



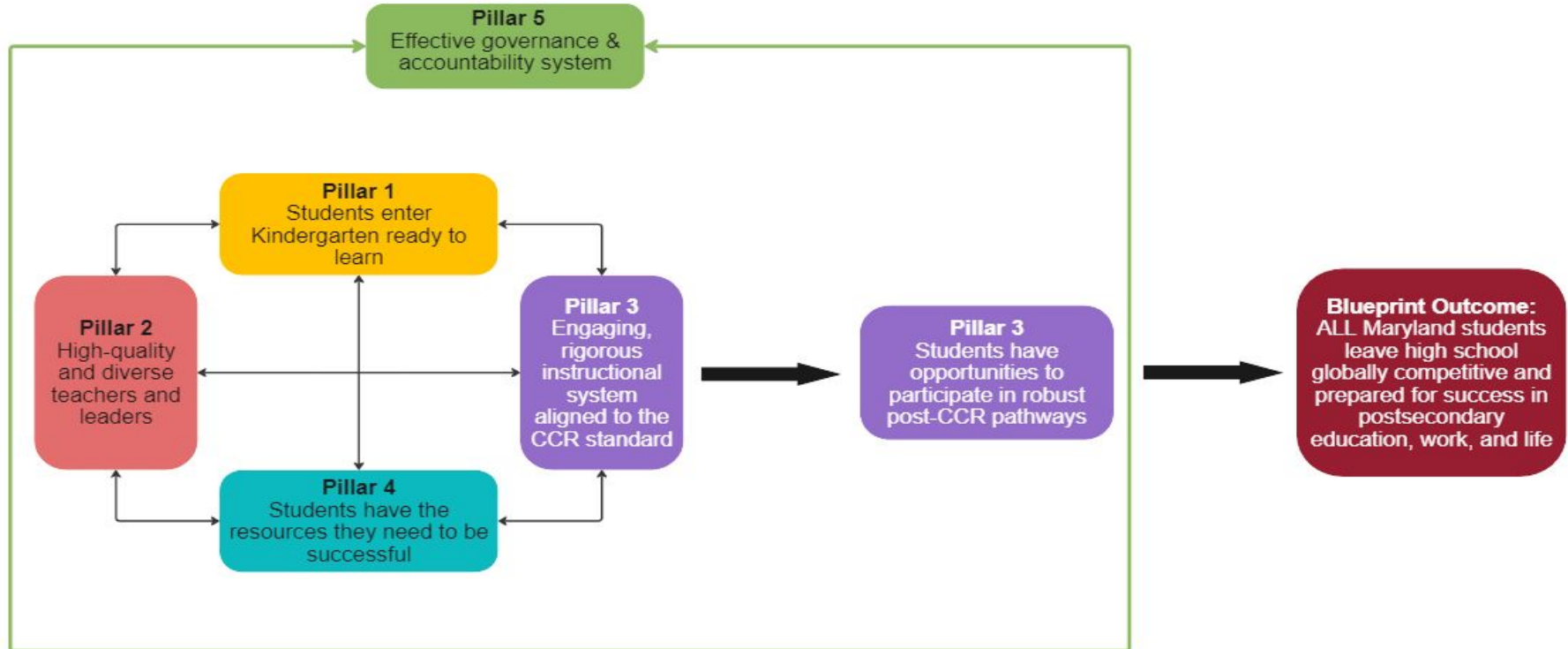
The Blueprint for Maryland's Future: Implementation Update

**Presentation to the
House Ways and Means Committee
House Appropriations Committee**

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Blueprint Theory of Action



Blueprint Implementation

- The AIB's role is to oversee implementation of the Blueprint to meet the Blueprint's expected outcomes across the State and local partners implementing the Blueprint including:
 - State Board of Education/Maryland State Department of Education and Local Education Agencies (LEAs)
 - Early Childhood Providers and Associations
 - Maryland Higher Education Commission, Teacher Preparation Programs, Community Colleges, and other postsecondary institutions
 - Career and Technical Education (CTE) Committee, local workforce boards, employers
 - Consortium for Coordinated Community Supports
- The AIB is charged with monitoring implementation progress and holding partners accountable for meeting the Blueprint's expected outcomes.

Blueprint Implementation

- As we complete the 3rd full year of Blueprint implementation, change is happening.
- Local superintendents and school systems are implementing their Blueprint Implementation Plans across the 5 Pillars to meet the Blueprint's requirements and intent. We have numerous examples of progress in Blueprint implementation.
- Embarking on transformational change of Maryland's education system on the scale of the Blueprint is a tremendous undertaking - and that is before the COVID-19 pandemic and other early challenges that have impacted the pace of progress.
- While many of the early challenges have been resolved, there are ongoing challenges to Blueprint implementation.
- The impact of the COVID-19 pandemic on students and educators continues to challenge student learning and Blueprint implementation in numerous ways
- The AIB is working with implementation partners at the State and local levels to address these challenges or make legislative recommendations if necessary.

Blueprint Progress Highlights

Pillar 1

- Full-day Pre-K enrollment of 4-year olds with public providers increased 43% from SY21-22 to SY23-24
- Private providers offered over 1,600 slots in full-day Pre-K in SY23-24
- The number of Pre-K providers grew by 17% in SY23-24 to 769 total

Pillar 2

- All teachers in Maryland received a 10% salary increase by July 2024
- Every LEA has an approved or conditionally approved career ladder for teachers on Levels 1-3
- For the second year in a row, Maryland is leading the nation in the number of teachers earning/maintaining National Board Certification (NBC) (1,289 in SY24-25)
- Maryland has the 2nd highest number of teachers of color earning/maintaining NBC again in SY24-25
- 3,658 teachers are currently pursuing NBC, an increase of 414% over SY21-22

Blueprint Progress Highlights

Pillar 3

- Work with MSDE and MILE to support LEA Pre-K-12 Literacy Plans aligned with the Science of Reading in 2024; SY24-25 is the first year that literacy instruction aligned with SoR will be implemented in all LEAs. This work is continuing in 2025 in the science of instruction in mathematics (with Johns Hopkins) and aligning math pathways.
- 23% increase in dually enrolled students from SY21-22 to SY22-23 representing 8.25% of Maryland high school students (over 23,500 students)
- The number of students participating in the Apprenticeship Maryland Program increased by 742% since SY21-22
- Between SY22-23 and SY23-24, 75% of LEAs increased the number of apprenticeships available to high school students

Blueprint Progress Highlights

Pillar 4

- In SY 24-25, 621 schools across 23 LEAs are receiving Concentration of Poverty Grant funds to support the community school model
 - Increase of 167 schools eligible for the program
- Schools with the highest concentration of poverty (80%+) showed the greatest growth in MCAP English Language Arts proficiency from 2022-2024 (6.4 percentage points)
- Every LEA has a designated Family Coordinator for Multilingual Learners
- Special Education Workgroup submitted preliminary final report in December 2024 with the final report to be submitted in Spring 2025

Blueprint Progress Highlights

Pillar 5

- All 24 LEAs submitted their FY25-27 Blueprint Implementation Plans including additional components: Career Ladder, 10% Teacher Pay Salary Attestations, Comprehensive Literacy plans, and Career Counseling MOUs
 - AIB and MSDE reviewed and provided feedback to all LEAs (multiple rounds)
 - 20 LEAs are fully approved, 3 conditionally approved and 1 awaiting approval
- LEAs are reporting school expenditure data through PowerSchool which will track how Blueprint funds are following students to their schools. First full year of data will be available after FY25.
- In SY23-24, MSDE's Expert Review Teams (ERTs) and Maryland Initiative for Literacy and Equity (MILE) visited 133 schools across Maryland. In SY24-25, approximately 150 schools will be visited with a focus specifically on elementary literacy and math instruction with Johns Hopkins joining as the expert math partner

Implementation Challenges

- **Pillar 1** - Implementing a mixed delivery model at scale statewide for full-day pre-K (private providers, high quality requirements)
 - 2024 legislative changes addressed many of these challenges
 - The AIB and MSDE will consider joint implementation policy to support effective implementation
- **Pillar 2** - Impact of the shortage of fully certified teachers on student learning and implementation of collaborative time
 - Over 6,500 conditional teachers and 1,600 vacant teacher positions in SY23-24, equating to approximately 13% of all teachers
 - Additional teachers needed to implement collaborative time (time in addition to planning time for teachers to meet in professional learning communities, identify student needs, develop interventions, work with students)
 - Blueprint phases in funding for collaborative time over 8 years beginning in SY 25-26
 - The AIB adopted a position that collaborative time cannot be implemented as intended by the Blueprint on the current timeline

Implementation Challenges

- **Pillar 2** - Building out Level 4 of the Career Ladder for teachers and school leaders and fully implementing the career ladder
- **Pillar 3** - Building robust instructional systems/professional development in literacy and math to support students meeting CCR standard by grade 10 and no later than high school graduation
- **Pillar 3** - Growing post-CCR pathways aligned with workforce needs/postsecondary education and career interests, especially apprenticeship opportunities
- **Pillar 4** - Implementation of the Community School model across LEAs given scale of the program and ensuring funds are being used effectively to improve outcomes
- **Pillar 4** - Implementing Multilingual Learner Workgroup and Special Education Workgroup recommendations to improve outcomes

Implementation Challenges

- **Pillar 5** - Meeting the Minimum School Funding Requirements (75% of most Blueprint formulas/100% concentration of poverty and pre-K private providers)
 - Data challenge - LEAs coding expenditures properly to tie to both a revenue source (Blueprint formula) and a location (school) and accurately reporting to PowerSchool
 - Budget challenge - ensuring that dollars that are intended to support students with greater needs are following them to their schools and meeting the needs of all schools/students

AIB Support for Implementation - Examples

- Phase I and II Technical Assistance Grants for LEAs and the CTE Committee totaling \$2.4M in FY 24 and estimated \$3.6M in FY 25
- Phase II - All 24 LEAs and the CTE Committee are receiving grants this year to support at least one of the following areas:
 - Strategic planning/Blueprint implementation (continuing from FY24)
 - Resource Allocation/Strategic Budgeting (focused on meeting minimum school funding requirements)
 - Pre-K expansion
 - Career Ladder
 - College and Career Readiness
- Technical Assistance includes LEAs/CTE Committee working directly with a vetted expert in the area, Communities of Practice to share challenges and solutions, and Office Hours to receive individualized support

AIB Support for Implementation - Examples

- AIB staff meets regularly with MSDE and other State partners (CTE Committee, MHEC, Consortium for Coordinated Community Supports), LEAs (e.g. Blueprint Coordinators, Chief Financial Officers), Local Workforce Boards, and other partners
- AIB Board leadership meets with State Board/MSDE leadership and the boards meet jointly several times each year to receive updates on implementation and consider policies and guidance to support successful implementation
- AIB Advisory Committees (5) representing all regions of the State meet at least quarterly to hear updates from Blueprint implementation “on the ground” and share successes and challenges
- AIB convenes meetings across State and local partners that haven’t traditionally collaborated to discuss implementation challenges, problem solve, and share evidence-based best practices and innovative solutions, e.g. Teacher Preparation, Dual Enrollment, PreK

Looking Forward

- AIB is meeting jointly with the State Board next week to discuss several of the implementation challenges we've highlighted today
- AIB and MSDE are developing joint guidance on the next Career Ladder submissions
- AIB will develop a waiver policy for meeting the Minimum School Funding Requirements with a draft to be released next month for feedback
 - AIB is reviewing preliminary FY25 data submitted by MSDE
- AIB is in the final stage of selecting a contractor to conduct the required Interim Evaluation of Blueprint Implementation with award approval anticipated 1/30
 - The interim evaluation must be completed by December 2026 with AIB's recommendations due 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

- New 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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Q&A