The Blueprint for Maryland's Future
Update for the
Calvert County Blueprint Committee

June 8, 2022

Agenda

- Blueprint Updates
- Policy Area 1
- Policy Area 3
- Community Outreach
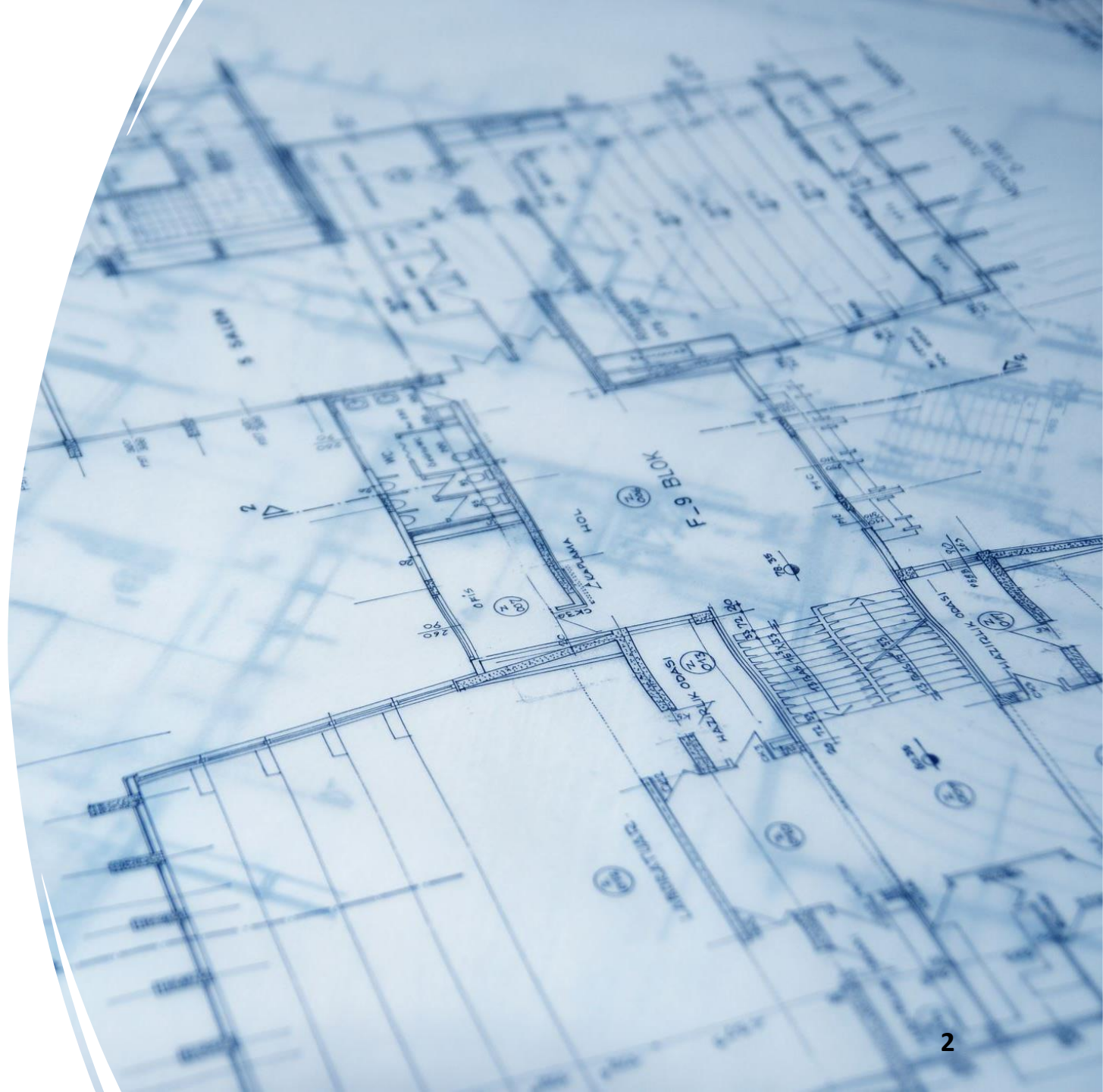
Recent Updates: Accountability & Implementation Board

The Blueprint for Maryland's Future Implementation Planning Series

- On May 20th, AIB announced the Blueprint for Maryland's Future Implementation Planning Series

- Series of meetings to:
  - Build a common understanding of the Blueprint law and requirements
  - Assist the AIB in developing the Comprehensive Implementation Plan

Recent Updates: Accountability & Implementation Board

General agenda for June meetings

- Expert speaker provides key research and international best practices
- Kirwan Commission member(s) provide background information on Commission's recommendations and intent
- AIB staff present materials by Pillar (Content Area)
- Discussion to clarify expectations, sequencing, timeline, implementation metrics, and milestones

June 2022 Meetings

- **June 16, 1:30 p.m**.
  - Pillar 3: College & Career Readiness (including CTE)
  - Pillar 5: Governance & Accountability
- **June 23, 1:30 p.m.**
  - Pillar 1: Early Childhood
  - Pillar 4: More Resources for Students Who Need Them
- **June 30, 1:30 p.m.**
  - Pillar 2: High-Quality & Diverse Teachers and Leaders

Recent Updates: Accountability & Implementation Board

General agenda for July/August meetings

- Serve as follow-up work sessions focused on informing the draft Comprehensive Implementation Plan
- AIB staff, MSBE/MSDE, LEA's and many other stakeholders will:
  - review differences in interpretation of the Blueprint law
  - Discuss what good implementation looks like
  - Develop solutions to issues raised but not yet resolved
  - Identify any issues that may require a recommendation for statutory change

July/August 2022 Meetings

- Generally, Thursdays at 1:00 p.m.

Recent Updates: AIB Blueprint Advisory Committees

- The AIB is actively seeking stakeholder applications for advisory committees for Pillars 1-4

- The purpose of the advisory committees is:
    - To channel input from stakeholders representing the rich diversity of Maryland
    - To identify problems, challenges, and barriers that may arise and provide suggestions on how to address them
    - To provide updates to the AIB on how implementation of the Blueprint is progressing

- Each advisory committee will have five stakeholder members

- Advisory committee members serve two-year terms

- Individuals interested in serving on an advisory committee must apply no later than midnight on June 20, 2022

- The link to apply is https://forms.gle/aJ6647b9nBZaXBSMA

Five Policy Areas for The Blueprint

Early childhood development and education

Preparation of high-quality and diverse teachers and leaders

Rigorous college and career pathways

Funding to ensure all students are successful

Effective governance and accountability

Policy Area 1: Early Childhood Education

- A significant expansion of full-day prekindergarten (pre-K), to be free for all low-income 3- and 4-year-olds and available to all other 4-year-olds with fees set at 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 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 identify early and provide supports to young children with disabilities.

2021 – 2022 Prekindergarten Programs

Schools	Current Programs
Beach Elementary	1 CCPS PreK Classroom - 2 classes (AM/PM sessions)
Windy Hill Elementary	1 CCPS PreK Class (Full Day session)
Huntingtown Elementary	1 CCPS PreK Classroom - 2 classes (AM/PM sessions)
	1 Head Start PreK Classroom - 2 classes (AM/PM sessions)
Sunderland Elementary	1 CCPS PreK Class (Full Day session)
	1 CCPS PreK Classroom (AM/PM Cotaught- sessions)
	1 Head Start PreK Classroom - 2 classes (AM/PM sessions)
Barstow Elementary	1 CCPS PreK Classroom 2 classes (AM/PM sessions)
	1 Head Start Classroom - 2 classes (AM/PM sessions)
Calvert Elementary	1 CCPS PreK Classroom 2 classes (AM/PM sessions)
St. Leonard Elementary	1 CCPS PreK Classroom (1 Full Day session)
	1 CCPS PreK Classroom (1 PM session only)
Patuxent Appeal Campus	2 CCPS PreK Classrooms- 4 classes (AM/PM sessions)
	1 Head Start Classroom --2 classes (AM/PM sessions)
Dowell Elementary	1 CCPS PreK Classroom – 2 classes (AM/PM sessions)

Tier Income Eligibility

"Tier I child" means a child:

- Who is 3 or 4 years old;

- Whose family income is less than or equal to 300% of the federal poverty level.

"Tier II child" means a child:

- Who is 4 years old;

- Whose family income is more than 300% but not more than 600% of the federal poverty level.

"Tier III child" means a child:

- Who is 4 years old;

- Whose family income is more than 600% of the federal poverty level.

Enrollment in Full-Day

Priority in expanding prekindergarten slots shall be provided to 3– and 4–year old's who are:

- Tier I children;

- Children with disabilities, regardless of income;

- Homeless youth; and

- Children from homes in which English is not the primary spoken language.

Full-Day Prekindergarten

- 10 to 1 Student to staff ratio
- 20 = Maximum class size
- 1 Maryland Early Childhood Certificated Teacher
- 1 Instructional Assistant with either Child Development Associate Certificate (CDA) or Associate's Degree
- Inclusive of students with disabilities to ensure access to and full participation in all program opportunities
- Enrollment based on Income Tiers
- Accredited through the Maryland EXCELS program

Policy Area #1 Early Childhood Timeline Requirements (Partial Listing)

School Year	Item
2022 - 2023	Tier 1 three- or four-year old's may be enrolled in full day and increase annually
	Private providers account for 30% of full-day slots and increase by 5% each year
2024 - 2025	Tier 2 children may be enrolled if space is available
2025 - 2026	Full-day prekindergarten programs must meet the staffing and Maryland EXCELS requirements
2026 - 2027	Private providers account for 50% of full-day slots

13

Five Policy Areas for The Blueprint

Early childhood development and education

Preparation of high-quality and diverse teachers and leaders

Rigorous college and career pathways

Funding to ensure all students are successful

Effective governance and accountability

FOCUS

Policy Area 3: College and Career Readiness

- Significantly increase number of students leaving high school with college credits through AP or dual enrollment or workforce credentials through CTE certifications, mentorships, career counseling, and apprenticeships;

- Establish and implement a CCR standard set to global standards and develop a system of curriculum and supports that fully align with post-secondary success;

- Establish early warning systems and increase support infrastructure for students not on track for diploma and post-secondary success; and

- Provide transitional support (tutoring) for students as these changes are built into our systems and structures.

Current CCR Standard

Current *Blueprint* statutory interim standard effective now in 2021-2022

A student meets the CCR Standard if they meet or exceed the standards in both English and Math:

English

English 10

- Score 4 or 5 on the PARCC
- Score 2 or 3 on early Fall MCAP
- Score 3 or 4 on Fall or Spring MCAP

AND

Math

Algebra I, Algebra II, or Geometry

- Score 4 or 5 on the PARCC
- Score 2 or 3 on early Fall MCAP
- Score 3 or 4 on Fall or Spring MCAP

Or a score of 520 on the Math SAT

This **standard may change** in the coming years, based on the results of ongoing research studies

Post-CCR Pathways

- **After a student meets the CCR standard** (expected at the end of 10th grade), they will enter into a **Post-CCR Pathway**

  - Advanced Placement (**AP**) or International Baccalaureate (**IB**) programs

  - **Dual enrollment** or early college program

  - Career and Technical Education (**CTE**) program

- The Post-CCR Pathway allows students to **develop in-depth specialization** and earn a recognized credential for completion

- Pathways should **not preclude access to any classes**

Student Schedule: AP Pathway

A set number of **courses in sequence** would define Post-CCR Pathway completion while enabling students to **explore elective enrichment and academic opportunities**

Below is a **potential** course schedule for a student **who meets the CCR standard at the end of 10th grade** and chooses the AP Pathway

Meet CCR Standard

	9th Grade	10th Grade	11th Grade	12th Grade
English	English 9	English 10	**English 11 AP**	**English 12 AP**
Math	Algebra I	Geometry	Algebra II	**Statistics AP**
Science	Biology	Chemistry	Physics	**Environmental Sci AP**
Social Studies	US History	**US Government AP**	**World History AP**	**Economics AP**
Elective	*Health*	*Technology*	*Elective/PE*	*Elective*
Elective	*World Language*	*World Language*	*Fine Arts*	*Elective*

DRAFT EXAMPLE – Possible Option for Students

Dual Enrollment program: 60 credits

This student **Meets the CCR Standard at the end of 10th grade**, then enrolls in the Dual Enrollment pathway

Able to earn **60 credits, a full A.A. degree, before High School Graduation**

Meet CCR Standard

	9th Grade	10th Grade	11th Grade Fall	11th Grade Spring	12th Grade Fall	12th Grade Spring
English	English 9	English 10^ – 3	English 11* – 3	Elective* – 3	English 12* – 3	Elective* – 3
Math	Geometry	Algebra II	PreCalc* – 3	Elective* – 3	Statistics* – 4	Elective* – 3
Science	Biology	Chemistry	Science Elective* – 4	Science Elective* – 3	Elective* – 3	Elective* – 3
Social Studies	US History	US Government		World History* – 3	Elective* – 3	Elective* – 3
Elective	Health	Fine Arts^ – 3				
Elective	World Language^ – 4	World Language^ – 4				

^ Courses taken at the High School.
* Courses taken at the Community College

DRAFT EXAMPLE – Possible Option for Students

19

Support Pathway

For students who have not met the CCR standard by end of 10th grade, they will enter a Support Pathway

- They will be provided with **individualized coordinated support** to help them meet the CCR standard **as soon as possible**, and then join a Post-CCR Pathway

- **Goal for all students** is to meet CCR standard before graduation

Supports may include:

- Innovative classes (project-based learning)
- Credit Recovery
- Summer courses
- Individualized plan
- Tutoring

Implementation decision questions:

- When/how students may retest or demonstrate readiness?
- Alternative methods to meeting standard?
- Semester length courses for students meeting standard in December?

Student Schedule Support Pathway: Math and English

The student does **not pass the Algebra I** assessment in 9th grade or the **Geometry or English 10** assessments in 10th grade, so they enroll in **the Summer immersion** classes

Summer immersion classes are centered around **project-based learning, a different approach** to the material. The student is also able to **take elective classes** over the summer

At the end of 11th grade, the **student passes the English 10 and Algebra II assessments, meeting the CCR standard**

Meet CCR Standard

	9th Grade	Summer	10th Grade	Summer	11th Grade	12th Grade
English	English 9		English 10	English PBL Immersion	English 11	English 12
Math	Algebra I	Math PBL Immersion	Geometry	Math PBL Immersion	Algebra II	Elective
Science	Biology		Chemistry		Physics	Elective
Social Studies	US History		US Government		World History	**Psychology AP**
Elective	World Language	Elective	World Language	Elective	Computer Science	**Computer Science AP**
Elective	Health		Fine Arts/PE		**English Tutoring**	Technology
	DRAFT EXAMPLE – Possible Option for Students				**Math Tutoring**	

Student Schedule Support Pathway: Math

This **student passes the English 10 assessment**, but **does not pass the Algebra I or Geometry** assessments.

The student elects to **not enroll in summer courses.**

The **student stays after school two days a week for Math Tutoring**, allowing them to **pass the Algebra II** assessment in 11th grade.

Meet CCR Standard

	9th Grade	10th Grade	11th Grade	12th Grade
English	English 9	English 10	English 11 AP	English 12 AP
Math	Algebra I	Geometry	Algebra II	Math Elective
Science	Biology	Chemistry	Physics	Science Elective
Social Studies	US History	US Government	World History	Economics AP
Elective	World Language	World Language	Elective/PE	Elective
Elective	Health	Fine Arts	Technology	Elective
			Math Tutoring	

DRAFT EXAMPLE – Possible Option for Students

Curriculum Alignment and Changes

Case Studies → College Entrance and Pathway Work → COMAR → State Testing
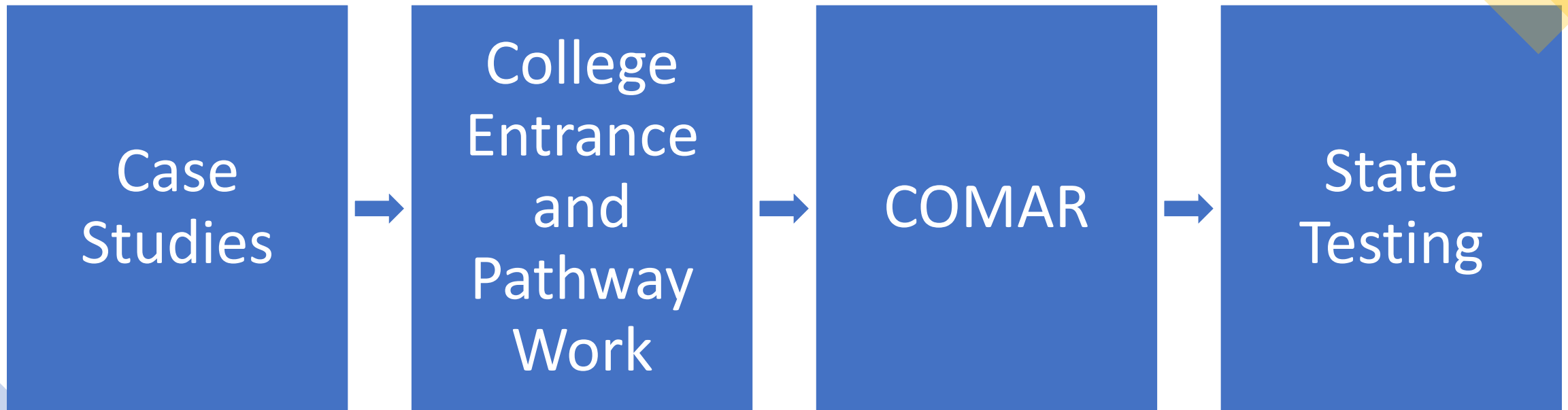
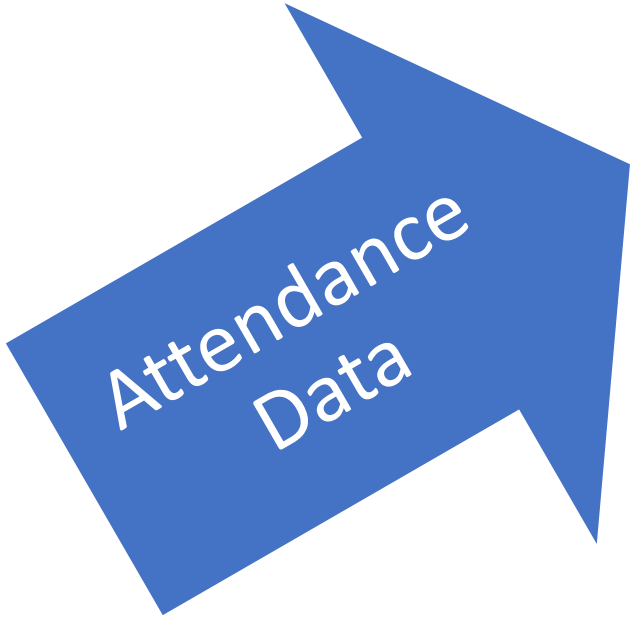Early Warning Indicators

Core Credits Earned/Classes Passed

Attendance Data

Test Scores

Supplemental Support

Tutoring Grant

ESSER Funding

Policy Area 3: College and Career Readiness

- Significantly increase the number of students leaving high school with college credits through AP or dual enrollment or workforce credentials through CTE certifications, mentorships, career counseling, and apprenticeships;

- Establish and implement a CCR standard set to global standards and develop a system of curriculum and supports that fully align with post-secondary success;

- Establish early warning systems and increase support infrastructure for students not on track for diploma and post-secondary success; and

- Provide transitional support (tutoring) for students as these changes are built into our systems and structures.

Policy Area #3 CCR Timeline Requirements (Partial Listing)

SY22-23	CCR Standard: MCAP, PARCC, SAT
SY22-23	Research studies into CCR standard
SY22-23	CCR standard potentially revised for future implementation
SY23-24	Implement CCR Support Pathway and Post-CCR Pathways (AP, dual enrollment, CTE)

Community Outreach

- Charge of Calvert County Blueprint Committee:
  - Share information about the Blueprint with the community
  - Receive input from the community regarding the Blueprint
- For consideration:
  - SMCPS Video: Blueprint 2022.mp4 - Google Drive
  - CCPS Website

Next Steps