

An architectural blueprint of a building floor plan is shown with a wooden ruler placed diagonally across it. The blueprint includes various rooms and corridors, each labeled with a number in a box. Dimensions are noted throughout the plan. The ruler is marked in inches and centimeters.

The Blueprint for Maryland's Future Update for the Board of Education of Calvert County

August 11, 2022



Goals for Today

Review:

AIB Update: Timelines and Deliverables

Early Childhood Update

Expert Review Teams Update

Deliverables FY '23

September:

1st: MSDE criteria to evaluate local implementation plans due to AIB

1st: LEA's submit 9th grade tracker report

October:

10th: LEA's administer statewide Kindergarten Readiness Assessment to all incoming kindergarten students

November:

1st: LEA's submit report on plans to enhance and expand behavioral health services

15th: LEA's submit report on technology spending and percentage of student/staff with adequate access to devices/connectivity

December:

1st: AIB to issue final draft of the Comprehensive Implementation Plan

1st: LEA's submit disaggregated data by eligible public and private PreK provider


1st: All staff in direct contact with students must complete annual behavioral and trauma training

1st: LEA's submit report on the use of federal and state funding

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Recent Updates: AIB Meetings

AIB meetings held on July 20th, July 28, and August 4th

- Pillars 3 and 4: College and Career Readiness; More Resources for Students who Need Them
 - Pillar 1: Early Childhood Education
 - Expert Review Teams
 - Pillars 2 and 5: High Quality and Diverse Teachers and Leaders; Governance and Accountability
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Pillar 1	Early Childhood Education
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		FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	FY32
1.1	Expand publicly funded full-day Pre-K											
1.1.1	Expand access to free full-day pre-K for low-income 3- and 4-year-old children (up to 300% of the federal poverty level)											
1.1.1(a)	State and local shares cover the cost of full-day pre-K for families of 3- and 4-year-old children with incomes up to 300% of the federal poverty level		*									
1.1.1(b)	Priority for available slots shall be given to 3- and 4-year-olds from low-income families; children with disabilities; homeless youth; and children from homes in which English is not the primary spoken language		*									
1.1.1(c)	Interagency Commission on School Construction shall prioritize public school construction funding requests for high-quality pre-K classrooms and shall consider the availability of private eligible pre-K providers with these requests											
1.1.1(d)	MSDE administers pre-K expansion grants to expand full-day pre-K slots and convert half-day slots to full-day slots				*							
1.1.1(e)	Local health or social services departments shall notify families that their 3 or 4 year old child may be eligible for publicly funded pre K services if they applied for economic services and the child is 3 or 4 years old by 9/1											
1.1.1(f)	Income-eligible families shall have access to extended day services through the Child Care Scholarship Program		*									
1.1.1(g)	All 4-year-old children and 3-year-old children from low-income families who wish to enroll in full-day pre-K shall be served by FY26 and FY30, respectively					*						
1.1.2	Expand access to full-day pre-K for 4-year-old children between 300-600% of the federal poverty level on a sliding scale				*							
1.1.2(a)	MSDE shall establish a sliding scale to calculate the family share of full-day pre-K for families of 4-year-old children with incomes greater than 300% but less than 600% of the federal poverty level on or before 7/1/22		*									
1.1.2(b)	MSDE implements the sliding scale for families of 4-year-old children with incomes greater than 300% but less than 600% of the federal poverty level (families with incomes greater than 600% of the federal poverty level pay the full cost of pre-K)				*							
1.1.3	Implement a high-quality mixed-delivery (public and private) pre-K system		*									
1.1.3(a)	Private providers must provide at least 30% of pre-K slots in FY23 and phase up to 50% of pre-K slots in FY27		*				*					
1.1.3(b)	LEAs may request a waiver from MSDE to include less than the required minimum percent of private providers		*									
1.1.4	LEAs shall enter into a memorandum of understanding (MOU) with MSDE, each eligible private provider participating in publicly funded pre-K in the county, and other applicable government agencies											
1.1.4(a)	LEAs submit MOUs as part of their Blueprint Implementation Plans											
1.1.4(b)	MOUs shall provide for services for children with disabilities											
1.1.4(c)	MOUs shall provide for a process by which a parent is able to indicate a preference for eligible pre-K providers											
1.1.4(d)	MOUs shall provide for the manner for processing the payment of the State share, local share, and family share for each child who is enrolled with an eligible pre-K provider											
1.1.4(e)	MOUs shall provide for any agreed upon administrative costs to be retained by an agency that is party to the agreement and the manner in which the parties will meet the MOU requirements											
1.1.4(f)	MOUs shall provide for a plan to address racial and socioeconomic integration in pre-K classrooms											
1.1.5	Require public and private providers to meet high-quality standards to receive public funding		*			*						
1.1.5(a)	Teachers shall hold State certification for teaching in early childhood education OR a bachelor's degree in any field while they pursue alternative certification					*						

[illegible]

[illegible]

Blueprint for Maryland's Future Accountability & Implementation Board

Legend		Start and/or end date included in Blueprint statute
		Start and/or end date not included in Blueprint statute; dates in table are estimated based on Kirwan Commission final timeline

Pillar 2	High-Quality and Diverse Teachers & Leaders
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[illegible]

2.5	Improve educator compensation												
2.5.1	Implement \$10,000 salary increase for eligible NBC teachers by 7/1/22												
2.5.2	Implement \$7,000 salary increase for eligible NBC teachers working in low-performing schools by 7/1/22												
2.5.3	Implement salary increases in accordance with career ladder												
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												
2.5.4	Implement initial 10% salary increase for teachers by 6/30/24												
2.5.4(a)	County boards must demonstrate to the AIB that they have provided a 10% salary increase from FY19-FY24 as part of their updated implementation plans												
2.5.5	Implement minimum \$60,000 starting teacher salary by 7/1/26												

ECE

Early Childhood Education

PROGRAM BREAKDOWN

- CCPS Pre-K Programs

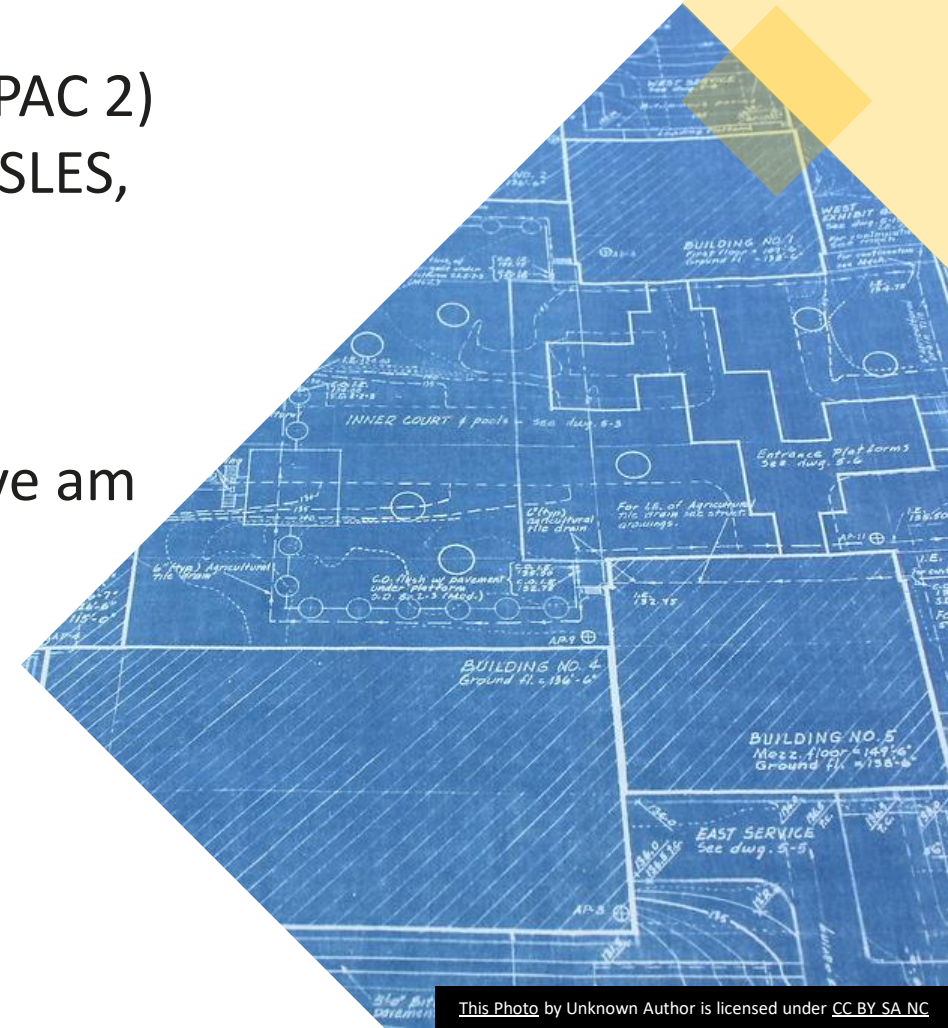
- 6 Full day 4YO Pre-K programs (BES, WHES, SES, SLES, PAC 2)
- 11 Half Day 4YO Pre-K programs (HES, SES, BAES, CES, SLES, DES)

- Head Start Programs

- 2 Full Day 4YO programs (SES and PAC)
- 4 Half day 4YO pre-K programs (HES and BAES- both have am and pm classes)

- Private Providers

- NONE



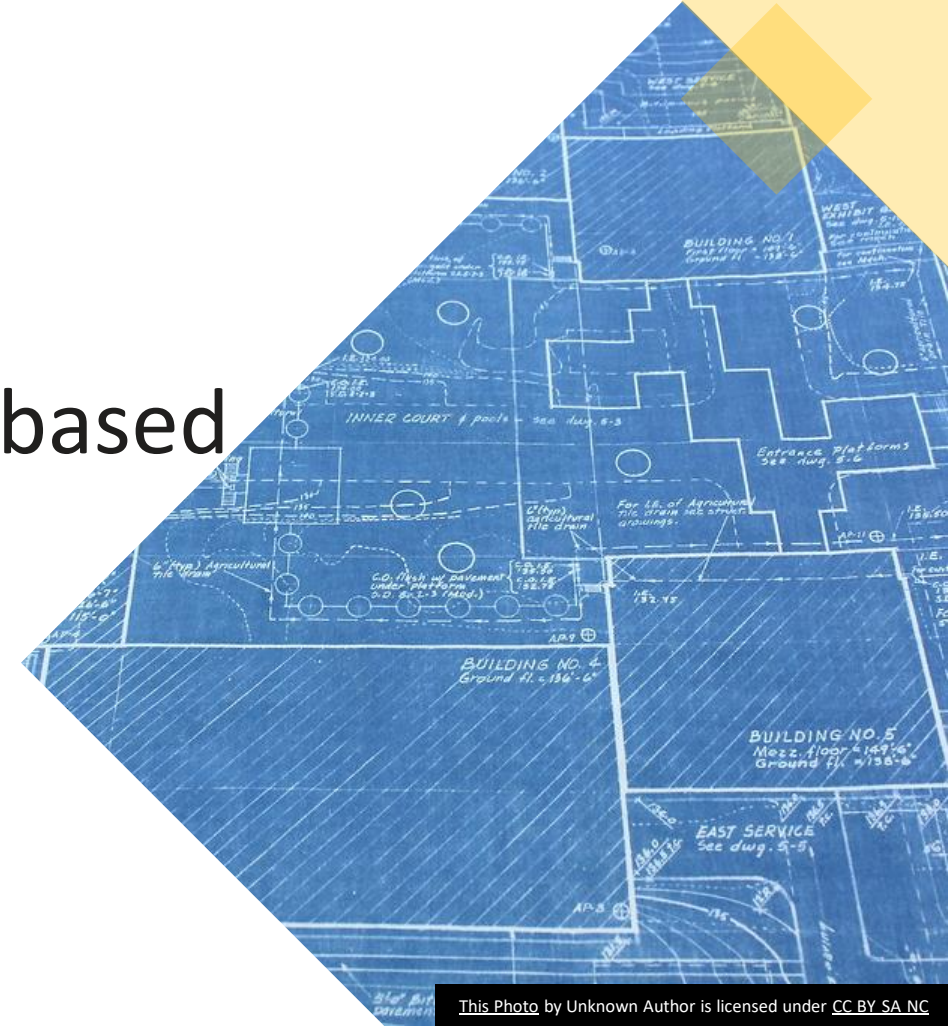
POSITIONS TO SUPPORT BLUEPRINT IMPLEMENTATION

- Prekindergarten Program Specialist
- Early Childhood Supervisor
- Budget and Grant Specialist Position



PRE-K REGISTRATION/APPLICATION PROCESS

- Online Applications
- Families offered spots for SY 22-23
- Based on their income level which is based on the Federal Poverty Level (FPL).





Expert Review Teams

PILOT PROCESS

Teams determine causes for issues
and develop recommendations

Teams deployed to schools affected
by Covid-19 pandemic

Pilot Expert Review Team Rubric

4 Domains, 10 Indicators, and 23
Measures in the pilot rubric



OVERVIEW

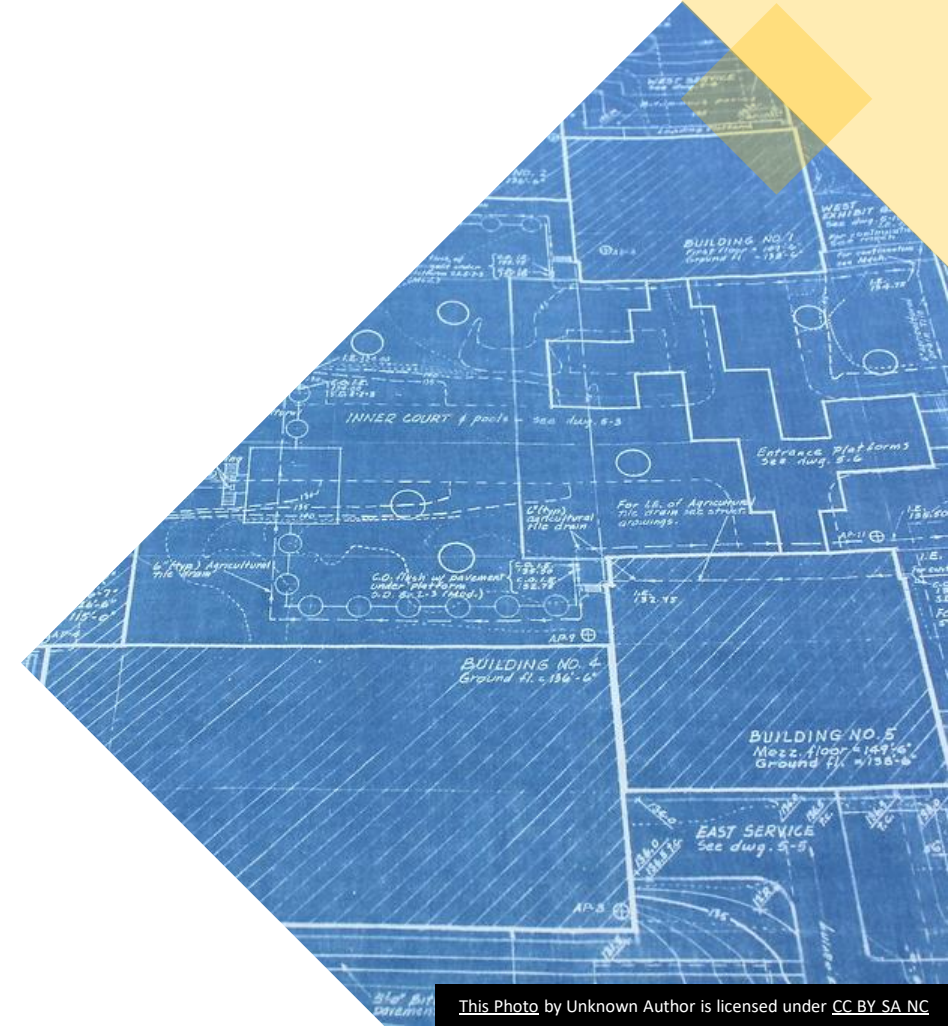
Six Expert Reviews per Visit

Three observe classroom instruction

Three facilitate interviews

Internal team debrief

Debrief with school leadership and central office staff



SITE VISIT PROCESS

Prior to visit: Pre-meeting

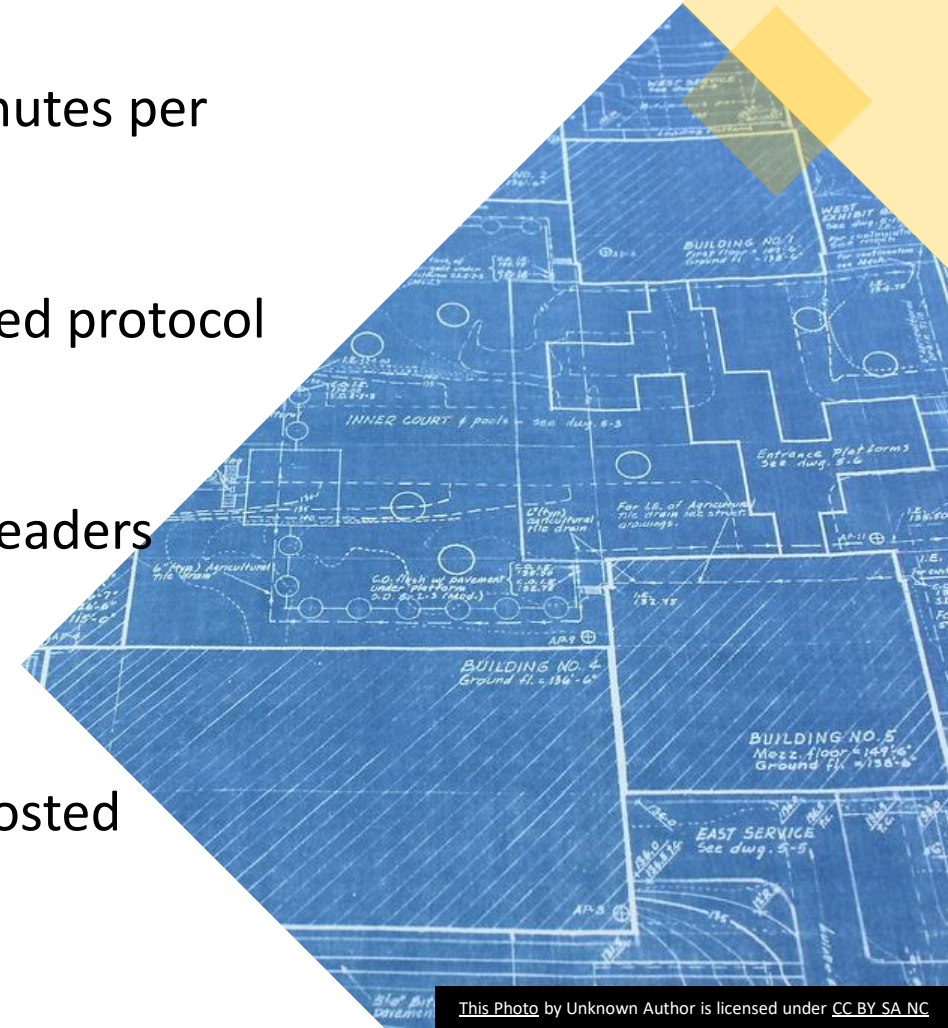
During Visit: Classrooms are selected observe for at least 20 minutes per class.

Interviews are conducted on-site according to a researched-based protocol with defined questions.

Expert review team debrief with central office staff and school leaders

Draft report is developed

Final report is submitted to the school and school system and posted on MSDE's website



IMPACT ON CCPS

Generate New Ideas

Best Practices

Range of Perspectives



QUESTIONS

