
TO: Members of the State Board of Education
FROM: Carey M. Wright, Ed.D., State Superintendent of Schools
DATE: November 12, 2024
SUBJECT: Overview of Blueprint Implementation Plans



Executive Summary

The Maryland State Department of Education (MSDE) is providing an informational overview of the various implementation plan documents connected to the Blueprint for Maryland's Future, how they connect to each other, and timelines of major Blueprint events.

Background and Process

The Blueprint for Maryland's Future legislation was enacted in 2021, creating the Accountability and Implementation Board as well as setting a number of new requirements, including for state and local agencies to develop implementation plans to describe the goals, objectives, and strategies that will be used to implement the Blueprint initiatives. The Accountability and Implementation Board adopted the Initial Blueprint Comprehensive Plan in December 2022 and has made updates each August since. As required, MSDE has developed and submitted two Blueprint Implementation Plans for the agency, released in 2023 and in 2024. While the Blueprint legislation, the AIB Blueprint Comprehensive Plan, and the MSDE Blueprint Implementation Plan each cover similar topics, they each serve their own purpose in helping to guide the successful implementation of the Blueprint.

Action Requested

No action is required; this information is for discussion only.

Attachments

Blueprint Plans Overview Presentation.pptx

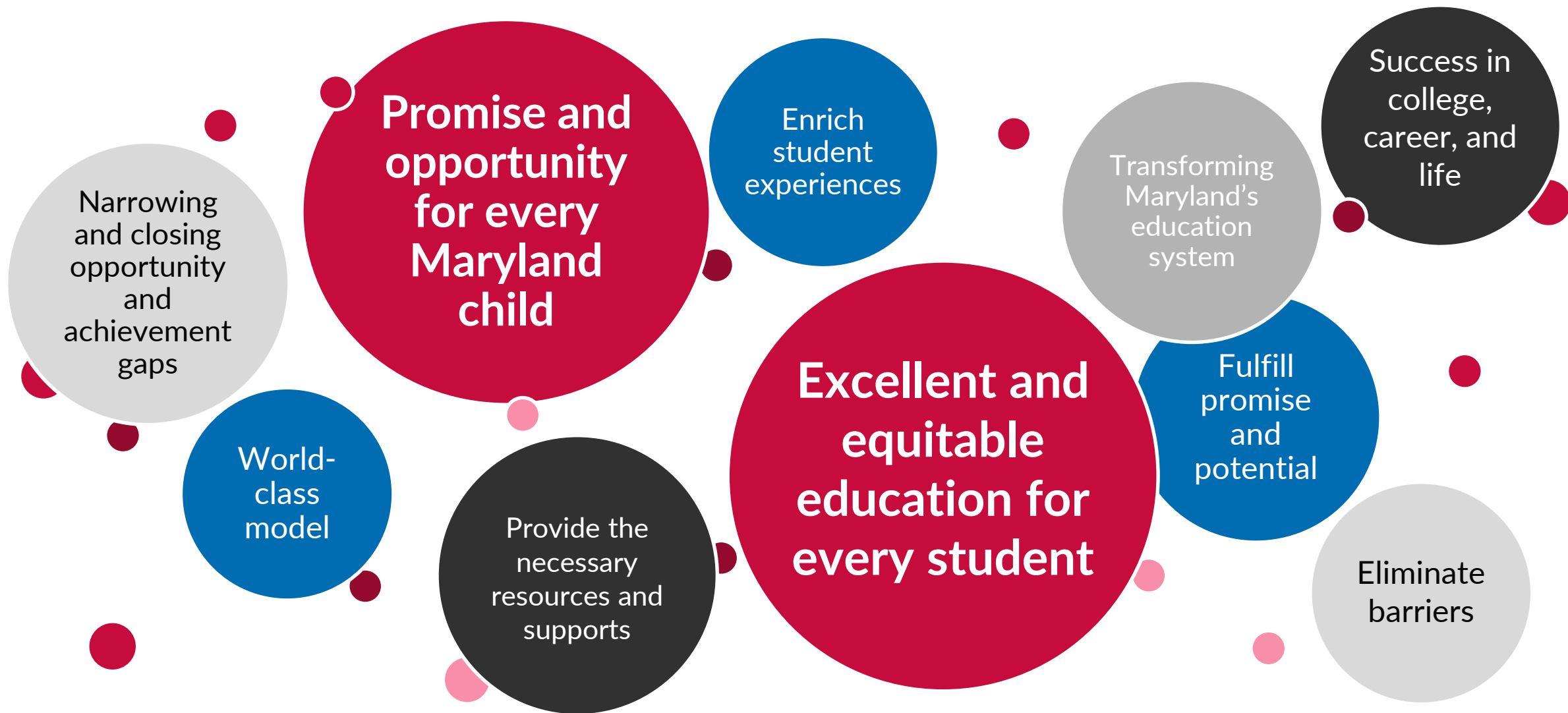
Maryland State Board of Education
Education Transformation and Finance Committee

Overview of Blueprint Implementation Plans

November 12, 2024

Presented By | Phil Lasser, Senior Executive Director, Strategic Initiatives

What are the Goals of the Blueprint for Maryland's Future?



The Blueprint's Five Pillars

5 BLUEPRINT PILLARS

The Blueprint encompasses five pillars, each including key initiatives aimed at transforming the quality of education in Maryland, and narrowing and closing opportunity and achievement gaps.



1 EARLY CHILDHOOD EDUCATION

- Support more families to access no cost, high-quality Pre-K
- Scale the impact of Patty & Judy Centers
- Expand family options through public/private Pre-K Partnerships



2 HIGH-QUALITY & DIVERSE TEACHERS & LEADERS

- Increasing starting salary to minimum \$60,000
- New career ladder and incentives for National Board Certified Teachers up to \$17,000
- Raising expectations for teacher preparation and induction



3 COLLEGE & CAREER READINESS

- New college and career readiness standard by 10th grade
- Aligned curriculum resources and assessments
- College and career readiness and support pathways
- Expanded career and technical education system



4 MORE RESOURCES FOR STUDENT SUCCESS

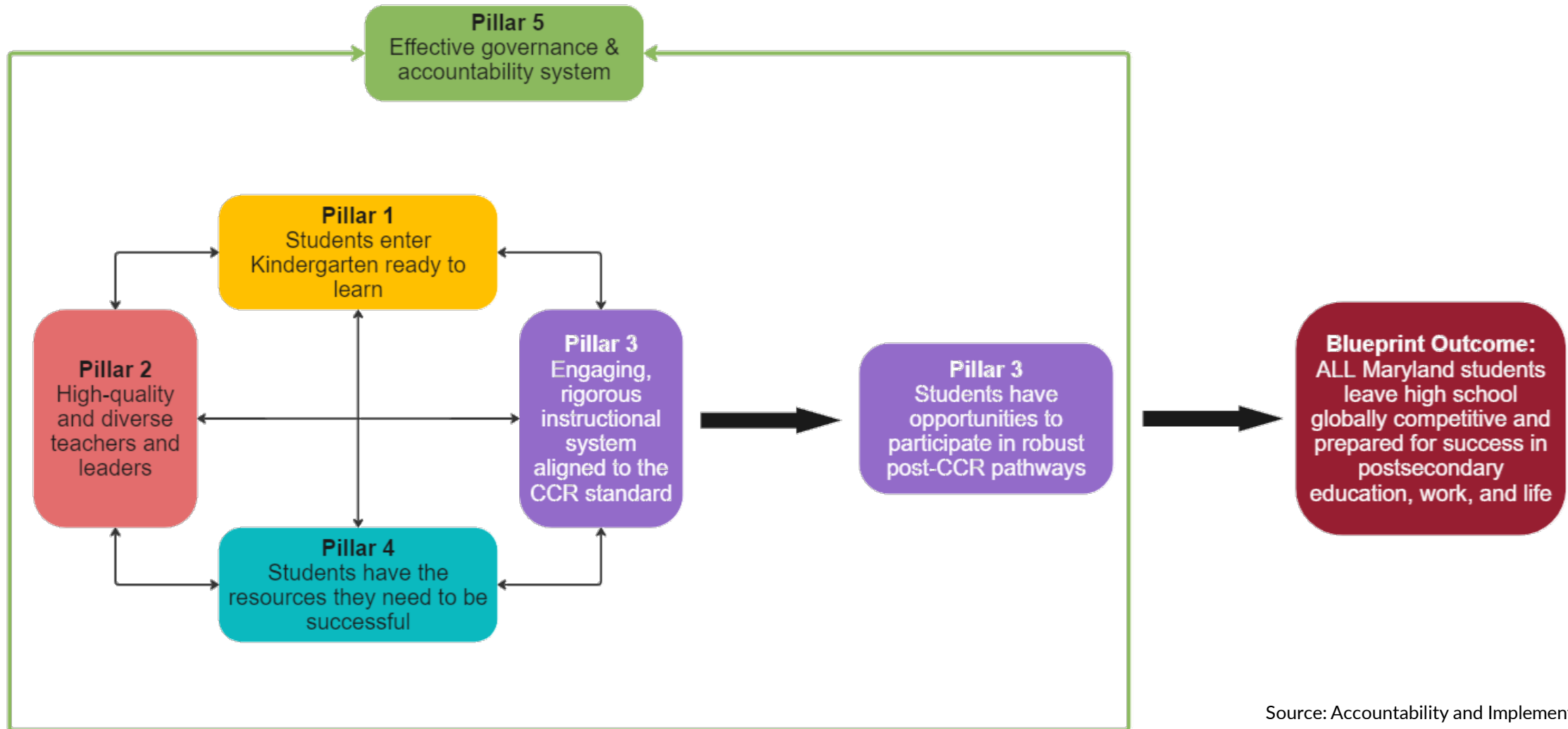
- Community Schools and School-based Health Centers expansion
- Concentration of Poverty grants
- Targeted supports for historically underserved students



5 GOVERNANCE & ACCOUNTABILITY

- Expert Review Teams
- Accountability and Implementation Board
- Local education agency Implementation Plans
- Maryland State Department of Education monitoring and technical assistance

Blueprint Theory of Action



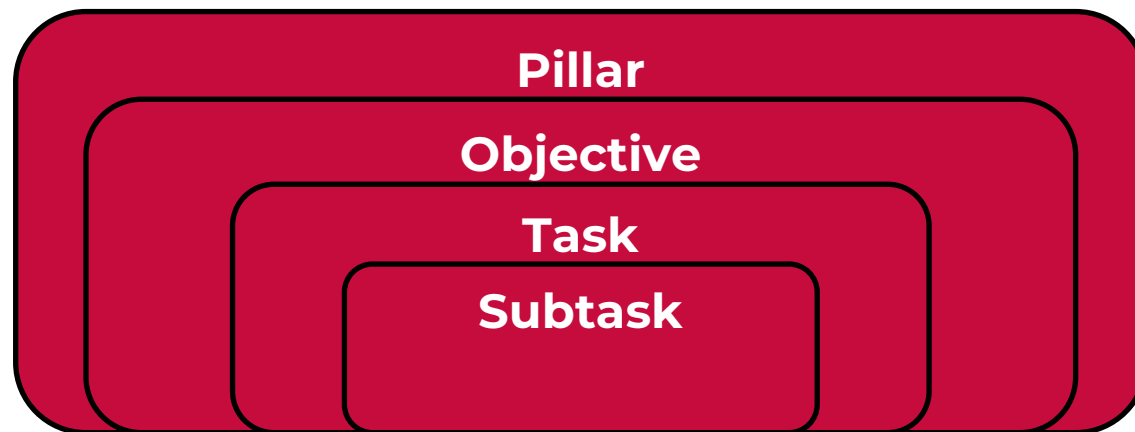
Source: Accountability and Implementation Board

Development Timeline



AIB Blueprint Comprehensive Plan

- The Accountability and Implementation Board adopted the Initial Blueprint Comprehensive Plan in December 2022.
- The Blueprint Comprehensive Plan guides implementation by State and local entities to achieve the Blueprint's expected outcomes.
- The Plan contains what tasks need to be done, who needs to complete them, and any deadlines associated with them.
- It also contains information on the key outcomes and goals as well as guidance and recommendations for implementing the different tasks



Blueprint Pillars and Objectives (1 of 2)

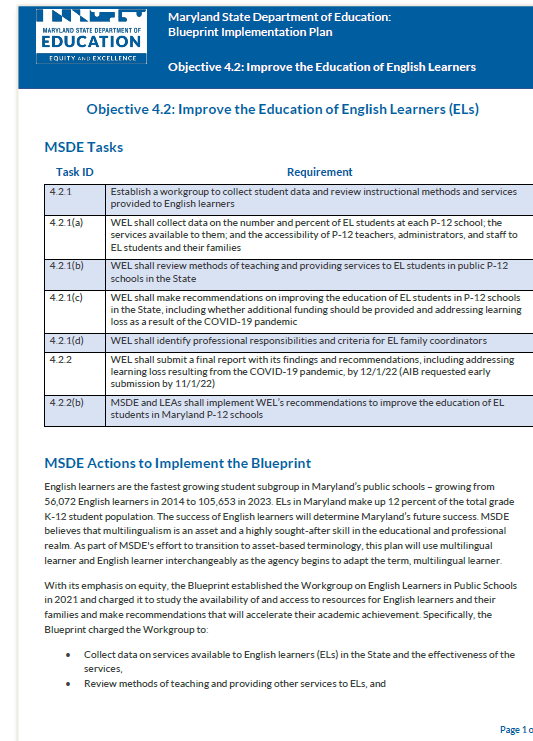
- **Pillar 1: Early Childhood Education**
 - Objective 1.1: Expand Publicly Funded Full-Day Pre-K
 - Obj 1.2: Assess Student Readiness For Kindergarten
 - Obj 1.3: Expand Family Supports
- **Pillar 2: High Quality and Diverse Teachers and Leaders**
 - Obj 2.1: Recruit and Support High-Quality and Diverse Teachers
 - Obj 2.2: Increase Rigor of Teacher Prep Programs and Licensure Requirements
 - Obj 2.3: Implement Comprehensive In-Service Educator Training
 - Obj 2.4: Establish New Statewide Educator Career Ladder and Professional Development
 - Obj 2.5: Improve Educator Compensation
- **Pillar 3: College and Career Readiness**
 - Obj 3.1: Equitable Opportunities to Meet the CCR Standard at an Equal Rate
 - Obj 3.2: Ensure Students Are Progressing Towards Meeting CCR
 - Obj 3.3: Implement CCR Pathways
 - Obj 3.4: Provide High-Quality Career Counseling and CTE Programs

Blueprint Pillars and Objectives (2 of 2)

- **Pillar 4: More Resources to Ensure that All Students are Successful**
 - Obj 4.1: Accurately Identify Students From Low-Income Households
 - Obj 4.2: Improve The Education Of English Learners (EL)
 - Obj 4.3: Improve Education For Students With Disabilities
 - Obj 4.4: Supports for Students Attending Schools with a High Concentration of Poverty
 - Obj 4.5: Enhance Student Health Services
- **Pillar 5: Governance and Accountability**
 - Obj 5.1: Support Blueprint Implementation Planning
 - Obj 5.2: Establish And Deploy Expert Review Teams
 - Obj 5.3: Coordinate Maryland's Participation in PISA
 - Obj 5.4: Monitor Blueprint Outcomes

MSDE Blueprint Implementation Plans

- The Blueprint requires each local education agency (LEA), MSDE, and other State and local government units, to develop an Implementation Plan, to describe the goals, objectives, and strategies that will be used to implement each task assigned to that agency.
- MSDE submitted its Blueprint Implementation Plans on March 15, 2023 and on August 15, 2024.
- The plans contain information on activities completed to date, as well as the Department’s future plans.
- MSDE is responsible for tasks in each one of the Pillars and Objectives in the AIB Comprehensive Plan.



Maryland State Department of Education: Blueprint Implementation Plan

Objective 4.2: Improve the Education of English Learners

Objective 4.2: Improve the Education of English Learners (ELs)

MSDE Tasks

Task ID	Requirement
4.2.1	Establish a workgroup to collect student data and review instructional methods and services provided to English learners
4.2.1(a)	WEL shall collect data on the number and percent of EL students at each P-12 school, the services available to them, and the accessibility of P-12 teachers, administrators, and staff to EL students and their families
4.2.1(b)	WEL shall review methods of teaching and providing services to EL students in public P-12 schools in the State
4.2.1(c)	WEL shall make recommendations on improving the education of EL students in P-12 schools in the State, including whether additional funding should be provided and addressing learning loss as a result of the COVID-19 pandemic
4.2.1(d)	WEL shall identify professional responsibilities and criteria for EL family coordinators
4.2.2	WEL shall submit a final report with its findings and recommendations, including addressing learning loss resulting from the COVID-19 pandemic, by 12/1/22 (AIB requested early submission by 11/1/22)
4.2.2(b)	MSDE and LEAs shall implement WEL's recommendations to improve the education of EL students in Maryland P-12 schools

MSDE Actions to Implement the Blueprint

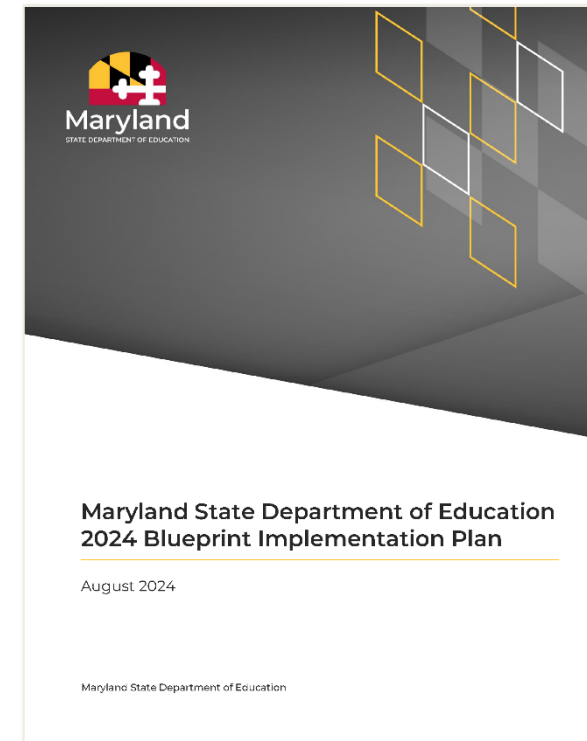
English learners are the fastest growing student subgroup in Maryland's public schools – growing from 56,072 English learners in 2014 to 105,653 in 2023. ELs in Maryland make up 12 percent of the total grade K-12 student population. The success of English learners will determine Maryland's future success. MSDE believes that multilingualism is an asset and a highly sought-after skill in the educational and professional realm. As part of MSDE's effort to transition to asset-based terminology, this plan will use multilingual learner and English learner interchangeably as the agency begins to adapt the term, multilingual learner.

With its emphasis on equity, the Blueprint established the Workgroup on English Learners in Public Schools in 2021 and charged it to study the availability of and access to resources for English learners and their families and make recommendations that will accelerate their academic achievement. Specifically, the Blueprint charged the Workgroup to:

- Collect data on services available to English learners (ELs) in the State and the effectiveness of the services.
- Review methods of teaching and providing other services to ELs, and

Page 1 of 7

2023 MSDE Blueprint Implementation Plan



Maryland State Department of Education

2024 Blueprint Implementation Plan

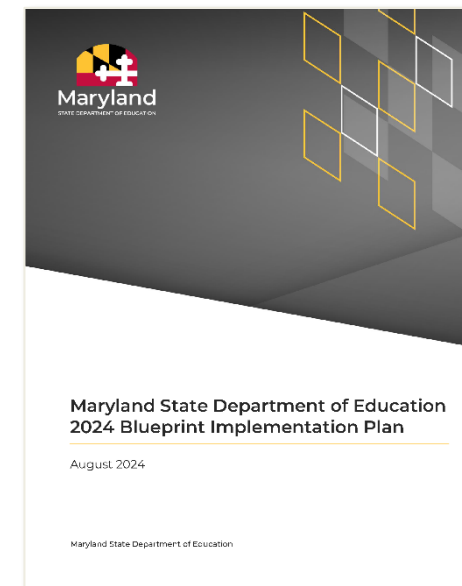
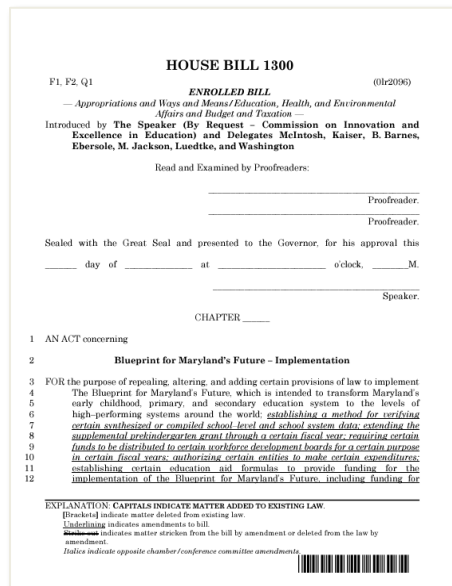
August 2024

Maryland State Department of Education

2024 MSDE Blueprint Implementation Plan

Connections between the Blueprint Law, the AIB Blueprint Comprehensive Plan, and MSDE's Blueprint Implementation Plan

- The tasks within the AIB Blueprint Comprehensive Plan are based in the Blueprint laws passed by the Maryland General Assembly.
- To illustrate the connections, we will walk through some of the requirements in the Blueprint for expanding the Judy Centers.



Judy Centers: Blueprint Law

MD Code, Education, § 5-230

(3) (i) For each of fiscal years 2021 through 2025, the State shall provide funding for 9 additional Judy Centers per year.

(ii) For each of fiscal years 2026 through 2030, the State shall provide funding for 18 additional Judy Centers per year.

(iii) The Governor shall appropriate, in each of fiscal years 2021 through 2030, \$330,000 for each additional Judy Center required under this paragraph.

– 5 –

Ch. 164

2024 LAWS OF MARYLAND

(iv) The State shall prioritize increasing the number of Judy Centers in communities with Title I schools.

Judy Centers: AIB Blueprint Comprehensive Plan

Pillar 1: Early Childhood Education

Objective 3: Expand family supports

Task 2: Create 135 new Judy Centers by FY 30

TASK 2 Create 135 new Judy Centers by FY30		
Major Subtask	Requirements/Guidance for Implementation	
SUBTASK 1.3.2(a)	The State shall create 9 additional Judy Centers per year between FY21–25 and 18 additional centers per year between FY26–30.	<p>The Governor shall appropriate \$330,000 for each additional Judy Center (<i>the AIB will request a legislative change to clarify that grants may include one year of planning to support development of a new center</i>).</p> <p>The State shall prioritize increasing the number of Judy Centers in communities with Title I schools.</p> <p>MSDE shall develop a plan for the coordinated and equitable placement of Judy and Patty Centers that prioritizes high-need communities, including communities with few childcare providers, around the State.</p> <p>MSDE shall coordinate placement of new Judy Centers in order to serve multiple closely located Title I schools in a high-need area or region.</p>

Judy Centers: MSDE Blueprint Plan

- Provide an update on MSDE's efforts to support the expansion, administration, and effective implementation of Patty and Judy Centers. The response should describe how MSDE will conduct an evaluation of the effectiveness of Patty and Judy Centers, including how effectiveness will be defined and which data will be collected.

MSDE Blueprint Implementation Plan | August 2024

6. Provide an update on MSDE's efforts to support the expansion, administration, and effective implementation of Patty and Judy Centers. The response should describe how MSDE will conduct an evaluation of the effectiveness of Patty and Judy Centers, including how effectiveness will be defined and which data will be collected.

JUDY CENTER EARLY LEARNING HUBS

Judy Center Early Learning Hubs use a strengths-based multi-generational approach to prepare children from prenatal through age five and their families for success in school and life. Focusing on a child's first and most important teacher - their families - Judy Centers provide comprehensive educational programming and family support services to increase school readiness. There are currently 86 Judy Center Early Learning Hubs in Title I and high-needs schools throughout the State. Since FY22, 31 Judy Center Early Learning Hubs have opened.

Families and Children Served by the Judy Center Early Learning Hubs

In Fiscal Year 2023, Judy Centers served 14,328 families and 16,288 children from birth to age 5. The families served include those enrolled in Local Education Agency Pre-Kincoergarten and Kincoergarten programs, partner childcare programs and those that are not enrolled in formal schooling interacted with the Judy Center at least twelve times during the fiscal year. These interactions, which include case management, playgroups, parent training, formal home visits, family engagement activities/ events, and school readiness events/ activities, have been shown to positively impact the family's success, providing encouraging results about the program's effectiveness. Judy Centers provided 36,966 referrals to community partners and agencies in FY23, and 2,470 children with Individualized Family Service Plans (IFSP) and Individualized Education Plans (IEP) were served. The grant for FY24 does not close until August 31, 2024; therefore, the data for the current grant period is unavailable.

Fiscal Year	Number of Children Served
FY20	16,463
FY21	13,837
FY22	17,579
FY23	16,288

Maryland State Department of Education | 21

MSDE Blueprint Implementation Plan | August 2024

Data Collection and Model Fidelity

To ensure accountability during the implementation of The Blueprint for Maryland's Future, expansion of Judy Centers, and adherence to grant purposes, maintaining fidelity to the intended model is vital. In FY24, the Maryland State Department of Education developed a [Judy Center Early Learning Hub Data Manual](#). This manual provides technical instructions for Judy Center data collection submitted to the Maryland State Department of Education (MSDE). Each Judy Center submits its data to MSDE twice a year, and it is used to inform and adjust programming and for the annual legislative report. The collected data includes the following:

- Demographics
- Children and Families Served
- Referrals
- Early Intervention
- Grant Performance Measures/ Goals

Surveys

To gather feedback about programming, operations, and program effectiveness, MSDE conducts annual surveys for stakeholders, including parents, partners, school-based staff, and school administrators. MSDE Judy Center staff analyze the results of these surveys in collaboration with site-based Judy Center staff and the jurisdiction's Judy Center Steering Committee. Based on the analysis, adjustments are made to the Judy Center programming as needed. Below is a sample question from the FY24 Judy Center Partnership Survey.

Response	Percentage
Strongly Agree	70%
Agree	21%
Neutral	6%
Disagree	0%
Strongly Disagree	0%

In fiscal year 24, MSDE collaborated with a focus group of LEA Judy Center coordinators to develop and carry out its inaugural statewide Judy Center parent survey. An example of a parent survey question is shown below. Over 900 families responded to the survey. Overarchingly, the survey shows that the families surveyed feel that the Judy Center Early Learning Hub has positively impacted their families and young children birth through age five. One of the respondents stated, "They have helped me so much with connecting me to resources that provide financial and learning support for my family."

Maryland State Department of Education | 22

MSDE Blueprint Implementation Plan | August 2024

receive diapers, Christmas gifts, free activities, and education through their connections and programs. I feel supported by the staff, and they all know me and my family by name. Whenever I've asked for extra support, they always help. They provided summer camp funds for my toddler which was amazing and provided education and physical activity during the summer. This program has helped my family so much for the last five years and it should be available at all schools." MSDE is reviewing the findings from fiscal year 24 and modifying the survey and its dissemination for FY 25.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
...increased my understanding of school readiness.	69%	25%	6%	0%	0%
...improved my understanding of how my child develops.	67%	26%	6%	0%	0%
...improved my connection to the school and other school staff.	66%	23%	9%	0%	0%
...connected me to resources in the community.	71%	24%	5%	0%	0%
...has had a positive impact on my family.	78%	20%	2%	0%	0%

Component Standards

In order to effectively achieve the goals of the Judy Center program, Judy Center Component Standards have been created to outline all the programmatic responsibilities required of a Judy Center. Each of the Component Standards contains several sub-requirements to meet the standard requirements. Every site must maintain accurate data related to the standards and agree to submit the data to MSDE. The FY25 Judy Center Component Standards are as follows:

- Full Day/ Full Year**
 - 11- Full Day/ Full Year
 - 12- Staffing
 - 13- Space
 - 14- Families and Children Served
 - 15- School Community
- Family Support**
 - 21- Meals
 - 22- Case Management
 - 23- Goal Setting
 - 24- Evidence-Based Home Visiting
 - 25- Integration of Early Education Services
 - 26- Child Care/ Early Head Start/ Head Start/ Patty Center Referrals

Maryland State Department of Education | 23

MSDE Blueprint Implementation Plan | August 2024

- 2.7- Health Related Services
- 2.8- Adult Education and Career Services
- 2.9- Strengthening Families
- 2.10- Parent Education
- 2.11- Parent Advisory
- 2.12 Transitions

- 3. Family Engagement**
 - 3.1- Family Engagement
 - 3.2- Parent/ Child Playgroups
 - 3.3- Communication
- 4. Early Identification and Outreach**
 - 4.1- Outreach
 - 4.2- Children with Disabilities and Early Intervention
- 5. Partnerships**
 - 5.1- Partnerships
 - 5.2- Memorandum of Understanding (MOU)
 - 5.3- Steering Committee
 - 5.4- Surveys
 - 5.5- Professional Development

Program Planning and Support

In fiscal year 2025, the Maryland State Department of Education (MSDE) will offer comprehensive technical assistance and support to Judy Center sites. This support will help the sites in planning playgroups and family engagement activities using evidence-based practices that are in line with the Maryland Early Learning Standards and the Maryland Early Childhood Family Engagement Framework. The aim of this support is to further promote program fidelity and positive outcomes for young families and children.

Judy Centers in the News

In fiscal year 2024, Judy Center Early Learning hubs have received recognition from several news media organizations for their work with families and children in their communities.

In November 2023, The Baltimore Sun highlighted Judy Centers in an education spotlight article titled "Begin at the beginning: Maryland's 'Judy Centers' expand to help families with young children get ready for school." The article showcased the Judy Center at Abbottstown Elementary in Baltimore City, focusing on the impact of early educational opportunities on school readiness.

In March 2024, the Judy Center at Liberty Elementary in Baltimore City was featured in a local WMAR Channel 2 News story titled "Pre-K students in Baltimore City show vast improvement thanks to the Judy Center." The story included interviews with the school principal, Mr. Freeman, and Judy Center staff, discussing their work and its contribution to increasing school readiness.

Maryland State Department of Education | 24

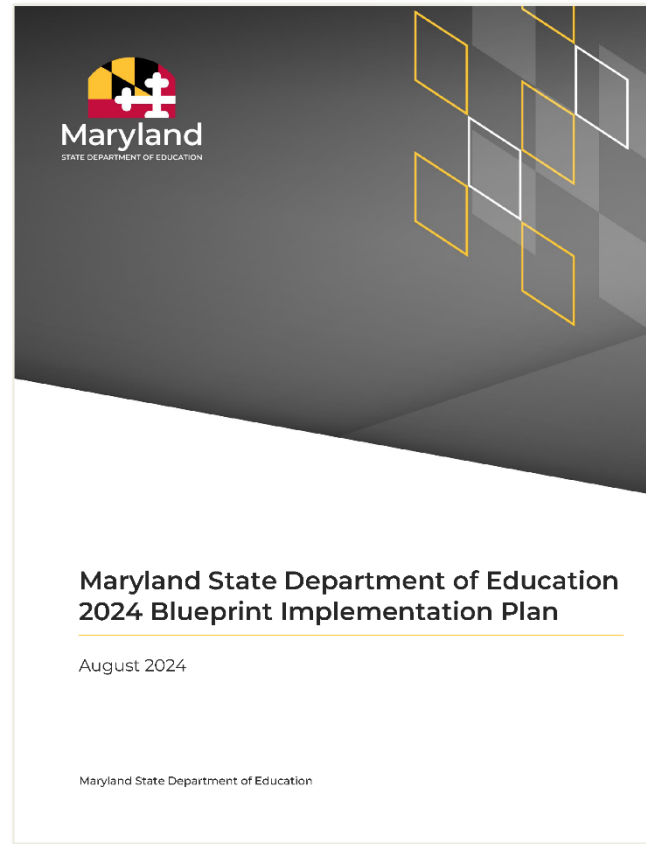
Blueprint Implementation Timelines: Selected Items

FYs 23, 24	FYs 24, 25	FYs 26, 27	FY 29	FYs 30, 31	FY 33
<ul style="list-style-type: none"> • Initial planning reports due from MSDE • Teacher salary increase (10% over 5 years) and Career Ladder Incentives • Transitional Supplemental Instruction Program • New CCR standard adopted • Workgroup on English Learners conducted 	<ul style="list-style-type: none"> • New Career Counseling program for middle and high school students • Begin implementing Post CCR and support pathways including CTE/apprenticeships • Special Education Workgroup conducted • Community Schools continue expanding 	<ul style="list-style-type: none"> • Teacher career ladder levels fully implemented • Pre-K Sliding Scale implemented • \$60,000 minimum teacher salary • Instructional system fully aligned to CCR Standard • Concentration of Poverty per-pupil grant fully phased in 	<ul style="list-style-type: none"> • 50% of Pre-K slots provided by private providers • 30 new Patty Centers created 	<ul style="list-style-type: none"> • 135 new Judy Centers created • Principals required to be NBC teachers • 45% of graduates complete an apprenticeship or industry-recognized credential • Expert review teams shall have visited all schools in the State at least once 	<ul style="list-style-type: none"> • All formulas fully funded • Teacher collaborative time/professional learning fully implemented

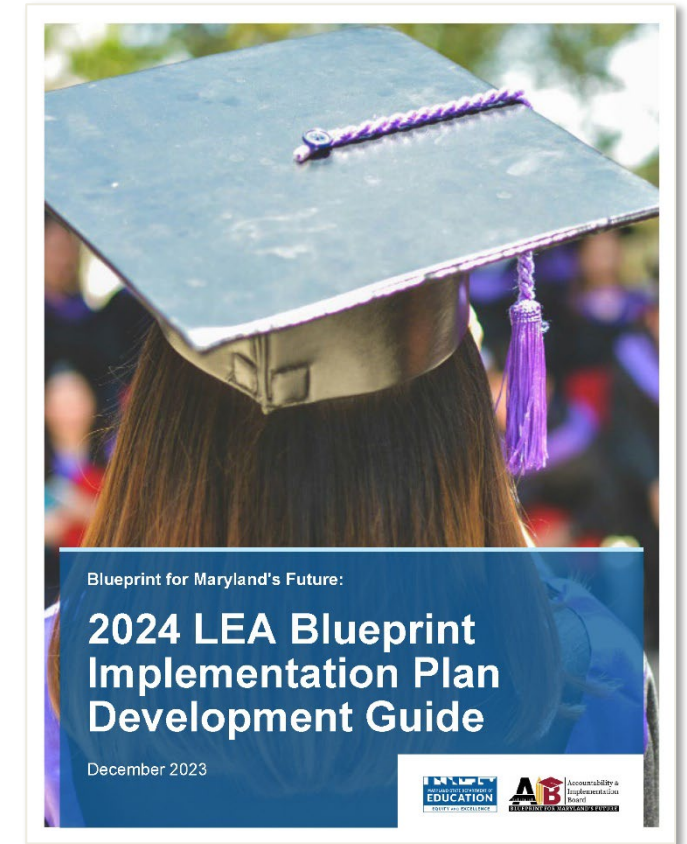
Blueprint Implementation Plans



2023 AIB Blueprint Comprehensive Implementation Plan
<https://bit.ly/AIBplan2023>



2024 MSDE Blueprint Implementation Plan
<https://bit.ly/MSDEplan2024>



LEA Blueprint Implementation Plans, 2023 and 2024
<https://bit.ly/LEAplansBP>

Questions and Discussion