication of a quality rating level 5	
	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	

			FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	FY32
	1.1.6(f)	MSDE identifies a primary contact employee for early child care in the Office of Child Care	✦										
		The primary contact employee shall assist pre-K providers in understanding the process for publishing in EXCELS and improving quality ratings, as well as applying for relevant accreditation and funds	✦	→	→	→	→	→	→	→	→	→	→
	1.1.6(g)	MSDE and LEAs 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		●	→	→	→	→	→	→	→	→	→
	1.1.6(h)	MSDE ensures that supports/stipends that are currently being offered for teaching assistant credentials through the Blueprint are being utilized		●	→	→	→	→	→	→	→	→	→
1.1.7		MSDE and LEAs submit reports to the AIB and the General Assembly on pre-K expansion	✦	→	→	→	→	→	→	→	→	→	→
	1.1.7(a)	MSDE submits a report that includes a plan for verifying family income; distributing pre-K funds; identifying pre-K program preferences; and calculating state, local, and family shares	✦										
	1.1.7(b)	Local departments of social services and health shall each annually report to the General Assembly on the number of parents who were given a notification and subsequently enrolled their child in a publicly funded pre-K program by 12/1	✦	→	→	→	→	→	→	→	→	→	→
	1.1.7(c)	LEAs submit an annual report to the AIB and MSDE on the number of eligible Pre-K providers in the county (public and private), EXCELS ratings, and provider participation rate by 12/1		✦	→	→	→	→	→	→	→	→	→
		Annual reports 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		✦	→	→	→	→	→	→	→	→	→
		Annual reports shall include information related to the kindergarten readiness assessment		✦	→	→	→	→	→	→	→	→	→
		Annual reports shall include a demonstration that pre-K program expansion prioritized children in areas with limited or no access to quality child care; Tier 1 children; and students with disabilities		✦	→	→	→	→	→	→	→	→	→
1.2		Assess student readiness for kindergarten	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	FY32
	1.2.1	Administer unbiased Kindergarten Readiness Assessment to all incoming kindergarten students		✦	→	→	→	→	→	→	→	→	→
	1.2.1(a)	The assessment shall be administered to all incoming kindergarten students in the State with the purpose of measuring school readiness to be used for diagnostic purposes, curriculum development, and early detection of learning challenges		✦	→	→	→	→	→	→	→	→	→
	1.2.1(b)	The assessment may include an evaluation of language and literacy skills, academic knowledge in mathematics, science, and social studies, physical development, and social development		✦	→	→	→	→	→	→	→	→	→
	1.2.1(c)	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		✦	→	→	→	→	→	→	→	→	→
	1.2.1(d)	LEAs shall consult with kindergarten teachers in determining how to implement the assessment before administering it		✦	→	→	→	→	→	→	→	→	→
	1.2.1(e)	The assessment shall be the sole diagnostic assessment for measuring school readiness		✦	→	→	→	→	→	→	→	→	→
	1.2.1(f)	MSDE shall adopt regulations to implement the assessment requirements		✦	→	→	→	→	→	→	→	→	→
	1.2.1(g)	MSDE shall ensure that educators are provided with necessary supports to effectively administer the KRA		●	→	→	→	→	→	→	→	→	→
	1.2.1(h)	MSDE shall evaluate the assessment used in the 2022-23 academic year for bias and for any potential bias in its administration		●	→	→	→	→	→	→	→	→	→
	1.2.1(i)	LEAs shall provide professional development to instructional staff to support assessment administration		●	→	→	→	→	→	→	→	→	→
1.3		Expand family supports	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	FY32
	1.3.1	Create 30 new Family Support (Patty) Centers by FY29	←	←	←	←	←	←	←	✦			
	1.3.1(a)	The Governor shall appropriate $330,000 for each additional Patty Center that shall provide services to improve parenting skills, develop the family as a functioning unit, and promote their children's growth and development	←	←	←	←	←	←	←	✦			
	1.3.1(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 around the State		●									
	1.3.1(c)	The State shall provide funding for three additional Patty Centers per year between FY22-29	✦	→	→	→	→	→	→	✦			
	1.3.1(d)	A center shall provide services 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; child care for parents participating in center services; peer support activities; educational services; and support for parents in securing and maintaining employment	←	←	←	←	←	←	←	←	←	←	→
		A center may provide other services approved by the intermediary	←	←	←	←	←	←	←	←	←	←	→
	1.3.1(e)	Providers shall submit plans to the intermediary describing the services to be provided; the manner in which 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	←	←	←	←	←	←	←	←	←	←	→
	1.3.1(f)	Providers shall employ staff; recruit, train, and supervise volunteers; and operate the center during periods of time to accommodate parents' needs	←	←	←	←	←	←	←	←	←	←	→
	1.3.2	Create 135 new Judy Centers by FY30	←	←	←	←	←	←	←	←	✦		

1.3.2(a)	The Governor shall appropriate $330,000 for each additional Judy Center	
1.3.2(b)	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	
1.3.2(c)	MSDE submits an annual report on the Judith P. Hoyer Early Childhood Education Enhancement Program to the Governor and the General Assembly by 11/1	
1.3.2(d)	The State shall prioritize increasing the number of Judy Centers in communities with Title I schools	
	MSDE shall develop a plan for the coordinated and equitable placement of Judy and Patty Centers that prioritizes high-need communities around the State	
	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	
1.3.2(e)	The State shall create 9 additional Judy Centers per year between FY21-25 and 18 additional Centers per year between FY26-30	
1.3.2(f)	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	
	Applications shall include an MOU identifying how LEAs and participating programs will collaborate; a plan for ongoing communication between private and public providers; and 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	
1.3.2(g)	MSDE shall conduct an evaluation process to measure the effectiveness of Judy Centers	
1.3.3	Fully fund the Maryland Infants and Toddlers Program	
1.3.3(a)	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)	
1.3.3(b)	MSDE will use additional funding to expand the early intervention services available to eligible children through the Maryland Infants and Toddlers Program