

DRAFT

Initial Blueprint Comprehensive Implementation Plan

November 30, 2022



Initial Blueprint Comprehensive Implementation Plan Outline

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Pillar 1: Early Childhood Education

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; and
- 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
- full funding of the Infants and Toddlers Program to provide early identification of young children with disabilities and provide the appropriate supports to the young children with disabilities and their families.

Pillar 1 Expected Outcome: ~~Nearly Aa~~All students enter kindergarten ready to learn (i.e., developmentally ready for kindergarten, including physical, social/emotional health)

~~The term “nearly all” is used to describe some expected outcomes and outcome measures. In making its policy recommendations, the Kirwan Commission recognized that setting a goal of 100% was not attainable, and that “nearly all” will mean a different specific proportion of students (or another denominator) depending on the context. After collecting and analyzing baseline data, the AIB will specify the meaning of “nearly all” in identified expected outcomes and outcome measures as well as the progress targets toward achieving the outcome.~~

Pillar 1 Outcome Measures:

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

Targets for all outcome measures (for each pillar and objective) will be determined by AIB in collaboration with MSDE and other members of the Outcome Measures Working Group after baseline data have been collected and analyzed. Targets set for FY 2032 will reflect that FY 2032 is the first year in which the Blueprint is fully implemented;; therefore, it will likely take several more years to achieve the Blueprint goals for all students.

Student outcome data will be disaggregated and analyzed by student groups whenever possible, including by race/ethnicity, gender, socioeconomic status, English learner status, and disability. Other data related to schools and teachers will also be disaggregated whenever relevant and possible.

~~Targets for all outcome measures (for each pillar and objective) will be determined by AIB after baseline data have been collected and analyzed. Student outcome data will be disaggregated and analyzed by student groups whenever possible, including by race/ethnicity, gender, socioeconomic status, English learner status, and disability. Other data related to schools and teachers will also be disaggregated whenever relevant and possible.~~

Pillar 1 Key Actors

- AIB
- Local education agencies (LEAs)
- Maryland State Department of Education (MSDE)
- Governor
- General Assembly
- Local departments of health and social services
- Public and private Pre-K providers
- Interagency Commission on School Construction
- Pre-K teachers
- Pre-K teaching assistants

- Maryland Higher Education Commission (MHEC)
- Higher education institutions (2- and 4-year)
- Maryland Family Network
- Family Support (Patty) Centers
- Judy Centers
- County governments (including Baltimore City)
- Students
- Parents/guardians/caregivers
- Community members
- Advocacy organizations
- Education support professionals

Pillar 1, Objective 1: Expand high quality publicly funded full-day pre-K

Objective 1 Outcome Measures

- The number of 3- and 4-year-olds from low-income households enrolled increases so that all 4-year-olds from low-income households who wish to enroll are able to do so by FY 2026 and ~~nearly~~ all 3-year-olds from low-income households are able to do so by FY 2032
- ~~A~~Nearly all 4-year-olds whose families wish to enroll them 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 PreK 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/Deliverables and Reports

Date	Milestone/Deliverable
FY23	LEAs, private providers, and MSDE shall enter into the required Memorandum of Understanding (<i>Subtask 1.1.4</i>)
FY23	Private providers shall provide at least 30% of pre-K slots (<i>Subtask 1.1.3 (a)</i>) (<i>LEAs may request a waiver if insufficient private provider spaces are available</i>)
FY26	Pre-K 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 (<i>Subtask 1.1.5(a)</i>)
FY26	Pre-K teaching assistants shall hold at least a Child Development Associate (CDA) certificate OR an associate's degree beginning in the 2025-26 academic year (<i>Subtask 1.1.5(b)</i>)
FY26	All 4-year-old children from low-income households whose families wish to enroll them in full-day pre-K shall be served (<i>Subtask 1.1.1(f)</i>)
FY27	Private providers shall provide at least 50% of pre-K slots (<i>Subtask 1.1.3 (a)</i>) (<i>LEAs may request a waiver if insufficient private provider spaces are available</i>)
FY32	A ^{Nearly} all 3-year-old children from low-income households whose families wish to enroll them in full-day pre-K shall be served (<i>Subtask 1.1.1(f)</i>)

Date	Reports	Requirements
Beginning 12/1/21 on an annual basis	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 (<i>Subtask 1.1.7(b)</i>)	LEAs shall contact parents who were given a notification that their child is eligible to enroll in a publicly funded pre-K program to assist them in enrolling their 3 or 4-year-old in a pre-K program
FY22 and FY24	MSDE shall submit 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 (<i>Subtask 1.1.7(a)</i>)	MSDE shall submit an updated report to AIB by 12/1/24 that includes final plans for all of the topics.
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 (<i>Subtask 1.1.7(c)</i>)	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

		<p>providers established or expanded through the Blueprint</p> <p>Annual reports shall include information related to the kindergarten readiness assessment</p> <p>Annual reports shall include a demonstration that pre-K program expansion prioritized children in areas with limited or no access to quality childcare, Tier 1 children, and students with disabilities</p>
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Considerations when implementing this objective

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 in family child care providers to complete the year on record as an educator)
- Adequacy of per-pupil funding to support the cost of services for private providers
- 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 childcare providers to meet certification requirements while keeping their businesses open
- Increase the diversity of ECE providers while implementing the new systemic requirements
- Incentivize prospective teaching assistant candidates to earn a CDA
- Consider expanding language immersion pre-K programs
- Conduct outreach to historically underserved communities in multiple languages
- Create partnerships with Head Start programs, higher education institutions, including Universities and specifically Historically Black Colleges and Universities

(HBCUs) Minority Serving Institutions (MSIs), Hispanic Serving Institutions (HSIs) and, and ~~local~~ Community Colleges

- Expand access to LEAs' employee benefits package to private providers
- Implementation of IEPs in private provider settings

Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans

- Provide models/strategies for public, private, and Head Start providers to successfully participate in the mixed-delivery system
- Develop 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

Requirements and Guidance for Implementation by Pillar 1 Tasks and Subtasks

Pillar 1, Objective 1: Expand 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
1.1.1(a)	All 4-year-old children and nearly all 3-year-old children from low-income families who wish to enroll in full-day pre-K shall be served by FY 26 and FY 32, respectively	State and local shares shall 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) 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
<u>1.1.1(b)</u>	<u>AIB will recommend making a technical correction to the full-day pre-K formula to add students with disabilities, EL students, and students experiencing homeless to the definition of Tier I children</u>	
1.1.1(<u>c</u>) 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 FY 22 and beyond	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(<u>d</u>) e)	MSDE shall administer 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 Prekindergarten Expansion Grant Program in the prior fiscal year to the Prekindergarten

	until the program phases out after FY 25	<p>Expansion Fund in FY 20-25. Beginning in FY 26, monies in the Fund shall be used to support the full-day pre-K funding formula as specified.</p> <p><u>MSDE shall provide technical assistance to providers in completing and submitting their Pre-K expansion grant application</u></p> <p>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</p> <p>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</p> <p><u>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</u></p> <p>MSDE shall require providers to meet the high-quality standards and requirements identified in Task 1.1.5 in order to receive a grant</p> <p><u>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</u></p> <p><u>MSDE shall identify general trends in why providers were denied a Pre-K expansion grant</u></p>
1.1.1(e)	Local health and social services departments shall annually	The notice shall include contact information for the enrollment office of the local school system

	<p>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>and MSDE's Division of Early Childhood Development and information on the Child Care Scholarship Program</p> <p>Income-eligible families shall have access to extended day services through the Child Care Scholarship Program</p> <p><u>LEAs shall prioritize utilizing private providers for extended day services</u></p> <p><u>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</u></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>
1.1.1(fe)	<p>MSDE and LEAs shall disseminate information about available Pre-K options to eligible families starting in FY 23</p>	<p><u>MSDE shall collaborate with LEAs to disseminate information to families in a variety of ways, including in-person and virtual information sessions, informational flyers, emails, and social media</u></p> <p><u>MSDE and LEAs shall disseminate information about available Pre-K options to eligible families in multiple languages</u></p>

Task 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
Major Subtask		Requirements/Guidance for Implementation
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	MSDE shall provide an update to its 2022 report on <u>progress in</u> development of a sliding scale in its initial Blueprint Implementation Plan submitted 3/15/23
1.1.2(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 7/1/25	Families with incomes greater than 600% of the federal poverty level shall pay the full cost of pre-K LEAs may cover the cost of pre-K for families with incomes greater than 300% but less than 600% of the federal poverty level Families shall pay the family share to the publicly funded pre-K provider
1.1.2(c)	MSDE and LEAs shall disseminate information about available Pre-K options to eligible families starting in FY 2 5 ⁴	<u>MSDE shall collaborate with LEAs to disseminate information to families in a variety of ways, including in-person and virtual information sessions, informational flyers, emails, and social media</u> <u>MSDE and LEAs shall disseminate information about available Pre-K options to eligible families in multiple languages</u>
Task 3		Implement a high-quality mixed-delivery (public and private) pre-K system
Major Subtask		Requirements/Guidance for Implementation
1.1.3(a)	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 MSDE shall establish waiver application procedures <u>MSDE shall annually identify the number of waiver applications received and the number it granted in its implementation plan</u>

		<u>MSDE shall identify general trends in waiver applications from LEAs as part of its implementation plan</u>
1.1.3(b)	MSDE shall communicate the financial benefits to private providers and their staff of participating in the mixed-delivery system starting in FY 23	<u>MSDE shall disseminate information on 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</u> <u>MSDE shall disseminate information on financial benefits of participating in a mixed-delivery system to private providers in multiple languages</u>
1.1.3(c)	MSDE, LEAs, and eligible pre-K providers shall collaborate to address the transportation needs of children enrolled in eligible pre-K providers starting in FY 23	<u>Eligible children should not be denied access to pre-k services due to lack of transportation.</u> <u>Transportation includes, if applicable, transportation from a public provider to a private provider for wrap-around care</u>
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	
	Major Subtask	Requirements/Guidance for Implementation
1.1.4(a)	LEAs shall submit MOUs as part of their Blueprint Implementation Plans starting in FY 23	MOUs shall provide for (Subtasks 1.1.4(b-f)) : <ul style="list-style-type: none"> • services for children with disabilities; • 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; • 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; • the manner in which the parties will meet the statute's and memorandum's requirements; • any agreed upon administrative costs to be retained by an agency that is party to the agreement and the how

		<p>the parties will meet the MOU requirements;</p> <ul style="list-style-type: none"> • a plan to address racial and socioeconomic integration in pre-K classrooms; • how slots will be prioritized for children from low-income households, children with disabilities, children experiencing homelessness, children who are English language learners; and • <u>assurances that providers will meet the high-quality standards required to receive public funding listed under Task 5.</u> <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>
Task 5	MSDE shall require public and private providers to meet high-quality standards to receive public funding	
	Major Subtask	Requirements/Guidance for Implementation
1.1.5(a)	Pre-K 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	<p><u>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 2025-26 school year.</u></p> <p><u>MSDE shall work with private providers to develop plans for pre-K teachers to achieve certification by the beginning of the 2025-26 school year.</u></p> <p>MSDE shall develop and disseminate information about new certification requirements and alternative certification pathways for teachers <u>in multiple languages</u>. MHEC and postsecondary institutions shall work with LEAs to implement alternative certification pathways for teachers.</p>
1.1.5(b)	Pre-K teaching assistants shall hold at least a Child Development Associate (CDA) certificate or an	<u>Holding a CDA or Associate's Degree is not required for pre-K teaching assistants prior to the 2025-26 school year.</u>

	associate's degree beginning in the 2025-26 academic year	<p><u>MSDE shall work with public and private providers to develop plans for pre-k teaching assistants to earn a CDA or Associate's degree prior to the beginning of the 2025-26 school year.</u></p> <p><u>MSDE shall explore whether students participating in the Teacher Academy of Maryland (TAM) could earn a CDA by the end of the program</u></p> <p>MSDE shall develop and disseminate information about new certification requirements and alternative certification pathways for teaching assistants <u>in multiple languages.</u></p> <p>MHEC and postsecondary institutions shall work with LEAs to implement alternative certification pathways for teaching assistants.</p>
1.1.5(c)	Program staff shall receive high-quality professional development starting in FY 23	LEAs shall work with private pre-K providers to provide high-quality professional development, <u>including professional development related to the district's pre-K curriculum</u>
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 starting in FY 23	MSDE and AIB shall define "comparable" salaries and benefits for private providers to follow
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 starting in FY 23	<u>Providers can maintain this ratio with a certified Pre-K teacher and teaching assistant</u>
1.1.5(f)	Providers shall offer a full-day pre-K program of at least 6.5 hours starting in FY 23	

1.1.5(g)	Providers shall be inclusive of children with disabilities to ensure access to and full participation in all opportunities starting in FY 23	<u>MSDE shall identify and communicate best practices on creating a classroom inclusive of children with disabilities to providers</u>
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 starting in FY 23	Providers shall use evidence-based curricula, <u>including restorative approaches, as well as</u> and developmentally appropriate and culturally and linguistically responsive instructional methods <u>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</u>
1.1.5(i)	Providers shall individualize accommodations and supports for all students starting in FY 23	<u>MSDE shall identify and communicate best practices on individualizing accommodations and supports to providers</u>
1.1.5(j)	Providers shall conduct evaluations to ensure continuous program improvement starting in FY 23	<u>MSDE shall identify and communicate best practices related to conducting program evaluations to providers</u>
1.1.5(k)	Providers shall maintain on-site or accessible comprehensive services for students starting in FY 23	<u>MSDE shall identify and communicate best practices related to maintaining on-site or accessible comprehensive services for students</u>
1.1.5(l)	Providers shall maintain community partnerships that promote access to comprehensive services for families of students starting in FY 23	<u>MSDE shall identify and communicate best practices related to maintaining community partnerships to providers</u>
1.1.5(m)	Providers shall maintain evidence-based health and safety standards starting in FY 23	<u>Providers shall follow MSDE's health and safety standards required for child care providers</u>
1.1.5(n)	Providers shall achieve a quality rating level of 5 in the Maryland EXCELS program within five years starting in FY 23	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>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>
Task 6	Increase the number of high-quality private pre-K providers and staff	
	Major Subtask	Requirements/Guidance for Implementation
1.1.6(a)	The Governor shall appropriate \$1 million annually for the Child Care Accreditation Support Fund starting in FY 22	MSDE shall use the funds 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 from FY 22-FY 30	<p>MSDE shall use the funds to improve childcare providers' quality of care through the purchase of office-approved materials, equipment, or supplies</p> <p><u>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</u></p>
1.1.6(c)	Funding for the Maryland Child Care Credential Program shall increase by 10% over the prior fiscal year from FY 22-FY 24	<p>MSDE shall use the funds to provide an achievement bonus, reimbursement, or voucher for training to individuals with approved staff credentials</p> <p><u>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</u></p>
1.1.6(d)	MSDE shall award eligible individuals funds through the Child Care Career and Professional Development Fund in FY 22 and beyond	Funds shall cover the cost of tuition and fees, textbooks, and eligible coursework expenses in degree programs related to early childhood education

		<p><u>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</u></p> <p>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</p>
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 from FY 22-FY 26	<p>MSDE shall award a bonus for the following achievements:</p> <ul style="list-style-type: none"> • 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 • on annual renewal and republication of a quality rating level 5 <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>
1.1.6(f)	MSDE shall identify a primary contact employee for early childcare in the Office of Child Care in FY 22	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
1.1.6(g)	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	<u>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</u>

	certification requirements starting in FY 23	<u>MSDE shall disseminate information about salary increases to private providers in multiple languages</u>
1.1.6(h)	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 FY 23	
Task 7	MSDE and LEAs submit reports to the AIB and the General Assembly on pre-K expansion	
	Major Subtasks	Requirements/Guidance for Implementation
1.1.7(a)	MSDE shall submit a report on pre-K expansion to AIB and the General Assembly by 11/1/21	<p>The report shall include:</p> <ul style="list-style-type: none"> • 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 <p>MSDE shall provide an update on this report in its initial Blueprint implementation plan</p>
1.1.7(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

		<u>The report shall identify how local health and social services departments notified families about their eligibility for Pre-K programs</u>
1.1.7(c)	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	<p>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</p> <p>The annual report shall include information related to the kindergarten readiness assessment</p> <p>The annual report shall demonstrate that pre-K program expansion prioritized children in areas with limited or no access to quality childcare, <u>children experiencing homelessness, children whose primary language spoken at home is not English,</u> Tier 1 children, and <u>children</u> students with disabilities</p>

Pillar 1, Objective 2: Assess student readiness for kindergarten

Objective 2 Outcome Measures

- 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

Milestones/Deliverables and Reports

Date	Milestone/Deliverable
FY 23	All incoming kindergarteners shall be assessed for kindergarten readiness using the KRA annually (<i>Task 1.2.1</i>)
FY 23	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
FY 24	MSDE shall evaluate the KRA administered in the 2022-2023 academic year for implicit/explicit bias in the assessment or in the administration of the assessment and make any recommendations for changes by 12/1/2023 . MSDE shall subsequently periodically evaluate the KRA and the administration process for bias (<i>Subtask 1.2.1(f)</i>)
FY 23	LEAs shall train kindergarten teachers to administer the KRA in an unbiased manner (<i>Subtask 1.2.1(g)</i>)

Date	Reports	Requirements
12/1/23	MSDE shall report to AIB on the results of the KRA evaluation and make any appropriate recommendations by 12/1/23 (<i>Subtask 1.2.1(f)</i>)	

Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans

- Creating informal assessments to monitor student performance and identify area(s) for growth
- Identifying and implementing instructional interventions to improve student performance

Requirements and Guidance for Implementation by Pillar 1 Tasks and Subtasks

Pillar 1, Objective 2: Assess student readiness for kindergarten

Task 1	Administer an unbiased Kindergarten Readiness Assessment to all incoming kindergarten students	
	Major Subtasks	Requirements/Guidance for Implementation
1.2.1(a)	LEAs shall administer the assessment to all incoming kindergarten students in the State beginning in FY 23	<p>The assessment shall be the sole diagnostic assessment for measuring school readiness and be used for curriculum development and early detection of learning challenges</p> <p>The assessment may include an evaluation of language and literacy skills, academic knowledge in mathematics, science, and social studies, physical development, and social development</p> <p><u>LEAs shall communicate expectations for kindergarten readiness that are embedded in the KRA to parents and caregivers in multiple languages</u></p>
1.2.1(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
1.2.1(c)	LEAs shall consult with kindergarten teachers, <u>including teachers nominated by the exclusive bargaining representative</u> , in determining how to implement the assessment before administering it beginning in FY 23	<u>LEAs shall consult with kindergarten teachers from multiple elementary schools within the district</u>
1.2.1(d)	MSBE shall adopt regulations to implement the assessment requirements in FY 23	
1.2.1(e)	MSDE shall ensure that educators are provided with necessary supports to effectively administer the KRA beginning in FY 23	
1.2.1(f)	MSDE shall <u>contract with an external entity to</u> periodically evaluate the assessment for <u>any racial, or cultural, or linguistic</u> bias and for any potential bias in its	<u>An external contractor</u> MSDE shall evaluate the assessment used in the 2022-23 academic year for explicit and implicit bias and for any potential bias in its administration

	administration and submit a report to AIB on its findings and any recommendations	MSDE shall <u>submit the contractor's report to AIB on the results of the evaluation to the AIB</u> and make any appropriate recommendations by 12/1/23
1.2.1(g)	LEAs shall provide professional development to instructional staff to support assessment administration beginning in FY 23	<u>MSDE shall develop professional development session content for LEAs to deliver to instructional staff</u>
<u>1.2.1(h)</u>	<u>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 FY 23</u>	<u>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</u> <u>LEAs shall implement approved instructional interventions to improve student performance, including in reading</u>

Pillar 1, Objective 3: Expand family supports

Objective 3 Outcome Measures

- 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 P-3 students are identified as needing special education services

Milestones/Deliverables and Reports

Date	Milestone/Deliverable
FY29	MSDE shall create 30 new Family Support (Patty) Centers <i>(Task 1.3.1)</i>
FY30	MSDE shall create 135 new Judy Centers <i>(Task 1.3.2)</i>

Date	Reports	Requirements
FY 26 and FY 32	MSDE shall conduct an evaluation process to measure the effectiveness of Patty Centers in FY 26 and FY32 <i>(Subtask 1.3.1(d))</i>	
FY 26 and FY 32	MSDE shall conduct an evaluation process to measure the effectiveness of Judy Centers in FY 26 and FY 32 <i>(Subtask 1.3.2(e))</i>	

~~Key actors~~

- ~~Local education agencies (LEAs)~~
- ~~Maryland State Department of Education (MSDE)~~
- ~~Maryland Family Network~~
- ~~Family Support (Patty) Centers~~
- ~~Judy Centers~~

Requirements and Guidance for Implementation by Pillar 1 Tasks and Subtasks

Pillar 1, Objective 3: Expand Family Supports		
Task 1	Create 30 new Family Support (Patty) Centers by FY29	
	Major Subtask	Requirements/Guidance for Implementation
1.3.1(a)	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 Patty Centers may provide other services approved by the intermediary
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, <u>including communities with few child care providers,</u> around the State
1.3.1(c)	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
1.3.1(d)	MSDE shall conduct an evaluation process to measure the effectiveness of Patty Centers, <u>including how staff are trained to provide services to families,</u> in FY 26 and FY 32	MSDE shall report on the effectiveness of services provided by Patty Centers and how staff are trained to provide these services and submit this report to the AIB
1.3.1(e)	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

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	<u>Staff shall reflect the racial and ethnic diversity of the communities they serve</u> <u>Providers shall meet the diverse linguistic needs of the families they serve</u>
Task 2 Create 135 new Judy Centers by FY30		
Major Subtask		Requirements/Guidance for Implementation
1.3.2(a)	The State shall create 9 additional Judy Centers per year between FY 21-25 and 18 additional centers per year between FY 26-30	<p>The Governor shall appropriate \$330,000 for each additional Judy Center</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, <u>including communities with at few child care providers,</u> 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>
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 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	
1.3.2(d)	MSDE shall establish application procedures for obtaining Judy Center grants; supervise and	Applications shall include an MOU that identifies:

	monitor the use of Grant funds; and evaluate whether Grant recipients are meeting annual benchmarks established by MSDE	<ul style="list-style-type: none"> • how LEAs and participating programs will collaborate; • a plan for ongoing communication between private and public providers; • 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(e)	MSDE shall conduct an evaluation process to measure the effectiveness of Judy Centers in FY 26 and FY 32	MSDE shall report on the effectiveness of Judy Centers
Task 3	Fully fund the Maryland Infants and Toddlers Program	
	Major Subtask	Requirements/Guidance for Implementation
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 shall use additional funding to expand the early intervention services available to eligible children through the Maryland Infants and Toddlers Program	<u>MSDE shall report in its implementation plan on the additional early intervention services provided to eligible children</u>

Pillar 2: High-Quality and Diverse Teachers and Leaders

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 the performance of their students;
- creating a leadership development system that prepares school leaders at all levels – State, district and school – to give them the vision, skills, and knowledge they need 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.

Pillar 2 Expected Outcomes: 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.

~~The term “nearly all” is used to describe some expected outcomes and outcome measures. In making its policy recommendations, the Kirwan Commission recognized that setting a goal of 100% was not attainable, and that “nearly all” will mean a different specific proportion of students (or another denominator) depending on the context. After collecting and analyzing baseline data, the AIB will specify the meaning of “nearly all” in identified expected outcomes and outcome measures as well as the progress targets toward achieving the outcome.~~

Pillar 2 Outcome Measures

- Teacher preparation candidates and graduates increasingly reflect the diversity of students in the state and by 2032 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 by 2032 ~~nearly~~ all graduates meet rigorous standards and earn licensure.
- 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 and sufficient availability of roles to use their skills and expertise to improve student outcomes and progress on the career ladder

Targets for all outcome measures (for each pillar and objective) will be determined by AIB in collaboration with MSDE and other members of the Outcome Measures Working Group after baseline data have been collected and analyzed. Targets set for FY 2032 will reflect that FY 2032 is the first year in which the Blueprint is fully implemented; therefore, it will likely take several more years to achieve the Blueprint goals for all students.

Student outcome data will be disaggregated and analyzed by student groups whenever possible, including by race/ethnicity, gender, socioeconomic status, English learner status, and disability. Other data related to schools and teachers will also be disaggregated whenever relevant and possible.

~~Targets for all outcome measures (for each pillar and objective) will be determined by AIB after baseline data have been collected and analyzed. Student outcome data will be disaggregated and analyzed by student groups whenever possible, including by race/ethnicity, gender, socioeconomic status, English learner status, and disability. Other data related to schools and teachers will also be disaggregated whenever relevant and possible.~~

Key actors

- Local education agencies (LEAs)
- Maryland State Department of Education (MSDE)
- Maryland Higher Education Commission (MHEC)
- Maryland Longitudinal Data System (MLDS)
- Institutions of higher education (IHEs)
- “Talk to a Teacher” coordinators
- Teachers’ unions
- Traditional teacher preparation programs
- Alternative teacher preparation programs
- Professional Standards and Teacher Education Board (PSTEB)
- CTE Committee
- Maryland Department of Labor (MDL)
- Teacher preparation workgroup
- Partner schools for Teacher Collaborative Grants
- Maryland State Board of Education (MSBE)
- Education Deans and Directors of teacher preparation programs
- Maryland State Superintendent of Schools

- Local superintendents
- School principals
- Senior instructional staff
- State-level National Board Coordinator
- Local National Board Coordinators
- National Board facilitators
- Nonprofits
- County governments (including Baltimore City)
- Students
- Parents/guardians/caregivers
- Community members
- Advocacy organizations
- Education support professionals

Pillar 2, Objective 1: Recruit and support high-quality and diverse teachers to meet workforce needs

Objective 1 Outcome Measures

- The number of teaching applicants who take advantage of available financial incentives and supports increases annually until there are more highly visoqualified 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/Deliverables and Reports

Date	Milestone/Deliverable
FY 23	MSDE shall build a digital recruitment platform and outreach program focused on candidates from historically underrepresented populations and fields experiencing teacher shortages (<i>Subtask 2.1.1(c)</i>)
FY 23 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 (<i>Subtask 2.1.1(d)</i>)
FY 27	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, teachers, and leaders (<i>Subtask 2.1.5(c)</i>)

Date	Report	Requirements
FY 23 and beyond	LEAs shall submit annual reports by 7/1 on the diversity of their teacher workforce (<i>Subtask 2.1.5(b)</i>)	<p>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.</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>
FY 23 and beyond	MLDS shall submit a progress report annually by 7/1 on	Progress reports shall identify trends in applications to and acceptance by State

	<p>improving the quality of the preparation and diversity of Maryland teacher candidates and new teachers (<i>Subtask 2.1.5a</i>))</p>	<p>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 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"> • 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 • Make teacher education in the underlying disciplines more rigorous
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		<ul style="list-style-type: none"> • Better align the programs of the teacher education institutions with State curriculum frameworks • Improve the background of beginning teachers in research and research techniques <p>Progress reports shall include trends in:</p> <ul style="list-style-type: none"> • 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 • 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	MHEC shall submit an annual report by 10/1 on the effectiveness of Teacher Quality and Diversity grants in increasing the quality and diversity of teacher applicants and on obstacles that prevent prospective teachers from pursuing or completing a teaching degree (<i>Subtask 2.1.4(f)</i>)	<ul style="list-style-type: none"> • <u>Report shall may include consideration of the adequacy of the funding allocation of the Teacher Quality and Diversity Program.</u>
FY 24	MHEC shall submit a report to AIB and the Governor and General Assembly by 10/1/23 on the	

	reasons applicants are rejected for the Maryland Teaching Fellows Scholarship, 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 (<i>Subtask 2.1.2(d)</i>)	
FY 27	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 (<i>Subtask 2.1.5(d)</i>)	The evaluation shall be conducted in consultation with MLDS and at least one IHE
Periodically	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 (<i>Subtask 2.1.1(c)</i>)	

Considerations when implementing this objective

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
- As MSDE rolls out its teacher recruitment campaign, develop a communications plan to inform and keep LEAs aware of the processes for referring interested educators to local districts for pre-employment screening and formal application processes
- Improve utilization of the MD Teaching Fellow scholarship/funding
- Eligibility requirements for Loan Assistance Repayment Program assistance 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
- Diversity of teacher candidates, certified teachers, and teacher preparation program staff disaggregated by LEA
- 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
- Expand pathways for conditional/paraprofessional educators to become certified teachers, e.g. Grow Your Own programs, partnerships with/among teacher prep programs and LEAs
- ~~E~~Create, monitor and evaluate the effectiveness of partnerships with programs, universities and specifically HBCUs, HSIs and MSIs, and local ~~C~~community ~~C~~olleges
- Understand and address why teachers are leaving the profession to improve teacher retention/reduce turnover
- Expand analysis of LEA practices regarding retention of teachers and other educators of color
- Identify teacher shortage areas/LEA needs and coordinate with teacher prep programs/improve data collection
- Identify creative solutions to address shortage of necessary providers for IEP-related health services
- Effectiveness of new induction programs and professional development systems implemented by MSDE and LEAs
- Evaluate current professional development offerings provided to teachers to ensure alignment with Blueprint initiatives and “best practice” as well as the effectiveness of professional development offerings
- Monitor the diversity of of the Diversity Steering Committee and make sure all areas of Maryland are represented
- Seek input from teachers, and unions that represent them, regarding professional development offerings
- Provide job training and other mentoring and support opportunities in communities that have been historically underserved and underrepresented to develop school leaders and prepare them for school leadership roles
- Establish mechanisms to hear from and consult with a diverse representation of current teachers and administrators regarding comprehensive induction program guidelines, needs, etc

Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans

- Best practices for implementation of teacher program-instructional time to help teachers improve their practice by collaborating with colleagues, utilizing data to

identify student needs, and providing student interventions and individualized instruction

- STo support LEAs in providing job training and other mentoring and support opportunities in communities that have been historically underserved and underrepresented to develop school leaders and prepare them for school leadership roles
- Embed equity and cultural responsiveness into trainings, professional development, and all aspects of this work

Requirements and Guidance for Implementation by Pillar 2

Tasks and Subtasks

Pillar 2, Objective 1: Recruit high-quality and diverse teachers to meet workforce needs		
Task 1	Implement a statewide marketing campaign and outreach program to attract high-quality and diverse teaching candidates	
	Major Subtask	Requirements/Guidance for Implementation
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
2.1.1(b)	MSDE shall establish a diverse steering committee by FY19	<p>Steering committee shall include both faculty and student representatives of historically Black colleges and universities and other institutions of higher education</p> <p>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</p>
2.1.1(c)	MSDE shall build a digital recruitment platform and outreach program focused on candidates from	The outreach program and recruitment platform shall use both free public service

	historically underrepresented populations and fields experiencing teacher shortages	<p>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 market to counselors and career centers in secondary and postsecondary institutions through the outreach and digital recruitment platform</p> <p>MSDE and LEAs 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>
2.1.1(d)	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>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>
2.1.1(e)	MSDE shall engage prospective teachers with messaging that cultivates their interest in the profession	MSDE shall base messaging off information gathered from community engagement activities and events with current and prospective teacher candidates
2.1.1(f)	MSDE shall implement the "Talk to a Teacher" program to create opportunities for prospective	MSDE shall identify a Talk to a Teacher coordinator to implement the program

	teachers to communicate with role model teachers	Talk to a Teacher coordinator shall evaluate program's effectiveness by tracking employment outcomes of prospective teachers and administering a feedback survey among teacher candidates
2.1.1(g)	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)	MSDE shall work with MHEC, LEAs and IHEs to share this information with current students
2.1.1(h)	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	
Task 2	Provide funding to the Maryland Teaching Fellows Scholarship to encourage highly-skilled and diverse candidates to teach in high-need schools	
Major Subtask		Requirements/Guidance for Implementation
2.1.2(a)	Annual allocation in State budget for MHEC shall phase up to award scholarships to at least \$18,000,000 for FY25 and beyond	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
2.1.2(b)	MHEC shall award scholarships to eligible students so as to reflect the geographic and racial diversity of Maryland's public school students	MHEC shall provide technical assistance to candidates for Maryland Teaching Fellows Scholarship in completing applications
2.1.2(c)	MHEC shall review criteria for 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 FY 20	

2.1.2(d)	MHEC shall submit an <u>annual</u> report to AIB and the Governor and General Assembly by 10/1/23 <u>describing</u> on the <u>diversity of applicants who received awards</u> ; reasons applicants were <u>are</u> 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	
Task 3	Expand Maryland's loan assistance repayment programs (LARP) and other loan programs (e.g. Janet L. Hoffman Loan Assistance Repayment Program) for public school teachers	
Major Subtask		Requirements/Guidance for Implementation
2.1.3(a)	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 FY 24	<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"> . in science, technology, engineering, fine arts, or math (STEAM); A. 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 B. in a school that lost Title I status after the 2018-19 school year and participates in the Community Eligibility Provision; <p>AND has received the highest eligible performance evaluation rating for the most recent year available in the Maryland LEA</p>

Task 4	MHEC implements and administers the new Teacher Quality and Diversity Program to support students from historically underrepresented populations	
	Major Subtask	Requirements/Guidance for Implementation
2.1.4(a)	State budget shall include at least \$1,000,000 appropriation to the Teacher Quality and Diversity Program annually starting in FY 23	MHEC shall prioritize historically black colleges and universities and Hispanic-serving institutions with a track record of preparing diverse and high-quality teachers
2.1.4(b)	MHEC shall increase awareness of Teacher Quality and Diversity Program Grants among IHEs starting in FY 23	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
2.1.4(c)	MHEC may adopt regulations to award Teacher Quality and Diversity Program Grants starting in FY 23	
2.1.4(d)	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 FY 23	This amount cannot exceed \$500,000 in a single year
2.1.4(e)	MHEC shall provide assistance to IHEs applying for grants to increase quality and diversity of applicants for teacher training programs starting in FY 23	
2.1.4(f)	MHEC shall monitor and annually report on the effectiveness of grants in increasing the quality and diversity of teacher applicants annually beginning 10/1/24	<u>MHEC may include in the report any need for additional funding.</u>
Task 5	Monitor the quality and diversity of <u>both</u> State teacher candidates and existing teacher workforce	
	Major Subtask	Requirements/Guidance for Implementation
2.1.5(a)	MLDS shall submit annual progress reports by 7/1 on improving the quality of the preparation and	Progress reports shall identify trends in applications to and acceptance by State and alternative teacher preparation

	<p>diversity of Maryland teacher candidates and new teachers starting in FY 23</p>	<p>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 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"> • 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 • Make teacher education in the underlying disciplines more rigorous • Better align the programs of the teacher education institutions with State curriculum frameworks • Improve the background of beginning teachers in research and research techniques
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		<p>Progress reports shall include trends in:</p> <ul style="list-style-type: none"> • 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 • The number of teachers certified through alternative preparation programs that meet the Blueprint's requirements for the length of teacher practicums
2.1.5(b)	<p>LEAs shall submit reports by 7/1 annually on the diversity of their teacher workforce starting in FY 23</p>	<p>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.</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 also include feedback that LEAs collect from teachers on factors that</p>

		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
2.1.5(c)	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	
2.1.5(d)	AIB shall submit 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	
2.1.5(e)	State shall consider designing and implementing a standardized exit survey to identify reasons teachers are leaving the classroom	

Pillar 2, Objective 2: Increase rigor of teacher preparation programs and licensure requirements

Objective 2 Outcome Measures

- The number of Maryland teaching candidates who pass the reading assessment increases annually until ~~nearly~~ 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 ~~nearly~~ 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

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Milestones/Deliverables and Reports

Date	Milestone/Deliverable
FY23	Minimum length of teacher training practicums for alternative certification programs shall be 100 days (<i>Subtask 2.2.2(a)(1)</i>)
FY23	A teacher preparation workgroup shall review current State requirements for teacher preparation programs (<i>Subtask 2.2.2(b)(8)</i>)
FY23	MSBE and PSTEB , in consultation with AIB , shall adopt regulations to revise teacher preparation program requirements
FY26	Minimum length of teacher training practicums for undergraduate and alternative certification programs (with some exceptions) shall be equivalent to one full school year (<i>Subtask 2.2.2(a)(2)</i>)
FY26	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) (<i>Subtask 2.2.2(a)(3)</i>)
FY26	Partner schools shall identify clinical mentor teachers based on the career ladder when it is fully implemented to support students in teacher preparation programs (<i>Subtask 2.2.2(a)(5)</i>)
FY26	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 (<i>Subtask 2.2.3(a)</i>)
Starting in FY26	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 (<i>Subtask 2.2.4(c)</i>)
Starting in FY26	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 (<i>Subtask 2.2.5(a)</i>)
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) (<i>Subtask 2.2.3(b)</i>)
ASAP	MSDE and MHEC shall authorize traditional or alternative teacher preparation programs to establish teacher apprenticeship programs, subject to the approval of the CTE Committee and Maryland Department of Labor (<i>Subtask 2.2.2(b)(7)</i>)

Date	Report	Requirements
FY23 through FY25	MSDE shall annually report by 12/1 on the number of Teacher Collaborative Grant applications received; the number of	MSDE shall identify factors that prevent IHEs and LEAs from

	grants awarded; and the current status of each grantee and their activities funded through the program (<i>Subtask 2.2.1(c)</i>)	applying for 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 FY26	MSDE shall report results from monitoring newly required test of teaching ability and other assessments for disparate or negative impacts on the diversity of teacher candidates to AIB (<i>Subtask 2.2.3(c)</i>)	MSDE shall submit a report to the General Assembly with its recommendations for revising statutory qualifications for initial teacher licensure, as needed

Considerations when implementing this objective

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.

- 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 program and licensure procedures so as not to deter high quality candidates from entering the teaching force but rather recruit high-quality and diverse teachers
- Obstacles to accessing higher education for prospective teachers, especially teachers of color (e.g., lack of credit for experiential learning in higher education programs)
- Diversity of teacher candidates, certified teachers, and teacher preparation program staff disaggregated by LEA
- Improve coordination between Teacher Collaborative Grants and Maryland Leads and publicly share results/models
- Identify steps for teacher prep programs to meet new requirements within the existing timeline that is both rigorous and manageable
- Ask Teacher Preparation Workgroup to explore innovative approaches and necessary data collection to meeting the requirements and timeline
- Explore ways to compensate teacher candidates as they complete their extended teaching practicum requirements under the Blueprint (beginning in 2025)
- Effectiveness of Grow Your Own Programs

- Review offerings at all IHE's to assess quantify of programs/access to programs throughout the state for all certification areas, especially those in critical need areas. Without access to programs within the state or within reach, shortages in these positions will persist.
- Provide clarification regarding how the start date of any changes (i.e. practicum length) impacts students currently enrolled in teacher preparation programs
- Identify steps for teacher prep programs to meet new requirements within the existing timeline that is both rigorous and manageable 2
- Identify a broad communication strategy that will notify current paraprofessionals of opportunities and funding opportunities.
- Ensure that funding for paraprofessionals/teaching assistants and teachers who seek to obtain certification(s) is distributed equitably and in a way that is sustainable to support ESPs to advance in their careers
- Ensure that alternative pathways to teacher certification include evidenced based preparation, knowledge, and training to prepare educators for working with students with diverse learning needs, special education services, 504 plans, etc.
- Ensure alternative pathways incorporate inclusive best practices and training in Universal Design for Learning (UDL)

Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans

- AIB continues to convene workgroup including IHEs, LEAs, and MSDE and facilitates discussion about new Blueprint requirements and models for successful implementation, including extended induction programs and use of clinical “mentor” teachers to evaluate teacher candidates
- Consider the needs novice teachers have when assigned to teach in high poverty schools, schools with concentrations of students with particular racial, ethnic, linguistic, economic, and disability groups and ensure they are provided appropriate training, professional development, and support to be successful

Requirements and Guidance for Implementation by Pillar 2 Tasks and Subtasks

Pillar 2, Objective 2: Increase rigor of teacher preparation programs and licensure requirements

Task 1	State provides Teacher Collaborative Grants to create models of teacher pre-service and in-service programs based on new requirements	
	Major Subtasks	Requirements/Guidance for Implementation
2.2.1(a)	State shall allocate at least \$2,500,000 to MSDE each year for the Teacher Collaborative Grant Program through FY 24	MSDE shall retain up to 3% of this allocation to hire program staff necessary to administer the grant program
2.2.1(b)	MSDE shall award and administer Teacher Collaborative Grants through FY 24	<p>MSDE shall provide technical assistance, as needed, to potential grantees in identifying strong program partners and completing and submitting the grant application</p> <p>MSDE shall support IHEs and LEAs to select schools/clusters with diverse populations</p>
2.2.1(c)	MSDE shall annually report by 12/1 through 2024 on the number of 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 or receiving Teacher Collaborative Grants
2.2.1(d)	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
Task 2	Revise teacher preparation programs to meet new requirements	
	Major Subtasks	Requirements/Guidance for Implementation
2.2.2(a)(1)	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
2.2.2(a)(2)	Minimum length of teacher training practicums for undergraduate and alternative certification programs shall be equivalent to one full school year beginning 7/1/25	MSBE and PSTEB , in consultation with AIB , shall adopt regulations to revise teacher preparation program requirements (Subtask 2.2.2(b)(9))

		<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>
2.2.2(a)(3)	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	
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 FY 23	<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</p>

		to provide teacher training practicum placements in a variety of school environments with diverse student populations
2.2.2(a)(5)	Partner schools shall identify clinical mentor teachers based on the career ladder when it is fully implemented to support students in teacher preparation programs beginning in FY 26	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
2.2.2(b)(1)	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, and effective classroom management	<p>MSBE and PSTEB shall provide concrete definitions of specific instructional components for teacher preparation programs to inform their course content</p> <p><u>MSDE shall provide specific examples aligned with restorative practices that demonstrate equitable, trauma-responsive, and holistic instructional approaches to teacher preparation program participants</u></p> <p>Clinical mentor teachers shall evaluate teacher practicum participants to ensure they display the competencies of a certified teacher (Subtask 2.2.2(a)(6))</p>
2.2.2(b)(2)	Teacher preparation programs shall provide training in knowledge and skills to understand and teach the Maryland curriculum frameworks	
2.2.2(b)(3)	Teacher preparation programs shall incorporate classroom observations of program participants in different school settings to determine if participant has aptitude and temperament for teaching	
2.2.2(b)(4)	Teacher preparation programs, MSDE, and LEAs shall develop a method for communicating and collaborating regularly to strengthen teacher preparation,	MSDE shall provide technical assistance and develop a systemic method of providing feedback to teacher preparation programs (Subtask 2.2.2(b)(6))

	induction, and professional development systems	
2.2.2(b)(5)	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	
2.2.2(b)(6)	MSDE shall assist teacher preparation programs in seeking and retaining highly qualified candidates, particularly individuals from historically underrepresented populations	
2.2.2(b)(7)	MSDE and MHEC shall authorize traditional or alternative teacher preparation programs to establish an apprenticeship program	Teacher apprenticeship programs are subject to the approval of the CTE Committee and the Maryland Department of Labor
2.2.2(b)(8)	A teacher preparation workgroup shall review current State requirements for teacher preparation programs in FY 23	<p>The workgroup may make recommendations for changes to current State requirements for teacher preparation programs and innovative approaches to implement new requirements by 12/1/22</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>
2.2.2(b)(9)	Teacher preparation programs shall increase the diversity of their staff	MLDS annual report on preparation and diversity of teachers shall include the diversity of teacher preparation program staff (<i>Subtask 2.1.5(a)</i>)

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
2.2.3(a)	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 no later than 7/1/25	
2.2.3(b)	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)	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
2.2.3(c)	MSDE shall actively monitor and assesses impact of new teacher standards and assessments for any negative impact on the diversity of teacher candidates passing initial certification assessments	MSDE shall report results from monitoring and assessment to AIB (Subtask 2.2.3(d))

Task 4	Require in-state teacher candidates to pass a state-specific examination of reading instruction and grade-level content for initial licensure	
2.2.4(a)	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
2.2.4(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
2.2.4(c)	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 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
2.2.4(d)	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	
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)	

2.2.5(a)	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	
Task 6	Develop and implement pathways for paraprofessionals to become certified teachers	
Major Subtask		Requirements/Guidance for Implementation
2.2.6(a)	MSDE shall collaborate with IHEs and LEAs to create and implement pathways for paraprofessionals to become certified teachers	<p>Pathways shall enable paraprofessionals to pursue certification while concurrently fulfilling their existing professional responsibilities</p> <p><u>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</u></p>

Pillar 2, Objective 3: Implement comprehensive in-service educator training

Objective 3 Outcome Measures

- 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 FY 2028

Milestones/Deliverables

Date	Milestone/Deliverable
By FY26	MSDE , in consultation with LEAs and Education Deans and Directors , shall develop guidelines for comprehensive induction programs for all new teachers (<i>Subtask 2.3.2</i>)
By FY28	LEAs shall implement comprehensive induction programs for all new teachers that meet MSDE requirements (<i>Subtask 2.3.2</i>)

Considerations when implementing this objective

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 and professional development systems implemented by MSDE and LEAs
- Ensure that professional development is aligned to evidence based research, promotes cultural competency and social emotional learning where appropriate

Requirements and Guidance for Implementation by Pillar 2 Tasks and Subtasks

Pillar 2, Objective 3: Implement comprehensive in-service educator training

Task 1	MSDE, in collaboration with AIB, shall provide separate school leadership training programs on the Blueprint	
	<i>Major Subtask</i>	<i>Requirements/Guidance for Implementation</i>
2.3.1(a)	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>The training program shall be:</p> <ul style="list-style-type: none"> • 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 <p>The program for school superintendents and senior instructional staff shall include:</p> <ul style="list-style-type: none"> • 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; • a model for strategic thinking that will assist education leaders to transform districts under their leadership; • training to provide a working knowledge of research on how students learn and the implications for instructional redesign, curriculum plans, and professional learning; • a research-based model for coaching school leaders; and • lessons in transformational leadership

2.3.1(b)	<p>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</p>	<p>The training program shall be:</p> <ul style="list-style-type: none"> • 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 <p>A program for board of education members and school principals shall include:</p> <ul style="list-style-type: none"> • 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'
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		<p>responsibility to drive equitable learning in their schools; and</p> <ul style="list-style-type: none"> • lessons in transformational leadership
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
2.3.2(a)	MSDE shall develop guidelines in FY 26 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	Teacher induction program guidelines shall incorporate the Teacher Induction, Retention and Advancement Pilot Program framework (<i>Subtask 2.3.2(c)</i>)
2.3.2(b)	LEAs shall implement comprehensive induction programs for all new teachers that meet MSDE requirements beginning in FY 28	<p>LEAs shall select highly competent teachers to serve as mentors, who shall be from the career ladder when the career ladder 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	
		<u>LEAs shall monitor the diversity of the identified curriculum writers to ensure lessons and supporting materials developed are representative culturally and, racially of the students they serve, etc.</u>

Pillar 2, Objective 4: Establish new statewide educator career ladder and professional development system

Objective 4 Outcome Measures

- 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

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Milestones/Deliverables

Date	Milestone/Deliverable
FY23	MSDE and LEAs shall implement a new program to support and encourage teachers to obtain and maintain NBC, particularly teachers from historically underrepresented populations (<i>Subtask 2.4.1</i>)
FY25	LEAs shall implement the educator career ladder on or before 7/1/24 (<i>Subtask 2.4.2</i>)
FY25	MSDE shall design and implement a new system of professional development tied to the career ladder by 7/1/24 (<i>Subtask 2.4.3</i>)
FY26 and 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 (<i>Subtask 2.4.3(a)</i>)
FY25	LEA career ladder and associated salary increases take effect based on MSDE's recommendation and AIB's approval (<i>Subtask 2.4.2(e)</i>)
FY30	LEAs shall require licensed principals to be NBC teachers by 7/1/29 (<i>Subtask 2.4.5</i>)

Considerations when implementing this Objective

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.

- Transitioning to a new system of compensation such as career ladders is a significant undertaking which requires understanding of the vision and purpose as well as organizational coaching for districts and school leaders as models are built given the significant amount of change, volume of details, impact of decisions, and the negotiation process
- Strategy to monitor and measure that educators spend 60% of their time teaching
- Recognize that additional teachers will be needed, and are included in the funding formulas for the Blueprint, as teachers advance on the career ladder and teach less of the day
- As the career ladder begins to be more fully implemented, monitor the teaching shortage and develop a communications strategy with LEAs that discusses how expected requirements such as APs teaching 20% , collaborative planning, etc should be addressed should teaching shortages persist
- Ensure that local unions/labor teams are involved in discussions surrounding career ladder development including both the instructional day and non-instructional teaching time for educators
- Impact of career ladder implementation and teacher salary increases on the school administrator pipeline

- LEAs ability to negotiate educator compensation/salary schedules for positions that are outside of the career ladder educator positions and for those who have exceptional credentials but not NBCT
- Consider barriers that may exist between special educators and general educators which limit close collaboration. These should be addressed in professional development.
- Professional Development offerings, for educators, administrators, senior staff, etc need to be created about UDL to support the enhancement of special education services and learning for all students
- Consistent definition of cultural competence needs to be established and used universally
- In establishing timelines and direction around the career ladder, be mindful of union negotiation timelines.
- Clarify and clearly define the roles of National Board Facilitators and National Board Coordinators including their teaching requirements and status on the career ladder
- Consider structures for evaluating the effectiveness of lead teachers and distinguished teacher that is normed and free from bias
- Fees for NBC are covered for teachers who seek it, will fees for Masters degrees be covered 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
- Evaluate current professional development offerings provided to teachers to ensure alignment with Blueprint initiatives and “best practice” as well as the effectiveness of professional development offerings

Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans

- AIB convenes a workgroup including LEAs, teacher unions and MSDE to discuss career ladder requirements and models for successful implementation
- Tailor technical assistance for each LEA individually due to uniqueness present in all LEAs
- 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, cultural competence, etc
- Reimagining the roles of school leaders as the career ladder is implemented to address questions and concerns regarding the requirement for Assistant Principals to teach 20% of the day (include consideration of responsibilities currently assigned to APs, other staff in the building, additional staffing needs, the roles lead teacher can perform consistently, and the need for consistency in certain school functions to ensure smooth operating of the school)
- Clarify and develop understanding of “prioritizing working time outside of the classroom for newly licensed teachers” Consider developing guidance and/or models for this.

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Requirements and Guidance for Implementation by Pillar 2 Tasks and Subtasks

Pillar 2, Objective 4: Establish new statewide educator career ladder and professional development system		
Task 1	LEAs and MSDE shall implement a new program to support and encourage teachers to obtain and maintain NBC, particularly teachers from historically underrepresented populations	
Major Subtask		Requirements/Guidance for Implementation
2.4.1(a)	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 MSDE shall develop and implement an information campaign to raise awareness of NBC availability and support pathways among existing teacher workforce, including NBC eligibility requirements as of September 2022
2.4.1(b)	LEAs shall select local National Board Coordinators to support the program in each LEA beginning in FY23	<p>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</p> <p>Local coordinators shall recruit, train, and support National Board facilitators in the region</p> <p>Local coordinators shall collaborate with the National Board Coordinator appointed by MSDE</p>
2.4.1(c)	Local superintendents (or as otherwise indicated in a regional agreement) shall select NBC facilitators to provide teachers in	A local superintendent may choose to enter into a regional agreement to implement the NBC program with one or more local school systems (<i>Subtask 2.4.1(d)</i>)

	their school system with virtual and in-person support and coaching in obtaining/maintaining an NBC beginning in FY23	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 (<i>Subtask 2.4.1(e)</i>)
2.4.1(d)	MSDE shall implement mechanisms to ensure racial equity among NBC candidates and teachers beginning in FY23	
2.4.1(e)	LEAs shall strive to place NBC teachers in schools throughout the county and in a manner that supports equity and prioritizes low-performing schools	
Task 2	LEAs shall implement an educator career ladder on or before 7/1/24	
	Major Subtask	Requirements/Guidance for Implementation
2.4.2(a)	LEAs shall develop a career ladder as required by the Blueprint	<p><u>MSDE/AIB shall consider developing a model/template career ladder</u></p> <p><u>MSDE/AIB shall develop standard and uniform definitions for all career ladder terms and expectations to ensure consistent application across all LEAs and in the negotiating process</u></p> <p><u>MSDE/AIB shall develop career ladder guidance surround the “opt in” expectations, restrictions, and requirements</u></p> <p><u>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</u></p> <p>The career ladder shall:</p> <ul style="list-style-type: none"> • Transform teaching into a high-status profession in the State; • Attract high-performing students to pursue the high-status teaching profession; • Retain high-quality teachers who gain additional responsibility,

		<p>authority, status, and compensation as they gain additional expertise;</p> <ul style="list-style-type: none"> • Transform the education system in the State into a top-performing system in the word; • 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, and including time primarily: <ul style="list-style-type: none"> ○ To work in teams of teachers by subject and grade; ○ To work together with other teachers to continuously improve instruction; ○ To review together with other teachers individual student needs, including needs related to behavioral issues, and develop plans to address those needs; and ○ For professional learning for teachers pursuing NBC • Develop and support highly competent school leaders that are able to lead high performing schools due to their: <ul style="list-style-type: none"> ○ Knowledge of teaching and learning; ○ Experience as teachers, leaders, and mentors of teachers; and ○ Knowledge of and experience with organizing schools so that all students are successful in the global economy; and • 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
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		<p>The career ladder shall:</p> <ul style="list-style-type: none"> • Adequately compensate professional teachers for their work; • Support and encourage teachers working in teams to systematically improve schools and curricula; • 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 • Provide teachers with the opportunity to develop their skills and knowledge by participating in job-embedded professional development <p>The guiding principles for development of the career ladder are:</p> <ul style="list-style-type: none"> • Progression of teachers in a manner that incentivizes teachers to stay on the teacher track rather than moving to the administrator track; • A teacher salary that attracts new teachers to the profession; • A teacher salary that incentivizes existing teachers to opt into the career ladder; • Teacher salary progression as performance increases as demonstrated by a teacher achieving NBC; and • Incentives that are successful in all local school systems
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	<p><u>AIB and MSDE shall develop guidance for the LEAs regarding NBC certification with regard to school counselors, media specialists, and other positions and the requirements to be eligible for the NBC salary increases</u></p>

		<p>Level One: State-certified teacher</p> <p>Level Two: Teacher pursuing a Master's degree, 30 credits of a program of study approved by MSBE (in consultation with PSTEB), or NBC</p> <p>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</p> <p>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</p> <p>Teacher Leadership Track:</p> <ul style="list-style-type: none"> • Lead teachers shall meet all requirements for levels 1-3 and be able to effectively lead teachers working to improve curriculum, instruction, and assessment; mentor new or less skilled teachers, including teachers pursuing NBC; have sufficient research expertise to lead teachers in developing programs, curriculum, teaching techniques, and other interventions; conduct formal evaluations of such interventions; and teach students using culturally responsive and trauma-informed pedagogy • Distinguished teachers shall demonstrate exceptional skills in all the requirements for a lead teacher which may be determined through evaluating: the teaching capability of the teacher's mentees; whether the
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		<p>teams the teacher led resulted in effective improvements in curriculum, instruction, and assessment; the quality of the teacher's published work; demand for the teacher's counsel; their ethical standards and ability to promote a positive school culture; and their ability to support teachers to achieve a high level of competence</p> <ul style="list-style-type: none"> • Professor distinguished teachers shall be defined as distinguished teachers with exceptional accomplishments which may be demonstrated by: the publication of research papers as a university professor, or being qualified to teach and be a leader in both an institution of higher education and an elementary or secondary school <p>School Leader/Administrator Track:</p> <ul style="list-style-type: none"> • Licensed principals shall 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 NBC teachers • Distinguished principals shall demonstrate the ability to recruit and retain highly professional teachers while supporting them to do their best work; set high standards for faculty and students; work with stakeholders on the teacher's vision; cultivate a teacher's potential for growth; help students, parents, and teacher strive for all students to achieve internationally competitive standards; and help other principals achieve higher levels of performance
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		<ul style="list-style-type: none"> • 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 • LEAs may add a tier to the administrator track for district <u>level leaders/</u> office directors
2.4.2(c)	LEAs shall develop policies to select teachers and leaders to move up the career ladder in accordance with State requirements and otherwise subject to collective bargaining	<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</p>

		<p>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 professors 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, and they 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>LEAs shall appoint a professor distinguished teacher in consultation with the appropriate institution of higher education</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 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</p>
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		<p>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>
2.4.2(d)	LEAs may convene a local career ladder development board	<p>The membership of the local career ladder development board shall include advanced teachers, <u>unions/labor</u>, 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>
2.4.2(e)	LEA career ladder and associated salary increases shall take effect based on MSDE's recommendation and AIB's approval	
Task 3	MSDE shall design and implement a new system of professional development tied to the career ladder by 7/1/24	
Major Subtask		Requirements/Guidance for Implementation

2.4.3(a)	<p><u>MSDE shall design and LEAs shall</u> implement a new system of professional development tied to the career ladder</p>	<p><u>MSDE shall develop a comprehensive framework for racial equity and cultural competency in collaboration with appropriate State and LEA representatives, stakeholders, and experts.</u></p> <p>The new system of professional development shall include training on how to: <u>provide instruction and school-based services utilizing a comprehensive framework to achieve racial equity and cultural competency</u>; lead and mentor teams or professionals to promote professional learning among colleagues; collaborate with colleagues to improve student performance; training on how to design and support collaborative professional learning for teachers pursuing an NBC; a train-the-trainer mode; <u>evidence-based instructional practices in educating students with disabilities and English learners</u>; and advanced training on the science of learning specific to individual disciplines</p> <p>LEAs shall implement the new system of professional development one year after it is implemented for the existing teacher workforce</p>
Task 4	<p>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, <u>to be phased in over an 8-year period</u> beginning in FY25</p>	
	Major Subtask	Requirements/Guidance for Implementation
2.4.4(a)	<p>LEAs shall create more opportunities for teachers to work in teams during the workday</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</p>

		<p>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 new and struggling teachers and leading school-level workshops</p> <p>Professor distinguished teachers shall teach in a classroom for 20% of their working time, on average</p> <p>An assistant principal shall teach in the classroom for at least 20% of their working hours and spend the remaining time on other teacher activities, including setting priorities for the school's subject level departments and fulfilling specialized roles</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>
2.4.4(b)	LEAs shall support teachers to identify and work with students who need extra help during the workday	

2.4.4(c)	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	
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
2.4.5(a)	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	
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	
Task 7	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

Objective 5 Outcome Measures

- 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/Deliverables

Date	Milestone/Deliverable
FY 24	LEAs shall demonstrate to AIB that they have provided a 10% salary increase from FY19-FY24 as part of their updated implementation plans (<i>Subtask 2.5.4(a)</i>)
FY 27	LEAs shall demonstrate to AIB that they have implemented a \$60,000 minimum teacher salary as part of their updated implementation plans (<i>Subtask 2.5.5(a)</i>)

Requirements and Guidance for Implementation by Pillar 2 Tasks and Subtasks

Pillar 2, Objective 5: 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
2.5.2(a)	MSDE shall annually update the list of low-performing schools based on its definition	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 (<i>Subtask 2.5.2(b)</i>)
Task 3	Implement salary increases in accordance with career ladder	
Major Subtask		Requirements/Guidance for Implementation
2.5.3(a)	Implement \$5,000 salary increase for lead teachers	
2.5.3(b)	Implement \$10,000 salary increase for distinguished teachers	
2.5.3(c)	Implement \$15,000 salary increase for professor distinguished teachers	
2.5.3(d)	Implement \$15,000 salary increase for distinguished principals	

2.5.3(e)	Implement salary increases associated with maintenance of NBC	Implement \$8,000 salary increase for earning a first maintenance of NBC Implement \$7,000 salary increase for earning a second maintenance of NBC Implement \$6,000 salary increase for earning a third maintenance of NBC
2.5.3(f)	Teachers eligible for more than one salary increase shall earn all that apply	
Task 4	Implement initial 10% salary increase for teachers by 6/30/24	
	Major Subtask	Requirements/Guidance for Implementation
2.5.4(a)	LEAs shall demonstrate to AIB that they have provided a 10% salary increase from FY19-FY24 as part of their updated implementation plans	LEAs shall follow the definition of a salary increase as set by MSDE and AIB
Task 5	Implement minimum \$60,000 starting teacher salary by 7/1/26	
	Major Subtask	Requirements/Guidance for Implementation
2.5.5(a)	LEAs shall demonstrate to AIB that they have implemented a \$60,000 minimum teacher salary as part of their updated implementation plans	LEAs shall follow the definition of a starting salary as set by MSDE and AIB

Pillar 3: College and Career Readiness

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

- establishing an internationally benchmarked curriculum that enables most students to achieve “college- and career-ready” (CCR) status by the end of grade 10 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 to provide 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). These funds are provided over a six-year period, ultimately phasing out as other components of the new education system are implemented, including more time outside the classroom for teachers to provide personalized instruction to students who need additional supports;
- setting the College and Career Readiness Standard (CCR) to global standards that certifies that those who reach it have the required literacy in English and mathematics (and when practicable science) to succeed in first-year credit bearing courses in open enrollment postsecondary institutions (mainly community colleges) in the State; and
- creation of a rigorous CTE system, including apprenticeships, that produces graduates ready and qualified to work in in-demand fields that will propel Maryland’s economic future governed by a new CTE Committee within the Governor’s Workforce Development Board in the Department of Labor.

Pillar 3 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 nearly 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 or apprenticeship.

The term “nearly all” is used to describe some expected outcomes and outcome measures. In making its policy recommendations, the Kirwan Commission recognized that setting a goal of 100% was not attainable, and that “nearly all” will mean a different specific proportion of students (or another denominator) depending on the context. After collecting and analyzing baseline data, the AIB will specify the meaning of “nearly all” in identified expected outcomes and outcome measures as well as the progress targets toward achieving the outcome.

Pillar 3 Outcome Measures:

- A Nearly all third-graders are reading on grade level by FY 2027
- 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 FY 2032
- 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 FY 2032
- High school graduation rate increases for all students and student groups, gaps are significantly reduced, and nearly all students graduate annually by FY 2032, and all students graduate annually following the Blueprint’s full implementation

- As a result of early intervention and targeted supports, fewer students are assigned to special education (particularly in Tiers 1 and II), so that by FY 2032 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 equitably increases 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's degrees, and valuable CTE industry credentials including apprenticeships

Targets for all outcome measures (for each pillar and objective) will be determined by AIB in collaboration with MSDE and other members of the Outcome Measures Working Group after baseline data have been collected and analyzed. Targets set for FY 2032 will reflect that FY 2032 is the first year in which the full implementation of the Blueprint is fully implemented begins in FY 2032; therefore, it will likely take several more years to achieve the Blueprint goals for all students.

Student outcome data will be disaggregated and analyzed by student groups whenever possible, including by race/ethnicity, gender, socioeconomic status, English learner status, and disability. Other data related to schools and teachers will also be disaggregated whenever relevant and possible.

~~Targets for all outcome measures (for each pillar and objective) will be determined by AIB after baseline data have been collected and analyzed. Student outcome data will be disaggregated and analyzed by student groups whenever possible, including by race/ethnicity, gender, socioeconomic status, English learner status, and disability. Other data related to schools and teachers will also be disaggregated whenever relevant and possible.~~

Key actors

- Local education agencies (LEAs)
- Maryland State Department of Education (MSDE)
- External contractor to perform empirical study of the CCR standard
- Postsecondary institutions, including community colleges and other open-enrollment public institutions of higher education
- Maryland Higher Education Commission (MHEC)

- Governor's Workforce Development Board/CTE Committee
- Maryland Association of Community Colleges
- Maryland State Board of Education (MSBE)
- Maryland Longitudinal Data System (MLDS)
- Local workforce development boards
- Business community and industry partners, including nonprofits and apprenticeship sponsors
- CTE Expert Review Team
- American Job Centers
- CTE Skills Standards Advisory Committee
- Maryland Department of Labor's Division of Workforce Development and Adult Learning
- County governments (including Baltimore City)
- Students
- Parents/guardians/caregivers
- Community members
- Advocacy organizations
- Education support professionals

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

Objective 1 Outcome Measures

- 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/Deliverables and Reports

Date	Milestone/Deliverable
FY 23	External contractor shall conduct the empirical study of the CCR standard
FY 24	MSBE shall adopt an updated CCR standard and cut scores on assessments needed to meet the updated CCR standard (<i>Subtask 3.1.4(c)</i>)
FY 25 through FY 27	MSDE shall update State curriculum standards, frameworks, and the instructional system to align with the updated CCR standard, as needed (<i>Subtask 3.1.3(a)</i>)

Date	Report	Requirements
9/1/23	External contractor shall report the results of its empirical study of the CCR standard and its recommendations to modify the CCR standard to the Governor, General Assembly, and AIB (<i>Subtask 3.1.2(c)</i>)	

Considerations when implementing this objective

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 technical pathway opportunities
- How we address/eliminate potential bias in the CCR standard and assessment
- Whether other forms of assessment beyond standardized tests (and single tests) are appropriate for measuring CCR
- Balance local autonomy over curriculum with educator/student access to high-quality instruction and materials aligned with State standards

Requirements and Guidance for Implementation by Pillar 3 Tasks and Subtasks

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		
Task 1	LEAs shall assess students no later than 10th grade for meeting the CCR standard	
	Major Subtask	Requirements/Guidance for Implementation

3.1.1(a)	A student shall meet the <i>initial</i> 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	<u>LEAs shall consistently communicate the meaning and importance of reaching the CCR standard to educators, students, and their families/caregivers</u>
3.1.1(b)	<p>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>	<p><u>LEAs shall consistently communicate the meaning and importance of reaching the CCR standard to educators, students, and their families/caregivers</u></p> <p><u>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</u></p> <p><u>MSDE shall consult with key stakeholders from across the State in implementing the results of the empirical study, including AIB, LEAs, MACC, MHEC, community colleges, and the CTE Committee</u> <u>Governor's Workforce Development Board</u></p> <p><u>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</u></p> <p><u>Blueprint law specifically authorizes the use of Foundation formula funds and Concentration of Poverty grant funds (through FY 27) 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</u></p>

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 FY 23	
	<i>Major Subtask</i>	<i>Requirements/Guidance for Implementation</i>
3.1.2(a)	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
3.1.2(b)	MSDE and the external contractor shall engage and solicit feedback from key stakeholders across the State in conducting the study, including <u>(but not limited to) AIB, LEAs, and community colleges, local workforce development boards, educators, students, families/parents/caregivers, and community members</u>	The external contractor shall share the proposed study plan with stakeholders for feedback and regularly update stakeholders on the study's progress
3.1.2(c)	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	The external contractor shall consider potential sources of bias in a proposed assessment and strive to eliminate it in a proposed CCR modification <u>The external contractor shall clearly define what it looks like for students to have equitable opportunities to meet the CCR standard</u>
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)	
	<i>Major Subtask</i>	<i>Requirements/Guidance for Implementation</i>

3.1.3(a)	<p>MSDE shall update the instructional system to align with <i>updated</i> CCR standard, as needed from FY 25-27</p>	<p>The curriculum resources shall include, for each core subject at each grade level:</p> <ul style="list-style-type: none"> • Course syllabi • Sample lessons for teachers to use as models • Examples of student work that meet standards for proficiency • Explanations of why student work examples meet proficiency standards so that teachers know what student knowledge is required • Curriculum units aligned with the course syllabi <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>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><u>MSDE shall solicit feedback on the updated instructional system from educators, students, parents/caregivers, and community members</u></p> <p><u>MSDE shall submit curriculum resources and standards to MSBE for adoption</u></p> <p><u>The updated instructional system shall include the comprehensive framework to achieve racial equity and cultural competency developed by MSDE in consultation with State and LEA representatives, stakeholders, and experts</u></p>
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3.1.3(b)	MSDE shall submit curriculum resources and standards to MSBE for adoption in FY 27 LEAs shall implement comprehensive P-12 instructional plans for English Language Arts and Mathematics	LEAs shall modify their instructional plans to align with the updated CCR standard and aligned instructional system adopted by MSBE
3.1.3(c) 1	LEAs shall identify and implement safeguards to mitigate and eliminate opportunities and occurrences of tracking at the elementary, middle, and high school levels	MSDE shall provide guidance to LEAs on best practices to mitigate and eliminate opportunities and occurrences of tracking at the elementary, middle, and high school levels LEAs shall consult with educators, students, parents/caregivers, and community members in developing these safeguards
Task 4	State Board adopts cut scores on assessments needed to meet the updated CCR standard in FY 24	
	Major Subtask	Requirements/Guidance for Implementation
3.1.4(a)	MSBE shall determine whether current assessments are sufficient to assess whether high school students meet the CCR standard, including if they contain potential bias	
3.1.4(b)	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
3.1.4(c)	MSBE shall adopt cut scores on assessments for students who meet CCR in ELA and/or math and for students who are within an appropriate range of meeting CCR that reflect the study results (with periodic validation)	MSBE may only require a passing score on a standardized assessment to evaluate if a student is CCR after it has been field-tested and piloted for at least 1 year

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	
<u>3.1.5(a)</u>	<u>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</u>	<u>MSDE shall disseminate this information to stakeholders in multiple languages</u>
<u>3.1.5(b)</u>	<u>MSDE shall develop resources about the updated CCR standard for LEAs to disseminate to educators, students, parents/caregivers, and community members</u>	
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 223	

Pillar 3, Objective 2: Keep students on track to meet CCR

Objective 2 Outcome Measures

- Rate of students identified as needing and receiving supplemental instruction through 3rd grade, especially in reading, increases initially, and then declines across all student groups, until ~~nearly~~ 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 being back “on track” for CCR increases annually across all student groups until ~~nearly~~ all students are consistently on track to meet CCR
- 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/Deliverables and Reports

Date	Milestone/Deliverable
FY 20 through FY 26	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 FY 26, teachers will have more collaborative time to provide interventions to students during the school day)
FY 23	LEAs shall create and implement a 9 th grade student progress monitoring grade tracking -system (<i>Subtask 3.2.3</i>)
FY 23	LEAs shall develop a process to identify students who are struggling academically and provide them with necessary targeted intervention services as soon as possible (<i>Subtask 3.2.1(b)</i>)

Date	Reports	Requirements
FY 22 and FY 23	LEAs shall submit a report to the General Assembly on the implementation of summer school programs that year by 1/1 (<i>Subtask 3.2.2(e)</i>)	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
FY 23 and FY 24	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) (<i>Subtask 3.2.2(f)</i>)	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
FY 23 and beyond	LEAs shall report data collected through the 9th grade progress monitoring system tracker to MSDE on or before 9/1 each year (<i>Subtask 3.2.3(c)</i>)	
FY 23 and beyond	MSDE shall compile and submit a statewide report to the AIB and MLDS by 12/1 each year	

Considerations when implementing this objective

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 Alternatives to 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/caregivers in implementing interventions to help students progress towards meeting the CCR standard and/or graduating on time

Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans

- Supporting LEAs to create schedules that integrate interventions and CCR support pathway
- Supporting LEAs and school leaders to communicate with 9th grade students identified as not on track to graduate high school and their parents/caregivers to develop a plan to get them back on track to graduation
- Implementing the 9th grade student progress monitoring system
- Increasing awareness of instructional supports and interventions for students who need them

Requirements and Guidance for Implementation by Pillar 3 Tasks and Subtasks

Pillar 3, Objective 2: <u>Ensure students are progressing towards meeting CCR</u> Keep students on track to meet CCR		
Task 1	Provide intensive intervention services to students who are not <u>progressing toward</u>son-track-to becoming CCR by the end of 10th grade	
	Major Subtask	Requirements/Guidance for Implementation
3.2.1(a)	LEAs shall provide tutoring to <u>all</u> K-3 students who are identified as struggling in reading and, if applicable, math through the	"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

	Transitional Supplemental Instruction Program in FY 20 through FY 26	<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>
3.2.1(b)	LEAs shall develop a process to identify <u>all</u> 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><u>LEAs shall communicate with parents/caregivers of students who are identified as struggling academically about the interventions they are implementing consistently and frequently</u></p>
3.2.1(c)	LEAs shall administer pre- and post-standardized assessments to <u>all</u> 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><u>LEAs shall communicate with parents/caregivers about student progress on pre- and post-assessments</u></p>
3.2.1(d)	LEAs shall provide intensive intervention supports to <u>all</u> students who are identified as not	LEAs shall provide intervention services that use evidence-based programs and strategies that meet the expectations of strong or

	<p><u>progressing towards meeting or track to meet</u> CCR starting in FY 24</p>	<p>moderate evidence as defined in the Every Student Succeeds Act</p> <p><u>LEAs shall communicate with parents/caregivers of students who are identified as not progressing towards meeting CCR about the interventions they are implementing consistently and frequently</u></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><u>LEAs shall notify parents and caregivers of the screening score report, regardless of the outcome</u></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"> • The pre-assessment requirement may be satisfied by conducting the reading screening • The tutoring program assessment shall accurately measure literacy, mathematical competency, and any other academic competency; align with the content area in which the
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		tutoring is provided; and may be selected by the school or LEA
Task 2	LEAs implement supplemental services (summer school, tutoring) to address pandemic-related learning loss through FY 23	
<i>Major Subtask</i>		<i>Requirements/Guidance for Implementation</i>
3.2.2(a)	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 Tutoring/supplemental instruction may include peer-to-peer tutoring for middle or high school students
3.2.2(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
3.2.2(c)	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
3.2.2(d)	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	
3.2.2(e)	LEAs shall submit a report to the General Assembly on the implementation of summer school programs that year 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 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
3.2.2(f)	LEAs shall submit a report to the General Assembly and AIB on tutoring provided in the immediately preceding school year by 9/1 (extended to 12/1/22)	<p>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</p> <p>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</p>
Task 3	LEAs shall create and implement a 9th grade student progress monitoring tracker system to measure progress toward on-time graduation and report data annually to MSDE starting in FY 22	
Major Subtask		Requirements/Guidance for Implementation
3.2.3(a)	The 9th grade progress monitoring system tracker 's data shall include credit accumulation and core course failures during the first year of high school	
3.2.3(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 FY 23	<u>School leaders shall notify students and their parents/caregivers if that they are not on track to graduate on time by October of 10th grade, and provide school/career counseling to develop a plan with students/parents/caregivers to to get the student back on track to graduate on time</u>
3.2.3(c)	LEAs shall report data collected through the 9th grade progress monitoring system tracker to MSDE	

	on or before 9/1 each year starting in FY 23	
3.2.3(d)	MSDE shall compile and submit a statewide report to AIB and MLDS by 12/1 each year starting in FY 23	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

Pillar 3, Objective 3: Implement CCR pathways

Objective 3 Outcome Measures

- After an 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 an initial increase in the number of students who are given extended learning time, the percentage of students needing these supports decreases over time all student groups
- An increasing number of students meet the CCR standard in ELA and math before 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's degrees, and valuable industry credentials by participating in post-CCR pathways

Milestones/Deliverables

Date	Milestone/Deliverable
Beginning in FY 23	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 (<i>Subtask 3.3.2(f)</i>)

FY 24	LEAs shall collaborate with community colleges to design and implement CCR support pathways (<i>Subtask 3.3.1(c)</i>)
FY 24 and beyond	MSDE and AIB shall verify that all high schools offer students access to each of the post-CCR pathways at no cost to students and families beginning in the 2023-24 academic year (<i>Subtask 3.3.2</i>)
FY 25 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 (<i>Subtask 3.3.2(e)</i>)

Considerations when implementing this objective

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
- Capacity of high schools and community colleges to support ~~post~~-CCR support and post-CCR pathways
- 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; and develop a pathway to support them that reduces cost and time to become fully certified

Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans

- 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

Requirements and Guidance for Implementation by Pillar 3 Tasks and Subtasks

Pillar 3, Objective 3: Implement CCR pathways		
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 FY24	
	Major Subtasks	Requirements/Guidance for Implementation
3.3.1(a)	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	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 <u>Once the career ladder has been well-established, LEAs shall</u> select teachers from Level 4 of the career ladder (once it has been well-established) to lead the development of an individualized plan for non-CCR students
3.3.1(b)	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	
3.3.1(c)	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	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 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
3.3.1(d)	LEAs shall enroll middle or high school students who are not	The extended curriculum may include culturally responsive lessons, adjustment in

	progressing towards reaching CCR by the end of 10th grade in an extended curriculum tailored to meet their individual circumstances and needs	<p>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 (Subtask 3.3.1(g))</p>
3.3.1(e)	LEAs shall give priority for counseling and advising services to students who have not met the CCR standard by the end of 10th grade	
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 FY 24	
Major Subtasks		Requirements/Guidance for Implementation
3.3.2(a)	<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><u>AIB in collaboration with MSDE will develop guidance on how it will determine when the Blueprint has been fully implemented.</u></p> <p><u>MSBE in collaboration with AIB will develop guidance on what limited circumstances will be allowed once the AIB determines that the Blueprint has been fully implemented.</u></p>

3.3.2(b)	<p>LEAs shall enroll each student who meets the CCR standard in <i>at least one</i> post-CCR pathway at the student's choice</p>	<p><u>MSDE and AIB will provide guidance on the minimum requirements for post-CCR pathways offered by LEAs</u></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><u>Students may enroll in more than one post-CCR pathway</u></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>
3.3.2(c)	<p>LEAs shall offer CCR students access to a competitive entry college preparatory program, such as Cambridge, International Baccalaureate, or Advanced Placement diploma programs</p>	
3.3.2(d)	<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</p>	<p>AIB and MSDE shall provide guidance on which students are eligible to dually enroll at no cost to students and families</p>

	program at a student's high school and an institution of higher education	AIB and MSDE shall provide guidance on which costs are covered for students dually enrolled in postsecondary courses LEAs shall leverage local community college programming as much as possible in early college and dual enrollment programs
3.3.2(e)	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	
3.3.2(f)	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	The regulations shall provide LEAs with the necessary flexibility to create post-CCR pathways that align with local workforce demand
3.3.2(g)	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 FY 22	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
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 FY 24	
Major Subtasks		Requirements/Guidance for Implementation

3.3.3(a)	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 FY 23	A "gifted and talented student" refers to a student who performs, or has the potential to perform, at a remarkably higher level of accomplishment compared to their peers; exhibits high performance intellectual, creative, and/or artistic capability; or excels in specific academic fields
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Pillar 3, Objective 4: Provide high-quality career counseling and CTE programs

Objective 4 Outcome Measures

- All MS and HS students are provided with career counseling and learn about postsecondary education and career options that align with their interests
- 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 or complete the high school level of a registered apprenticeship by FY 2031

Milestones/Deliverables and Reports

Date	Milestone/Deliverable
FY 24 through FY 26	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
FY 23	CTE Committee shall establish by 12/1/22, for each school year between 2023-24 and the 2030-31 school year, 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 <u>another</u> industry-recognized occupational credential (Subtask 3.4.2(a))
Beginning in FY 23	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))
FY 24	CTE Committee shall develop a statewide framework for CTE that prepares students for employment in a diverse, modern economy <u>and prioritizes apprenticeship opportunities</u> (Subtask 3.4.4(c))

Beginning FY 24	CTE Committee shall annually submit a deployment plan for CTE Expert Review Teams to AIB (<i>Subtask 3.4.3</i>)
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Date	Report	Requirements
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 or completing the high school level of an apprenticeship, by 12/1 each year (<i>Subtask 3.4.2(b)</i>)	
FY 25 through FY 27	The local workforce development board , in collaboration with the LEA and other relevant State and local agencies, shall submit a report to AIB on the use of funds and their impact on providing career counseling (<i>Subtask 3.4.1(c)</i>)	

Considerations when implementing this objective

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.

- Monitor 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 specific CTE programs of study 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
- Evaluate the quality and distribution of CTE programming to ensure that students across the State, regardless of geographic location, can equally access CTE programming with high 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

Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans

- Best practices in developing new and rigorous CTE pathways

- Facilitating apprenticeships across the State, including incentivizing local businesses to provide apprenticeship opportunities
- Developing career counseling agreements with local workforce development boards that enhance/expand career counseling for middle and high school students

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Requirements and Guidance for Implementation by Pillar 3 Tasks and Subtasks

Pillar 3, Objective 4: Provide high-quality career counseling and CTE programs		
Task 1	Middle and high school students access career counseling programs that provide them with individualized career counseling services starting in FY 24	
Major Subtask		Requirements/Guidance for Implementation
3.4.1(a)	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	<p><u>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</u></p> <p>Counseling provided under the local career counseling agreement shall help each student choose one or more post-CCR pathways</p> <p><u>Counseling provided under the local career counseling agreement shall help students identify career options and -develop career competencies</u></p> <p><u>Local agreements shall identify a range of regional partnerships and strategies that align with local resources and workforce demand</u></p>
3.4.1(b)	MSDE shall provide <u>school (guidance)</u> and career counselors with professional development to help eliminate the potential for demonstrating implicit or explicit bias in their work with students	<u>Professional development for school (guidance) and career counselors shall include training in anti-racist pedagogy</u>
3.4.1(c)	The local workforce development board, in collaboration with the LEA and other relevant State and local agencies, shall submit a report to AIB on the use of funds and their impact on providing career counseling from FY 25-27	

3.4.1(d)	CTE Committee shall conduct an evaluation in FY 26 of each local career counseling agreement for best practices and disseminate its findings to all <u>AIB, MSDE, LEAs</u> , local workforce development boards, community colleges , and, if appropriate, State American Job Centers	
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3.4.1(e)	MSDE 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 FY 24	<u>MSDE 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</u>
Task 2	45% of high school students shall earn an industry-recognized credential or complete the high school level of a registered apprenticeship	
Major Subtask		Requirements/Guidance for Implementation
3.4.2(a)	CTE Committee shall establish by 12/1/22, for each school year between 2023-24 and the 2030-31 school year, 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 an industry-recognized occupational credential <u>including the high level of a registered apprenticeship</u>	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
3.4.2(b)	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 or completing the high school level of an apprenticeship by 12/1 each year	<u>The CTE Committee in collaboration with AIB shall determine what credentials will count toward the 45% goal.</u>
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	

Major Subtask		Requirements/Guidance for Implementation
3.34.43(a)	CTE Committee shall choose members of CTE ERTs in FY 24	<p>Members of the CTE ERTs shall, to the extent practicable, reflect the geographic, racial, ethnic, linguistic, and gender diversity of the population of the public school students, from the following groups:</p> <ul style="list-style-type: none"> • 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; • School leaders; • Employers; • Trade unions; and • Apprenticeship and internship sponsors
3.4.3(b)	CTE Committee shall deliver training for reviewers on the Blueprint and the review process from FY 24-31	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
3.4.3(c)	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 FY 24-31	<p>CTE Committee shall develop and submit to AIB a plan to deploy the CTE ERT in the following school year</p> <p>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</p>
3.4.3(d)	CTE ERTs shall submit reports with recommendations to address identified issues from FY 24-31	After ERTs submit a report, the school, LEA, employers, and apprenticeship or internship sponsors shall review the report and recommendations

		If necessary, schools shall submit plans to CTE Committee addressing recommendations in the report
Task 4	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	
Major Subtask		Requirements/Guidance for Implementation
3.4.4(a)	CTE Committee shall be established within the Governor's Workforce Development Board in FY 23	<p>CTE Committee shall consistent 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"> • The State Superintendent; • The Secretary of Higher Education; • The Secretary of Labor; • The Secretary of Commerce; • The Chair of the Skills Standards Advisory Committee; and • 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"> ○ Employers; ○ Industry or trade associations; ○ Labor organizations; ○ Community colleges; ○ The agricultural community; and ○ Experts in CTE programming <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>

3.4.4(b)	<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 FY 23</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>
3.4.4(c)	<p>CTE Committee shall develop a statewide framework for CTE that prepares students for employment in a diverse, modern economy</p>	<p>The framework shall identify CTE pathways aligned with State workforce needs <u>and prioritize apprenticeship opportunities as the preferred industry recognized credential to the extent practicable</u></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</p>

		ensure that CTE programs are aligned with the State's economic development and workforce goals and operate with the best global practices
3.4.4(d)	<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 FY 23</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; and incorporates education in a job setting, workplace soft skills, and education and varying levels that provide students with credentials that build on one another</p>
3.4.4(e)	<p>CTE Committee shall approve, reject, or modify proposals made by the CTE Skills Standards Advisory Committee to establish</p>	<p>CTE programs shall be required to meet Blueprint standards and system implemented by CTE Committee</p>

	CTE programs for public school students starting in FY 23	
3.4.4(f)	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 FY 23	
3.4.4(g)	CTE Committee shall work with the business community, including nonprofit entities and apprenticeship sponsors, to develop CTE learning opportunities starting in FY 23	
3.4.4(h)	CTE Committee shall set content qualification and recruitment standards for CTE instructors in FY 24	<u>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</u>
3.4.4(i)	CTE Committee shall determine which programs should be approved for credit towards high school graduation requirements in FY 24	<u>CTE Committee shall consult with stakeholders, including (but not limited to) educators and students in determining which programs shall be approved for credit</u>
3.4.4(j)	CTE Committee shall allocate roles and responsibilities to State agencies for the credentialing of students engaged in CTE programs starting in FY 23	
3.4.4(k)	CTE Committee shall address operational issues associated with delivering CTE programs to students, including transportation to and from job sites starting in FY 23	
3.4.4(l)	CTE Committee shall submit an annual report to the Governor, General Assembly, and AIB with an assessment of CTE within the State, as well as statutory, regulatory, budgetary, and	Student-level information in the report shall be disaggregated by race, ethnicity, gender, family income level, and linguistic and disability status

	structural changes needed to address the CTE system's evolving challenges starting in FY 23	
3.4.4(m)	CTE Committee shall review agency budget proposals involving CTE and make annual recommendations to the Governor and General Assembly on or before 12/15	
3.4.4(n)	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 FY 22	<u>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 7/1/23.</u>
3.4.4(o)	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)	

Pillar 4: More Resources for Students to be Successful

Providing more supports to students who need it 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 would 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 to meet student behavioral health needs and develop models for delivering and expanding behavioral health services and supports to students in every school system.

Pillar 4 Expected Outcomes:

- Students who are from low-income households; attend schools with high concentrations of students who are from low-income families; are English learners; and require special education services receive the additional resources and services they need to achieve success in school and overall health and well-being, and by FY 2032 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

~~The term “nearly all” is used to describe some expected outcomes and outcome measures. In making its policy recommendations, the Kirwan Commission recognized that setting a goal of 100% was not attainable, and that “nearly all” will mean a different specific proportion of students (or another denominator) depending on the context. After collecting and analyzing baseline data, the AIB will specify the meaning of “nearly all” in identified expected outcomes and outcome measures as well as the progress targets toward achieving the outcome.~~

Pillar 4 Outcome Measures:

- 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 FY 2032
- Increasing rates of students attending Community Schools receiving Concentration of Poverty School Grants staying on track, meeting CCR, and graduating, with a goal of significantly reducing gaps in these measures between these students and the overall student population by FY 2032
- Increasing rates of English language learners staying on track, meeting CCR, and graduating, with a goal of significant reduction in the gap in these measures between English language learners and the overall student population by FY 2032

- Increasing rates of students receiving special education services ~~special education students~~ staying on track, meeting CCR, and graduating, with a goal of significant reduction in the gap in these measures between students receiving special education services ~~special education students~~ and the overall student population by FY 2032
- Student behavioral health needs are increasingly identified and addressed through a network of coordinated community supports and services*

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

Targets for all outcome measures (for each pillar and objective) will be determined by AIB in collaboration with MSDE and other members of the Outcome Measures Working Group after baseline data have been collected and analyzed. Targets set for FY 2032 will reflect that FY 2032 is the first year in which the Blueprint is fully implemented; therefore, it will likely take several more years to achieve the Blueprint goals for all students.

Student outcome data will be disaggregated and analyzed by student groups whenever possible, including by race/ethnicity, gender, socioeconomic status, English learner status, and disability. Other data related to schools and teachers will also be disaggregated whenever relevant and possible.

~~Targets for all outcome measures (for each pillar and objective) will be determined by AIB after baseline data have been collected and analyzed. Student outcome data will be disaggregated and analyzed by student groups whenever possible, including by race/ethnicity, gender, socioeconomic status, English learner status, and disability. Other data related to schools and teachers will also be disaggregated whenever relevant and possible.~~

Key actors

- Local education agencies (LEAs)
- Maryland State Department of Education (MSDE)
- Maryland Department of Health (MDH)
- Maryland Longitudinal Data System (MLDS)

- Juvenile Services Education Board
- Behavioral health coordinators
- Maryland State Board of Education (MSBE)
- The Consortium on Coordinated Community Supports
- Youth-Serving Agencies
- National Center on School Mental Health
- Workgroup on English Learners (WEL)
- Community school coordinators
- County governments (including Baltimore City)
- Students
- Parents/guardians/caregivers
- Community members
- Advocacy organizations
- Education support professionals

Pillar 4, Objective 1: Accurately identify students from low-income households as a proxy for students who need more resources to be successful

Objective 1 Outcome Measures

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

Milestones/Deliverables and Reports

Date	Milestone/Deliverable
FY 23	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 (<i>Subtask 4.1.1(a)</i>)
FY 23	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 (<i>Subtask 4.1.1(c)</i>)
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 (<i>Subtask 4.1.3(b)</i>)

Date	Reports	Requirements
11/1/22	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 (<i>Task 4.1.3</i>)	
12/1/22	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 12/1/22	
6/15/23	The Juvenile Services Education 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 (<i>Subtask 4.1.5(a)</i>)	

Considerations when implementing this objective

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
- Implement alternative State form to collect income eligibility information from families

- Consider if 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 schools

Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans

DRAFT

Requirements or Guidance for Implementation by Pillar 4 Tasks and Subtasks

Pillar 4, Objective 1: Accurately identify students from low-income households proxy for students who need more resources to be successful		
Task 1	<i>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</i>	
Major Subtask		Requirements/Guidance for Implementation
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 FY 23	
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 FY 23	
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 FY 23	
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	
Task 2	<i>State alternative income eligibility form shall be collected by certain schools by SY22-23</i>	
Major Subtask		Requirements/Guidance for Implementation

4.1.2(a)	MSDE shall develop a State alternative income eligibility form in FY 22	The form shall include a statement indicating that the income information shall be used to determine local and State funding for education
4.1.2(b)	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	
4.1.2(c)	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)	
Task 3	<i>MSDE submits a final report on incorporating neighborhood indicators of poverty to determine a school's eligibility for additional supports by 11/1/22</i>	
Major Subtask		Requirements/Guidance for Implementation
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	
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	<u>AIB shall work with MSDE, Governor's office, and General Assembly to determine if this methodology should be implemented and if so, how it should be implemented</u>
Task 4	<i>MSDE explores possibility of using State income tax data from the Comptroller's office to verify income eligibility without collecting forms from students' families</i>	
Major Subtask		Requirements/Guidance for Implementation
4.1.4(a)	MSDE shall report findings to AIB by 12/1/22	

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

Pillar 4, Objective 2: Improve the education of English Learners (EL)

Objective 2 Outcome Measures

- 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/Deliverables and Reports

Date	Milestone/Deliverable
FY24TB FY24	MSDE and LEAs shall implement WEL's recommendations to improve the education of EL students in Maryland P-12 schools (<i>Subtask 4.2.2(b)</i>)

Date	Report	Requirements
12/1/22 (AIB request ed early submissi on)	WEL shall submit a final report with its findings and recommendations, including addressing learning loss resulting from the COVID-19 pandemic (<i>Task 4.2.2</i>)	WEL shall: <ul style="list-style-type: none"> • 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

11/1/22 1		<p>teachers administrators, and staff to EL students and their families</p> <ul style="list-style-type: none"> • 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 addressing learning loss as a result of the COVID-19 pandemic • identify professionals responsibilities and criteria for EL family coordinators
FY 23, ongoing	LEAs shall report on the implementation of EL family coordinators (<i>Subtask 4.2.3(b)</i>)	

Considerations when implementing this objective

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.

- Incorporate the workgroup's recommendations into the Blueprint Comprehensive Plan
~~Clarify that both Special Education and EL funding under the Blueprint is provided to qualifying students (students previously only received one set of funding, even if they qualified for both)~~
- Supply of EL teachers and bilingually certified school personnel statewide
- Pathways for educators to become bilingually certified
- Explore legislation and/or regulations to establish a mandated comprehensive language access policy for MSDE and public schools
- Explore a statewide approach to expansion of two-way immersion programs
- Expand dual certification offerings (English for Speakers of Other Languages (ESOL) combined with another certification area)
- Invest in training for all current educators focused on the assets of multilingualism and improving academic outcomes for ELs
- Revise Maryland's policy on reclassifying ELs to provide multiple measures for reclassification
- Provide EL student clinical opportunities for pre-service educators
- Adopt a bilingual certification
- Expansion of Grow Your Own programs and other research-based efforts to recruit and train ESOL and bilingual educators

Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans

Requirements and Guidance for Implementation by Pillar 4 Tasks and Subtasks

Pillar 4, Objective 2: Improve the education of English Learners (EL)		
Task 1	<i>Establish a workgroup to collect student data and review instructional methods and services provided to English learners in FY 22</i>	
	Major Subtasks	Requirements/Guidance for Implementation
4.2.1(a)	WEL shall collect data on the number and percent of EL students at each PK-12 school, the services available to them, and the accessibility of PK-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
4.2.1(b)	WEL shall review methods of teaching and providing services to EL students in public PK-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
4.2.1(c)	WEL shall make recommendations on improving the education of EL students in PK-12 schools in the State, including addressing learning loss as a result of the COVID-19 pandemic	
4.2.1(d)	WEL shall identify professional responsibilities and criteria for EL family coordinators	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

		<p>directly provide; and other family support/engagement, <u>subject to applicable collective bargaining requirements</u></p> <p><u>WEL workgroup shall design cultural competency training for EL family coordinators to deliver to school personnel</u></p>
Task 2	<p>WEL submits a final report with its findings and recommendations, including addressing learning loss resulting from the COVID-19 pandemic by 12/1/22 <u>(AIB requested early submission by 11/1/22)</u></p>	
Major Subtasks		Requirements/Guidance for Implementation
4.2.2(a)	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 in 12/ 21
4.4.2(b)	MSDE and LEAs shall implement WEL's recommendations to improve the education of EL students in Maryland P-12 schools	<p><u>Recommendations from the WEL to be implemented include:</u></p> <ul style="list-style-type: none"> • <u>Develop and implement a statewide strategy to promote and formally reinforce asset-based perspectives regarding ELs at the State, LEA, school, and classroom levels</u> • <u>Develop and implement a structured literacy policy that incorporates effective English language development practices to improve reading outcomes for ELs</u> • <u>Develop resources, curricula and instructional materials across all content areas that meet the needs of English Learners</u> • <u>Expand the development of assessments in ELs' dominant language(s) that will accurately demonstrate their academic achievement and language proficiency</u> • <u>Hold MSDE, LEAs, and schools accountable for EL achievement at all stages of English language development through enhanced reporting of data on English learners</u> • <u>Require all educator preparation programs provide training in EL-related teacher competencies</u>

		<ul style="list-style-type: none"> ● <u>Ensure that unnecessary barriers do not limit multilingual candidates from becoming certified teachers in Maryland</u> ● <u>Support LEAs in increasing the number of conditionally certified ESOL teachers who earn certification</u> ● <u>Adopt a standardized, comprehensive method for identifying, collecting and sharing information about young English learners that is required across all LEAs and child care providers</u> ● <u>Adopt a statewide plan for supporting young English learners in PreK and early childhood settings that provides guidance, service models, and strategies for meeting their instructional needs and family engagement</u> ● <u>Implement customized supports for students with limited or interrupted formal education (SLIFE) that ensure that all students have equal access and opportunities for success</u> ● <u>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</u>
Task 3 Increase per pupil funding for English Learners		
	Major Subtasks	Requirements/Guidance for Implementation
4.2.3(a)	English learner per pupil amount shall immediately increase to include full funding, including for EL family coordinators, beginning in FY 23	<u>Both Special Education and EL funding are provided to qualifying students under the Blueprint</u>
4.2.3(b)	LEAs shall report on the implementation of EL family coordinators	Requirements/guidance for reporting on EL family coordinators shall be based upon WEL's recommendations

Pillar 4, Objective 3: Improve education for students with disabilities

Objective 3 Outcome Measures

- 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~~special education students~~ meeting annual expected progress targets as laid out in students' Individualized Education Plans (IEPs) and 504 plans

Considerations when implementing this objective

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
- Examine ways to track academic progress of students with 504 plans~~504 plans~~
- Clarify that both Special Education and EL funding under the Blueprint is provided to qualifying students (students previously only received one set of funding, even if they qualified for both)
- Develop enhance reporting features on IEPs that ensure accurate tabulation of the number of related service providers (i.e OT, PT, Speech, AT, etc) needed to meet the needs of students
- Supply of special education teachers statewide
- How special education services are provided to students enrolled in the Department of Juvenile Services

Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans

Requirements and Guidance for Implementation by Pillar 4 Tasks and Subtasks

Pillar 4, Objective 3: Improve education for students with disabilities		
Task 1	Increase per pupil funding for <u>students receiving special education services</u> special education students	
Major Subtask		Requirements/Guidance for Implementation
4.3.1(a)	Special education per pupil amount shall increase annually between FY 22 - FY 32 and remains at 146% of the target per pupil foundation amount from FY 33 and thereafter	
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 FY 23	Special education enhancement funds were provided to LEAs in FY 20 through FY 22
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 FY 22	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

Pillar 4, Objective 4: Provide supports for students attending schools with a high concentration of students from low-income households

Objective 4 Outcome Measures

- 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 FY 2032:
 - hiring and retaining diverse and high-quality teachers,
 - student and teacher attendance rates,
 - student discipline rates,
 - parent/caregiver engagement
 - school safety, and
 - physical and mental health of students

Milestones/Deliverables and Reports

Date	Milestone/Deliverable
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 and in cross-cultural practice with stakeholders (<i>Subtask 4.4.2(a)</i>)
FY 20	MSDE shall establish a Director of Community Schools position within MSDE to coordinate professional development for community school coordinators at each community school (<i>Task 4.4.6</i>)
FY 23 and beyond	MSDE and AIB shall analyze the use of personnel and per-pupil grants for their authorized purposes by LEAs (<i>Task 4.4.7</i>)

Date	Reports	Requirements
FY 22 and beyond	MSDE shall submit an annual report to DBM and DLS on 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 (<i>Subtask 4.4.4(b)</i>)	
Within one year of receiving a personnel grant	The community school coordinator shall submit the needs assessment within one year of receiving a personnel grant to MSDE and the LEA (<i>Subtask 4.4.2(f)</i>)	<p>The needs assessment shall include the following elements:</p> <ul style="list-style-type: none"> • 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

		<p>needs identified in the assessment;</p> <ul style="list-style-type: none"> • 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 • Develop strategies to maximize external non-State or non-local education funding
Within one year of completing the needs assessment	<p>Community school coordinators shall complete and submit an implementation plan with their LEA's approval to AIB within one year of completing the needs assessment (Task 4.4.3)</p>	<p>The plan shall be submitted to MSDE once it has been approved by the LEA (Subtask 4.4.3(a))</p> <p><u>The implementation plan shall include:</u></p> <ul style="list-style-type: none"> • <u>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;</u> • <u>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;</u> • <u>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</u> • <u>Develop strategies to maximize external non-State or non-local education funding</u>

Considerations when implementing this objective

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
- Track use of personnel funds, including use of excess personnel funds
- Monitor whether schools are meeting full-time health care coverage requirements and, if not, identify the barriers to meeting this requirement
- Staff 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

Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans

- 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
- Using excess personnel funds

Requirements and Guidance for Implementation by Pillar 4 Tasks and Subtasks

Pillar 4, Objective 4: Provide supports for students attending schools with a high concentration of students from low-income households		
Task 1	<i>Personnel grants awarded to schools where at least 55% of students are eligible for FRPM (185% FPL)</i>	
	Major Subtask	Requirements/Guidance for Implementation
4.4.1(a)	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><i>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</i></p> <p><u>MSDE/AIB shall develop tools to track "levels of coverage" by an onsite healthcare provider(s) (including registered nurses) as well as the number of vacancies in health related positions.</u></p> <p><u>AIB /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</u></p>
Task 2	<i>Community school coordinators shall establish a community school and conduct a school-level needs assessments in partnership with local entities/agencies</i>	
	Major Subtask	Requirements/Guidance for Implementation
4.4.2(a)	<p>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 ofⁱⁿ the community; and in cross-cultural practice with stakeholders; <u>and in restorative practices and trauma-responsive approaches when collaborating with students, families, communities, and stakeholders</u></p>	<p>Community school coordinators may be a social worker and employed by the school district</p> <p><u>MSDE shall provide guidance around salaries (with appropriate cost of living adjustments) and job descriptions of community school coordinators for LEAs to follow</u></p>
4.4.2(b)	<p>Community school coordinators shall establish a community school and coordinate support programs that address out-of-school learning barriers for students and families</p>	<p><u>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</u></p>

		<p>Support programs <u>shall</u> include wraparound services and, as appropriate:</p> <ul style="list-style-type: none"> • tutoring; • English language learner courses; • early childhood development and parenting classes; • college and career advising; • employment opportunities; • <u>citizenship education</u>; • <u>arts programming</u>; • food pantries; and • <u>school-based behavioral and physical health services, including occupational therapy</u> <p><u>The community school framework shall be rooted in interagency collaboration to coordinate the wraparound services that families need</u></p>
4.4.2(c)	<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><u>MSDE shall develop a template for needs assessments that all community school coordinators shall use</u></p> <p><u>MSDE shall guide community school coordinators to approach families and communities with an asset-based frame in conducting the needs assessment</u></p> <p><u>MSDE shall develop data collection tools for conducting needs assessments that all community school coordinators shall use</u></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>
4.4.2(f)	<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>The needs assessment shall include the following elements:</p> <ul style="list-style-type: none"> • A strategy for providing wraparound services to address the needs of students, their families, and their communities, building on and strengthening

		<p>community resources near the school;</p> <ul style="list-style-type: none"> • 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 schools coordinator to access these supports; • Strategies to maximize external non-State or non-local education funding <p><u>MSDE shall aggregate needs assessments to identify trends in their results that will be used to inform supports for community schools, including professional development for community school coordinators</u></p>
Task 3	<i>Community school coordinators complete and submit an implementation plan with their LEA's approval to the MSDE within one year of completing the needs assessment</i>	
	Major Subtask	Requirements/Guidance for Implementation
4.4.3(a)	Community school coordinators shall submit their plan to MSDE once it has been approved by the LEA	<p><u>MSDE shall develop criteria that they will use to assess all community school implementation plans and provide feedback for their improvement</u></p> <p><u>The implementation plan shall include:</u></p> <ul style="list-style-type: none"> • <u>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;</u>

		<ul style="list-style-type: none"> • <u>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;</u> • <u>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</u> • <u>Develop strategies to maximize external non-State or non-local education funding</u>
Task 4	<i>Provide per-pupil funding on a sliding scale for schools with a concentration of student poverty above 55%</i>	
	Major Subtask	Requirements/Guidance for Implementation
4.4.4(a)	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	<p>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</p> <p>LEAs may request flexibility in distributing funds through AIB's appeal process <u>(to be established in winter 2023)</u></p>
4.4.4(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	

Task 5	A community school or community school coordinator may solicit assistance and support from community partners	
4.4.5(a)	<u>MSDE shall provide guidance and support to community school coordinators on integrating schools and their communities</u>	
Task 6	<i>There is a Director of Community Schools position within MSDE to coordinate professional development for community school coordinators and staff at each community school</i>	
Major Subtask		Requirements/Guidance for Implementation
4.4.6(a)	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	
4.4.6(b)	<u>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</u>	
4.4.6(c)	<u>MSDE shall provide guidance to community school coordinators on the permissible use of Concentration of Poverty Grant funds</u>	
Task 7	<i>MSDE and AIB shall analyze the use of personnel and per-pupil grants for their authorized purposes by LEAs starting in FY 23</i>	

Pillar 4, Objective 5: Enhance student health services

Objective 5 Outcome Measures

- 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

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Milestones/Deliverables and Reports

Date	Milestone/Deliverable
FY23	MSBE shall adopt regulations to implement behavioral health training (<i>Subtask 4.5.3(b)</i>)
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 (<i>Subtask 4.5.4(c)</i>)
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 (<i>Subtask 4.5.4(h)</i>)
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 (<i>Subtask 4.5.4(j)</i>)
FY24	MSDE, MDH, DHS, the Consortium , and LEAs shall coordinate to establish memorandums of understanding regarding data sharing to implement identified best practices (<i>Subtask 4.5.6(a)</i>)

Date	Reports	Requirements
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 (<i>Subtask 4.5.2(d)</i>)	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 the 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) (<i>Subtask 4.5.4(m)</i>)	

FY 23	MDH shall report the results of its School Based Health Center (SBHC) needs assessment to AIB and incorporate their findings in their implementation plan (<i>Subtask 4.5.5(c)</i>)	
FY 23	MDH shall develop a plan for SBHC expansion as part of their implementation plan (<i>Subtask 4.5.5(d)</i>)	

Considerations when implementing this objective

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

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

Requirements and Guidance for Implementation by Pillar 4 Tasks and Subtasks

Pillar 4, Objective 5: Enhance student health services		
Task 1	LEAs shall employ system-level behavioral health coordinators	
	Major Subtask	Requirements/Guidance for Implementation
4.5.1(a)	Behavioral health coordinators shall be responsible for:	Behavioral health coordinators shall have at a minimum a Master's degree and

	<ul style="list-style-type: none"> • Coordinating existing behavioral health services and referral procedures for behavioral health services within the LEA, including through a coordinated community supports partnership • 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 • Maximizing external funding for behavioral health and wraparound services • Providing the required behavioral health training to certificated school personnel who have direct contact regularly with students • Developing and implementing a standardized screening to identify students with behavioral health services needs using an evidence-based measurement approach 	<p>behavioral health training experience in schools</p> <p><u><i>Behavioral health coordinators shall be trained in trauma-responsive and restorative approaches</i></u></p>
4.5.1(b)	<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</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</p>

	school behavioral health services and expand services through coordinated community supports partnerships starting in FY 22	blend funding to support behavioral health in schools and community-based settings <u>Coordinated community support partnerships shall have a clearly defined role in providing behavioral health services to students</u>
4.5.1(c)	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 FY 22	
Task 2	<i>Each local school system develops a plan to enhance and expand school behavioral health supports in FY 23</i>	
	Major Subtask	Requirements/Guidance for Implementation
4.5.2(a)	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 FY 22 COVID-19 relief funds
4.5.2(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 FY 21 to address trauma and behavioral health issues through summer school programs	
4.5.2(c)	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	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

	their plan to AIB , the Governor , and the General Assembly on or before 11/1/22	
4.5.2(d)	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 FY 23	<p>LEAs shall identify:</p> <ul style="list-style-type: none"> • Coordinated community support partnerships that are in place; • Funding sources available in the district for behavioral health and wraparound services; • Development and implementation process for creating a standardized screening to identify students with behavioral health services needs using an evidence-based measurement approach; • What the LEA has been doing to address behavioral health needs since the pandemic; • Parental involvement in developing the student's behavioral health plan; • Challenges or obstacles in ensuring all students have access to behavioral programming and support services; • Types of staff positions available in schools to support behavioral health needs <u>and school-wide restorative practices</u>; • Any processes/protocols beyond screenings in place to identify students in need of behavioral support; • Programs the district has purchased/implemented to support behavioral health programming (if any); • Content of annual training the LEA is providing to all staff who are in regular contact with students; • External behavioral health providers that schools partner with; • The percentage of schools that have access to a partner provider; and

		<ul style="list-style-type: none"> • The process used to refer students for services from an external provider <p><u>Schools are not required to refer students to community providers and may use school-based providers as appropriate</u></p>
Task 3	<i>As part of required annual training, behavioral health coordinators in LEAs teach school staff to recognize behavioral health issues in students starting in FY 22</i>	
<i>Major Subtask</i>		<i>Requirements/Guidance for Implementation</i>
4.5.3(a)	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	
4.5.3(b)	MSBE shall adopt regulations to implement behavioral health training	
Task 4	<i>Implement the Consortium on Coordinated Community Supports to meet student behavioral health needs starting in FY 23</i>	
<i>Major Subtask</i>		<i>Requirements/Guidance for Implementation</i>
4.5.4(a)	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	The Consortium may use subcommittees, including subcommittees that include nonmember experts, as necessary, to meet its requirements

	services; and providing technical assistance to local school systems to support positive classroom environments and close the achievement gap	
4.5.4(b)	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	The Consortium, MSDE, and the MDH shall: <ul style="list-style-type: none"> • develop a system to track student referrals to private health providers • identify health/behavioral services that are already being provided at the LEA and school levels
4.5.4(c)	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	<u>The Consortium shall share this framework with all LEAs in conjunction with a master list of resources for community partnerships</u>
4.5.4(d)	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	
4.5.4(e)	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	<u>The Consortium shall provide guidance on whether Consortium funds may be provided toused by LEAs to improve school-based provider ratios</u>
4.5.4(f)	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	
4.5.4(g)	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><u>The Consortium shall clearly define a “positive classroom environment” to assess the effectiveness of implementation</u></p> <p>Developing best practices may include:</p> <ul style="list-style-type: none"> • 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 • 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 • Developing a mechanism to ensure that all LEAs implement relevant regulations in a consistent manner • Identifying and incorporating best practices in cultural competency, restorative practices, trauma-informed care, and positive youth development • Including student voice in developing policies and practices to promote positive classroom environments
4.5.4(h)	The Consortium shall develop a geographically diverse plan to ensure each student can access	<u>The Consortium shall ensure that behavioral health supports are provided in a non-stigmatized manner, including by providing</u>

	services and supports that meet the student's behavioral health needs and related challenges within a 1-hour drive of their residence	<u>the appropriate training to school staff and health professionals</u>
4.5.4(i)	A coordinated community supports partnership shall provide systemic services to students in a community-based, family-driven and youth-guided, and culturally competent manner	<u>The Consortium shall develop and publish guidelines for providing such systemic services to students in consultation with educators, students, families, and community members</u>
4.5.4(j)	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>Metrics shall:</p> <ul style="list-style-type: none"> • measure whether there have 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 • include any other identifiable data sets that would demonstrate whether a coordinated community supports partnership is successfully meeting students' behavioral health needs
4.5.4(k)	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	
4.5.4(l)	The Governor shall include increasing amounts in the annual budget bill to the Coordinated Community Supports Partnership Fund between FY 23 - FY 26 and remains at \$130,000,000 in FY 26 and thereafter	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

4.5.4(m)	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)	
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Task 5 Increase and expand school-based health centers (SBHCs) starting in FY 23		
Major Subtask		Requirements/Guidance for Implementation
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 FY 22	
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 FY 23	
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 FY 23	
4.5.5(d)	MDH shall develop a plan for SBHC expansion as part of its Blueprint implementation plan in FY 23	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 In its plan, MDH shall describe the process they will use to ensure that all students can access both behavioral and physical health services from qualified professionals
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 FY 24		
Major Subtask		Requirements/Guidance for Implementation
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 FY 24	

Pillar 5: Governance & Accountability

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 the 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 annually reporting 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.

Pillar 5 Key Actors

- Local education agencies (LEAs)
- Blueprint for Maryland's Future Accountability and Implementation Board (AIB)
- Maryland State Department of Education (MSDE)
- Maryland Higher Education Commission (MHEC)
- CTE Committee
- Community and advocacy organizations

- The public
- LEA Blueprint implementation teams
- Expert Review Teams (ERTs)
- Independent contractor to conduct Blueprint evaluation
- Maryland Longitudinal Data Systems (MLDS)
- Community/advocacy organizations
- County governments
- Students
- Teachers
- Communities
- Advocacy organizations

Pillar 5 Expected Outcome: The Blueprint for Maryland's Future is fully implemented with fidelity and successful in achieving the Blueprint's goal that ~~nearly~~ all students - regardless of where they live, household income, race, ethnicity, gender, language spoken at home, ~~disabilities~~ ~~special needs~~, and any other unique characteristic - leave high school globally competitive and prepared for success in postsecondary education and training, work, and life

The term "nearly all" is used to describe some expected outcomes and outcome measures. In making its policy recommendations, the Kirwan Commission recognized that setting a goal of 100% was not attainable, and that "nearly all" will mean a different specific proportion of students (or another denominator) depending on the context. After collecting and analyzing baseline data, the AIB will specify the meaning of "nearly all" in identified expected outcomes and outcome measures as well as the progress targets toward achieving the outcome.

Pillar 5 Outcome Measures

- AIB holds State and local entities responsible for implementing the Blueprint to achieve its goal 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 FY 2032;

- ~~A~~Nearly all Maryland students graduate CCR following the Blueprint's full implementation in ~~by~~ FY 2032;
 - Achievement gaps are reduced, if not eliminated, across all grades and student groups and school districts by FY 2032;
 - 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 another valuable CTE industry credential ~~_ or complete the high school level of a registered apprenticeship~~ by FY 2032; and
 - Remediation rates in Maryland community colleges across all student groups and colleges are reduced by FY 2032
- 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 to be successful
 - 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

Targets for all outcome measures (for each pillar and objective) will be determined by AIB in collaboration with MSDE and other members of the Outcome Measures Working Group after baseline data have been collected and analyzed. Targets set for FY 2032 will reflect that FY 2032 is the first year in which the Blueprint is fully implemented; therefore, it will likely take several more years to achieve the Blueprint goals for all students.

Student outcome data will be disaggregated and analyzed by student groups whenever possible, including by race/ethnicity, gender, socioeconomic status, English learner status, and disability. Other data related to schools and teachers will also be disaggregated whenever relevant and possible.

~~Targets for all outcome measures (for each pillar and objective) will be determined by AIB after baseline data have been collected and analyzed. Student outcome data will be disaggregated and analyzed by student groups whenever possible, including by race/ethnicity, gender, socioeconomic status, English learner status, and disability. Other data related to schools and teachers will also be disaggregated whenever relevant and possible.~~

Pillar 5, Objective 1: Support Blueprint implementation planning

Objective 1 Outcome Measures

- **AIB** consistently incorporates public feedback into its Blueprint Comprehensive Implementation Plan, periodic updates to the plan, and its work 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 **LEA Blueprint implementation coordinators** to identify common implementation 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, the CTE Committee and local workforce development boards, and the 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/Deliverables and Reports

Date	Milestone/Deliverable
12/1/22 <u>and</u> <u>annually</u> <u>thereaf</u> <u>ter</u>	AIB shall adopt initial Blueprint Comprehensive Implementation Plan, <u>and annually update the plan by August of each year</u>

Date	Report	Requirements
3/15/23	LEAs shall submit Blueprint Implementation Plans to AIB and MSDE by (initially) 3/15/23 (<i>subtask 5.1.3(e)</i>)	<p>Implementation plans shall be consistent with the Comprehensive Implementation Plan 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</p>

		<p>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 take/to be taken to implement and achieve the Blueprint's goals</p>
3/15/23	<p>Blueprint Implementation Plans shall be submitted to AIB by every State entity that is required to implement the Blueprint by (initially) 3/15/23</p>	<p>Implementation plans shall be consistent with the Comprehensive Implementation Plan 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>MSDE and MHEC shall submit a joint plan for meeting teacher preparation and training requirements specified under Pillar Two</p> <p>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; and implementing the teacher career ladder and providing training to State teachers, school leaders, and administrators aligned with the Blueprint; <u>and developing a comprehensive framework for racial equity and cultural competency</u> to support achieving the goals of the Blueprint.</p>

		CTE Committee shall submit a plan for developing rigorous CTE pathways that meets the requirements outlined in Pillar 3
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Considerations when implementing this objective

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 Timing of Blueprint interim evaluation

Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans

- Implementation plan development in each of the pillars, including:
 - Virtual convenings of LEAs
 - Creation of networks to share best practices from across the state
- Targeted assistance in specific areas to support strategic vision and models for implementation, including (but not limited to) :
 - PreK 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 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

Requirements and Guidance for Implementation by Pillar 5 Tasks and Subtasks

Pillar 5, Objective 1: Support Blueprint implementation planning

Task 1		AIB creates Blueprint Comprehensive Implementation Plan (subject to periodic updates)
Major Subtask		Requirements/Guidance for Implementation
5.1.1(a)	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
5.1.1(b)	AIB shall adopt <u>the</u> draft Comprehensive Plan for public comment in October 2022	
5.1.1(c)	AIB shall host <u>a</u> public hearing on <u>the</u> draft Comprehensive Plan in November 2022	
5.1.1(d)	AIB shall adopt <u>the</u> initial Comprehensive Plan in December 2022	<u>AIB shall post the initial Comprehensive Plan on its website</u> <u>Following publication of the initial plan, AIB shall translate the plan into publish the final draft of the initial Comprehensive Plan in multiple languages</u>
<u>5.1.1(e)</u>	<u>AIB shall adopt the updated Comprehensive Plan in August 2023</u>	<u>AIB shall publish the updated Comprehensive plan in multiple languages</u>
5.1.1(e)	AIB shall adopt any changes to <u>the</u> Comprehensive Plan by 8/1 each year through FY 32	<u>AIB shall facilitate public working sessions to solicit stakeholder feedback on updates to the Comprehensive Plan</u> <u>The 2023 updated plan shall include finalized outcome measures and targets 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.</u> <u>AIB shall post the updated Comprehensive Plan on the AIB website and publish an updated version of the Comprehensive Plan in multiple languages</u>

Task 2 AIB reviews and approves/disapproves implementation plans submitted by State agencies/entities (plans subject to periodic updates) from FY 23-32		
<i>Major Subtask</i>		<i>Requirements/Guidance for Implementation</i>
5.1.2(a)	AIB shall develop minimum guidelines for the submission of implementation plans	The guidelines shall include establishing a maximum page length, including appendices (to be included in Section 9 of the Blueprint Comprehensive Implementation Plan)
5.1.2(b)	AIB shall provide technical assistance to State agencies/entities to support the development of their implementation plans, as needed	
5.1.2(c)	AIB members and staff shall participate in training to ensure consistency in applying the criteria to evaluate State agencies' implementation plans	
5.1.2(d)		
5.1.2(e)	Blueprint Implementation Plans shall be submitted to AIB by every State entity that is required to implement the Blueprint by (initially) 3/15/23*	<p>Implementation plans shall be consistent with the Comprehensive Implementation Plan 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>MSDE and MHEC shall submit a joint plan for meeting teacher preparation and training requirements specified under Pillar Two</p> <p>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; and implementing the teacher career ladder and providing training to State teachers, school leaders, and administrators aligned with the Blueprint; <u>developing a</u></p>

		<p><u>comprehensive framework for racial equity and cultural competency to support achieving the goals of the Blueprint; and providing technical assistance to LEAs in implementing the Blueprint; and any other provisions of the Comprehensive Plan that MSDE is required to implement</u></p> <p><u>MSDE shall collect and publish data related to the implementation of restorative practices on its website</u></p> <p><u>AIB shall provide MSDE with testimony on the Blueprint related to its role in implementing the Blueprint</u></p> <p><u>MSDE shall review testimony submitted to the AIB related to MSDE's role in implementing the Blueprint and incorporate into its implementation plan as needed</u></p> <p>CTE Committee shall submit a plan for developing rigorous CTE pathways that meets the requirements outlined in Pillar Three</p> <p><u>The Consortium for Coordinated Community Supports shall submit a plan for implementing supports for LEAs to address student behavioral health needs</u></p>
5.1.2(e ^f)	AIB shall approve/disapprove initial implementation plans by July 2023 (subject to periodic updates)	
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

5.1.3(a)	AIB shall develop minimum guidelines for the submission of implementation plans	The guidelines shall include establishing a maximum page length, including appendices (to be included in Section 9 of the Blueprint Comprehensive Implementation Plan)
5.1.3(b)	MSDE shall submit criteria to review LEA plans by 9/1/22 for AIB review & approval (subject to periodic updates)	
5.1.3(c)	AIB shall review and approve/disapprove MSDE's LEA plan approval criteria	
5.1.3(d)	AIB and MSDE shall provide training and technical assistance to LEAs while developing Blueprint Implementation Plans	<p><u>AIB and MSDE shall collaborate with LEAs to identify implementation tasks and subtasks where technical assistance offerings would be most valuable</u></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><u>AIB and MSDE shall jointly provide frequent structured technical assistance sessions to LEAs as they develop their local implementation plans, including at least weekly sessions while LEAs are drafting their initial plans on at least a weekly basis</u></p>
5.1.3(e)	LEAs shall submit Blueprint Implementation Plans to AIB and MSDE by (initially) 3/15/23	<p>Implementation plans shall be consistent with the Comprehensive Implementation Plan 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</p>

		<p>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 teacher</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 take/to be taken to implement and achieve the Blueprint's goals. <u>Initial implementation plans shall be responsive to the LEA Template and Criteria for Success jointly developed by MSDE and AIB</u></p>
5.1.3(f)	MSDE shall review LEA plans and provide recommendations for approval/disapproval to AIB	<u>MSDE shall provide recommendations on initial plan approval to AIB by June 2023</u>
5.1.3(g)	AIB shall review and approve/disapprove LEA plans	<u>AIB shall approve or disapprove initial plans no later than July 2023</u>
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

5.1.4(a)	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
5.1.4(b)	<u>AIB shall organize technical assistance sessions to support State agencies/entities and LEAs in implementing the Blueprint</u>	<u>Technical assistance sessions shall be led by AIB staff, MSDE staff, State agency staff/leadership, and/or external research and policy experts, as appropriate</u> <u>Technical assistance sessions shall be held on a regular basis throughout the Blueprint's implementation</u>
5.1.4(c)	<u>AIB shall facilitate regularweekly virtual office hours to support LEAs and State agencies and entities in implementing the Blueprint</u>	
5.1.4(d)	<u>AIB in collaboration with MSDE shall providecreate and publish guidance on the breakdown of foundation funding and other Blueprint formula funding for specific initiatives and legislative requirements</u>	AIB shall post this guidance on its website for FY 23 and 24 in winter spring 2023
Task 5	AIB monitors implementation of plans and holds all entities accountable for implementation from FY 23-32	
Major Subtask		Requirements/Guidance for Implementation
5.1.5(a)	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 FY 22	<u>AIB shall post and regularly update a list of Blueprint implementation coordinators on its website</u>
5.1.5(b)	AIB shall resolve implementation issues as they arise	
5.1.5(c)	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	

5.1.5(d)	<p>AIB shall receive periodic updates on progress responsible entities are making towards reaching the implementation plan goals</p>	<p>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</p> <p>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</p> <p>Progress towards reaching <u>Comprehensive implementation</u> plan goals shall, in part, inform AIB's decision to either release or withhold appropriated funds from State and/or local agencies/entities <u>starting in FY 26</u></p>
5.1.5(e)	<p>AIB shall request any information it determines necessary to carry out its obligations from entities responsible for carrying out implementation plans</p>	
5.1.5(f)	<p>A governmental unit responsible for implementing an element of the Blueprint shall consult with AIB before adopting regulations related to the Blueprint</p>	
5.1.5(g)	<p><u>AIB shall regularly solicit feedback on the Blueprint from stakeholders most impacted by its implementation, including students, parents/caregivers, educators, and community members</u></p>	<p><u>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</u></p> <p><u>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</u></p>

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Pillar 5, Objective 2: Establish and deploy Expert Review Teams

Objective 2 Outcome Measures

- 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/Deliverables and Reports

Date	Milestone/Deliverable
FY 23	MSDE shall select highly regarded ERT members and begin ERT school visits (<i>Subtask 5.2.1(a)</i>)
FY 24	Expert review teams shall visit approximately 10% of public schools each year through FY 31 (<i>Subtask 5.2.3</i>)
FY 31	Expert review teams shall visit all schools in the State at least once (<i>Subtask 5.2.3</i>)

Date	Report	Requirements
FY 23 and beyond	Every 7/1, MSDE shall develop and submit to AIB for approval a plan to deploy Expert Review Teams in the following school year (<i>Subtask 5.2.2</i>)	
FY 23 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 (<i>Subtask 5.2.3(d)</i>)	MSDE shall submit ERT reports to AIB in a timely manner

Considerations when implementing this objective

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

Requirements and Guidance for Implementation by Pillar 5

Tasks and Subtasks

Pillar 5, Objective 3: Establish and deploy Expert Review Teams (ERTs)		
Task 1	MSDE develops plan for selection, assembly, and deployment of Expert Review Teams (part of MSDE Blueprint Implementation Plan) from FY 23-32	
Major Subtasks		Requirements/Guidance for Implementation
5.2.1(a)	MSDE shall select highly regarded ERT members	<p>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</p> <p><u>MSDE should consider selecting ERTs with a wide range of subject area expertise.</u></p> <p>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</p>

		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
5.2.1(b)	MSDE and AIB shall deliver training for reviewers on the Blueprint and the review process	<u>AIB shall provide training to ERTs on the purpose, requirements, and expected outcomes of the Blueprint for Maryland's Future</u>
Task 2	Every July 1, MSDE develops and submits to AIB for approval a plan to deploy Expert Review Teams in the following school year from FY 23-32	
Major Subtasks		Requirements/Guidance for Implementation
5.2.2(a)	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	
5.2.2(b)	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	<p>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)</p> <p>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</p> <p>AIB may request that MSDE send an ERT to a particular school</p>
Task 3	Expert Review Teams visit approximately 10% of all schools annually until all schools have been visited at least once by FY 31	
Major Subtasks		Requirements/Guidance for Implementation

5.2.3(a)	ERTs shall collect similar quantitative and qualitative data between school visits	
5.2.3(b)	During school visits, ERTs shall conduct comprehensive in-school investigations of the causes of poor student performance and make recommendations on the measure need to improve the performance of low-performing schools and correct identified problems to the following entities: principal and county superintendent; school faculty; county boards of education; and the community	
5.2.3(c)	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	
5.2.3(d)	An ERT shall submit a post-visit report to MSDE within the time period, in the manner, and including the information required by MSDE	MSDE shall submit ERT reports to AIB in a timely manner
5.2.3(e)	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)

Objective 3 Outcome Measure

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

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Milestones/Deliverables and Reports

Date	Milestone/Deliverable
FY 23	MSDE shall formally request that OECD include Maryland in future PISA cycles (Subtask 5.3.1(a))

Date	Report	Requirements
FY 24 and beyond	MSDE shall publicly report on Maryland PISA results after each cycle	

Requirements and Guidance for Implementation by Pillar 5

Tasks and Subtasks

Pillar 5, Objective 3: Coordinate Maryland's participation in 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
5.3.1(a)	MSDE shall formally request that OECD include Maryland in the next PISA cycle in 2024	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

Pillar 5, Objective 4: Monitor Blueprint outcomes

Objective 4 Outcome Measures

- 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/Deliverables and Reports

Date	Milestone/Deliverable
FY 23	AIB shall develop an appeal process through which LEAs may request greater flexibility in meeting this 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 <i>(Subtask 5.4.2(e))</i>
FY 25	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 <i>(Subtask 5.4.2(d))</i>

Date	Report	Requirements
FY 23 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 <i>(Subtask 5.4.2(a))</i>	Each LEA shall report to MSDE on school-level spending in a manner determined by the Department
FY 23 and beyond	LEAs shall annually report on compliance with minimum school	MSDE shall report on LEA compliance with minimum school funding to AIB

	funding requirement to MSDE (Subtask 5.4.2(b))	Each LEA that includes public charter schools shall account for the distribution of school-level funding to public charter schools in this report
FY 23 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))	<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 the AIB's findings and the reasoning for them, as well as 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 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 the AIB</p>
FY 23 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)	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))	
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)	<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>
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 5.4.5(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)	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

Considerations when implementing this objective

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.

- ~~Review mandated Blueprint reports and publicly report findings~~
- Ensure transparency, accessibility, and accuracy of reported data
- ~~Disaggregate data by race/ethnicity to track student achievement outcomes,~~
- Behavior indicators and attendance
- Consider use of random sampling to assess student learning outcomes

- Clarify/define meaning of low performing schools, underperforming schools, high performing schools

Technical Assistance

Areas where additional support will likely be needed when developing and implementing plans

- Use of data/data analysis to inform strategic planning and budgeting
- Strategic allocation/reallocation of resources and school-level budgeting
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Requirements and Guidance for Implementation by Pillar 5

Tasks and Subtasks

Pillar 5, Objective 4: Monitor Blueprint outcomes		
Task 1	AIB gathers and analyzes disaggregated data to measure progress implementing the Blueprint and achieving expected outcomes from FY 23-32	
Major Subtask		Requirements/Guidance for Implementation
5.4.1(a)	AIB shall identify expected outcomes from Blueprint implementation and relevant outcome measures/indicators of progress	<u>AIB shall refine the outcome measures and based on implementation progress targets set by the Outcome Measures Workgroup in the updated Blueprint Comprehensive Plans based on the recommendations of the Outcome Measures Workgroup and public/stakeholder feedback</u>
5.4.1(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	<u>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</u> <u>The workgroup shall include representatives from AIB, MSDE, LEASs, MLDS, higher education, and experts in data and equitable outcomes, including a racial equity consultant</u> <u>AIB shall solicit public feedback on the proposed outcome measures, metrics, and targets through a series of working sessions in spring/summer 2023</u> <u>AIB shall adopt measures, metrics, and implementation targets as part of the updated Comprehensive Plan in August 2023</u>
5.4.1(c)	AIB shall implement a system to collect and analyze Blueprint data in	AIB may collect data from any relevant entities, and if additional data is needed

	<p>collaboration with MLDS and other partners</p>	<p>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 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; aggregate data tables; or research and evaluation</p> <p>AIB shall collect data related to teacher satisfaction/school culture</p> <p><u>AIB shall make Blueprint data from relevant entities publicly available and readily accessible on its website through a data dashboards that it will create and manage to monitor Blueprint implementation progress</u></p> <p><u>AIB shall establish reporting standards and quality control measures to ensure that data collected by or submitted to the AIB is accurate</u></p>
5.4.1(d)	<p>AIB shall use reports 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 <u>or templates</u> for the submission of reports by MSDE, LEAs, and public schools, <u>as needed</u></p> <p><u>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</u></p>

		<p>AIB shall focus on closing achievement gaps between student groups of 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, <u>but not limited to</u>, absenteeism; disciplinary action; enrichment opportunities; and meaningful family involvement</p>
5.4.1(e)	AIB shall monitor and review the performance of each teacher preparation program at an institution of higher education and alternative teacher preparation program	<u>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</u>
5.4.1(f)	AIB shall monitor changes in the concentration of students eligible for free and reduced-price meals within public schools and local school systems	<u>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 or educational outcomes</u>
5.4.1(g)	AIB shall examine the school-level diversity of public school staff and student bodies	<u>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, as needed</u>
5.4.1(h)	AIB shall monitor and review the placement and concentration of students in particular racial, ethnic, linguistic, economic, and disability	<u>Based on its review, AIB may update the Blueprint Comprehensive Plan and/or suggest legislative changes as needed to address the placement and concentration</u>

	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	<u>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</u>
5.4.1(i)	AIB shall monitor and review the progress of community schools receiving Concentration of Poverty grants	<u>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, as needed</u>
5.4.1(j)	AIB shall monitor public schools and LEAs to ensure that sufficient numbers of teachers are participating in the career ladder and achieving NBC	<u>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</u>
5.4.1(k)	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	Student-level data reported to or by AIB shall be disaggregated by race, ethnicity, gender, family income level, linguistic status, and disability status
Task 2	AIB monitors and analyzes availability and use of Blueprint funding from FY 23-32	
	Major Subtask	Requirements/Guidance for Implementation
5.4.2(a)	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	Each LEA shall report to MSDE on school-level spending in a manner determined by MSDE
5.4.2(b)	LEAs shall annually report on compliance with minimum school funding requirement to MSDE	MSDE shall report on LEA compliance with minimum school funding to AIB Each LEA that includes public charter schools shall account for the distribution of school-level funding to public charter schools in this report
5.4.2(c)	AIB shall monitor expenditures of funding provided to LEAs to ensure	AIB shall monitor how additional special education funding is being used,

	that public schools are providing the necessary services	including <u>(but not limited to)</u> the aggregate number of children in special education services by school and the services required by a student's IEP or 504 plan
5.4.2(d)	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	<u>MSDE shall provide regular updates to AIB and school systems on progress in implementing the new financial management and student data system</u>
5.4.2(e)	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	
Task 3	AIB determines whether Blueprint funds are released (for LEAs) or withheld (for State agencies/entities) from FY 23-32	
	Major Subtask	Requirements/Guidance for Implementation
5.4.3(a)	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	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 a LEA for the next fiscal year
5.4.3(b)	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	AIB shall consider whether a public school or LEA has been responsive to MSDE , the CTE Committee , and expert review team , and AIB staff's recommendations in determining whether to release or withhold additional funds
5.4.3(c)	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	
5.4.3(d)	AIB shall establish a process for LEAs to appeal an AIB decision not to release funds	
5.4.3(e)	Criteria for withholding State agency funds shall be based on implementation plan disapproval and/or evident lack of progress in implementing the Blueprint	
5.4.3(f)	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>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</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>
5.4.3(g)	AIB may determine it is necessary to release or withhold funds for the current fiscal year	

5.4.3(h)	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	
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
5.4.4(a)	AIB shall report <u>by 11/1 annually</u> 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	<u>AIB will submit its first annual report in 12/22 after adoption of the initial Blueprint Comprehensive Implementation Plan (AIB was appointed after the 11/1/21 due date for the annual report)</u>
Task 5	AIB submits interim report including independent evaluation of Blueprint implementation and achieving expected outcomes to the Governor and General Assembly by 12/1/24	
	Major Subtask	Requirements/Guidance for Implementation
5.4.5(a)	AIB shall contract with a public or private entity as soon as practicable to conduct the independent evaluation the State's progress in implementing the Blueprint between FY 23-25	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
5.4.5(b)	The entity with which AIB contracts for the interim independent evaluation shall report its results to AIB on or before 10/1/24	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

		<p>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>
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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
5.4.6(a)	The entity with which AIB contracts for the final independent evaluation shall report its results to AIB on or before 10/1/30	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
5.4.6(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	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, providing learning opportunities for, and developing the careers of students and young people in the State
5.4.6(c)	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	
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
5.4.7(a)	AIB shall implement an outreach campaign to increase public awareness on Blueprint implementation progress and solicit public feedback on an ongoing basis	AIB shall create unique materials for different audiences (parents, teachers, students) and make them available on its website in multiple languages

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

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Section 8.

Minimum Guidelines for Initial Plan Submission for State Agencies/Entities and LEAs

The initial plan developed will serve as an actionable roadmap for the scope of the work, outlining all required tasks to achieve each goal assigned to the agency/entity. While the plans will be phased in, as described below, all components of the Blueprint for Maryland's Future assigned to the agency/entity must be included in the plan.

Phased Implementation Plan

- This first submission is the initial plan which should address the planning and implementation work that began in the 2021-22 school year and continues through the 2023-24 school year (phase one), as detailed in the AIB's Blueprint Comprehensive Plan. This includes specific work that has been or will be undertaken during the first phase of work, including planning for phases two and three.
- A second submission of Blueprint Implementation Plans is tentatively scheduled for March 2024 and will address 2024-25, 2025-26, and 2026-27. This submission 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 / if work shifted from initial plans.
- A third submission covering the remaining 5-year implementation period from 2027-28 through 2031-32 will be submitted in spring 2027.
- The plans may be updated annually.

Response Guidance

- Describe current or planned implementation for each of the tasks / subtasks the responding agency or entity is responsible for implementing in phase one.
- 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 (initially) 3/15/23

- Responses should include as much relevant baseline data as possible (actual data for 2021-22 and 2022-23 plus estimated data for 2023-24) to help the AIB understand the current context and set implementation targets.
- The AIB is interested in understanding how the agency/entity is cohesively approaching the Blueprint rollout and developing a strategy in each area of its work to fully implement the Blueprint's goals, including how to build on the opportunities and overcome any challenges that it faces. The AIB is looking for the plans to be thoughtful, ambitious, strategic, and focused on getting Maryland to the Blueprint's long-term 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 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

- Each task/subtask assigned to the agency/entity in the BCP
- Goals, objectives
- Timelines
- Responsible parties
- Committees/subcommittees and their membership
- 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 or context, as needed, for understanding and rationale

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

- The initial plans are due to the AIB by midnight on March 15, 2023.

Available Support

- AIB will host Technical Assistance sessions on Blueprint implementation plan development for State agencies/entities in January.
- AIB will hold Office Hours beginning in December.
- 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
- Any questions should be submitted to AIB via email (AIB@maryland.gov).

LEA plans

- The only required submission for LEAs is the Initial Implementation Plan Template provided by MSDE/AIB. The total page count should not exceed the original template length + 99 pages of submitted responses.