



Blueprint Implementation Updates

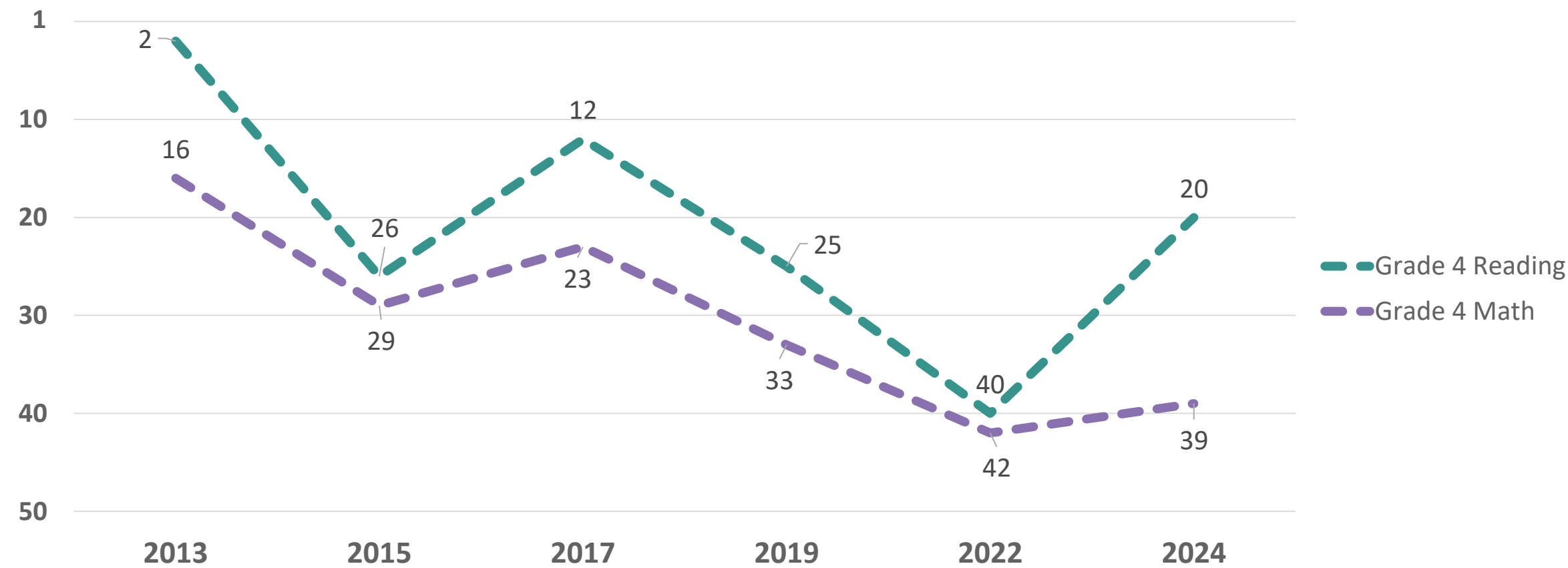
Presented By | Dr. Joshua Michael, President
Maryland State Board of Education

Dr. Carey Wright, State Superintendent of Schools
Maryland State Department of Education

Appropriations and Ways & Means Committees
January 28, 2026

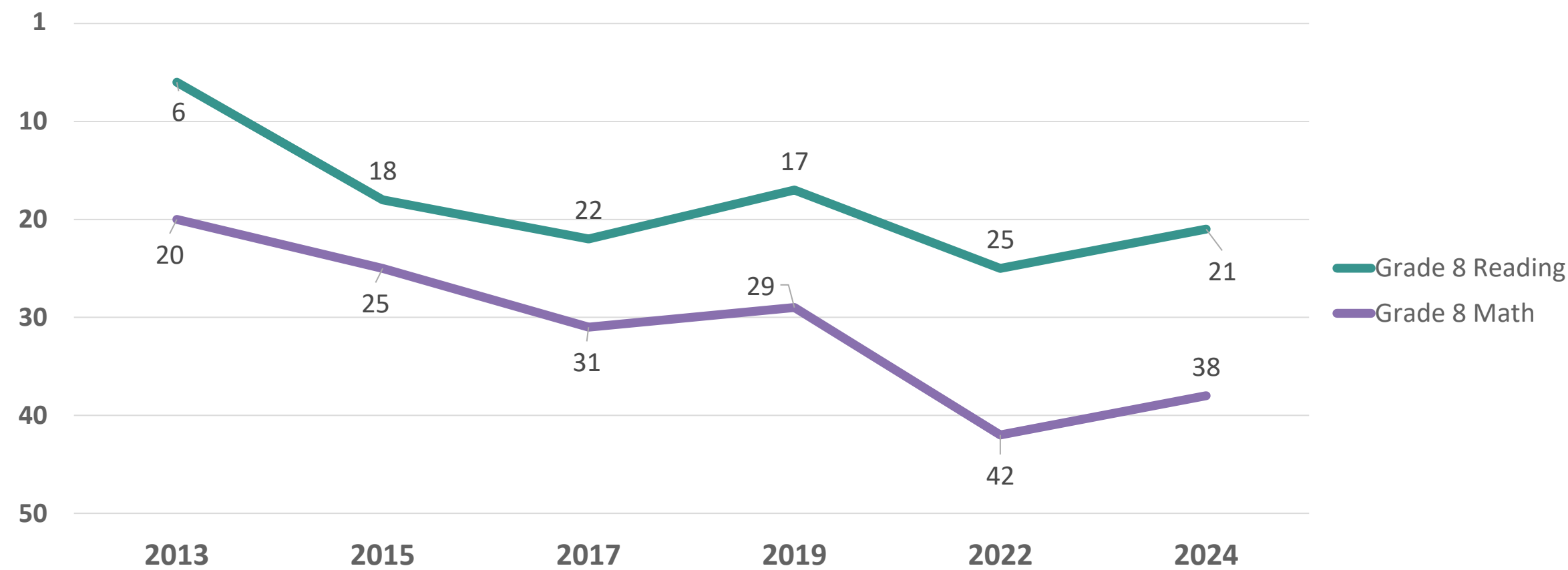
National Assessment of Educational Progress (NAEP) Grade 4

Grade 4: Maryland's State Rankings increased in 2024, especially in Grade 4 Reading



National Assessment of Educational Progress (NAEP) Grade 8

Grade 8: Maryland's State Rankings increased slightly in 2024.



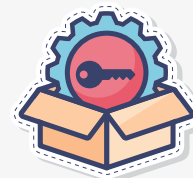


MSDE Strategic Plan Goals

1

Every child has access to a high-quality early childhood program.

PILLAR 1: EARLY CHILDHOOD EDUCATION



Every student is matched with the resources they need to ensure their success.

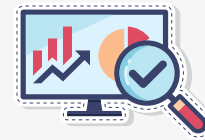
PILLAR 4: MORE RESOURCES FOR STUDENT SUCCESS

4

2

Every school has high-quality and diverse teachers and leaders.

PILLAR 2: HIGH-QUALITY & DIVERSE TEACHERS AND LEADERS



Every school and district receives a rating of ____ or higher.

PILLAR 5: GOVERNANCE AND ACCOUNTABILITY

5

3

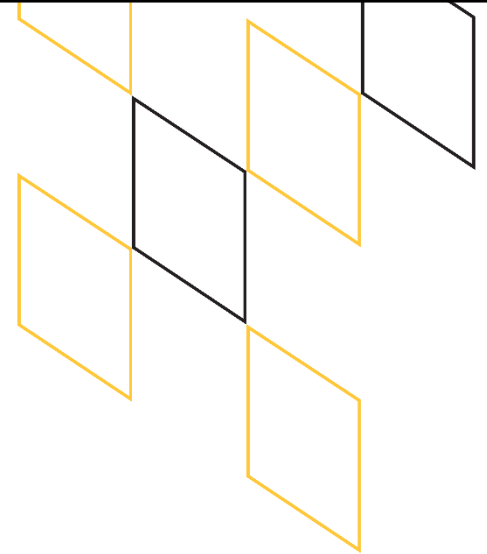
Every student graduates high school college and career ready.

PILLAR 3: COLLEGE AND CAREER READINESS



Visit the Maryland State Department of Education website to learn more about the Strategic Plan!

strategicplan.marylandpublicschools.org

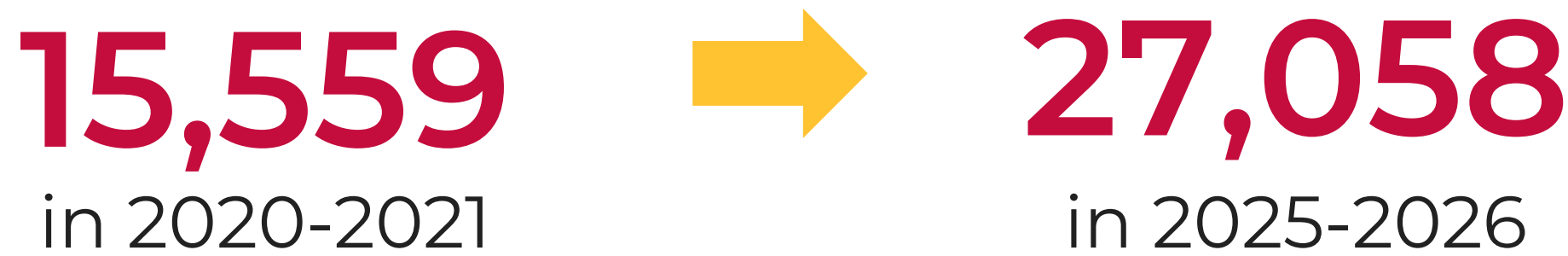


Pillar 1: Early Childhood Education

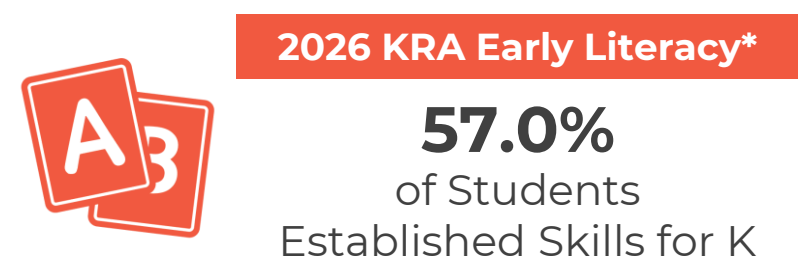
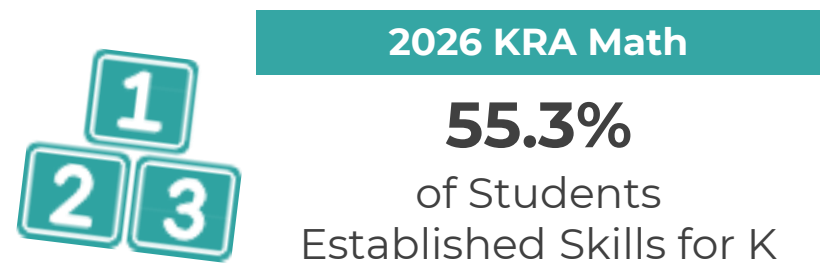
Expanding Full-Day Prekindergarten and Readiness

Expanding access to high-quality, publicly funded, mixed-delivery Pre-K is a critical investment in Maryland’s future, ensuring every child begins school ready to thrive.

An increase in student enrollment in full-day prekindergarten (pre-K)



A new **KRA (Kindergarten Readiness Assessment)** launched in the 2025-2026 school year with comprehensive training and support.



*based on English version

Judy Centers and Patty Centers

Judy Centers and Patty Centers provide child development services vital to families and communities

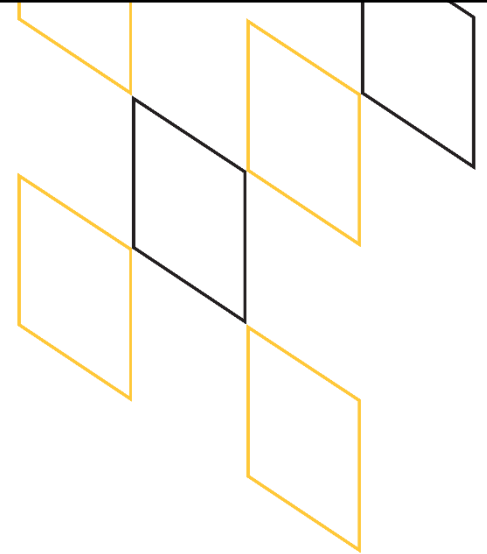
Judy Center Early Learning Hubs

- Opened 46 new Judy Center Early Learning Hubs since 2022, bringing the **total number of Judy Centers to 101.**
- In 2024-2025, Judy Centers provided direct services and support to **6,170 children from birth to kindergarten age.**

Patty Centers

- In FY 2025, Patty Centers **provided services to 666 families**, which included 731 adults and 556 children from birth to age 3 and 791 children served from Birth to age 5.
- Nine new sites have been added since Fiscal Year 2022, bringing the **total number of Patty Centers to 18.**

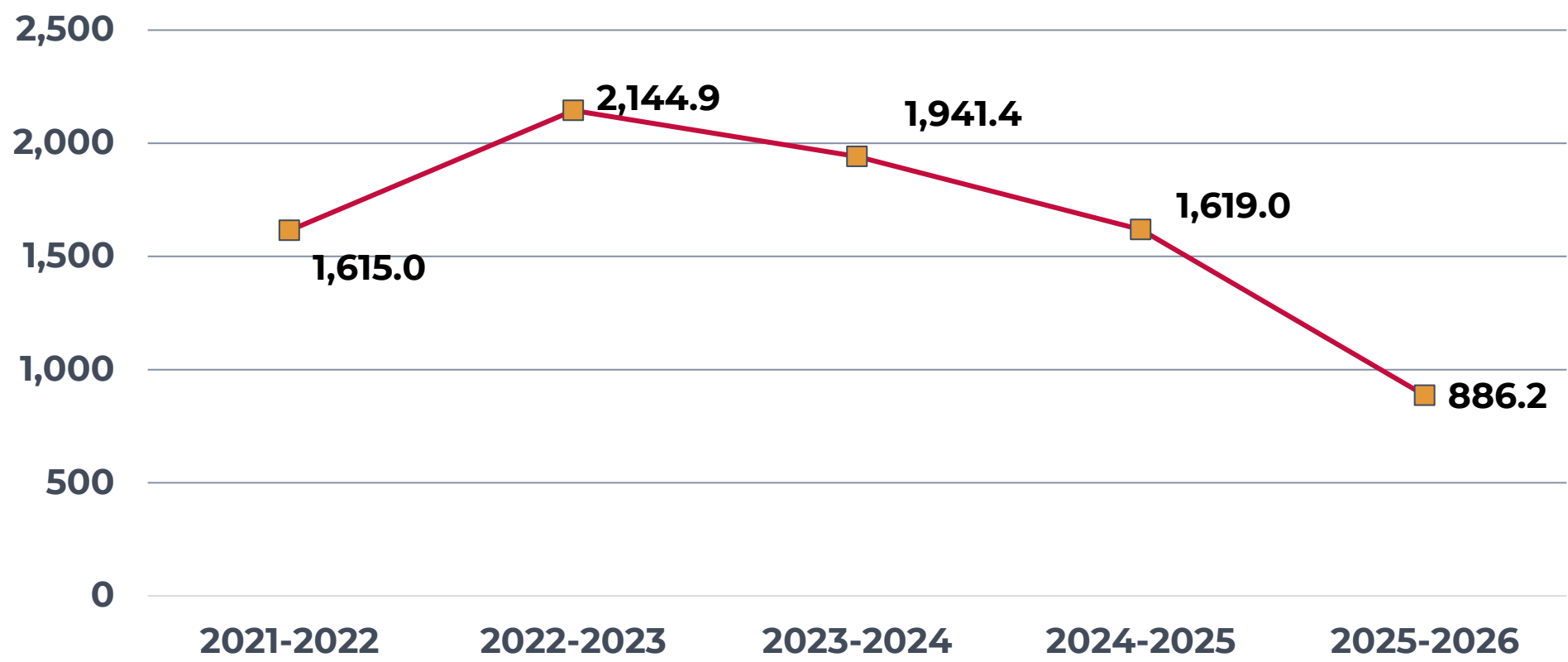
To more accurately represent the work of Judy Center Early Learning Hubs and their partners, data collection measures for FY 2025 were updated.



Pillar 2: High-Quality and Diverse Teachers and Leaders

Teacher Vacancies

Teacher vacancies **decreased by 45.3% in 2025-2026** from the previous year. Special education vacancies **decreased by 21.4%** and elementary education vacancies **decreased by 63.3%**.



Source: MSDE Annual Vacancy Data Collection

Educator Recruitment and Grow Your Own (GYO)

- Grow Your Own (GYO) Educator programs:
 - Recruit **diverse local talent** already connected to schools.
 - Improve retention through community investment.
 - Ensure teachers can earn credentials without taking on debt.
 - Build long-term **workforce sustainability** and pipeline equity.
- **Maryland Grow Your Own Educators Grant Program** was authorized in Education Article §18-27A-01. The GYO Grant will strengthen Maryland's educator workforce by:
 - Creating **locally-rooted teacher preparation pathways**
 - Providing **grants to support school-based employees** in becoming licensed teachers
 - Prioritizing **affordability, diversity, and retention** in teacher preparation, specifically increasing male representation
 - Ensuring every district can build a **sustainable, community-centered pipeline of future educators**



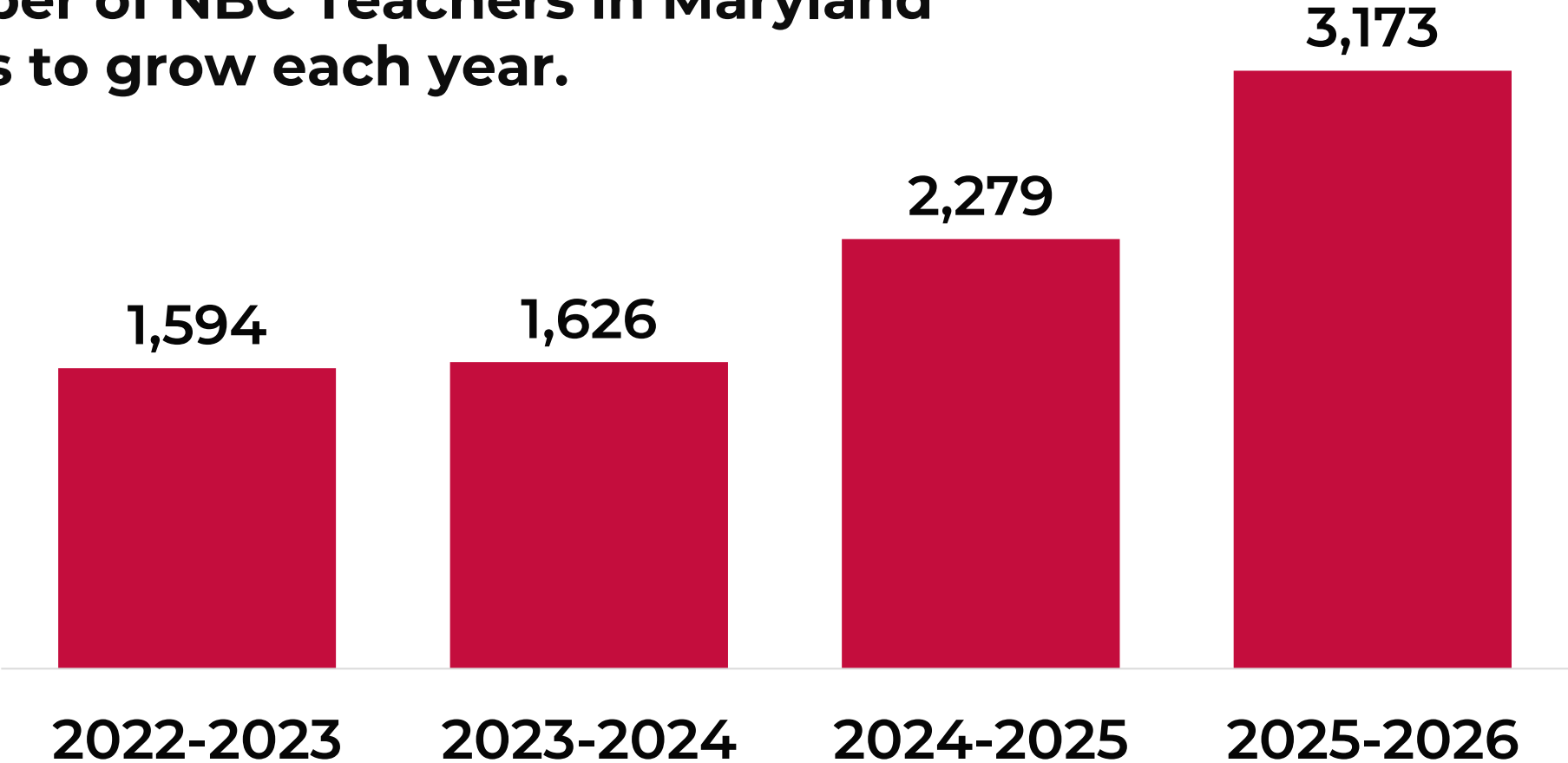
Academic Excellence Program

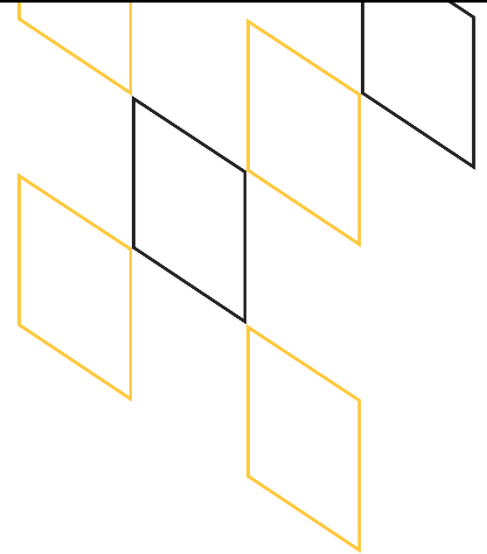
- We can - *and we must* - turn around Maryland’s academic achievement trends. This moment calls for a **statewide strategy** that addresses both student achievement and teacher retention at the same time.
- **The Academic Excellence Program** is designed to drive academic gains by deploying highly trained **state instructional coaches** with a **singular focus** on teacher development and student growth.
 - The Academic Excellence Program **builds on the Blueprint**, invests in our educators, and sets a much-needed statewide standard for effective teacher support.
- **State Instructional Coaches** will be deployed into schools to provide teachers with non-evaluative, in-classroom support, aligned with the Science of Reading and the science of instruction. Coaches will:
 - strengthen Tier 1 instruction
 - deepen teacher content knowledge
 - support the implementation of Maryland’s new ELA and Math standards.
- **Regional “Super Coaches”** are strategic leaders who:
 - train and observe state coaches for fidelity to MSDE’s evidence-based coaching model,
 - train and support district-funded coaches in best practices, and
 - provide technical assistance to support LEA instructional programs.



National Board Certification (NBC)

The number of NBC Teachers in Maryland continues to grow each year.





Pillar 3: College and Career Readiness

2025 Maryland Comprehensive Assessment Program Results

The 2025 Maryland Comprehensive Assessment Program (MCAP) results **show continued progress across most student groups and subjects compared to the prior year**, though large proficiency gaps among student groups remain.

Mathematics
Proficiency

Grade	2023	2024	2025
Elementary	34.1%	34.8%	36.7%
Middle	19.8%	21.0%	23.1%
High	34.9%	29.8%	30.0%

English Language Arts
Proficiency

Grade	2023	2024	2025
Elementary	46.7%	47.2%	48.3%
Middle	47.9%	48.2%	51.2%
High	56.1%	59.4%	60.3%

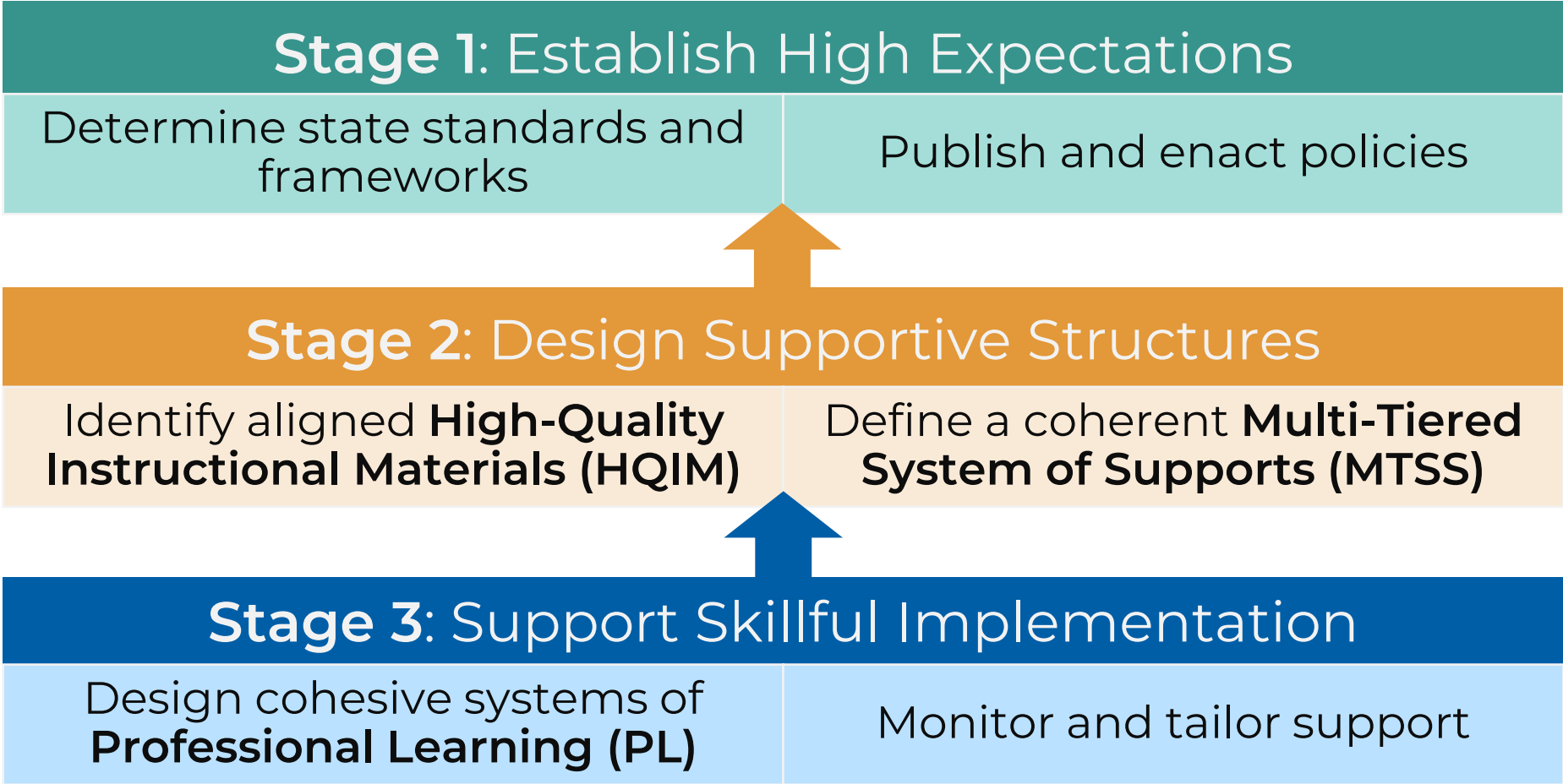
National Assessment of Educational Progress (NAEP)

The State Board of Education set a statewide aspirational target for Maryland to rank as one of the top ten states in reading on the 4th and 8th grade NAEP exams.

- The **National Assessment of Educational Progress (NAEP)** is a congressionally-mandated project of the National Center for Education Statistics.
- NAEP is the only test administered nationwide that allows **direct comparison across states** and participating districts of student achievement.
- The test is administered in **math and reading in grades 4 and 8 every two years.**
- NAEP assesses students in a nationally representative sample of schools in all 50 states, Washington D.C., the Department of Defense Education Activity, and select urban school districts.
- **In 2024, Maryland increased its state rankings in each subject and grade level tested.**
- The **2026 NAEP Administration** is January 26 – March 20, 2026.

MSDE Academic Initiatives

MSDE academic initiatives fit into three stages, all built to drive student achievement through a coherent, systematic approach.



Revised State Standards and Frameworks

Standards and frameworks define the high expectations for what students are expected to master in each grade level or course.

Board Approved	Seeking Approval	Implementation	Implementation
English Language Arts	PreK Science	2025-2026 Approved Standards*	2025-2026 Approved Standards*
Mathematics	Comprehensive Arts	Integrated Algebra I	Integrated Algebra II
Social Studies	World Languages	2026-2027 Approved Standards and Frameworks	
Seeking Approval	Implementation		
Comprehensive Health	2025-2026 Approved Standards and Frameworks*		
Physical Education	PreK-8 Mathematics Only		
2025-2026	2026-2027	2027-2028	2028-2029

[Maryland Division of Instructional Programs' Content Standards and Frameworks](#)

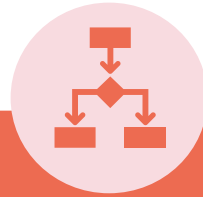
Materials Matter

High-Quality Instructional Materials (HQIM)

Adopting HQIM is an opportunity to scale access to grade-level instruction that supports all students.



Signaling Quality
Instructional Materials
Reviews launched summer
2025



Supporting Adoption
Adoption Framework,
published fall 2025

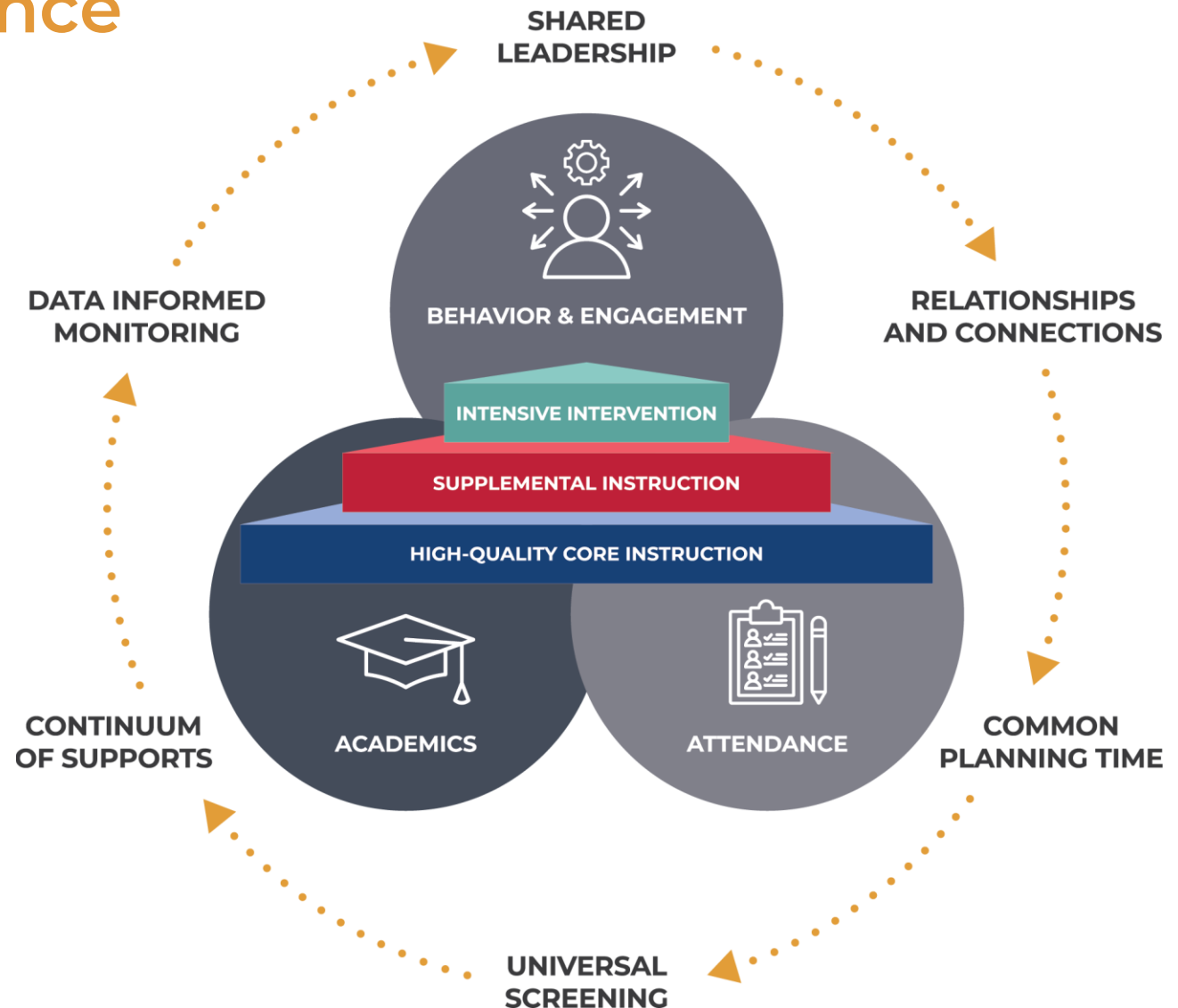


Improving Implementation
Implementation Framework
and Measurement Tool,
published spring 2026

Systems to Support Coherence

Multi-Tiered Systems of Support (MTSS)

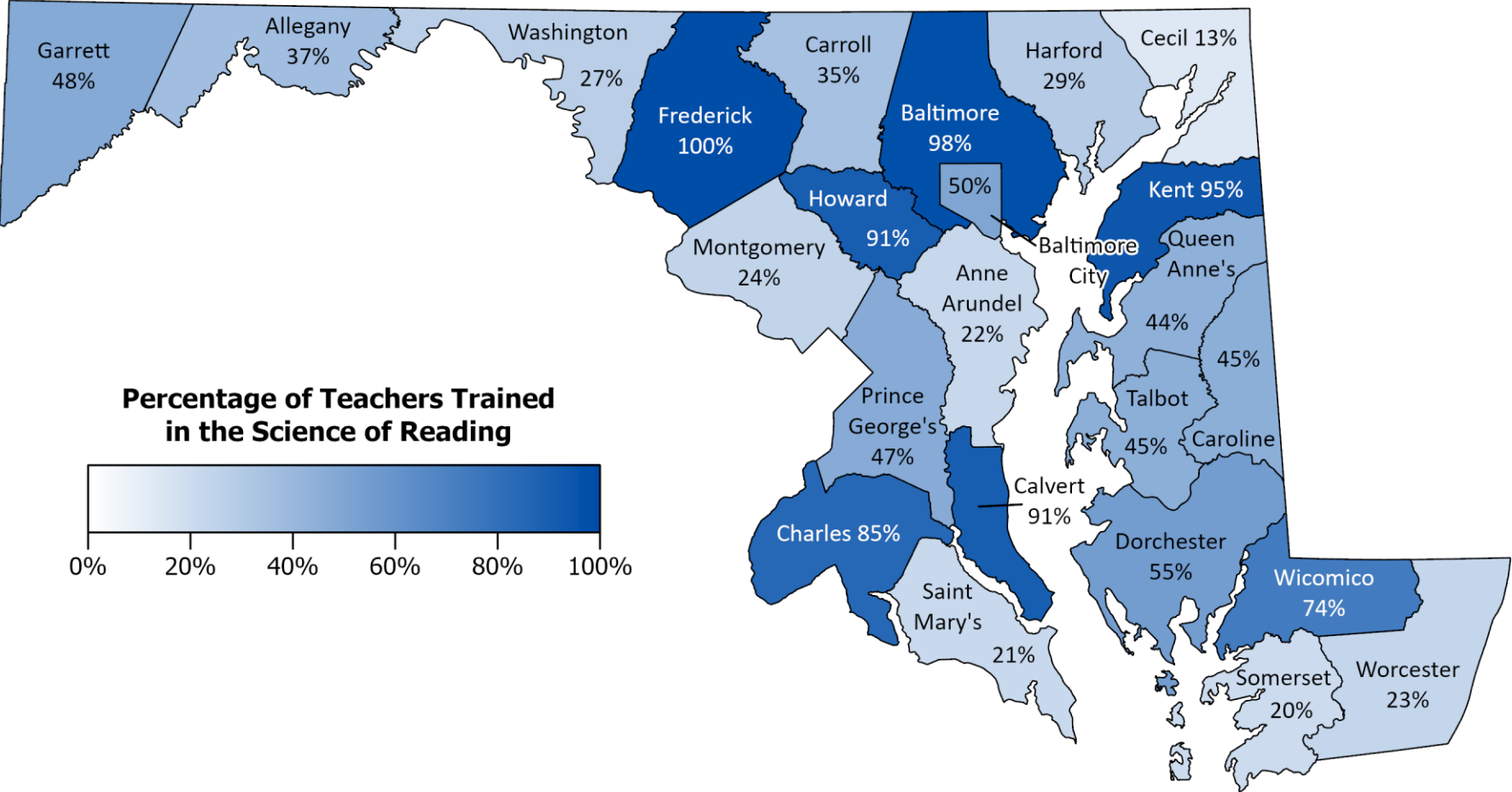
Implementing Maryland's MTSS framework, educators and school leaders can drive meaningful, data-informed improvements, ensuring every student receives the support they need to thrive.



[Maryland Division of Instructional Programs' MTSS Guidance](#)

System of Professional Learning

MSDE has sourced and provided free opportunities for all K-3 teachers to be trained in the science of reading.



LEA	Count Teachers Trained
Allegany	57
Anne Arundel	291
Baltimore City	146
Baltimore County	857
Calvert	270
Caroline	66
Carroll	254
Cecil	54
Charles	406
Dorchester	69
Frederick	542
Garrett	46
Harford	257
Howard	301
Kent	37
Montgomery	545
Prince George's	492
Queen Anne's	48
Saint Mary's	86
Somerset	17
Talbot	58
Washington	112
Wicomico	194
Worcester	50

Note: The percentage of K-3 teachers trained in the Science of Reading for Maryland State was 45% as of September 15, 2025. This includes LETRS, SUNY, and AIM training.

Maryland's Career-Connected Learning System



Through Career-Connected Learning, MSDE is guiding a shift from disconnected programs to a **coherent statewide system that meaningfully links learning to opportunity.**



Aligns **academic instruction, advising, credentials, and industry-driven career-connected experience** operate as one coherent system to support Maryland's new College & Career Readiness (CCR) standard (9 pathways to readiness)



Builds shared accountability and data systems with the AIB, Maryland Workforce Association, and GWDB to measure outcomes and access.



Expands access across **every content area** so that all students, not just those in CTE, can participate in apprenticeships, internships, school-based enterprises, industry-driven capstones, and earn rigorous industry-recognized credentials.



Reimagines **high school schedules, credit structures, and advising systems** to support industry-driven, real-world learning.

Career Counseling

Taking the leadership role for implementation, MSDE published statewide six-year planning guidance to support consistent implementation of **individualized advising** aligned to **CCR pathways, credentials, and career-connected experiences**.

350+ career coaches supported through:

- Monthly statewide professional learning infrastructure
- A shared digital resource hub
- Coordinated engagement across MSDE divisions and state workforce partners

100% of counties have engaged.

Equitable participation between **workforce** and **school district career counseling** coordinators.



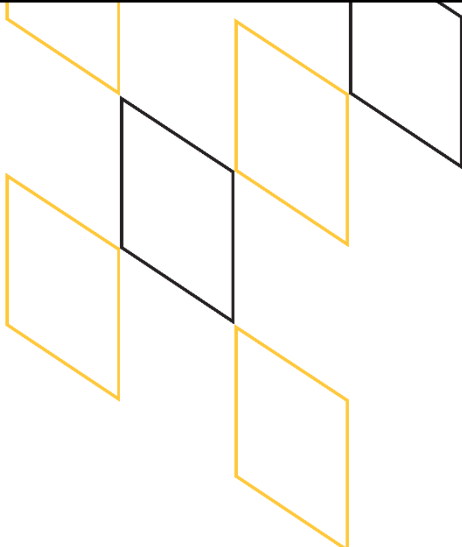
Joint Vision for Career and Technical Education in Maryland

The State Board of Education, Accountability and Implementation Board, and the CTE Committee are aligning education and workforce systems, so that every student graduates with a clear, high-quality pathway to economic independence through rigorous academics and career-connected learning.



- **Expand high-quality career-connected pathways** that allow students to learn and earn in high school.
- Make registered **apprenticeships the gold standard**
- By 2031, **1 in 4** college- and career-ready students will **complete a high school-level registered apprenticeship**
- Align state agencies, school systems, employers, and higher education to **scale apprenticeships statewide.**

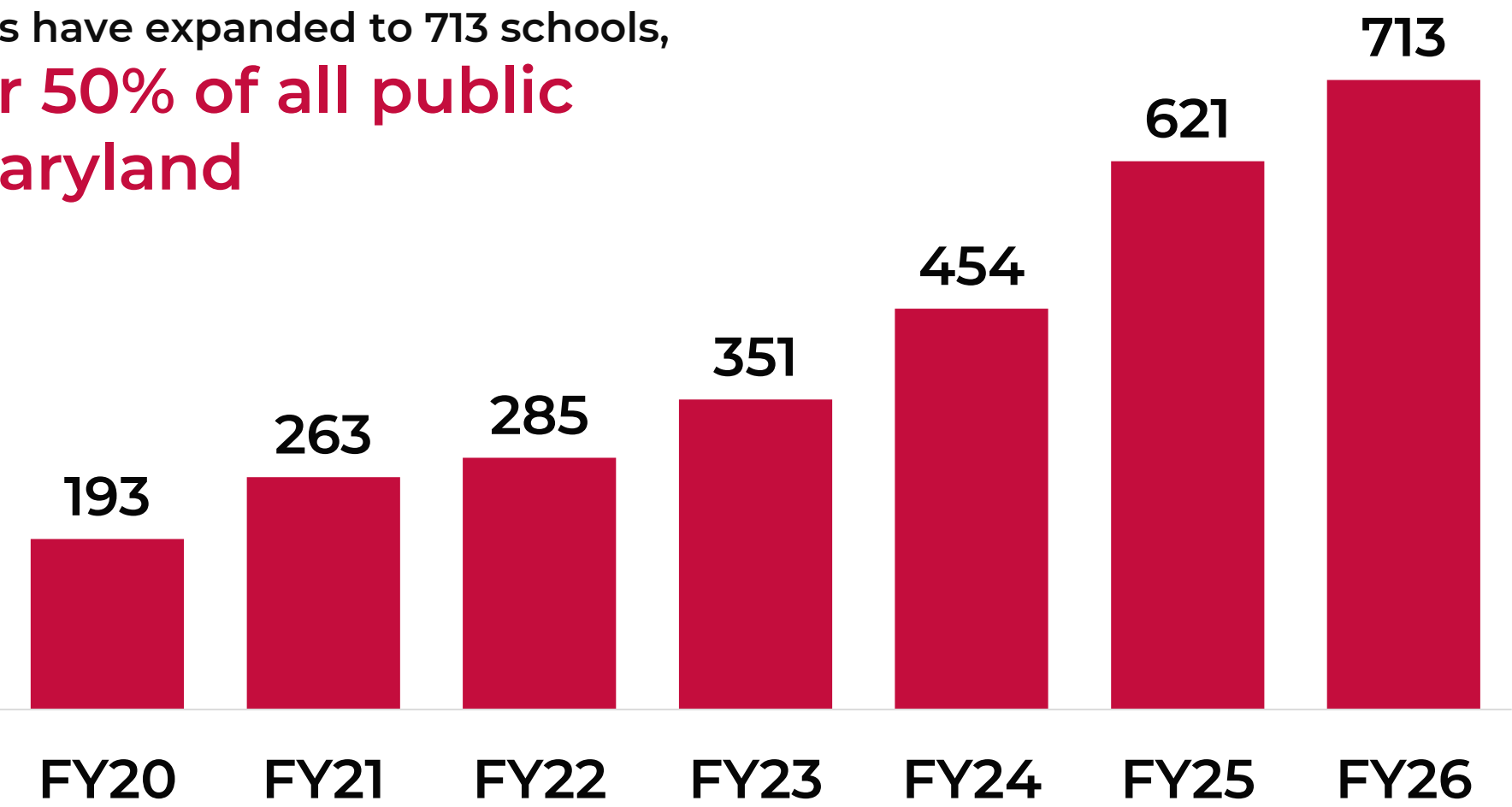
[Joint Vision Statement for CTE](#)



Pillar 4: More Resources for Students to Be Successful

Community School Expansion

Community Schools have expanded to 713 schools, representing **over 50% of all public schools in Maryland**

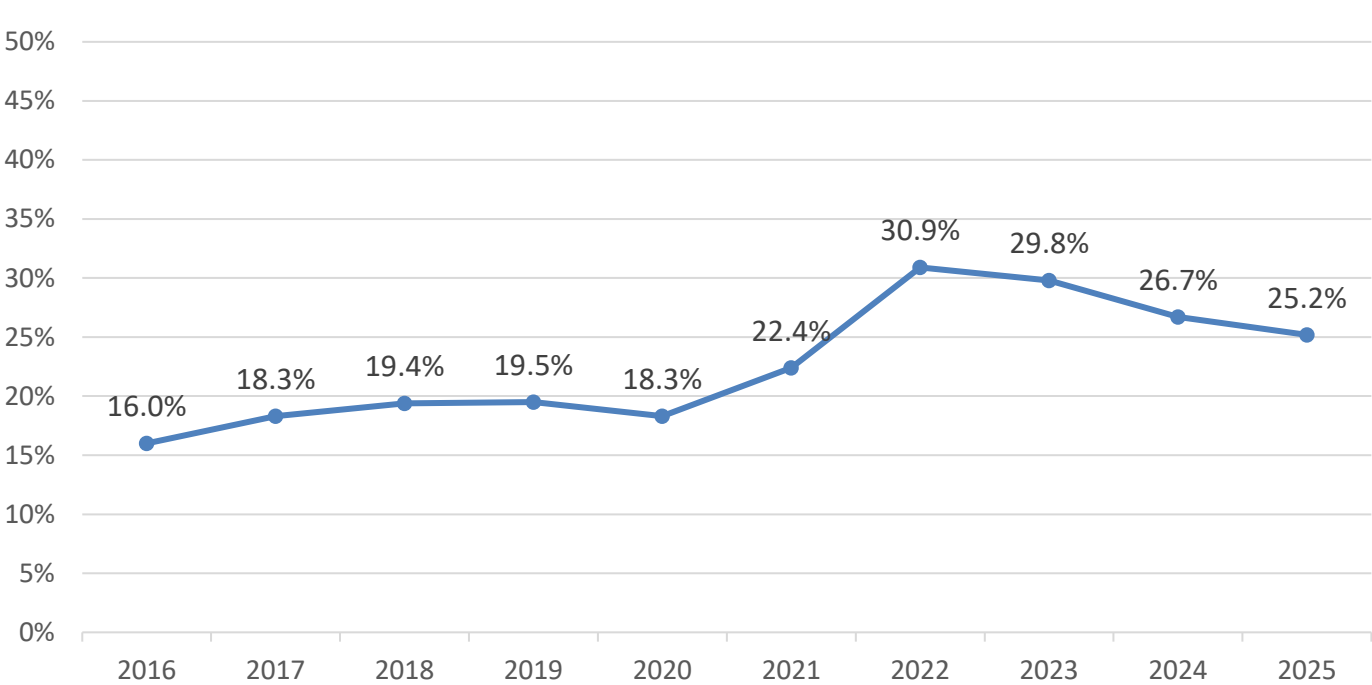


Chronic Absenteeism

- Established a **State Attendance Task Force** to lead efforts in improving attendance rates and collaborating with Attendance Works, a national organization dedicated to reducing chronic absenteeism.
- Instituted a **new data collection** by LEA to provide a **monthly snapshot of students at risk for chronic absence**. This allows identification of students with attendance challenges as early as possible in the school year.
- Presented to the State Board for Permission to Publish (December 2025) a COMAR regulation requiring LEAs to develop a student attendance policy that includes **best practices to identify, prevent, and eliminate chronic absenteeism** that are culturally responsive and non-punitive.
- Provided LEAs with **toolkits** and accompanying webinars:
 - Spring Attendance: Early Action Toolkit (April 2025)
 - Welcome Back to School Toolkit (August 2025)
 - Year-Round Toolkit (February 2026)

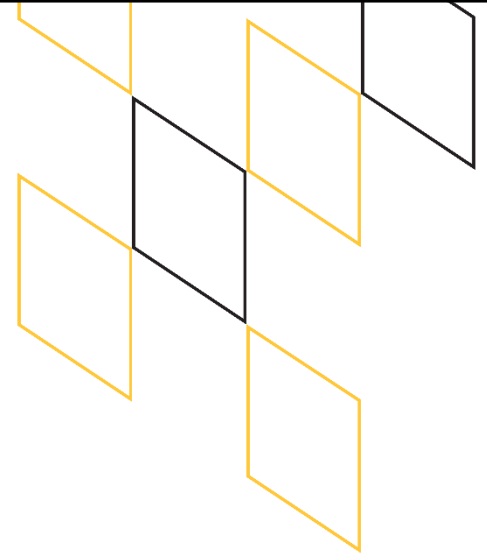
Chronic Absenteeism

Chronic absenteeism has gradually decreased since SY 2021-2022 but remains above pre-pandemic levels.



Race/Ethnicity	Chronic Absenteeism Rate
Am. Indian/Alaska Native	29.5%
Asian	13.1%
Black/African American	30.5%
Hispanic/Latino of any Race	31.1%
Native Hawaiian/Other Pacific Islander	25.8%
White	18.2%
Two or More Races	24.9%

Note: Chronic Absenteeism means a student is absent at least ten percent or more of school days, and in membership at the school at least ten days. A student is counted as absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Absences for any reason (e.g., illness, suspension, the need to care for a family member) count, regardless of whether they are excused or unexcused.



Pillar 5: Governance and Accountability

Accountability System

- **Educational Accountability Program – Maryland Report Card (Ed. § 7-203)**
- A state's school accountability system is a key driver in ensuring schools focus on students' college and career readiness.
- MSDE's departmental bill proposes minor amendments that provide the flexibility to develop an improved system, based on 20 months of broad stakeholder feedback, that aims to:
 - reward schools for students' academic growth,
 - ensure ratings are fair to schools in under-resourced communities, and
 - streamline the system's inputs to make it more transparent and easily understood by educators and the public.





Commitments

We are committed to doing what it takes to get it right.

Achieving the goals of the Blueprint requires thoughtful, deliberate implementation focused on student outcomes.

Our mission is clear.

We are working to deliver a world-class education for every child in Maryland by fostering innovation, empowering educators, and ensuring resources reach the students and families who need them most.

BLUEPRINT
FOR **MARYLAND'S FUTURE**



BLUEPRINT FOR
Maryland's Future

Accountability &
Implementation Board

The Blueprint for Maryland's Future: Implementation Update

Presentation to the House Appropriations Committee &
House Committee on Ways and Means

January 28, 2026

Presented by:

Isiah 'Ike' Leggett, Chair, AIB

William 'Brit' Kirwan, Vice Chair, AIB

Rachel Hise, Executive Director, AIB

Blueprint Vision & Goals

The transformation of Maryland schools into a system that lays the foundation from early childhood into postsecondary education and training that is necessary for **EVERY CHILD** — regardless of where they live in the State — to receive a **WORLD-CLASS EDUCATION** that prepares them for **SUCCESS IN COLLEGE, CAREER, AND LIFE .**



Kirwan Commission Findings

Performance of students in the United States and in Maryland

- U.S. performance is in the **middle of countries** on international benchmarks (PISA) despite our wealth and leadership in the world
- Maryland is in the **middle of the U.S.** in terms of student performance (NAEP)—and decreasing — despite our wealth, resources, and education system

~50% of new teachers leave the profession within first 5 years

~40% of students enter kindergarten ready to learn

~30% of 3rd graders reading on grade level

~33% of students leave high school “college and career ready” in English and math

~70% of students enter community college requiring remediation in English/math

~66% of jobs in Maryland require postsecondary education/training

Big Picture

- Blueprint components align to those found in the **top performing school systems**, around the world and in the United States (e.g. The Massachusetts Miracle)
- Blueprint's **5 pillars work together** to close achievement gaps, ensure equity in resource allocation, and enhance accountability & transparency
- This school year is the **4th year** of Blueprint implementation. The Blueprint first passed in 2020 but implementation was delayed

Blueprint Progress Highlights

Key Implementation Accomplishments

Highlights in the 4th full year of Blueprint implementation:

Pillar 1	Pillar 2	Pillar 3	Pillar 4	Pillar 5
Early Childhood Education	Teachers & Leaders	College & Career Readiness (CCR)	More Resources for At-Promise Students	Governance & Accountability
70%	401%	53%	150%	100%
increase in 3- and 4-year olds enrolled in full-day Pre-K	increase in teachers earning and/or maintaining National Board Certification as of December 2025	increase in students dually enrolled in SY23-24, representing 10.18% of high school students	increase in community schools statewide	percentage of LEA Progress Monitoring Conferences completed by the AIB and LEAs in Fall 2025

Data above represents the changes from the baseline year, SY21-22, to the fourth year of Blueprint implementation and this current school year, SY25-26, unless noted otherwise



BLUEPRINT FOR
Maryland's Future

Accountability &
Implementation Board

Pillar 1: Early Childhood Education

All students enter Kindergarten ready to learn

- **70% increase in 3- and 4-year olds enrolled in full-day PreK**
 - Some Local Education Agencies (LEAs) have spots for every eligible student from a low-income household (Tier 1) and several LEAs are achieving high Tier 1 enrollment numbers
 - Several LEAs are serving all eligible 4-year olds (Tier 1-3) who wish to enroll
- **Nearly 50% of new full-day seats are in private settings**
- **Increasing support for children from birth to age 5**
 - **Judy Centers** and **Patty Centers** serving students children, birth to age 5; Community Schools integrating services
- **Local Education Agency (LEA) Exemplars**

Pillar 2: Teachers & Leaders

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

- **1,435 teachers achieved initial National Board Certification (NBC) in December 2025 (1st in the country for the 3rd year in a row)**
- **Over 3,000 MD teachers currently pursuing NBC**
- **12%*** of NBC teachers teach in low-performing schools
- **10% salary increase by July 2024 and \$60,000 minimum starting teacher salary by July 2026**
- **45% decrease in teacher vacancies from SY24-25 to SY25-26**
- **LEAs are implementing Career Ladders to support teacher leadership, collaboration, and professional development in schools**
- **LEA Exemplars**

* SY 2024-2025

Pillar 3: College and Career Readiness

Students graduate from high school with the skills and knowledge for success in college or career

- **231 industry-recognized credentials approved** and over 140 students participating in a Registered Apprenticeship program
- Approximately **370 career coaches** providing career counseling
- LEAs **PreK-12 Comprehensive Math Plans approved** by Maryland State Department of Education (MSDE)
 - Mathematics instruction aligned across the State to updated standards and evidence-based practices
 - Literacy instruction aligned in 2024
- **LEA Exemplars**

Pillar 4: More Resources for Student Success

Provide more supports to students who need them most

- Student proficiency growth on MCAP from SY21-22 to SY24-25 for **economically disadvantaged students has outpaced student growth for all students in Grade 3-8 English Language Arts and Math**
- In SY25-26, a total of 713 schools in **all 24 LEAs are receiving Concentration of Poverty Grants to implement** the community school model that removes barriers to learning and improves student outcomes through wraparound services
- LEAs have **increased translation and interpretation services and engagement opportunities for their Multilingual Learner (ML) families**
- **114 Consortium of Coordinated Community Supports grants** to expand access to comprehensive behavioral health services
- **LEA Exemplars**

Pillar 5: Governance & Accountability

A sustainable continuous improvement structure and rigorous and transparent accountability process

- All 24 LEAs **report school expenditure data monthly to the same financial reporting system through PowerSchool**
 - Almost all LEAs coded at least 75% of their FY25 expenditures for the Foundation program at the school level
 - Confirms Blueprint funds following students to their schools, in accordance with minimum school funding guidelines established in the [Joint Implementation Policy](#) adopted by the AIB and Maryland State Board of Education (MSBE)
- **LEA Exemplars**

AIB Role



Coordinate & Support Implementation of the Blueprint with fidelity across the State and local partners implementing the Blueprint to meet the Blueprint's expected outcomes



Lead Collaboration amongst the State and local partners to ensure that partners are coordinating aligned and efficient efforts to increase outcomes for students and working together to achieve common goals



Monitor Progress of implementation and **hold partners accountable** for meeting the Blueprint's expected outcomes



Educate, Engage, Connect with all Blueprint implementation partners and interest holders

AIB Key Accomplishments in 2025



Coordinate & Support Implementation

- AIB-SBOE [MOU & collaborative framework](#)
- **Convenings and collaborations** across State agencies and local organizations
- **State Agency Implementation Plans** reviewed and monitored
- **Technical Assistance and Phase 1 and II Technical Assistance Grants** to support LEAs and CTE Committee
- **Minimum School Funding Waiver Process** policy adopted and guidance released for LEAs



Lead Collaboration

- State-wide **Dual Enrollment Workgroup** with MHEC, MSDE
- **Teacher Preparation Workgroup** & Teacher Preparation **Program Requirements**
- Blueprint **Vision for Career Pathways**



Monitor Progress

- **Local Education Agency (LEA) Progress Monitoring Conferences** provided an opportunity for in-person, candid dialogue
- **Additional Aligned Metrics** aligned to key Blueprint outcomes
- **Data Dashboards** identify progress to Blueprint outcomes across key priority areas

Data Dashboards



Pillar 1 Landing

Glossary

Maryland

Select Maryland or LEA

Maryland (Statewide)

Target

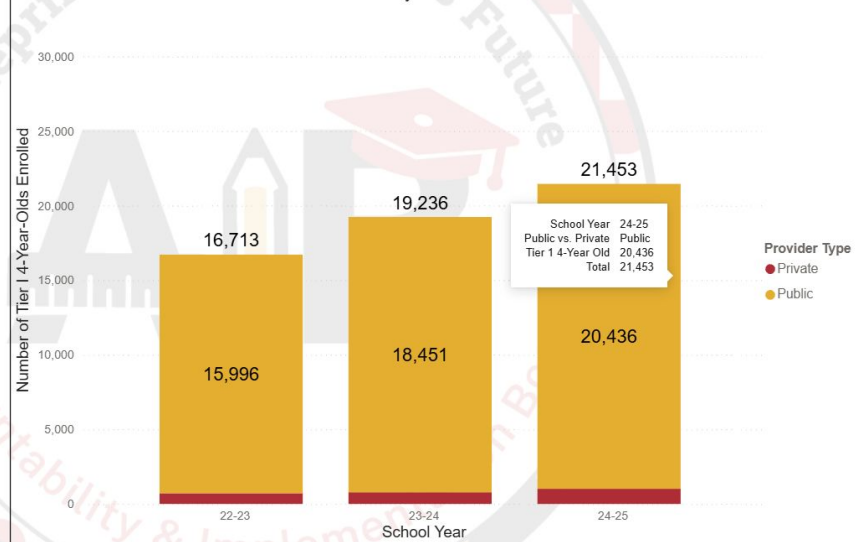
All 4-year-old children from Tier I households who wish to enroll in full-day Pre-K shall be served by SY25-26.

Tier I

"Tier I" refers to 3- and 4-year-old children from households with incomes up to 300% of the federal poverty level and/or who are experiencing homelessness. For the 23-24 through 25-26 school years, "Tier I" shall also include children who 1) have a disability, or 2) who are from a home in which English is not the primary spoken language.

Pillar 1: Pre-K Tier I 4-Year-Old Full-Day Enrollment

Number of Tier I 4-Year-Olds Enrolled in Full-day Pre-K



Data Source: MSDE 9/30 Enrollment Data Collection (Public); Maryland State Department of Education (MSDE) Division of Early Childhood (Private).



Progress Monitoring Conferences

Conducted in-person Progress Monitoring Conferences with all 24 LEAs

- August through November, 2026
- Collaborative and candid engagement
- Review of progress and successes
- Discussion of challenges
- Sharing of best practices and innovative strategies
- Conference materials, notes, documents available on [AIB Progress Monitoring page](#)



Educate, Engage & Connect

- Five Pillar **Advisory Committees**
- Public Meetings with **public comment opportunities**
- Blueprint Comprehensive **Plan Annual Update public process**
- **Trusted Resource** at Conferences, Presentations, Trainings
- Informational resources
- Social Media accounts
- Website



Resources

- [Statewide and LEA one-pagers](#)
 - LEA one-pagers coming soon
- [Redesigned Website](#)
- [Blueprint Comprehensive Plan](#)
- [AIB 2025 Annual Report](#)

 BLUEPRINT FOR Maryland's Future Accountability & Implementation Board				
BLUEPRINT IMPLEMENTATION PROGRESS STATEWIDE HIGHLIGHTS JANUARY 2026				
Highlights in the 4 th full year of Blueprint implementation:				
Pillar 1	Pillar 2	Pillar 3	Pillar 4	Pillar 5
70% increase in 3- and 4-year olds enrolled in full-day Pre-K	401% increase in teachers earning and/or maintaining National Board Certification (NBC) as of December 2025	53% increase in students dually enrolled in SY23-24, representing 10.18% of high school students	150% increase in community schools statewide	100% percentage of LEA Progress Monitoring Conferences completed by the AIB and LEAs in Fall 2025
Data included in this document represents the changes from the baseline year, SY21-22, to the fourth year of Blueprint implementation and this current school year, SY25-26, unless noted otherwise				
Pillar 1: Early Childhood Education				
• Total of 27,058 3- and 4-year olds enrolled in full-day publicly funded Pre-K programs • Nearly 50% of new full-day seats in SY24-25 were in private provider settings • 93 Judy Centers have been established statewide, serving over 6,000 children from birth to age 5 in SY24-25. In SY25-26, 111 Judy Centers are projected to be operating and/or in planning stages • 7 new Patty Centers have been established since FY21 to reach a total of 24 statewide. Patty Centers serve over 500 families and 700 students from birth to age 5				

Looking Forward

- **Progress Monitoring Conference follow-up** with LEAs to support implementation and address challenges
- **The Blueprint Interim Evaluation**, as required by §5-410 of the Education Article, is currently underway. At its January 30, 2025 meeting, the Board awarded the contract to NORC at the University of Chicago and will submit the interim report with recommendations to the Governor and General Assembly by January 15, 2027
- AIB will **continue to monitor implementation and progress** on outcome measures identified by AIB and aligned metrics with targets adopted jointly with the State Board

Stay Connected

- AIB Government Relations Director Joy Schaefer
- Stay connected with the AIB to receive AIB updates post meeting, Blueprint implementation updates, etc.

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- Email: AIB@maryland.gov

Maryland Association of Boards of Education

Update on the Blueprint for Maryland's Future

Brenda Wolff – Vice Chair, Montgomery County Board of Education

Jennifer Swickard Mallo – Chair, Howard County Board of Education

Sam Mathias – Legal & Policy Director, MABE

***Briefing before the
House Appropriations and Ways and Means Committees***

January 28, 2026

How MABE Works (Legislatively)



MABE LEGISLATIVE
PRIORITIES



MABE CONTINUING
RESOLUTIONS



MABE LEGISLATIVE
COMMITTEE

Key Questions



**What are we trying to do
with the Blueprint?**

**Are we accomplishing
that?**



Brenda Wolff

**Vice Chair
Montgomery County Board of
Education**

MCPS & THE BLUEPRINT: EXPANDING OPPORTUNITY AND RAISING EXPECTATIONS

- Fully integrated Blueprint into planning, operations, and student support over 4 years
- Focus on expanding opportunity and supporting students with the greatest needs
- Early results are measurable and positive



INVESTING IN STUDENTS AND EDUCATORS

01

Students

- Expanded full-day pre-K
- Partnerships with community child care providers

02

Teachers

- 935 National Board-Certified Teachers
- Starting salary > \$60,000
- Career pathways for growth & leadership

03

Community Schools

- 77 schools, 75+ partnerships
- Tutoring, after-school programs, and essential supports



IMPACT AND LOOKING AHEAD



STUDENT OUTCOMES & PROGRAM GROWTH

- Class of 2024 graduation rate: 91.8%
- 46,000+ career advising sessions
- Enrollment growing in AP, IB, dual enrollment, CTE programs



FUNDING & GOAL STATEMENT

- Pre-K & dual enrollment costs often exceed state funding
- Request consideration of hold-harmless provisions
- Goal: Every student graduates with real choices—college, career, or both

Jennifer Swickard Mallo

Chair

Howard County Board of Education



Blueprint Successes at HCPSS

CTE

**Dual
Enrollment**

Apprenticeships

PreK

CTE
Roughly 22%
of graduating
seniors earned
an IRC in
SY2024-25.

- The number of students in grades 9-12 earning an Industry Recognized Credential (IRC) increased from 1,520 in SY2023-24 to 1,764 in SY2024-25
- Need for increased physical infrastructure funding to house growing programs

**Dual
Enrollment**
**11% increase in
enrollment
compared to
last school
year**

- 20% increase of students receiving FARMs participation
- Average of a 15-20% increase in African American and Hispanic student groups' participation

Apprenticeships

**15.7% ↑ in total
apprenticeships**

**48% ↑ in
registered
apprenticeships**

SY2024-25

- Total Apprenticeships - 89
- Total Registered Apprenticeships - 35

SY2025-26

- Total Apprenticeships - 103
- Total Registered Apprenticeships - 52

SY 25-26

**All remaining
PreK classrooms
converted from
half day to full
day**

- Funding comes from the State, but lags by more than a year from the county because MOE funding formula not updated to include preK
- Adding classrooms for Tier 1 4-year-olds students has used most available space, leaving HCPSS with inadequate infrastructure for meeting 3-year-olds need

Key Successes

- **Equity**

- Resource Allocation (Weighted Funding for students with additional needs, CoP, Teacher Pipelines)
- College & Career Readiness, Curricular Overhaul
- Generally, systems change & awareness.

- **Transparency**

- Hundreds of publicly accessible reports
- Comprehensive Curricular Plans – PK-12

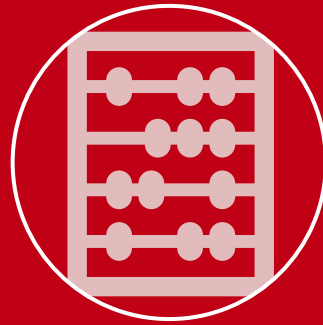


Community Schools



Needs Assessment Collaborators

- Principal
- Health Care Practitioners
- PTO/School Council
- Leadership Team
- Other Local Stakeholders



Assessing Student, Families & Community:

- Physical health
- Behavioral health
- Mental health
- Social & Emotional health



Developing Tailored Wraparound Services:

- Extended Learning Time
- Tutoring / Academic Interventions
- Extended School Year
- Expanded Health/Dental/Vision Care
- Mental Health Supports
- Safe Transportation Options
- Family & Community Supports
- Much More



Making the Blueprint Work as Intended

- **The Blueprint got the values right.**

Transparency & Equity-driven framework

- **Implementation & Ramp Up phase is challenging.**

Let's reduce time & capacity demonstrating compliance and focus instead on impact

- **Good faith collaboration is happening.**

- **As fiscal pressures increase, choose grace.**

Guide your decisions by trust, flexibility & sustainability, not administrative burden.

**MABE Legislative
Priorities**

**Support for
governance
authority for local
boards of education.**

**Support for school
district budget
stabilization and
practical relief.**

Thank you!

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Update on The Blueprint for Maryland's Future

**Dr. Myriam Rogers, Superintendent, Baltimore County Public Schools
President-Elect, PSSAM**

Mary Pat Fannon, Executive Director, PSSAM

**Briefing before the
House Appropriations and Ways and Means Committees
January 28, 2026**





TEAM BCPS

Baltimore County Public Schools

Raising the bar, Closing gaps,
Preparing for our future

Blueprint Implementation

From Theory to Practice

Baltimore County



BCPS Academic Highlights



This year:

- Every student group across all levels demonstrated improved proficiency in math and language arts.
- Academic achievement improved for elementary and middle schools.
- Academic progress improved for elementary and middle schools.
- Progress in Achieving English Language proficiency improved for middle schools
- School quality and student success improved for elementary, middle, and high schools.

In two years:

82% Significant improvement in higher-rated schools: 4-star schools increased by 82%, and 5-star schools rose by 21%.

21%

64 64 schools improved their Maryland Star ratings



23 5 STAR BCPS SCHOOLS



Highest # in the state for the second year in a row

Additional Positions Serving Schools	Compensation Increases & Enhancements						New, Addition/Renovation, and Replacement Capital Projects (Actual Expenditures as of January 8, 2026)	
IEP Facilitators	Raises for all employees						Red House Run ES	\$55,485,065.41
SPED Teachers	60,000 starting salary for teachers (cost)						Summit Park ES	\$57,647,164.79
SE Paraeducators	National Board Certified Teacher (NBCT)						Bedford ES	\$54,223,185.03
ELD teachers	MOU- Caseload Management						Deer Park ES	\$43,193,140.97
Staff Development Teachers	MOU- Instructional Leadership Team						Scotts Branch ES	\$11,546,269.87
Educator Retention Teachers	MOU- Classroom Coverage (TABCO and ESPBC)						Pine Grove MS	\$45,469,276.93
Counselors	MOU- Secondary Extra Class Program						Pine Grove MS	\$105,367,129.99
School Support Specialists	Increase of \$4/hour for temps & \$2/hr for drivers and assistants						Lansdowne HS	\$146,640,516.75
Charter School positions		TABCO 10 Month Salary Scale Starting at \$60,000	Raises for All	National Board Certified	MOUs	TOTAL *	Towson HS	\$38,152,993.15
Special Area Teachers							Dulaney HS	\$12,165,447.17
Career Navigators								
Student Safety Assistants	2025	Effective in 2025	\$66.50 M	\$1.7 M	\$2.4 M	\$70.6 M		
Athletic Trainers	2026**	—	\$31.20 M	\$2.0 M	\$0.3 M	\$33.5 M		
School Improvement Administrator	Total*	—	\$97.70 M	\$3.7 M	\$2.7 M	\$104.1 M		

*includes benefits
 **FY26 projected costs



Academic Achievement



Infrastructure



Safety and Climate



Highly Effective Teachers, Leaders and Staff

Compensation Increases

\$104.1 M

11 New Construction Projects- Investments to date

\$569,890,190.06

Every school system spends between 80-89% of their budgets on salaries and benefits



How is BCPS Funding Spent? ...

82¢ of every dollar in BCPS is spent on employee salaries and benefits

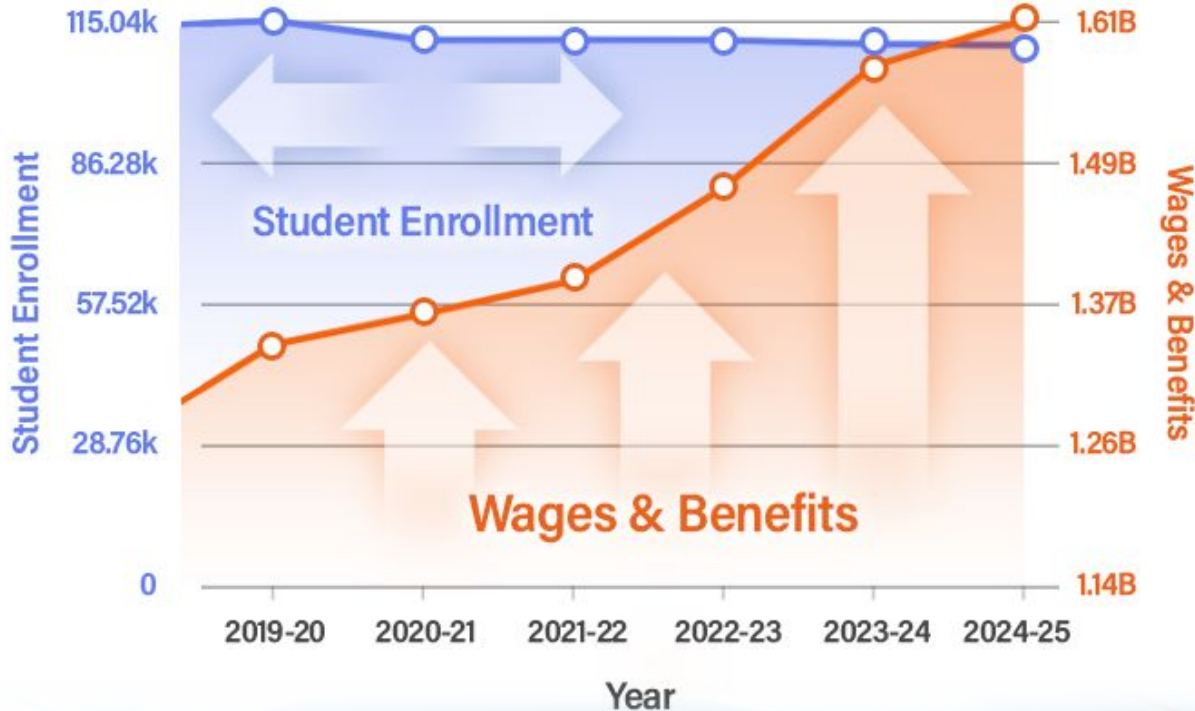


See [Appendices](#)





Impact of Declining Enrollment



**Enrollment declined
in 23 of the 24
Maryland districts**

See [Appendices](#)

FY27 Additional Revenue
\$46M

FY 27 YR3 Increased compensation*
\$64.9 + YR2 28.1M

GAP \$47M

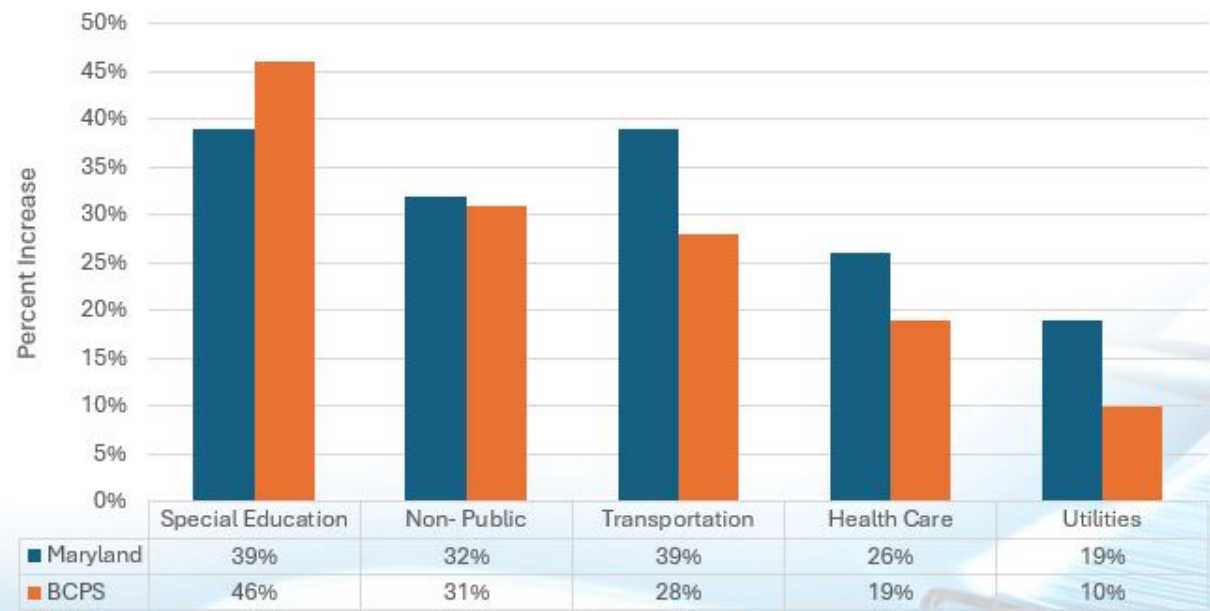
*Includes benefits



Rising Costs from FY19-FY25



Rising Costs from FY19 – FY25



Source: MABE

Salaries Maryland

\$60,000 Starting Salary
National Board Certification \$10,000/\$7,000
Maintenance of Certification
Non-Public Placements parity with public schools

Salaries BCPS

Extra 15 minutes to school day (\$35 million per year)
\$60,000 Starting Salary (FY25)
National Board Certification \$10,000/\$7,000 - Ramp up over the next decade might cost \$40 million+, with BCPS absorbing 33%-50% of the expense
Maintenance of Certification
Non-Public Placements parity with public schools



BCPS Historic New Spending



Fiscal Year	Historical BCPS New Spending
2020	\$59,928,405
2021	\$12,298,260 + \$14,197,354 ESSER*
2022	\$16,371,723 + \$71,409,955 ESSER*
2023	\$78,550,088
2024	\$104,268,553
2025	\$69,771,122
2026	\$24.4M

*ESSER Actual FY21 and FY22 expenditures for salaries, wages, contracted services and benefits

Charter Schools	30.0	\$3.46	Two new charter schools opening in August 2026. Puzzle Pieces learning Academy with 135 students, and Bilingual Global Citizens Public Charter School with 192 students.
Special Education - speech language pathologist	-	\$0.81	SLP caseload reduction
Special Education - teacher and paraeducators	20.0	\$0.96	Nine (9) special education paraeducators and eleven (11) special education teachers to support SCLS, CLS, and continuum of services
Facilities Management	12.0	\$1.10	Twelve Building service workers required for additional square footage at Dundalk/Sollers Point High Schools, Lansdowne High School and Deer Park Elementary school (\$460K). Grounds contractors for mowing, snow removal, and stormwater maintenance and concrete repairs (\$460K). Preventative HVAC air filters previously funded by the ESSER grant (\$190K)
Research, Accountability, and Assessment	-	\$0.11	Contractual employee for Transcripts Office and Data Analytics Office.
TOTAL REQUESTS	62	\$6.44	

FY26 \$24.4M to FY27 \$6.44M | 73.6% reduction



BCPS Budget Reductions



BCPS Budget Categories



BCPS Reductions

FY26 \$ 61.8 M
+ FY25 \$ 107.1 M

= \$168.9 M reductions

Central Office Supervisor
Positions

69 reductions

Central
Offices

Contracts and
Contractual
Staff

Vacant
Positions

Built- Ins



How you can help:



Protect funding stability for high-need students by ensuring no school system loses overall funding for students in poverty and multilingual learners.

(not included in the proposed budget - legislative & budget action needed)

Governor Moore's proposal is to continue a provision for schools and districts participating in the Community Eligibility Program (universal free meals). This proposal maintains stability until the required analysis to establish a new poverty measure is complete.

Structural Challenges



We have a MATH problem - costs are outpacing revenues
Expectations need to align to fiscal reality

- Fixed costs are rising faster than inflation (and per pupil increases)
- *Special Education* crowds out any flexible spending
- *School maintenance & construction* needs
- Staff recruitment & retention

See [Appendices](#) for more details

Special Education Funding Crisis



Local Education Agency	State Share	Local Share	Total Revenue	Amount Funded by LEA in Excess of Formula
Baltimore City	\$79,753,115	\$31,612,542	\$111,365,657	\$104,227,666
Baltimore	\$74,255,877	\$77,126,913	\$151,382,790	\$154,059,870
Charles	\$19,303,152	\$13,079,539	\$32,281,691	\$21,857,559
Howard	\$29,618,220	\$40,818,016	\$70,436,236	\$128,221,755
Montgomery	\$87,819,124	\$131,728,685	\$219,547,809	\$273,684,933
Prince George's	\$82,364,987	\$65,387,657	\$147,752,644	\$180,985,204
<u>Statewide Total (24 LEAs) – see your district's spending here</u>				\$1,104,599,441

An Impending Crisis School Construction



2003 - State Cost/Square Foot = **\$139**

2026 - State Cost/Square Foot = **\$431**

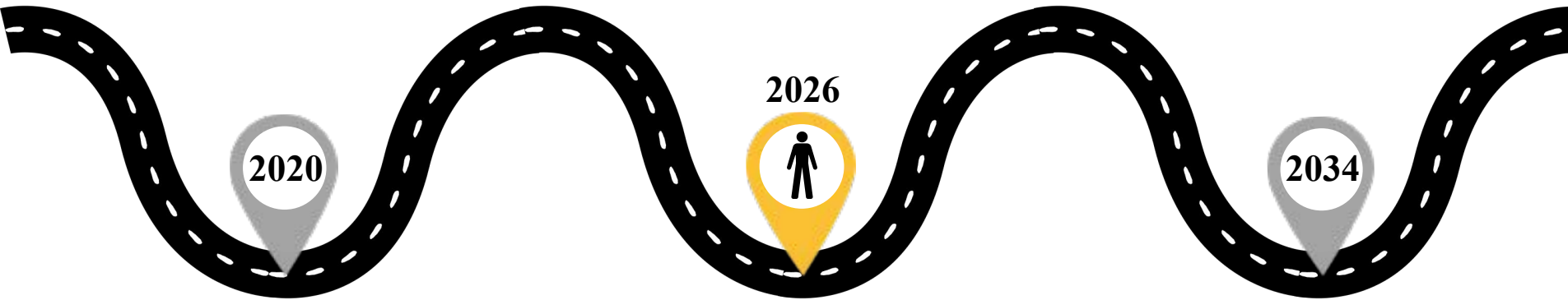
Another Math Problem:

Delayed construction → increased construction costs

No inflationary adjustment in state funding → loss of buying power

See more in [Appendices](#)

Blueprint: A 10-Year Journey



“The Messy Middle”

Implementing the Blueprint Requires...

Exponential growth in
NBC teachers

Academic Gains - improved MCAP
scores, graduation rates, increased
apprenticeships

617 new Community Schools

Unprecedented salary increases

Unprecedented budget
accountability

Explosive expansion of
Dual Enrollment & Pre-K



Strong Roots for Lasting Student Achievement

Science of Reading in
place in every district

Rebuilding financial
management systems

Reallocating resources
where they are most needed

Creating a culture of systems change
for staff & communities

Aligning master schedules for
new math and literacy initiatives

Preparing for a new
MCAP assessment



Statewide Successes!



See more in the [Appendices](#)



Three Transformational Shifts Under the Blueprint

1. Unparalleled transparency & accountability

(See [Appendices](#) for more information)

2. School-based budgeting

3. Resource reallocation to the students who need it the most

Transformational Shifts Under the Blueprint

Unparalleled Transparency and Accountability

- **Over 215 required annual reports with public access.**
- MOUs with partnerships including workforce development services, community colleges, consortiums for behavioral health, private Pre-K providers, and county governments.
- Comprehensive math and literacy plans developed in all 24 systems (Pre-K through grade 12).

Transformational Shifts Under the Blueprint

School-Based Budgeting & Reporting

- Monthly data update to PowerSchool with school level detail.
- Prior to the Blueprint - no school system could produce this detail except for City Schools and PGCPS.

Resource Reallocation

New Tiered Staffing Model
 based on % of
 students in poverty
 at a school

		Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
ELEMENTARY	FARMs Range	0–14.9%	15%–29.9%	30%–49.9%	50–69.9%	70%+
	Kindergarten	25	22	20	18	16
	Grade 1	27	25	23	22	20
	Grade 2	27	25	23	22	20
	Grade 3	30	28	25	22	20
	Grade 4	32	30	28	26	23
	Grade 5	32	30	28	26	23
SECONDARY	FARMs Range	under 10%	10% to 19.9%	20% to 54.9%	55 to 68.9%	69%+
	Grades 6–8	22	21	21	19	18
	FARMs Range	under 10%	10% to 19.9%	20% to 59.9%	60 to 69.9%	70%+
	Grades 9–12	25	24	24	22	21

Indicates past standard ratio for all schools

Monthly Blueprint Report - by school

	State/Local Share	Minimum School Funding (MSF) Amount (75%*)	Budgeted Amount	Expenditures thru September	Percent (%) Spent-to-Date
Career Ladder	5,929,000	4,446,500	7,253,040	621,447	10.48%
College and Career Readiness	5,665,188	4,248,888	5,797,931	73,687	1.30%
Comparable Wage Index	38,871,515	29,153,636	29,153,695	0	0.00%
Compensatory Education	268,729,656	201,547,242	212,777,575	34,057,237	12.67%
Concentration of Poverty - Per Pupil	13,379,090	10,037,002	13,807,385	1,419,297	10.61%
Foundation	758,700,392	569,025,519	899,104,232	117,437,968	15.48%
Multilingual Learner	82,100,674	61,799,756	81,405,852	8,962,631	10.88%
Prekindergarten	2,939,556	2,470,467	27,278,603	3,059,282	9.29%
Special Education	10,022,180	7,841,640	174,017,015	22,157,923	21.08%
Transitional Supplemental Instruction	4,062,032	3,196,524	4,262,032	455,283	10.68%
Workforce Development	5,237,171	5,237,171	5,270,177	1,850,154	35.33%
Total	1,212,997,622	995,628,887	1,460,127,537	190,094,909	19.09%

Emerging Challenges



- **Enrollment decreases**
- State budget constraints putting pressure on local county partners
- Federal actions (SNAP changes & other unknowns)
- Increasingly complex needs for special populations (multilingual learners, 3 & 4 year old Pre-K)

These are national trends discussed [here](#)



Conditions for Success

Where Can Legislators Help



Sustained Support

- Money “following the student,” may require difficult decisions around program locations and workforce.
- Careful pacing and trust-building with educators is essential.

Funding

- **Protect funding stability for high-need students** by ensuring no LEA loses overall funding for students in poverty (~\$41M) and multilingual learners (~\$12.5M)

(not included in the proposed budget - legislative & budget action needed)



Conditions for Success

Where Can Legislators Help



Flexibility

- We have a MATH problem - costs are outpacing revenues.
- Expectations need to align to fiscal reality.

Patience & Trust

- We know there is implementation anxiety - trust our commitment to progress and success.
- Long-term commitment (10+ years).



Thank you

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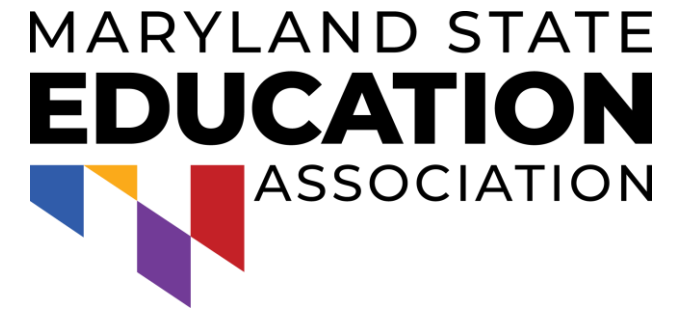
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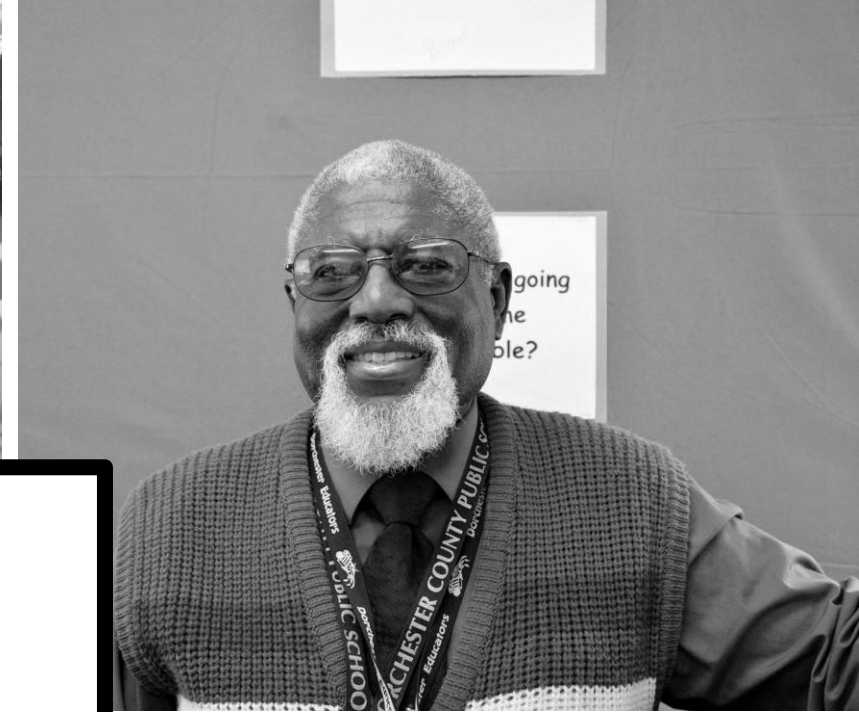
JOINT BRIEFING: APPROPRIATIONS AND WAYS & MEANS

January 28, 2026

**Paul Lemle
Nikki Woodward
Sean Johnson**



EDUCATORSTOGETHER



Who is MSEA?

- 76,000 educators statewide
- 23 of 24 school districts
- 44 local associations
- Teachers, counselors, education support professionals, administrators, higher ed staff, specialists, aspiring educators, retirees



OUR MISSION AND OUR PARTNERSHIP



Exclusive Bargaining Representative

- Collective bargaining is good for employees and employers to focus on working conditions for educators and learning conditions for students.
- Attention to wages, benefits, classroom conditions, planning time, professional autonomy, and more are all top tier priorities in the collective bargaining process.

Statewide Advocacy

- Problem-solvers in working with the State Board, AIB, Maryland General Assembly, and other partners. This engagement allows educators to engage in the decision-making at worksites, school system, county, and state levels.

Professional Learning

- A leader in supporting professional excellence.
- MSEA has built a system of educator-led professional learning and support for all educators throughout their careers to ensure student success.

BLUEPRINT SUCCESSES AND AREAS FOR CONTINUED IMPROVEMENT



PROGRESS AREAS

- Wage increases, career ladder.
- Pre-K expansion.
- Equity-based formulas deliver more resources for at-promise students.
- Expansion of community schools and wraparound services for families.
- Dual-enrollment, career technical education, and college and career readiness.

IMPROVEMENT AREAS

- State and local funding commitments must be met.
- Time to do the job (collaborative and planning time). Pause in collaborative time must not last beyond FY28.
- NBC inequities with maintenance of certification and in recruiting and retention efforts.
- Meaningful accountability, not crushing and duplicative reports.

SCHOOL ACCOUNTABILITY: MEASURING WHAT MATTERS



Rely on Multiple Data Points

- Academic Achievement
- Student Growth
- Well-Rounded Curriculum
- School Quality and Student Success Indicators
- ESSA Mandates: ELL Proficiency and Graduation Rates

Guard Against Labels and Over-Reliance on Standardized Tests

- Build on guardrails established in the 2017 Protect Our Schools Act.
- Prevent the narrowing of curriculum and over-emphasis on one standardized test on one day.
- Evaluate all indicators with a descriptive model rather than a simplified star-rating.

STANDING FIRM AGAINST VOUCHERS



Public money belongs in public schools, where roughly 90% of Maryland's students attend school.

- Oppose any attempt to divert public dollars to vouchers used to support unaccountable private schools.
- End and phase out the BOOST voucher program.
- Reject the Trump vouchers included in H.R. 1 (2025).

OTHER MAJOR ISSUES



PROTECTING VULNERABLE STUDENTS & COMMUNITIES

- Access to affordable housing.
- Access to reliable health care.
- Protect schools from being places of traumatizing ICE actions.
- Protections for LGBTQ+ students to live and learn.
- Backfill cuts to the U.S. Department of Education that threaten funding for at-risk students as well as federal civil rights protections.

NEW TECHNOLOGIES (WITH GUARDRAILS)

- Local school systems must ensure students' learning environments are free from distraction and disruption from personal electronic devices, like cell phones.
- Smart guardrails around the use of Artificial Intelligence, with guidance that clarifies expectations for educators and students.

STRENGTHENING WORKER POWER



Education Support Professionals (ESP) Bill of Rights

Wages, benefits, job security, and more are at the core of the [ESP Bill of Rights](#). Too many ESPs work second jobs and struggle to provide for their families, buy homes, or save for their futures. The looming threats of privatization by school districts, which would import even lower-paid workers from outside areas, risk the stability of schools and communities and further undermine the value of ESPs.

Expand Collective Bargaining Rights

- Limits on the number of students in a class should be a legal subject of bargaining.
- Employees at four-year public universities should have collective bargaining.
- In solidarity with AFSCME for state employees to have binding arbitration.

Right to Strike Legislation

We support legislation that ensures educators, librarians, and other public employees have the right to strike.



We appreciate the partnership



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MARYLAND STATE
EDUCATION



ASSOCIATION

1.28.26 Legislative Briefing on the Blueprint for Maryland's Future

Baltimore Teachers Union
Cristina Duncan Evans, Teacher Chapter Chair



Teacher Career Ladder Level 4 Negotiations

- Career Ladder Level 4 bargaining concluded successfully on January 13, 2026. Both sides agreed to sign an agreement ahead of the January AIB deadline.
- BTU's priorities during these negotiations included prioritizing low-performing schools for Level 4 positions, and ensuring that if a person loses their Level 4 position at a school, they are notified in advance of the voluntary transfer window so that they may apply for roles at different schools.
- Given ongoing staffing challenges, BTU sought language protecting Level 4 teachers from being used as substitutes only as a last resort.



MOC Payments

- The Blueprint includes salary incentives for educators to renew their NBC through the Maintenance of Certificate process.
- Through no fault of the school district, funds for MOC payments for eligible Baltimore City educators were not dispersed by MSDE.
- MSDE staff notified City Schools that they would make a deficiency request to DBM in August of 2025 to restore the funding, but we have received no additional updates.
- We are concerned that while this missing funding impacts a small number of educators (17) it undermines educator's faith in the state's commitment to ensure the success of the program over the long term.



National Board Certification

- Fee support and NBC professional development provided by the district are operating in alignment with the Blueprint and its goals.
- The BTU provides additional support to Black educators seeking NBC, and we encourage the district to expand its efforts to support a diverse and highly qualified instructional workforce. We continue to request NBC attainment data in our district disaggregated by race and gender.
- City Schools has an increasing number of departmentalized Elementary schools. Elementary Math teachers do not have a NBC aligned option, despite being a growing part of our teaching force.
- We continue to receive unclear information from the district about which Masters' degrees qualify for the salary incentive, with some situations defying logic and sound educational policy.



Level 3 Blueprint Implementation Update

- City Schools' Level 3 of the Career Ladder includes locally developed leadership roles bargained with BTU:
 - Instructional Practice Lead
 - Content Lead
 - Academic Intervention Lead
 - Related Service Provider Practice Lead
- In SY 25-26 the IPL and RSP-PL positions debuted.
 - Currently 6 IPLs serving at 3 schools: City Springs (2), Arlington, Graceland Park/O'Donnell Heights (3)
 - Currently 1 RSP-PL serving at Thomas Johnson Elementary School
- While we support leadership roles for our bargaining unit members, we have concerns about the sustainability of these positions under Fair Student Funding, and their overlap with other partial release and coaching roles that are more common across City Schools.



Ongoing Concerns

- Lack of collaboration with union leadership outside of required collective bargaining
- Unilateral end to previous career pathways process still in arbitration, with over 1300 educators affected in a class action
- Collaborative Planning - misunderstanding and underinvestment
- Additional requirements for Early Childhood Educators, without additional pay
- Salary increases for school support personnel to attract and retain a sustainable workforce



Questions and Feedback?

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