

2024 Blueprint Comprehensive Plan (BCP) Proposed Updates

Pillar One: Early Childhood Education

<p>Task 1.1.1: Expand access to free full-day pre-K for 3- and 4-year-old children from low-income households (up to 300% of the federal poverty level)</p>	
<p>Subtask 1.1.1(a): All 4-year-old children and all 3-year-old children from low-income households who wish to enroll in full-day pre-K shall be served by FY 26 and FY 32, respectively.</p>	<p>State and local shares shall cover the cost of full-day pre-K for families of 3- and 4-year-old children from households with incomes up to 300% of the federal poverty level and/or who are experiencing homelessness (Tier I).</p> <p>Priority for available slots shall be given to 3- and 4-year-olds from low-income households, children with disabilities, children experiencing homelessness and children from homes in which English is not the primary spoken language.</p> <p>For the 2023–24 through 2025-26 school years, Tier I children shall include children whose family income is more than 300% but not more than 600% of the federal poverty level and who 1) have a disability, or 2) who are from a home in which English is not the primary spoken language.</p>
<p>Subtask 1.1.1(c): Interagency Commission on School Construction shall prioritize public school construction funding requests for high-quality pre-K classrooms and consider the availability of private eligible pre-K providers with these requests from FY 22 and beyond.</p>	<p>LEAs may partner with the State or county government to address physical space constraints for eligible pre-K providers by utilizing existing available space at a location that is not an eligible pre-K provider, including senior care facilities or community centers.</p> <p>LEAs may lease commercial space to address physical space</p>

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	<p>needs for eligible pre-K providers if publicly owned space is unavailable.</p> <p>A county board may apply for funding from the capital improvement program for assistance on renovations to public facilities leased as eligible public pre-K programs, and the management of these facilities shall be the responsibility of the building owner.</p>
<p>Subtask 1.1.1(d): MSDE shall administer pre-K expansion grants to expand full-day pre-K slots and convert half-day slots to full-day slots until the program phases out after FY 29.</p>	<p>The Governor shall annually appropriate an amount that is at least equal to the total amount of all funds received by the Prekindergarten Expansion Grant Program in the prior fiscal year to the Prekindergarten Expansion fund in FY 20-29. Beginning in FY 30, monies in the Fund shall be used to support the full-day pre-K funding formula as specified.</p> <p>MSDE shall provide technical assistance to providers in completing and submitting their pre-K expansion grant Application.</p> <p>MSDE shall prioritize providers located in areas that have an unmet need for pre-K/early childhood education services, include a plan for long-term sustainability, and incorporate parental engagement and benefits of educational activities beyond the classroom into their programs.</p> <p>MSDE may establish additional eligibility criteria for the selection of qualified providers, application and award processes, and any other policies and procedures necessary to implement the program.</p> <p>MSDE shall identify any additional eligibility criteria for the selection of qualified providers, any application and award</p>

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	<p>processes, and any policies or procedures necessary to implement the program that it chooses to establish in its implementation plan.</p> <p>MSDE shall require providers to meet the high-quality standards and requirements identified in Task 1.1.5 in order to receive a grant.</p> <p>MSDE shall annually identify the number of providers who applied for a grant and the number that were awarded a grant in its implementation plan.</p> <p>MSDE shall identify general trends in why providers were denied a pre-K expansion grant.</p>
<p>Subtask 1.1.1(e): Local health and social services departments shall annually notify families if 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.</p>	<p>Local health and social services departments must provide the name and contact information of each parent provided notice that their child may be eligible for publicly funded pre-K to the local school system.</p> <p>The notice shall include contact information for the enrollment office of the local school system and MSDE’s Division of Early Childhood Development, in addition to information on the Child Care Scholarship Program.</p> <p>LEAs shall prioritize utilizing private providers for extended day services.</p> <p>Income-eligible families shall have access to extended day services through the Child Care Scholarship Program.</p> <p>LEAs shall follow up on notifications from local health and social services departments to identify and assist families who wish to</p>

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	enroll their eligible children in publicly funded pre-K services.
Task 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	
Subtask 1.1.2(a): MSDE shall establish a sliding scale to calculate the family share of full-day pre-K for families of Tier II children on or before 7/1/22.	“Tier II” refers to a child who is 4 years old and, in FY 2026, whose family income is more than 300% but not more than 360% of the federal poverty level; and in FY 2027 and each fiscal year thereafter, whose family income is more than 300% but not more than 600% of the federal poverty level.
Subtask 1.1.2(b): MSDE and LEAs shall implement the sliding scale for families of Tier II children as early as FY 26.	Families with incomes greater than 600% of the federal poverty level shall pay the full cost of pre-K. LEAs may cover the cost of pre-K for families with incomes greater than 300% of the federal poverty level. Families shall pay the family share to the publicly funded pre-K provider.
Task 1.1.3: Implement a high-quality mixed-delivery (public and private) pre-K system	
Subtask 1.1.3(a): Private providers shall provide at least 10% of pre-K slots in FY 25 and increase by 10 percentage points every school year until private providers account for at least 50% of pre-K slots in FY 29 and beyond.	LEAs may request a waiver from MSDE to include less than the required minimum percent of private providers. MSDE shall issue a waiver to an LEA if: <ul style="list-style-type: none"> • All families in the county who desire to enroll their eligible children with eligible pre-K providers are able to do so; or • after reasonable cross-jurisdictional or regional efforts, there are too few eligible private providers to meet the minimum requirements and the LEA demonstrates to MSDE that it has made a good faith effort to fully

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	<p>embrace the mixed-delivery system, including by adopting an MOU.</p> <p>MSDE shall establish waiver application procedures,</p> <p>MSDE shall annually identify the number of waiver applications received and the number it granted in its implementation plan.</p>
<p>NEW SUBTASK: MSDE shall establish pre-K provider hubs in centralized and diverse locations throughout Maryland designed to help bring in as many providers into the State's mixed delivery pre-K system as possible.</p>	<p>Pre-K provider hubs shall form partnerships between early childhood educators on the early childhood educator career ladder; licensed child care centers; family child care homes; and any other entities that MSDE determines will aid in bringing eligible children into the State's mixed delivery system.</p> <p>Pre-K provider hubs shall coordinate support among entities that serve children and their families to ensure that the maximum number of eligible children are able to be placed in a pre-K slot.</p> <p>To the extent practicable, MSDE shall provide programmatic support to meet requirements through pre-K provider hubs.</p>
<p>NEW SUBTASK: MSDE shall disseminate a list of eligible private providers in each LEA and publicize the availability of publicly funded pre-K programs to the public.</p>	<p>MSDE shall publish a list of eligible private providers in each LEA on its website.</p> <p>MSDE shall distribute the list of eligible private providers to the following entities and organizations located within the areas in which the eligible private providers are located:</p> <ul style="list-style-type: none"> • a local office of economic development; • the Maryland Small Business Development Center; • a local management board; • a local workforce development board; and • a local office supporting minority and women-owned

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	<p>businesses.</p> <p>These entities shall assist a private pre-K provider in its jurisdiction with enrolling in business support services for which the provider qualifies and adopting a business plan to help the provider meet the requirements. To the extent practicable, they will work with pre-K hubs to provide support to providers.</p>
<p>Task 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</p>	
<p>Subtask 1.1.4(a): LEAs shall submit MOUs as part of their Blueprint Implementation Plans starting in FY 23.</p>	<p>MSDE shall develop a model MOU for use by LEAs in completing their own MOUs.</p> <p>MOUs shall provide for, at a minimum:</p> <ul style="list-style-type: none"> • the adoption of an early childhood educator career ladder by eligible private providers; • services for children with disabilities; • a process by which a parent can indicate a preference for eligible pre-K providers as part of a centralized and accessible enrollment system for families of eligible pre-K students; • 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; • the manner in which the parties will meet the statute's and memorandum's requirements; • any agreed upon administrative costs to be retained by an agency that is party to the agreement and the how the parties will meet the MOU requirements; • a plan to address racial and socioeconomic integration in pre-K classrooms; • a method for the LEA to distribute a list of eligible public and private providers in the same area with a parent

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	<p>interested in enrolling the parent’s child in a pre-K program;</p> <ul style="list-style-type: none"> • facilitation of peer-to-peer eligible pre-K provider meetings, through a pre-K provider hub if one is established in the area, in which eligible pre-K providers are able to share best practices in the field; • how slots will be prioritized for children from low-income households, children with disabilities, children experiencing homelessness, and children who are English language learners; and • assurances that providers will meet the high-quality standards required to receive public funding listed under Task 5. <p>An MOU shall seek to avoid, to the extent practicable, a disproportionate concentration of students of the same race, ethnicity, disability status, and income within an eligible private provider.</p>
<p>Task 1.1.5: MSDE shall require public and private providers to meet high-quality standards to receive public funding.</p>	
<p>NEW SUBTASK: MSDE shall establish a program to aid eligible pre-K providers in meeting requirements.</p>	<p>The program shall provide information on professional development opportunities for teachers and teaching assistants; technical support for meeting requirements to enroll in child care support programs; and assistance with implementing early childhood curriculum standards to eligible private providers.</p>
<p>Subtask 1.1.5(a): Beginning in the 2027-28 school year, eligible public provider teachers shall hold State certification for teaching in early childhood education OR a bachelor degree in any field while they pursue alternative certification.</p> <p>In addition to a bachelor’s degree, pre-K teachers in Montessori</p>	<p>Pre-K teacher certification is not required for private providers to participate in the publicly-funded full-day pre-K program/formula prior to the 2027–28 school year.</p> <p>MSDE shall work with providers to develop plans for pre-K teachers to achieve certification or enroll in a certification</p>

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<p>schools shall hold a Montessori credential issued by 1) the Association Montessori Internationale; 2) the American Montessori Society; or 3) a program accredited by the Montessori Accreditation Council for Teacher Education.</p>	<p>program prior to the 2027–28 school year.</p> <p>MSDE shall support the development of alternative certification pathways and disseminate information about new certification requirements and alternative certification pathways for teachers in multiple languages.</p> <p>MHEC and postsecondary institutions, including community colleges, shall work with public and private providers to implement alternative certification pathways for teachers, including for stackable credentials/certification.</p> <p>An alternative teacher preparation program for an early childhood education certification shall require each participant to successfully complete a teacher training practicum, or satisfy criteria established by MSDE that evaluate the knowledge and skills from prior learning related to early childhood education.</p> <p>MSDE, in collaboration with institutions of higher education, shall establish standards for and criteria to evaluate the knowledge and skills from prior learning relating to early childhood education, including from a registered apprenticeship.</p>
<p>Subtask 1.1.5(b): Beginning in the 2027-28 school year, eligible public provider pre-K teaching assistants shall hold at least:</p> <ul style="list-style-type: none"> • a Child Development (CDA) certificate; • an associate’s degree; or • on 7/1/24, documented experience of actively serving as a teaching assistant in a publicly funded pre-K classroom for a minimum of five years for at least 20 hours per week and 180 days per year. 	<p>Holding a CDA or associate degree is not required for pre-K teaching assistants prior to the 2027–28 school year.</p> <p>MSDE shall work with providers to develop plans for pre-K teaching assistants who do not have the documented experience serving as a teaching assistant in a publicly funded pre-K classroom to earn or be enrolled in a CDA or associate degree program prior to the beginning of the 2027–28 school</p>

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<p>Beginning in the 2025-26 school year, eligible private provider educators shall meet the requirements of the early childhood educator career ladder (see new Task and Subtasks below).</p>	<p>year.</p> <p>MSDE shall explore whether students participating in the Teacher Academy of Maryland (TAM) could earn a CDA by the end of the program and report its findings to the AIB by 5/1/24.</p> <p>MSDE shall support the development of alternative certification pathways and disseminate information about new certification requirements and alternative certification pathways for teaching assistants in multiple languages.</p> <p>MSDE, in collaboration with institutions of higher education, shall establish standards for and criteria to evaluate the knowledge and skills from prior learning relating to early childhood education, including from a registered Apprenticeship.</p> <p>MHEC and postsecondary institutions, including community colleges, shall work with public and private providers to implement alternative certification pathways for teaching assistants, including for stackable credentials/certification.</p>
<p>NEW SUBTASK: A provider in the Head Start program is eligible to receive full State pre-K funds regardless of if the program receives federal funds.</p>	<p>If a structural element of the mixed-delivery pre-K system conflicts with a federal requirement, pre-K providers participating in the Head Start program are exempt from the conflicting structural element and shall follow the federal requirement.</p>
<p>TASK 1.1.6: Increase the number of high-quality private pre-K providers and staff</p>	
<p>Subtask 1.1.6(c): Funding for the Maryland Child Care Credential Program shall increase by 10% over the prior fiscal year from FY 22-24. For FY 26, the Governor shall appropriate</p>	<p>MSDE shall use the funds to provide an achievement bonus, reimbursement, or voucher for training to individuals with approved staff credentials.</p>

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<p>an amount that is at least equal to the amount appropriated in FY 24.</p>	<p>MSDE shall disseminate information on the availability of the funds to public and private providers and their staff, including that the program will support pre-K teachers and teaching assistants to meet the high quality standards in 1.1.5 by the 2025–26 school year.</p>
<p>Subtask 1.1.6(d): MSDE shall award eligible individuals funds through the Child Care Career and Professional Development Fund in FY 22 and beyond.</p>	<p>Funds shall cover the cost of tuition and fees, textbooks, and eligible coursework expenses in degree programs related to early childhood education.</p> <p>MSDE shall disseminate information on the availability of the funds to public and private providers and their staff, including that the program will support pre-K teachers and teaching assistants to meet the high quality standards in 1.1.5 by the 2027–28 school year.</p> <p>Eligible individuals shall have obtained at least a level 2 in the Child Care Credential Program, documented at least 1 year of experience working with groups of children in an approved setting, been accepted for enrollment in at least one course at a postsecondary institution for credit toward a degree in early childhood or a related field, and are committed to work in an approved child care setting for at least 20 hours per week for a period of time determined by the Office of Early Childhood after completing the required coursework.</p> <p>An award recipient shall repay the Office of Early Childhood funds received if they do not perform the required service obligation, except in the case of extenuating circumstances.</p> <p>Awards shall be prioritized to applicants who have not completed any college courses for credit from an accredited</p>

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	college or university and an applicant who attends or has been accepted by an accredited college or university that offers native language or bilingual coursework in early childhood education or a related field.
<p>NEW TASK: On or before 7/1/25, MSDE shall establish an early childhood educator career ladder for teachers and teacher assistants employed by eligible private providers.</p>	
<p>NEW SUBTASK: The early childhood educator career ladder shall adequately compensate early childhood educators for their work; provide early childhood educators with the opportunity to identify and work with pre-K teachers and teaching assistants; provide early childhood educators the opportunity to develop their skills and knowledge by participating in job-embedded professional development; and compensate early childhood educators at greater rates as they advance to the next level of the career ladder.</p>	<p>The early childhood educator career ladder is intended to transform early childhood education teaching into a high-status profession in the State; attract high-performing students to pursue the high-status early childhood education teaching profession; and retain high-quality early childhood education teachers who gain additional responsibility, authority, status, and compensation as they gain additional expertise.</p>
<p>NEW SUBTASK: Level one of the early childhood educator career ladder is an early childhood teaching assistant.</p>	<p>In addition to holding a high school diploma, on or before 7/1/27, eligible early childhood teaching assistants shall:</p> <ul style="list-style-type: none"> • earn and maintain a CDA with a preschool designation; • hold an associate degree in early childhood education or child development; or • on 7/1/24, have documented experience of actively providing services in early childhood education for a minimum of 15 years for at least 20 hours per week and 180 days per year.
<p>NEW SUBTASK: Level two of the early childhood educator career ladder is a pre-K lead teacher</p>	<p>Eligible pre-K lead teachers shall:</p> <ul style="list-style-type: none"> • hold at least a bachelor's degree in early childhood education, child development, or a related field from an institution of higher education (IHE) accredited by an

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institutional accrediting association recognized by the U.S. Department of Education;

- hold at least a bachelor's degree in early childhood education, child development, or a related field from an institution of higher education in another country that is verified as comparable to a bachelor's degree granted by an accredited IHE in the United States;
- hold a bachelor's degree in a field unrelated to early childhood education from an IHE accredited by an institutional accrediting association approved by the U.S. Department of Education; or
- on 7/1/24, have documented experience of actively providing services in early childhood education for a minimum of 10 years for at least 20 hours per week and 180 days per year.

Educators who hold at least a bachelor's degree in early childhood education, child development, or a related field from an institution of higher education accredited by an institutional accrediting association recognized by the U.S. Department of Education and achieve a minimum score on the Classroom Assessment Scoring System (CLASS) assessment as set by MSDE may qualify as a pre-K lead teacher.

On or before 7/1/30, a pre-K lead teacher who qualifies for the position based on documented experience of actively providing services in early childhood education shall earn an associate degree in early childhood education. Teachers from level three of the career ladder shall mentor and provide professional support to a pre-K lead teacher to ensure that they earn a degree within this timeline.

To maintain status as a pre-K lead teacher, a lead teacher shall

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	<p>annually complete at least 20 working hours of professional learning and development in early childhood instruction; developmentally appropriate practice; and any other professional skill areas MSDE determines are valuable.</p>
<p>NEW SUBTASK: Level three of the early childhood educator career ladder is an early childhood consulting teacher</p>	<p>Eligible early childhood consulting teachers shall:</p> <ul style="list-style-type: none"> • be a pre-K lead teacher in good standing; • hold early childhood education certification or be pursuing certification beginning in the 2027-28 school year; • be able to lead other early childhood educators in an effective and disciplined way to improve the curriculum and instruction of pre-K students; • demonstrate the skills and knowledge to mentor early childhood assistant teachers and new pre-K lead teachers, including by helping them to meet the educational and certification qualifications necessary to qualify for and maintain status on the career ladder; and • supervise and support pre-K lead teachers, if practicable through pre-K provider hubs, in one or more sites in order to improve developmentally appropriate instructional practices for pre-K students.
<p>Task 1.2.1: Administer an unbiased Kindergarten Readiness Assessment to all incoming kindergarten students</p>	
<p>Subtask 1.2.1(b): The assessment shall be completed on or before October 10 with the aggregate results returned within 45 days after administration of the assessment.</p>	<p>During the 2024-25 school year, LEAs may administer the KRA to all kindergarten students after October 10, and the results may be made available more than 45 days after administration of the assessment.</p> <p>LEAs are encouraged to administer a portion of the assessment to students in the county during the summer months before kindergarten begins and may administer the remaining portion</p>

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	during the school year.
Task 1.3.1: Create 30 new Family Support (Patty) Centers by FY 29	
Subtask 1.3.1(c): The State shall provide funding for three additional Patty Centers per year between FY 22-29.	<p>The Governor shall appropriate \$330,000 for each additional Patty Center.</p> <p>Funds allocated to the Patty Center Program may be used for planning and development of a Patty Center in the first year of a multi-year funding award.</p>
Task 1.3.2: Create 135 new Judy Centers by FY 30	
Subtask 1.3.2(a): The State shall create 9 additional Judy Centers per year between FY 21-25 and 18 additional centers per year between FY 26-30.	<p>The Governor shall appropriate \$330,000 for each additional Judy Center.</p> <p>Funds allocated to the Judy Center Program may be used for planning and development of a Judy Center in the first year of a multi-year funding award.</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>

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Pillar Two: High Quality and Diverse Teachers and School Leaders

<p>NEW TASK: Establish the Teacher Development and Retention Program to incentivize students to pursue a career in the teaching profession.</p>	
<p>NEW SUBTASK: The Teacher Development and Retention Program provides support to eligible individuals who ultimately pledge to fulfill a service obligation as a teacher employed full-time in a high-needs school, grade level, or content area in the State in which there is a shortage of teachers, as identified by MSDE.</p>	<p>The program shall offer eligible individuals a one-time stipend for participation in an experiential learning opportunity in a classroom and concluding by placing those individuals in high-needs schools, grade levels, or content areas.</p> <p>The Maryland Higher Education Commission shall administer the Teacher Development and Retention Fund to provide support to recipients under the Teacher Development and Retention Program. The Fund may be used for the Program's administrative purposes.</p>
<p>NEW SUBTASK: The Office for Student Financial Assistance shall establish eligibility criteria for the Program.</p>	<p>Eligibility criteria shall include requirements for an applicant to:</p> <ul style="list-style-type: none"> • Be enrolled in the first or second year at an institution of initial eligibility (either an institution of higher education in the State where at least 40% of the attendees receive federal Pell Grants or a community college); and • before receiving an educator internship stipend, pledge to fulfill a service obligation as a teacher employed full-time in a high-needs school, grade level, or content area in which there is a shortage of teachers, as identified by MSDE, for a minimum of 2 years.
<p>NEW SUBTASK: In each school year from the 2024-25 through 2026-2027 school years, a recipient who is selected for support under the Program shall receive an initial stipend to support the recipient's participation in an experiential in a public school or</p>	<p>The experiential learning opportunity shall occur within the first or second year of the recipient's enrollment in an institution of initial eligibility and contribute to the education of the students in the classroom in which the recipient participates.</p>

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<p>publicly funded pre-K classroom and nurture a passion in them for becoming a teacher.</p>	<p>The Office shall determine the amount of initial stipends awarded.</p>
<p>In each school year from the 2027-2028 through 2029-2030 school years, a recipient shall be eligible for an internship stipend if they are:</p> <ul style="list-style-type: none"> • currently enrolled in course of study at a teacher preparation program at an institution of higher education in the State that leads to a Maryland professional teacher's certificate; • is currently engaged in an internship or a practicum providing direct experience working with students in a public school or publicly funded pre-K program as part of the recipient's course of study; • continues to make satisfactory progress toward a degree and maintain the standards of the institution; and • pledges to fulfill a service obligation for 2 years as a teacher employed full-time in a high-needs school, grade level, or content area in which there is a shortage of teachers, as identified by MSDE. 	
<p>NEW SUBTASK: On or before 7/1/2029, the Commission shall conduct an evaluation of the Program's effectiveness in attracting new teachers to the progression.</p>	<p>On or before 1/1/2030, the Commission shall report the evaluation's results to the Governor and General Assembly.</p>
<p>Task 2.2.3: Beginning 7/1/2025, to achieve initial teacher certification, graduates from approved or alternative teacher preparation programs must either pass a nationally recognized, portfolio-based assessment of teaching ability or complete an LEA's teacher induction program.</p>	
<p>Subtask 2.2.3(a): Maryland State Board of Education and PSTEB, in consultation with AIB, shall adopt regulations that require teacher candidates to pass a portfolio-based</p>	<p>The induction program shall be developed by an LEA either independently or collaboratively with other LEAs.</p>

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<p>assessment of teaching ability or complete an LEA's teacher induction program for initial licensure beginning 7/1/25.</p>	<p>To meet the certification requirements, eligible LEA induction programs shall last either three years or the duration a teacher may hold a conditional certification, whichever is less.</p> <p>LEAs shall submit a plan for proposed induction programs to MSDE and the AIB.</p> <p>Induction programs shall include a locally developed portfolio component aligned with the Interstate Teacher Assessment and Support Consortium Standards, and traditional or alternative teacher preparation programs may use the locally developed portfolio component to meet a portion of coursework requirements of the program.</p>
<p>Task 2.2.4: Beginning 7/1/25, in order to qualify for initial teacher certification, in addition to passing required subject-specific assessments and either passing a portfolio assessment of teaching ability or completing an induction program, teacher candidates must:</p> <ul style="list-style-type: none"> • pass a basic literacy skills assessment approved by MSDE; • hold a degree from a regionally accredited institution with a minimum cumulative GPA of 3.0 or its equivalent; or • provide satisfactory documentation of effective evaluations from an LEA for three years. 	
<p>Subtask 2.2.4(a): MSDE shall determine whether the basic literacy skills test required for initial teacher certification is sufficiently rigorous.</p>	<p>If MSDE determines the basic literacy skills test is insufficient, MSDE shall develop a new literacy examination of sufficient rigor.</p>
<p>Task 2.2.5: Require teacher candidates who graduated from an out-of-state institution or who hold out-of-state certification to pass a nationally recognized portfolio assessment of teaching ability, hold an active National Board Certification, or complete a comprehensive induction program.</p>	
<p>NEW TASK: Implement the Grow Your Own (GYO) Educators Grant Program for conditionally certified and noncertified education support professionals to become certified teachers.</p>	
<p>NEW SUBTASK: A Grow Your Own (GYO) Educators Grant</p>	<p>MSDE shall administer the Grow Your Own Educators Grant</p>

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<p>Program shall provide support to eligible individuals who are interested in pursuing a career in the teaching profession and ultimately pledge to fulfill a service obligation as a teacher employed full-time in a high-needs school, grade level, or content area in the State in which there is a shortage of teachers, as identified by MSDE.</p>	<p>Program.</p> <p>To be eligible for the GYO Program, a teacher candidate applicant shall both:</p> <ul style="list-style-type: none"> • be employed as a noncertified education support professional or provisional teacher by a participating LEA on the effective date of the Program; • and meet the educational requirements determined by a collaborative of at least one LEA, at least one employee organization representing employees of an LEA, and at least one IHE with a teacher preparation program approved by MSDE. <p>No more than one quarter of the GYO Grant Program funds used to support teaching candidate applicants may be used to support teacher candidate applicants who are conditional teachers.</p>
<p>NEW SUBTASK: A collaborative of at least one LEA, at least one employee organization representing employees of an LEA, and at least one IHE with a teacher preparation program approved by MSDE shall develop and submit to MSDE a plan to implement the GYO Educator Grant Program, estimates related to participation, and the total cost of the teacher cohort.</p>	<p>The plan to implement the GYO Educator Grant Program shall describe how the collaborative will select:</p> <ul style="list-style-type: none"> • at least one content area in the LEA in which there is a shortage of teachers, as identified by MSDE; at least one teacher preparation program at an IHE that satisfies the training requirements for teacher candidates; and • designate an individual from a collaborative to assist teacher candidates and provide GYO Educator Grant Program guidance. <p>The collaborative shall submit an estimate of the numbers of teacher applicants likely to complete the program who are noncertificated education support professionals, teacher applicants likely to complete the program who are provisional</p>

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	<p>teachers, and mentor teachers necessary to support teacher candidates in the Program.</p> <p>The collaborative shall submit evidence of a written billing agreement with an IHE that includes the total cost to the collaborative for the cohort of teacher candidates, prorated tuition cost the collaborative shall pay the IHE if a candidate does not complete the program, and a provision that not teacher candidate shall be required to pay tuition, books, or fees as part of the teacher candidate’s course of study.</p>
<p>NEW SUBTASK: A collaborative of at least one LEA, at least one employee organization representing employees of an LEA, and at least one IHE with a teacher preparation program approved by MSDE shall develop and submit to MSDE an outreach plan to recruit teacher candidates and mentor teachers.</p>	<p>The outreach plan shall:</p> <ul style="list-style-type: none"> • prioritize candidates and mentor teachers with linguistic diversity and from racial and ethnic groups historically underrepresented in the teaching profession; • estimate program expenses by category and keep expenses related to conditional teachers at or below one quarter of total expenses; and • identify at least one source of long-term funding for the program, including the process and timeline for obtaining long-term funding. <p>The plan shall also include any other materials required by MSDE.</p>
<p>NEW SUBTASK: MSDE shall award a grant to an LEA that is part of a collaborative for LEA employees to complete a teacher preparation program at an IHE.</p>	<p>MSDE shall award a grant for tuition, books, and fees for teacher candidates; stipends for mentor teachers; and costs associated with the Grant Program’s administration.</p> <p>MSDE shall take necessary steps to ensure that no more than 25% of expenses awarded in the grant go to supporting provisional teacher participants in the Grant Program.</p>

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	MSDE, in collaboration with the Maryland Department of Labor, shall provide requested technical assistance to a collaborative in obtaining State, federal, or other funding for the Grant Program's operation.
NEW SUBTASK: A teacher candidate shall be compensated a rate of pay and offered benefits that are at least equal to the rate of pay received by and offered to a noncertified education support professional or conduction teacher of the equivalent classification and tenure in the LEA provided in the collective bargaining agreement.	
NEW SUBTASK: A collaborative shall provide each teacher candidate a mentor teacher for the program's duration.	A teacher candidate may not serve as a teacher of record or a substitute teacher for any teacher other than the mentor teacher assigned to the teacher candidate.
NEW SUBTASK: An LEA and an employee organization that represents the teacher candidates shall negotiate a gradual release model that allows teacher candidates to focus primarily on internship and practicum requirements.	
NEW SUBTASK: A teacher candidate shall perform a service obligation to teach full-time in the State in a public school or a public pre-K program in a high-needs school or in a grade level or content area in which there is a shortage of qualified educators, as identified by MSDE, for a minimum of two years.	
NEW SUBTASK: MSDE shall annually collect and publish data on teacher candidates participating in the Program on its website.	MSDE shall publish: <ul style="list-style-type: none"> • data on teacher candidate race, gender, and linguistic status; • data on teacher candidate status and retention; • spending by category;

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	<ul style="list-style-type: none"> • a summary of teacher candidate recruitment methods; and • if applicable, the hiring status and retention data of Program graduates. <p>In reporting this data, MSDE shall make reasonable efforts to anonymize the data to protect the privacy of teacher candidates.</p>
<p>Task 2.3.1: MSDE, in collaboration with AIB, shall provide a school leadership training program.</p>	
<p>Subtask 2.3.1(a): The State Superintendent of Maryland Public Schools; a local superintendent; and the chair and vice chair of the State Board, a county board, and the Accountability and Implementation Board shall complete the school leadership training program.</p>	<p>The following individuals shall complete the school leadership training program:</p> <ul style="list-style-type: none"> • the State Superintendent of Maryland Public Schools; • a local superintendent; and • the chair and vice chair of the State Board, a county board, and the Accountability and Implementation Board. <p>Senior instruction-related staff, school principals, and other members of the Accountability and Implementation Board, State Board, and county boards are encouraged to complete the school leadership training program to the extent practicable.</p> <p>The training program shall be:</p> <ul style="list-style-type: none"> • for a duration of 12 months; • cohort-based to encourage collaboration and shared learning, including through regional gatherings of education leaders and other meetings when appropriate; • to the extent practicable, job-embedded to allow for application of knowledge and techniques; • tailored to program participants using self-diagnostics and school-level diagnostics; • evidence-based in accordance with the guidelines for the federal Every Student Succeeds Act; and

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- provided through both in-person and virtual sessions; and
- include training on the Blueprint for Maryland's Future.

The training program shall include:

- a review of education in the United States relative to countries with top performing education systems and the implications of high performance for students, the economic security of the United States, and quality of life;
- a model for strategic thinking that will assist education leaders to transform districts and redesign schools under their leadership;
- training to provide a working knowledge of research on how students learn and the implications for instructional redesign, curriculum plans, and professional learning;
- a research-based model for coaching school leaders and instructional coaches;
- a review of research regarding:
 - the benefits to students from access to high-quality and diverse teachers;
 - methods to attract highly-qualified teachers from diverse backgrounds who reflect the demographics of the students they teach; and
 - best practices for teacher retention, including retention of teachers from diverse backgrounds;
- lessons in transformational leadership;
- a method for organizing schools to achieve high performance, including:
 - building instructional leadership teams;
 - implementing career ladders for teachers;
 - overseeing teacher induction and mentoring systems; and

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	<ul style="list-style-type: none"> ○ identifying, recruiting, and retaining high-quality and diverse school leaders; ● training to provide a deep understanding of standards-aligned instructional systems; ● an overview of ethical leadership directly tied to the educational leaders' responsibility to drive equitable learning in their schools; and ● a review of research regarding methods to attract and retain an inclusive workforce.
<p>Task 2.4.1: LEAs and MSDE shall implement a new program to support and encourage teachers to obtain and maintain National Board Certification (NBC), particularly teachers from underrepresented populations</p>	
<p>NEW SUBTASK: Teachers and nonclassroom teachers pursuing NBC shall be reimbursed for fees associated with the initial completion and renewal of NBC.</p>	<p>“Nonclassroom teacher” refers to a position in a school for which, if the individual earns NBC, the individual is eligible to join the career ladder, including administrators, assistant principals, instructional specialists, and principals.</p> <p>Each teacher or nonclassroom teacher who pursues NBC shall receive an amount equal to the National Board for Professional Teaching Standards (NBPTS) fees associated with the initial completion and renewal of NBC from the State.</p> <p>A teacher or nonclassroom teacher who does not complete all the requirements for assessment by NBPTS shall reimburse the State the full amount of funds they received (this does not apply to teachers who complete all NBC requirements, but do not receive NBC).</p> <p>Each county shall pay to the State one-third of the cost for each teacher or a nonclassroom teacher who receives funds to pursue NBC. The State shall reimburse the county funds received from a teacher or nonclassroom teacher who did not</p>

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complete all requirements for assessment by NBPTS.

Each teacher and nonclassroom teacher may only receive payment for one retake of each assessment on the National Board for Professional Teaching Standards.

TASK 2.4.4: LEAs shall implement non-instructional time requirements for classroom teachers, including collaborative time to improve teacher practice and identify struggling students, develop curriculum and instructional materials, and facilitate 1:1 and small-group tutoring sessions, among other activities, to be phased in over an 8-year period beginning in FY 26 as specified by a county board on approval of the State Board. The collaborative time per pupil amount multiplied by the enrollment count in each county shall be distributed to and expended by schools in each county in accordance with Title 6, Subtitle 10 of this article and the county's collaborative time implementation plan approved by the Accountability and Implementation Board.

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Pillar Three: College and Career Readiness

Task 3.3.2: Each high school offers post-CCR pathways to all CCR students in grades 11 and 12 to earn early college credits and career and technical education (CTE) credentials at no cost to the student or the student’s parents, including the cost of any fees, starting in FY 24.

Subtask 3.3.2(d): LEAs shall offer CCR students the opportunity to earn college credits toward a degree (at least 60 credits) at no cost to the student through an early college or dual enrollment program at a student’s high school and an institution of higher education.

To maximize the number of students who can earn the maximum number of dual enrollment credits consistent with the phased increase in funding, the State Board of Education and the Accountability and Implementation Board may limit the number and types of courses that a dually enrolled student may enroll in during the school year at the institution of higher education as part of the post-CCR pathway for FY 25-27.

AIB and MSDE shall provide guidance on which students are eligible to dually enroll at no cost to students and families.

AIB and MSDE shall provide guidance on which costs are covered for students dually enrolled in postsecondary courses.

LEAs shall leverage local community college programming as much as possible in early college and dual enrollment programs.

Task 3.4.2: 45% of high school students shall earn an industry-recognized credential

Subtask 3.4.2(a): By 6/1/24, CTE Committee shall establish for each school year between 2023-24 and the 2030-31 school years, inclusive, statewide goals that reach 45% by the 2030-31 school year for the percentage of high school students who, prior to graduation, complete the high school level of a registered apprenticeship or another industry-recognized

To the extent practicable, CTE Committee shall ensure that the largest number of students achieve the requirement of this subsection by completing a high school level of a registered apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor.

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occupational credential.	After the statewide annual goals are established, AIB in collaboration with CTE Committee and MSDE may develop specific LEA goals to reach the statewide 45% goal by 2031.
Subtask 3.4.2(b): CTE Committee shall report to the Governor, General Assembly, and AIB on the progress toward attaining annual goals toward reaching 45% of high school students completing the high school level of a registered apprenticeship or another industry-recognized occupational credential, by 12/1 beginning FY 25.	CTE Committee in collaboration with AIB shall determine which credentials will count toward the 45% goal.
Task 3.4.4: LEAs offer a robust set of CTE programs that allow students to earn an industry-recognized credential or postsecondary certificate, including completing the high school level of a registered apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor.	
Subtask 3.4.4(b): CTE Committee shall monitor the progress of CTE in the State, including progress on implementing the CTE goals identified in the Blueprint, and share information on career and technical education with AIB starting in FY 23.	<p>CTE Committee shall perform any other duties assigned by the Governor’s Workforce Development Board.</p> <p>CTE Committee may contract with a public or private entity to research and analyze the provision of CTE to students.</p> <p>CTE Committee may create advisory structures necessary to ensure essential input from educators, parents, unions, employers, apprenticeship sponsors, community organizers, local workforce boards, and other key stakeholders.</p> <p>CTE Committee may adopt any regulations necessary to carry out its duties and administer CTE in the State.</p> <p>CTE Committee may make grants to innovative programs developed by public schools, postsecondary institutions, apprenticeship sponsors, nonprofits, and other individuals</p>

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	<p>that further the Committee’s purpose.</p> <p>MLDSC, MSDE, and other State agencies shall share relevant data on CTE progress with the CTE Committee.</p> <p>CTE Committee may request information from LEAs regarding CTE program implementation as needed.</p> <p>CTE Committee may review local implementation plan submissions for information related to CTE program implementation as needed.</p>
<p>NEW SUBTASK: Public high schools shall inform students of available employment and skills training opportunities through:</p> <ul style="list-style-type: none"> ● apprenticeship sponsors registered with the Division of Workforce Development and Adult Learning; ● employers registered with the Maryland Department of Labor or local workforce development boards; and ● schools licensed by MHEC that provide training, retraining, or enhancement in employment skills. 	<p>Each public high school shall highlight opportunities in high-skilled careers that do not require completion of a college degree and are in high demand in the State.</p> <p>Each county board shall assist public high schools in informing students of available employment and skills training opportunities.</p>

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Pillar Four: More Resources to Ensure All Students are Successful

<p>NEW TASK: On or before 10/1/2025, the Governor’s Office for Children shall submit a report on neighborhood indicators of poverty to the General Assembly, the Accountability and Implementation Board, and the State Department of Education.</p>	
<p>NEW SUBTASK: The report shall include an analysis of different methods used to calculate indicators of poverty in order to determine eligibility for the compensatory education program and eligibility under the Concentration of Poverty School Grant Program.</p>	<p>In completing the report, the Office shall:</p> <ul style="list-style-type: none"> • evaluate the American Community Survey Data available across geographic areas in the Small Income and Poverty Estimates Program to provide school district poverty estimates; • evaluate the Area Deprivation Index developed by the University of Wisconsin-Madison to rank neighborhoods by socioeconomic status disadvantage; • analyze how other states approach measuring poverty; • analyze how other states calculate eligibility for state programs for school districts that participate in the federal Community Eligibility Provision; and • consult with each local school system for input.
<p>NEW SUBTASK: Any State agency, including MSDE and MLDCS, shall share any data needed by the Office for Children to complete the report.</p>	
<p>NEW SUBTASK: On or before 12/1/2025, the AIB, in consultation with the Department of Legislative Services and the Department of Budget and Management, shall submit a methodological recommendation based on the Office for Children’s report to the General Assembly.</p>	<p>The recommendation submitted to the General Assembly shall include whether there should be an updated methodology for calculating eligibility for compensatory grants, and if so, an updated methodology for calculating the compensatory education formula.</p>
<p>NEW TASK: The Office for Children shall establish the Engaging Neighborhoods, Organizations, Unions, Governments, and Households (ENOUGH) Grant Program designed to advanced place-based strategies targeting child poverty</p>	

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<p>NEW SUBTASK: The purpose of ENOUGH grants is to:</p> <ul style="list-style-type: none"> • increase community health and safety; • provide “cradle to career” access to high-quality education and care; • connect residents to quality jobs and in-demand occupations; • enable family-sustaining income and access to affordable high-quality housing, child care, and health care, including reproductive, maternal, behavioral, and mental health care; • provide high-quality support for children with disabilities, child welfare, and justice-involved youth and young adults; • connect individuals to State programs; and • leverage federal, local, and private funding for the eligible neighborhood. 	<p>For FY 2026, the Governor shall include in the annual budget bill an appropriation of at least \$15,000,000 to the ENOUGH Grant Fund to support ENOUGH grants made by the Office.</p>
<p>NEW SUBTASK: The Office shall annually identify and communicate to each local government eligible neighborhoods for the ENOUGH program.</p>	<p>“Eligible neighborhood” means a neighborhood that includes census tracts with more than 30% of children living in poverty and is served by, as defined by the Office, a community school with a concentration of poverty level as defined in § 5–223 of the Education Article, of: (1) in Fiscal Year 2025 and 2026, at least 80%; (2) in Fiscal Year 2027 through Fiscal Year 2029, at least 75%; (3) in Fiscal Year 2030, at least 60%; and (4) in Fiscal Year 2031 and each fiscal year thereafter, at least 55%.</p> <p>The Office may determine that because of the close proximity of eligible neighborhoods and their similarities in residents and needs that a regional neighborhood would maximize resources for the neighborhood.</p> <p>A regional neighborhood may not receive less funding under the Program because of the coordination of multiple eligible</p>

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	neighborhoods.
<p>NEW SUBTASK: The Office shall engage with the community in an eligible neighborhood, seek input from residents, and approve a lead partner for the neighborhood.</p>	<p>A lead partner may be a:</p> <ul style="list-style-type: none"> ● local management board; ● local governmental entity; ● community action agency; ● local community organization; or ● nonprofit organization. <p>The Office shall establish qualifications, standards, and processes for determining the lead partner for the neighborhood.</p> <p>The Office may assign staff or provide technical assistance to assist the neighborhood.</p> <p>The lead partner shall coordinate all aspects of the ENOUGH program for the neighborhood and any other responsibilities defined by the Office for Children.</p>
<p>NEW SUBTASK: Subject to the availability of funds, each lead partner shall receive a grant from the Office to complete a needs assessment for the eligible neighborhood.</p>	<p>Each needs assessment shall include:</p> <ul style="list-style-type: none"> ● an assessment of the physical, behavioral, mental health, education, housing, economic, and safety needs of the community; ● an immediate plan to achieve the purpose of the Program, if applicable to the eligible neighborhood; ● a long-term plan, including goals, for the eligible neighborhood; ● a description of where State funding is being requested to be spent in the eligible neighborhood; and ● any additional standards required by the Office. <p>The Office shall establish the standards and policies for developing a needs assessment for each eligible neighborhood,</p>

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	<p>including opportunity for engagement and input by members of the neighborhood’s community, local management board input and assistance, and deadlines and review processes.</p> <p>The needs assessment shall supplement and not conflict with the needs assessment completed for the community school served by the eligible neighborhood.</p> <p>In completing the needs assessment, the lead partner shall coordinate with the local community school, a community based organization, and the local government. They may also coordinate with:</p> <ul style="list-style-type: none"> ● local community organizations; ● union or worker organizations; ● anchor institutions, including local health care organizations, institutions of higher education, workforce investment boards, or local care management teams; ● local law enforcement agencies; or ● faith-based organizations. <p>If an eligible neighborhood has completed a recent assessment similar to the needs assessment required under this section, the Office may require the eligible neighborhood to only submit an abbreviated needs assessment that addresses the requirements of this section.</p> <p>At the request of the lead partner, the Office may assist the lead partner to complete a needs assessment.</p> <p>The lead partner shall submit the needs assessment to the Office for approval. If approved, the Office shall provide a neighborhood implementation grant, in an amount determined by the Office, to the lead partner who has met standards</p>
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	established by the Office, to complete the items in the eligible neighborhood's needs assessment.
NEW SUBTASK: Beginning in FY 2025 and in each fiscal year thereafter, the Office shall prepare an annual report of the ENOUGH Grant Program that includes accounting of financial receipts and expenditures and progress and outcome metrics as defined by the Office.	
NEW SUBTASK: On or before 6/1/2027, the Office shall conduct an evaluation of the ENOUGH Grant Program and report its findings to the Governor and the Senate Committee on Education, Energy, and the Environment, the House Appropriations Committee, and Health and Government Operations Committee, and the Joint Committee on Children, Youth, and Families.	The report shall include an analysis of: <ul style="list-style-type: none"> the progress made in jurisdictions receiving ENOUGH grants based on the outcome metrics produced by the grant recipients; the impact of program activities with respect to reducing the number of children living in poverty; and policy changes enacted at the State and local levels designed to enable better coordination and efficiency.
Task 4.4.2: Community school coordinators shall establish a community school and conduct a school-level needs assessment in partnership with local entities/agencies	
Subtask 4.4.2(b): Community school coordinators shall establish a community school and coordinate support programs that address out-of-school learning barriers for students and families.	MSDE shall create a socially just and equitable framework for community school implementation rooted in research and evidenced-based practices from other states, including practices focused on family and community engagement, school climate and culture, and student mobility. Support programs shall include wraparound services and, as appropriate: <ul style="list-style-type: none"> tutoring; English language learner courses; early childhood development and parenting classes; college and career advising;

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	<ul style="list-style-type: none"> ● employment opportunities; ● citizenship education; ● arts programming; ● food pantries; ● rental assistance; and ● school-based behavioral and physical health services, including occupational therapy. <p>The community school framework shall include interagency collaboration to coordinate the wraparound services that families need.</p>
<p>Subtask 4.4.2(c): In conducting the needs assessment, the community school coordinator shall assess the physical, behavioral, mental, social, and emotional health needs and wraparound service needs of students, their families, and communities.</p>	<p>The MSDE Director of Community Schools shall create a common needs assessment tool that each community school coordinator shall use in order to complete the required needs assessment.</p> <p>The Director of Community Schools shall consult with local school systems and members of the community schools' leadership teams in order to determine the correct content to include in the common needs assessment tool.</p> <p>The community school coordinator shall collaborate with the principal, a school health care practitioner, a parent teacher organization, and members of the community schools' leadership teams to complete the needs assessment.</p>
<p>Subtask 4.4.2(d): The community school coordinator shall submit the needs assessment within one year of receiving a personnel grant to MSDE and the LEA.</p>	<p>Completed community school needs assessments shall be published online.</p> <p>MSDE shall aggregate needs assessments to identify trends in their results that are shared publicly and that will be used to inform supports for community schools, including professional</p>

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	<p>development for community school coordinators.</p> <p>MSDE shall share needs assessments with AIB within one month of their submission date.</p>
<p>*NEW TASK: Community school coordinators of an eligible school shall submit an annual evaluation related to use of funds and services provided for the immediately preceding school year to MSDE and the AIB on or before 8/15 starting in FY 26.</p>	
<p>*NEW SUBTASK: The Director of Community Schools shall develop an evaluation form to be used by community school coordinators.</p>	<p>The evaluation form shall require reporting on:</p> <ul style="list-style-type: none"> ● how Concentration of Poverty Grant funds were allocated at the beginning of the school year compared to how they were actually used; ● the number of students identified as needing wraparound services; ● the numbers of students and families provided with wraparound services, categorized by the type of services; ● the number of families, organizations, and community members who volunteered at the eligible school; ● the rates of chronic absenteeism and student disciplinary action; and ● strategies for reducing the rate of chronic absenteeism. <p>MSDE and AIB shall make each evaluation publicly available.</p>
<p>*NEW SUBTASK: MSDE and AIB shall jointly submit a report to the General Assembly on or before 12/1/24 on possible methods for ensuring Concentration of Poverty Grant funds are used appropriately and effectively.</p>	
<p>Task 4.4.3: Community school coordinators complete and submit an implementation plan with their LEA's approval to MSDE within one year of completion of the needs assessment.</p>	

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<p>Subtask 4.4.3(a): Community school coordinators shall submit their plan to MSDE once it has been approved by the LEA.</p>	<p>The implementation plan shall include:</p> <ul style="list-style-type: none"> • a strategy for providing wraparound services to address the needs of students, their families, and their communities, building on and strengthening community resources near the school; • inclusion, if possible and practicable, of community partners in geographic proximity to the school that can assist in meeting the needs identified in the assessment; • ensure that time is made available to train staff on the supports available, the need for the supports, and how to engage with the community schools coordinator to access these supports; and • strategies to maximize external non-State or non-local education funding. <p>MSDE shall develop criteria that they will use to review all community school implementation plans.</p> <p>MSDE may provide comments to the community school coordinator on the implementation plan.</p>
<p>NEW SUBTASK: A community school coordinator shall review the implementation plan at least once every three years to determine whether the community school is meeting students' needs.</p>	<p>A community school coordinator shall alter the implementation plan, using the common needs assessment tool, and the provision of wraparound services to address changes in students' needs.</p> <p>An updated implementation plan shall be submitted to the local school system for approval.</p> <p>After an updated implementation plan is approved, it shall be submitted to MSDE for review, and MSDE may provide comments to the community school coordinator on the updated implementation plan.</p>

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NEW TASK: The Department of Housing and Community Development, in consultation with MSDE, shall administer the Rental Assistance for Community School Families Program to provide rental assistance to eligible student households at community schools	
NEW SUBTASK: The Department of Housing and Community Development shall administer the Rental Assistance for Community School Families Fund.	<p>The fund may be used only to provide rental assistance in accordance with the Program and cover the costs of the Department of Housing and Community Development to administer the fund.</p> <p>The Governor may include an appropriation of \$10,000,000 for the fund in the annual budget bill.</p>
<p>NEW SUBTASK: To be eligible for rental assistance, a community school student must both be:</p> <ul style="list-style-type: none"> enrolled in a community school that receives funding through Concentration of Poverty Grants; and from a household that is housed in a rental property, where at least one household member is at risk of homelessness or housing instability as evidenced by past due rent or utility notices, unsafe living conditions, or other evidence determined by the Department of Housing and Community Development, or where at least one member qualifies for assistance under the federal McKinney-Vento Homeless Assistance Act. 	<p>Eligible uses for payments under the Program include:</p> <ul style="list-style-type: none"> rental payments; rental arrears; finances or fees associated with rental payments, including a late fine or fee; utility payments; utility arrears; finances or fees associated with utility payments, including a late fine or fee; or relocation expenses.
NEW SUBTASK: An eligible student's household may receive support from the Program for up to 12 months.	An eligible student's household may receive one 3-month extension of support if the community school student remains eligible following 12 months of support.
Task 4.5.4: Implement the Consortium on Coordinated Community Supports to meet student behavioral health needs starting in FY 23	
Subtask 4.5.4(m): The Governor shall include increasing	The Consortium may use funding to reimburse the National

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amounts in the annual budget bill to the Coordinated Community Supports Partnership Fund between FY 23–FY 26 and remain at \$130,000,000 in FY 26 and thereafter.

Center for School Mental Health and other technical assistance providers, provide grants to coordinated community supports partnerships, and pay any associated administrative costs.

For FY 2025 only, the Fund may be used to provide school-based behavioral health services and reimburse the medical care programs administration for school-based behavioral health services provided on a fee-for-service basis through a Medicaid waiver.

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Pillar Five: Governance and Accountability

Task 5.1.2: AIB reviews and approves/disapproves implementation plans submitted by State agencies/entities (plans subject to periodic updates) from FY 23–32

Subtask 5.1.2(c): Blueprint Implementation Plans shall be submitted to AIB by every State entity that is required to implement the Blueprint by 8/15/24.

The Juvenile Services Education Program Board shall submit their 2024 Blueprint Implementation Plan submission to AIB by 10/1/24.

Implementation plans shall be consistent with the Comprehensive Implementation Plan (including any updates) and describe the goals, objectives, and strategies that will be used to improve student achievement and meet the Blueprint's recommendations for each segment of the student population.

MSDE and MHEC shall submit a joint plan for meeting teacher preparation and training requirements specified under Pillar Two.

MSDE's submission to AIB shall describe its plans for:

- the expansion and coordination of Judy and Patty Centers;
- the selection, assembly, and deployment of Expert Review Teams;
- implementing the teacher career ladder and providing training to State teachers, school leaders, and administrators aligned with the Blueprint;
- providing technical assistance to LEAs in implementing the Blueprint; and
- all other tasks/subtasks assigned to MSDE in the Comprehensive Plan that MSDE is required to implement.

MSDE shall collect and publish data related to the implementation of restorative practices on its website.

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	<p>AIB shall provide MSDE with testimony submitted to AIB related to MSDE’s role and responsibilities.</p> <p>MSDE shall review testimony submitted to AIB related to MSDE’s role in implementing the Blueprint and incorporate it into its implementation plan as appropriate.</p> <p>MHEC’s submission to AIB shall describe its plans to implement the tasks and subtasks assigned to MHEC in the Comprehensive Implementation Plan to support achieving the goals of the Blueprint.</p> <p>CTE Committee shall submit a plan for developing a statewide framework for CTE including rigorous CTE pathways that meets the requirements outlined in Pillar 3 and all tasks and subtasks assigned to CTE Committee in the Comprehensive Implementation Plan to support achieving the goals of the Blueprint.</p> <p>The Consortium for Coordinated Community Supports shall submit a plan for implementing supports for LEAs to address student behavioral health needs and that addresses all tasks and subtasks assigned to it in the Comprehensive Implementation Plan to support achieving the goals of the Blueprint.</p> <p>The Juvenile Services Education Program Board shall submit a plan for implementing the Blueprint’s policies for youth who are placed in a Department of Juvenile Services detention and residential facilities.</p> <p>Other State agencies/entities that are assigned to a task or subtask in the Comprehensive Implementation Plan shall</p>
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	submit a plan to AIB to implement the tasks/subtasks assigned to them to support achieving the goals of the Blueprint.
Task 5.1.3: AIB and MSDE review implementation plans submitted by LEAs; AIB approves/disapproves plans (plans subject to periodic updates) from FY 23–32	
<p>Subtask 5.1.3(e): LEAs shall submit Part I of their 2024 Blueprint Implementation Plan submissions to AIB and MSDE by 3/15/24.</p> <p>LEAs shall submit Part II of their 2024 Blueprint Implementation Plan submissions to AIB and MSDE by 5/1/24.</p>	<p>Implementation plans shall be consistent with the Comprehensive Implementation Plan (including any updates) and describe the goals, objectives, and strategies that will be used to improve student achievement and meet the Blueprint’s recommendations for each segment of the student population.</p> <p>LEAs shall plan for adapting curriculum, instruction, and the organization of the school day to enable more students to achieve CCR by the end of 10th grade, providing students with needed services (such as community-partnered behavioral health services), and identifying students who are falling behind and develop a plan to get them back on track.</p> <p>LEAs shall plan for closing student achievement gaps within the local school system and avoiding the disproportionate placement of students with particular racial, ethnic, linguistic, economic, or disability status characteristics with novice teachers or teachers providing instructions in fields in which they lack expertise.</p> <p>LEAs shall plan for using additional funds for teacher collaborative time prioritized based on availability of a sufficient number of high-quality teachers.</p> <p>LEAs shall include plans on proposed memoranda of understanding for prekindergarten as described in Pillar One. Implementation plans shall be consistent with the developed</p>

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	<p>guidelines and approved criteria as well as concise and focused on measures taken (or to be taken) to implement and achieve the Blueprint's goals. Initial implementation plans shall be responsive to the LEA Template and Criteria for Success jointly developed by MSDE and AIB.</p>
<p>Task 5.1.5: AIB monitors implementation of all Blueprint plans and holds all entities accountable for implementation from FY 23-32</p>	
<p>Subtask 5.1.5(a): For each fiscal year, the governing body of a county and the local school system jointly shall appoint a single implementation coordinator responsible for the implementation of the Blueprint for Maryland's Future by all government units operating in the county.</p>	<p>AIB shall post and regularly update a list of Blueprint implementation coordinators on its website.</p> <p>For each fiscal year, each county board shall provide \$150,000 for the salary and benefits of the implementation coordinator.</p> <p>Funding for the salary and benefits of the implementation coordinator provided by the county board shall be paid by the State and the county in the same proportion as the foundation program.</p>
<p>Task 5.3.1: AIB and MSDE work together to include Maryland in the Program for International Student Assessment (PISA) beginning in 2028.</p>	
<p>Subtask 5.3.1(a): MSDE shall formally request that OECD include Maryland in the next PISA cycle in 2028.</p>	<p>MSDE shall use Maryland PISA results to benchmark Maryland 15-year-old student performance in reading, math, and science to students in top-performing systems around the world.</p> <p>MSDE shall submit documentation to AIB that it has requested that Maryland participate in PISA beginning in the next cycle in 2028 to the appropriate entities, which may include the U.S. Department of Education in addition to OECD and others.</p>

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Task 5.4.2: AIB monitors and analyzes availability and use of Blueprint funding from FY 23–32	
<p>Subtask 5.4.2(f): AIB shall develop an appeal process through which LEAs may request greater flexibility in meeting the minimum school funding requirement for reasons including a significant shift in total enrollment or at-promise enrollment between schools from the prior school year to the current school year.</p>	<p>The AIB and MSDE adopted a joint policy in FY 24 related to the minimum school funding requirement.</p> <p>LEAs may request flexibility in distributing funds through AIB’s appeal process.</p> <p>AIB shall establish an appeal process for LEA flexibility in the allocation of concentration of poverty and special education funding as part of the appeal process for meeting the minimum school funding requirement in FY 25</p>
Task 5.4.5: AIB submits interim report including independent evaluation of Blueprint implementation and achieving expected outcomes to the Governor and General Assembly by 1/15/27	
<p>Subtask 5.4.5(b): The entity with which AIB contracts for the interim independent evaluation shall report its results to AIB on or before 12/1/26.</p>	<p>If the Accountability and Implementation Board does not report that the Blueprint for Maryland’s Future is being implemented as intended and is achieving expected outcomes, then notwithstanding any other provision of law:</p> <ul style="list-style-type: none"> • per pupil increases in major education aid required under the Blueprint law for FY 2028 and each year thereafter shall be limited to the rate of inflation; • any additional funding increases required under the Blueprint law shall be limited to the rate of inflation; and • LEAs are not required to meet the additional requirements that begin in FY 2028 and each fiscal year thereafter. <p>LEAs shall continue to fund the legislative requirements under the Blueprint law in effect prior to FY 2028.</p> <p>If the AIB reports that the Blueprint for Maryland’s Future is not</p>

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	being implemented as intended and is not achieving expected outcomes, the General Assembly shall take immediate action to adjust the formula and policies under the Blueprint law to achieve the goals of the Blueprint for Maryland's Future in order to fulfill the General Assembly's commitment to provide the resources, supports, and funding to fully implement the Blueprint for Maryland's Future.
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Glossary

Community school: a public school that establishes a set of strategic partnerships between the school and other community resources that leverage shared accountability, collaborative leadership, capacity building, and authentic family and community engagement, using a student-centered framework to promote inclusive student achievement, positive learning conditions, and the well-being of students, families, educators, and the community through a variety of engaging practices including the provision of wraparound services.

Wraparound services: a comprehensive, holistic, youth and family-driven approach to providing support programs to address student and family challenges. The Concentration of Poverty School grant program supports wraparound services that encompass extended learning time, including before and after school, weekends, summer school, and an extended school year; safe transportation to and from school and off-site learning opportunities, including apprenticeship programs; visions, hearing, and dental care services; establishing or expanding school-based health center services; additional social workers, mentors, counselors, therapists, psychologists, and restorative practice coaches; enhancing physical wellness, including providing healthy food for in-school and out-of-school time and linkages to community providers; enhancing behavioral health services, including access to mental health practitioners and providing professional development to school staff to provide trauma-informed interventions; providing family and community engagement and supports, including informing partners of academic course offerings, language classes, workforce development training, opportunities for children, and available social services as well as education families on how to monitor a child's learning; establishing and enhancing linkages to Judy Centers and other early education programs that feed into the school; enhancing student enrichment experiences, including educational field trips, partnerships, and programs with museums, arts organizations, and cultural institutions; improving student attendance; improving the learning environment at the school; and any professional development for teachers and school staff to quickly identify students who are in need of these resources.

Prekindergarten provider hub: a coordinated partnership between eligible pre-K providers and other entities established by MSDE.

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