### Agenda I tem #:

**ITEM TYPE: Report** 

### **BOARD AGENDA ITEM**

**TITLE:** Report – Blueprint Implementation Update

DATE: December 8, 2021

### **OVERVIEW:**

At each monthly meeting, staff report to the Board on the system's efforts toward implementing the Blueprint for Maryland's Future. At the last meeting, staff shared that this report would focus on an overall timeline for implementation.

The attached timeline has been developed internally by staff. It attempts to outline major benchmarks within each of the five Blueprint policy areas over the 10-year implementation period. This timeline will be amended as the work moves forward and additional guidance is received from the various State agencies.

### LINK TO STRATEGIC PLAN:

Pillar I: Provide Multiple Pathway Opportunities for Student Success Pillar II: Strengthen Productive Family and Community Partnerships

Pillar III: Develop and Support a Successful Workforce

Pillar IV: Establish Safe, Secure, Healthy, and Modern Learning Environments

### **FISCAL IMPACT:**

To be determined in the FY23 operating budget.

### RECOMMENDATION/FUTURE DIRECTION:

For Board information and discussion.

Submitted by:
Jonathan D. O'Neal, Chief Operating Officer
Approved by:

Steven A. Lockard, Ph.D., Superintendent of Schools

FY29

 $\square$  By 12/1/2028 the local board must

with data on eligible providers, student

submit a report to MSDE and the AIB

enrollment, expansion, and

kindergarten readiness

FY28

with data on eligible providers, student

 $\square$  By 12/1/2027 the local board must

submit a report to MSDE and the AIB

enrollment, expansion, and

kindergarten readiness



FY33

 $\square$  By 12/1/2032 the local board must

submit a report to MSDE and the AIB

enrollment, expansion, and

kindergarten readiness

with data on eligible providers, student

Policy Area: Early Childhood Education					
FY22	FY23	FY24	FY25	FY26	FY27
BY 11/1/2021 MSDE must report to the AIB on plans for income verification, sliding scale for family share, procedures for funding private providers, & meeting parent preferences  By 12/1/2021 the local board must submit a report to MSDE and the AIB with data on eligible providers, student enrollment, expansion, and kindergarten readiness  By 7/1/2022 MSDE must develop a sliding scale for family share to begin with Tier II students in FY25	☐ Tier I students enrolled are funded at new per pupil amount ☐ Local board must ensure private provider Pre-K slots account for 30% of all slots ☐ By 12/1/2022 the local board must submit a report to MSDE and the AIB with data on eligible providers, student enrollment, expansion, and kindergarten readiness ☐ By FY23 a state-wide KRA must be used for all incoming kindergartners	☐ Private provider slots must increase by at least 5% ☐ By 12/1/2023 the local board must submit a report to MSDE and the AIB with data on eligible providers, student enrollment, expansion, and kindergarten readiness	☐ Tier I & II students enrolled are funded at new per pupil amount ☐ Private provider slots must increase by at least 5% ☐ By 12/1/2024 the local board must submit a report to MSDE and the AIB with data on eligible providers, student enrollment, expansion, and kindergarten readiness	☐ Private provider slots must increase by at least 5% ☐ By 12/1/2025 the local board must submit a report to MSDE and the AIB with data on eligible providers, student enrollment, expansion, and kindergarten readiness	☐ Private provider slots must account for 50% of all slots ☐ By 12/1/2026 the local board must submit a report to MSDE and the AIB with data on eligible providers, student enrollment, expansion, and kindergarten readiness ☐ By FY27, MSDE must implement qualifications for private provider employees and student-staff ratios
Policy Area: Early Childhood Education					

FY31

 $\square$  By 12/1/2030 the local board must

with data on eligible providers, student

submit a report to MSDE and the AIB

enrollment, expansion, and

kindergarten readiness

FY32

 $\square$  By 12/1/2031 the local board must

submit a report to MSDE and the AIB

enrollment, expansion, and

kindergarten readiness

with data on eligible providers, student

FY30

 $\square$  By 12/1/2029 the local board must

with data on eligible providers, student

submit a report to MSDE and the AIB

enrollment, expansion, and

kindergarten readiness



Policy Area	Policy Area: High-Quality and Diverse Teachers and Leaders							
	FY22	FY23	FY24	FY25	FY26	FY27		
	FY22	FY23  ☐ Effective 7/1/2022 local boards career ladders, when implemented, must include the minimum salary increases in the Blueprint ☐ Beginning in FY23 State and local share of teacher salary increases must be distributed by the county board to the school where each teacher works ☐ By 7/1/2022 the local board must evaluate hiring practices to determine diversity, make changes, and report	FY24  ☐ By 7/1/24 local board must implement a career ladder, consistent with Blueprint requirements, and subject to collective bargaining ☐ Between 7/1/2019 and 6/30/2024 teachers shall receive at least a 10% salary increase beyond step schedule ☐ By 7/1/2024 MSDE must develop (approve?) teacher evaluations that align with career ladder and NBPTS standards	FY25  By 7/1/25 the percentage of time teachers spend in the classroom is reduced over an 8-year phase-in to achieve Blueprint average requirements  Local board must prioritize placement of NBC teachers in low-performing schools	FY26  □ By 6/30/2026 the local board must provide new system of professional development as developed by MSDE to each teacher in the system. New teachers must receive the PD within one year of hire  □ Beginning on 7/1/2025 teacher preparation practicums must be equivalent to one full school year	FY27  ☐ Effective 7/1/26 the teacher starting salary shall be \$60,000		
		findings to the Governor, General Assembly, and the AIB						

Policy Area: High-Quality and Diverse Teachers and Leaders							
FY28	FY29	FY30	FY31	FY32	FY33		



Policy Area: College and Career Reading	ess Pathways				
FY22	FY23	FY24	FY25	FY26	FY27
	□ Beginning with FY23, students shall be assessed no later than 10 <sup>th</sup> grade by a method adopted by the MSBE to measure the student's ability to be successful in entry-level credit bearing courses or postsecondary education at community colleges □ Beginning with FY23, with students in 9 <sup>th</sup> grade during 2021-22 SY, local board must implement a 9 <sup>th</sup> grade tracking system to measure student progress toward graduation, report to the school progress to be made, and report findings to MSDE by 9/1/2022 and then annually □ Beginning 7/1/22 CTE Committee must submit a plan for deployment of CTE Expert Review Teams for the following year □ By 12/1/2022 CTE Committee shall establish annual goals through FY31	□ Local board must report annually to MSDE on tracking system to measure student progress toward graduation (by 9/1) □ Beginning with FY24 a gifted and talented student in middle school through 10 <sup>th</sup> grade may meet CCR early and local board shall develop accelerated pathways for GT students to meet CCR □ Beginning with FY24 local board shall develop and implement, in collaboration with a community college, a program of study for students who have not met CCR by end of 10 <sup>th</sup> grade □ In FY24 local board shall distribute \$62 to the local workforce development board. Local board and investment board must report annually at end of fiscal year on how funds were used □ Beginning with FY24, all local board, MSBE, and community college CTE programs must be aligned to the requirements of the system implemented by the CTE Committee	□ Local board must report annually to MSDE on tracking system to measure student progress toward graduation (by 9/1) □ Beginning in FY25, local board must provide students meeting CCR standards access to three pathways at no cost:  • College Prep (IB, Cambridge diploma, AP) • Early College or Dual Enrollment • CTE programs approved by the State CTE Committee □ In FY25 local board shall distribute \$62 plus inflation to the local workforce development board. Local board and investment board must report annually at end of fiscal year on how funds were used	□ Local board must report annually to MSDE on tracking system to measure student progress toward graduation (by 9/1) □ In FY26 local board shall distribute \$62 plus inflation to the local workforce development board. Local board and investment board must report annually at end of fiscal year on how funds were used	Local board must report annually to MSDE on tracking system to measure student progress toward graduation (by 9/1)

Policy Area: College and Career Readiness Pathways							
FY28	FY29	FY30	FY31	FY32	FY33		
☐ Local board must report annually to	☐ Local board must report annually to	☐ Local board must report annually to	☐ Local board must report annually to	☐ Local board must report annually to	☐ Local board must report annually to		
MSDE on tracking system to measure	MSDE on tracking system to measure	MSDE on tracking system to measure	MSDE on tracking system to measure	MSDE on tracking system to measure	MSDE on tracking system to measure		
student progress toward graduation	student progress toward graduation	student progress toward graduation	student progress toward graduation	student progress toward graduation	student progress toward graduation		
(by 9/1)	(by 9/1)	(by 9/1)	(by 9/1)	(by 9/1)	(by 9/1)		



Policy Area: More Resources to Ensure All Students are Successful						
FY22	FY23	FY24	FY25	FY26	FY27	
☐ Compensatory education	☐ Compensatory education	☐ Compensatory education	☐ Compensatory education	☐ Compensatory education	☐ Starting in FY27 compensatory	
enrollment remains same through	enrollment remains same through	enrollment remains same through	enrollment remains same through	enrollment remains same through	education will be calculated by the	
FY26. Greater of FARMS community	FY26. Greater of FARMS community	FY26. Greater of FARMS community	FY26. Greater of FARMS community	FY26. Greater of FARMS community	greater of FARMs, students identified	
eligibility or direct certification	eligibility or direct certification	eligibility or direct certification	eligibility or direct certification	eligibility or direct certification	on an alternative eligibility form	
☐ By 11/1/2021 MSDE must issue an	☐ By 10/1/2022 MSDE must study	☐ By 9/1/2023 local board must		☐ For FY26 concentration of poverty	developed by MSDE, or direct	
interim report on the fiscal year for	and issue a report to the AIB on the	report on tutoring, supplemental		grant eligible schools must have 60%	certification	
which Medicaid data can be	plan to use alternative indicators to	instruction budget and outcomes		FARMs or direct certification	☐ For FY27 and beyond concentration	
incorporated into direct certification	calculate compensatory education and				of poverty grant eligible schools must	
calculation and the above plan	concentration of poverty				have 55% FARMs or direct certification	
$\square$ By 10/1/2021 and each year	☐ By 11/1/2022 local board must					
thereafter MSDE must report on	report to the Governor, the General					
number of students at each school	Assembly, and the AIB on a plan to					
eligible for FARMs in the prior year and	enhance and expand behavioral health					
the school's eligibility for a grant in the	services availability to ensure all					
coming fiscal year	students have some exposure and					
☐ For FY22-25 concentration of	access and that schools have response					
poverty grant eligible schools must	plans to connect students to services					
have 80% FARMs or direct certification	$\square$ By 12/1/2022 a newly formed					
☐ The State FY22 budget includes ARP	workgroup will study and report on					
funds that are directed for summer	data regarding English learners,					
school and trauma and behavioral	services and accessibility, methods of					
health in FY21 and FY22	teaching, and recommendations for					
☐ For summers 2021 and 2022 local	improvement, including those related					
board must have a summer school	to COVID learning loss					
program at no cost based on defined	☐ Starting FY23 virtual education					
criteria to address COVID learning loss	under §7-1401 must follow the					
☐ By 1/1/2022 local board must	National Standards for Quality Online					
report on the implementation, budget,	Programs: Second Edition (2019)					
and outcomes of summer school	☐ By 1/1/2023 local board must					
program	report on the implementation, budget,					
☐ For SY 2021-22 and 2022-23 local	and outcomes of summer school					
board must provide tutoring and	program					
supplemental instruction for grades 4-	☐ By 9/1/2022 local board must					
12 to address COVID learning loss	report on tutoring, supplemental					
based on defined criteria	instruction budget and outcomes					

Policy Area: More Resources to Ensure All Students are Successful							
FY28	FY29	FY30	FY31	FY32	FY33		



FY22	FY23	FY24	FY25	FY26	FY27
□ Local implementation coordinator	☐ 25% of new State aid will be	☐ 25% of new State aid will be	☐ 25% of new State aid will be	☐ 25% of new State aid will be	☐ 25% of new State aid will be
approved by local board and county by	withheld. Funds will be released with	withheld. Funds will be released with	withheld. Funds will be released with	withheld. Funds will be released when	withheld. Funds will be released whe
5/30/2021	the approval of the local	the approval of the local	the approval of the local	the AIB determines that sufficient	the AIB determines that sufficient
☐ AIB shall develop a comprehensive	implementation plan	implementation plan	implementation plan	progress has been made in student	progress has been made in student
State implementation plan by	☐ MSDE Expert Review Teams will	☐ MSDE Expert Review Teams will	☐ MSDE Expert Review Teams will	achievement, or MSDE, an Expert	achievement, or MSDE, an Expert
2/15/2022	visit schools with the priority on lowest	visit all schools by 2031	visit all schools by 2031	Review Team, or the CTE Committee	Review Team, or the CTE Committee
☐ MSDE shall develop guidelines for	performing schools and schools	☐ For FY24 local board shall use ESSA	☐ Starting 7/1/2024 and each year	recommends	recommends
local plans by 4/1/2022	showing COVID-19 learning loss	reporting for school-based	thereafter the local board must report	☐ MSDE Expert Review Teams will	☐ MSDE Expert Review Teams will
☐ Local board implementation plan	☐ Beginning FY23 and each year after,	expenditures	on compliance with the required	visit all schools by FY2031	visit all schools by FY2031
due to MSDE by 6/15/2022	local board must distribute a minimum		school-based per pupil distributions		
☐ By 9/2021 MSDE must develop	of 75% of the foundation and each		☐ By 11/15/2025 local board must		
uniform reporting of funds spent on	program fund to each school by		report on the expenditure of		
educational technology and the	enrollment and affected populations		technology funds including digital		
number of devices for staff and	☐ By 7/1/2023 MSDE must implement		devices, broadband connectivity, and		
students	a financial management system and		information technology staff		
$\square$ By 12/1/2021 and each year	student data system capable of				
through FY23, the local board must	tracking and analyzing data on a per				
report on the use of federal funds to	pupil expenditure basis				
address the effects of COVID-19 and	☐ For FY23 local board shall use ESSA				
State funds to implement the Blueprint	reporting for school-based				
•	expenditures				

Policy Area: Governance and Accountability						
FY28	FY29	FY30	FY31	FY32	FY33	
☐ 25% of new State aid will be	☐ 25% of new State aid will be	☐ 25% of new State aid will be	☐ 25% of new State aid will be	$\square$ 25% of new State aid will be	☐ 25% of new State aid will be	
withheld. Funds will be released when	withheld. Funds will be released when	withheld. Funds will be released when	withheld. Funds will be released when	withheld. Funds will be released when	withheld. Funds will be released when	
the AIB determines that sufficient	the AIB determines that sufficient	the AIB determines that sufficient	the AIB determines that sufficient	the AIB determines that sufficient	the AIB determines that sufficient	
progress has been made in student	progress has been made in student	progress has been made in student	progress has been made in student	progress has been made in student	progress has been made in student	
achievement, or MSDE, an Expert	achievement, or MSDE, an Expert	achievement, or MSDE, an Expert	achievement, or MSDE, an Expert	achievement, or MSDE, an Expert	achievement, or MSDE, an Expert	
Review Team, or the CTE Committee	Review Team, or the CTE Committee	Review Team, or the CTE Committee	Review Team, or the CTE Committee	Review Team, or the CTE Committee	Review Team, or the CTE Committee	
recommends	recommends	recommends	recommends	recommends	recommends	
☐ MSDE Expert Review Teams will	☐ MSDE Expert Review Teams will	☐ MSDE Expert Review Teams will	☐ MSDE Expert Review Teams will			
visit all schools by FY2031	visit all schools by FY2031	visit all schools by FY2031	visit all schools by FY2031			