

# DRAFT

## Illustrative Implementation Plan for NCEE Building Blocks

*(Not all program elements represented)*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
<b>BUILDING BLOCK 1: SUPPORTS FOR STUDENTS BEFORE THEY ARRIVE AT SCHOOL</b>										
<b>EXPANDED ACCESS TO EARLY CHILDHOOD EDUCATION AND CARE (ECEC)</b>										
Expand number of slots available in ECEC <sup>1</sup>	●	●	●	●	—→					
Lower eligibility level for subsidies for ECEC and increase amount of subsidy available	—→									
<b>BUILDING BLOCK TWO: MORE RESOURCES FOR STRUGGLING STUDENTS</b>										
<b>WRAP-AROUND PROGRAM ASSISTANCE FOR HIGH-NEEDS SCHOOLS</b>										
Program assistance to schools meeting stated criteria for implementing wrap-around programs	●	●	●	●	—→					
Provide volunteer reading tutors to schools serving high proportions of disadvantaged students	—→									
<b>NEW FORMULA FUNDING PROGRAM</b>										
New formula with new weights instituted at initial level	—→									
<b>DEVELOP SYSTEM FOR MONITORING STUDENT PROGRESS TOWARD NEW QUALIFICATION, INSPECTING SCHOOLS THAT FAIL TO KEEP STUDENTS ON TRAJECTORY FOR NEW QUALIFICATION</b>										
Develop formative evaluation system tied to new frameworks		●								
Develop monitoring system based on formative evaluation system			●							
Institute new monitoring system				●						
Create and trial new statewide school inspection (SWAT team) system					●					
Go statewide with new school inspection (SWAT team) system						—→				
Trial new system for pairing poor performing schools with high performing schools					●					
Institute system for pairing schools statewide						—→				

<sup>1</sup> In years 1-4, bullets indicate that the number of slots increases year by year. The continuous line starting in year 5 indicates that the number of slots holds steady at year 5 levels thereafter. The same symbols used elsewhere indicate the same thing.

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<b>BUILDING BLOCK THREE: INSTRUCTIONAL SYSTEM</b>										
<b>DEVELOP INTEGRATED, POWERFUL INSTRUCTIONAL SYSTEM</b>										
Develop frameworks and course syllabi, in each of the major subjects, based on the results of the empirical study of what is needed to succeed in community college credit-bearing courses.	●————●									
Pilot frameworks and syllabi in diverse and carefully chosen pilot counties to make sure they work across a range of different contexts.			●							
Revise based on the feedback from pilots				●						
Larger pilot					●					
Collect examples of student work that met the standard for subject at each grade or grade span, write and publish explanations of why.					●————●					
Provide technical assistance to school districts, teachers in use of these tools			●————●							
<b>BUILDING BLOCK FOUR: GATEWAYS</b>										
<b>CREATE A NEW QUALIFICATION FOR MARYLAND HIGH SCHOOL STUDENTS THAT WILL CERTIFY THEY ARE READY TO SUCCEED IN THE FIRST-YEAR PROGRAM OF MARYLAND’S COMMUNITY COLLEGES, DESIGN THE SYSTEM SO THAT THE VAST MAJORITY OF STUDENTS CAN GET THIS QUALIFICATION BY THE END OF GRADE 10 AND ALL BUT THE MOST SEVERELY DISABLED CAN GET THIS QUALIFICATION BY THE END OF GRADE 12; QUALIFICATION MUST BE DESIGNED TO GREATLY INCREASE THE PROPORTION OF STUDENTS WHO HAVE EITHER COMPLETED AN ASSOCIATE’S DEGREE PROGRAM OR HAVE SUCCESSFULLY COMPLETED A DEMANDING COLLEGE PREPARATORY OR VOCATIONAL EDUCATION PROGRAM BY THE END OF THEIR HIGH SCHOOL CAREER.</b>										
Establish 2030 as the date by which the new qualification will be fully implemented and all schools will be held accountable for enabling students to gain the qualification as early as possible.	●									
Conduct an empirical study of the levels of mathematics and English literacy needed to succeed in the first year of a typical Maryland open-admissions post-secondary institution.	●									
Establish all the requirements of receiving the new qualification.			●							

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Establish the minimum offerings that a school district must make available to high school juniors and seniors who have received the new qualification: one of AP, IB, Cambridge diploma programs; an associate’s degree program; or a demanding vocational diploma program.			•							
Review and strengthen curriculum supports for students as they proceed through the curriculum framework.						•				
<b>BUILDING BLOCKS FIVE, SIX AND EIGHT: TEACHER AND SCHOOL LEADER QUALITY AND PROFESSIONAL WORK ENVIRONMENTS</b>										
<b>IMPROVE QUALITY OF POOL OF CANDIDATES FOR TEACHER EDUCATION</b>										
Raise standards for admission for teacher education institutions.						•				
Provide incentives for high-achieving high school graduates to choose a career in teaching and teach in schools serving disadvantaged youth.	•									
<b>RAISE STANDARDS FOR BECOMING A TEACHER IN MARYLAND</b>										
Identify new teacher licensure standards and communicate them to programs.			•							
Raise statewide standards for teacher licensure to global benchmarks.						•				
<b>RAISE STANDARDS FOR CONTENT FOR TEACHER EDUCATION IN MARYLAND</b>										
Raise standards for state approval of teacher education programs in Maryland universities and tie those standards to Commission-proposed Maryland system-design features.			•							
<b>STATEWIDE TRAINING PROGRAM (to help educators statewide gain the skills and knowledge needed to understand the new system and make it work)</b>										
Superintendents and central office senior staff	●—————●									
Superintendents and staff implement Action Learning Projects as a result of training		•								
Principals	●—————●									
Teacher leaders on new career ladder				●—————●						
Other teachers, to orient them to the building blocks and the recommendations of the Commission	●—————●									
<b>SCHOOL DISTRICT UNIVERSITY/COLLABORATIVES TO PILOT TEACHER QUALITY SYSTEM</b>										

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Grants to diverse array of consortia		●—————●								
Provide technical assistance to all consortia grantees	●—————●									
<b>CAREER LADDER SYSTEM</b>										
Development	●—————●									
Piloting			●—————●							
Statewide Implementation						●—————●				
Implement career ladder salary structure						●—————▶				
<b>BUILDING BLOCK SEVEN: CAREER AND TECHNICAL EDUCATION</b>										
<b>APPOINT A GROUP OF BUSINESS EXECUTIVES, ECONOMIC DEVELOPMENT OFFICIALS, HIGHER EDUCATION LEADERS AND SCHOOL LEADERS TO CONDUCT A VISIT TO THE COUNTRIES WITH THE MOST EFFECTIVE CAREER AND TECHNICAL EDUCATION SYSTEMS AND REPORT BACK TO THE GOVERNOR, LEGISLATURE AND GOVERNING BOARDS FOR HIGHER EDUCATION AND THE SCHOOLS WITH RECOMMENDATIONS AS TO WHAT MARYLAND NEEDS TO DO TO HAVE AN INTERNATIONALLY COMPETITIVE CAREER AND TECHNICAL EDUCATION SYSTEM</b>										
Appoint group and conduct visits	●									
Submit plan		●								
<b>BUILDING BLOCK NINE: GOVERNANCE SYSTEM</b>										
<b>CREATE STATE BODY TO DEVELOP DETAILED IMPLEMENTATION PLAN FOR NEW SYSTEM</b>										
Statewide body creates plan, monitors implementation and holds agencies accountable for fulfilling obligations under the plan; body sunsets after 10 years	●—————●									
Conduct statewide public information campaign to inform public of work and achievements		●—————▶								
Implement public accountability reporting on implementation of program and program results.		●		●		●		●		●
<b>DESIGN AND IMPLEMENT A NEW ACCOUNTABILITY SYSTEM FOR MARYLAND SCHOOLS BASED ON THE NEW QUALIFICATION</b>										
Release design of new accountability system for public comment		●								
Finalize plan; collect and release data against new accountability system design but without accountability			●							
Institute full accountability for results for schools.										●

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<b>COMMIT MARYLAND TO PARTICIPATE IN THE PISA INTERNATIONAL SURVEY OF STUDENT PERFORMANCE IN ORDER TO DETERMINE HOW MARYLAND STUDENTS COMPARE TO THE STUDENTS WITH THE WORLD'S BEST EDUCATION SYSTEMS AND TO TRACK PROGRESS AGAINST THAT BENCHMARK</b>										
Every three years, starting in year 5					•			•		▶