

# Revised Implementation Timeline for Commission on Innovation and Excellence in Education Policy Recommendations

November 2019

(Not all program elements represented)

Does Not Include Year 0 (FY 20)

Symbols Key:<sup>1</sup>



Planning period



Phase-in period (expand access to and/or funding for the programs, services, or policies described in the recommendation).



The recommendation has reached the target level of implementation, either all at once or at the end of a phase-in period. Continue until a given end date.



The recommendation has reached the target level of implementation, either all at once or at the end of a phase-in period. Continue indefinitely.



Phase-out period (scale back access to and/or funding for the programs, services, or policies described in the recommendation).

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
		FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30
<b>POLICY AREA 1: EARLY CHILDHOOD EDUCATION</b>											
1a.	Expand voluntary pre-K to provide free, full-day slots for four-year-olds below 300% of FPL *	↗	↗	↗	↗	↗	↗	●————→			
1a.	Expand voluntary pre-K to provide full-day slots for four-year-olds between 300-600% of FPL on a sliding scale	●————●						↗	↗	↗	↗
1a.	Expand voluntary pre-K to provide free, full-day slots for three-year-olds below 300% of FPL *	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗
1b.	Increase funding for existing accreditation, credentialing, and other quality improvement programs by 10% each year and add new tuition assistance programs for prospective and current child care professionals	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗
1c.	Administer a racially and culturally unbiased assessment to all kindergarteners for diagnostic purposes, training, curriculum development, and early detection of learning challenges	●————→									

\*Depending on the number of three-year-olds served each year, full phase-in of four-year-olds below 300% of FPL may be delayed.

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1d.	Create 135 new Judy Centers and 30 new Family Support Centers and increase funding for Maryland Infants and Toddlers Program	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	
<b>POLICY AREA 2: HIGH-QUALITY AND DIVERSE TEACHERS AND LEADERS</b>												
2a.	Fund collaboratives (school systems, teacher preparation programs, unions) to develop and implement rigorous teacher preparation programs and practicums; evaluate efforts in final year	●—————●				↘						
2b.	Require all prospective undergraduate teachers to complete 180-day practicum	●—————●				●—————→						
2b.	Require competency-based licensure tests of teacher skill to receive State teaching license	●—————●				●—————→						
2b.	Require more rigorous licensure tests of teacher content knowledge (literacy and subject area tests)	●—————●				●—————→						
2c.	Expand financial supports for highly skilled and diverse candidates to teach in high-need schools (e.g., Maryland Teaching Fellows Scholarship)		↗	↗	↗	↗	●—————→					
2e.	Launch statewide public relations and communications initiative to rebrand teaching as an attractive career and attract diverse candidates	●—————→										
2f.	Raise teacher pay to make it equitable with other highly trained professionals with the same amount of education	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗	
2g.	Implement career ladder for teachers and school leaders with gradual opt-in for existing teachers	●—————●				↗	↗	↗	↗	↗	↗	
2g.	Require all new educators to opt in to teacher career ladder	●—————●				●—————→						
2h.	Train State, local, and school leaders to enable them to implement the recommendations in the Commission’s report	↗	↗	↗	↘	●—————→						

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2i. & 3d.	Increase classroom teachers' and teacher leaders' noninstructional time for collaboration, tutoring, etc. Teachers and leaders should develop and implement approaches for middle and early high school students who are not on track for CCR.										
2i. & 3d.	Design training and train teachers and principals on the teacher career ladder and effective use of collaboration time										
<b>POLICY AREA 3: COLLEGE AND CAREER READINESS PATHWAYS</b>											
3a.	Develop a fully aligned instructional system, including curriculum frameworks, course syllabi, assessments, and clear examples of standard-setting work and formative assessments										
3b.	Conduct research to establish and implement a CCR standard set to global standards (determine requirements for success in the first year of open-entry colleges, establish CCR cut scores based on those requirements on the new State test, benchmark the Maryland CCR standard to global standards, and conduct validation study)										
3c.	Provide Transitional Supplemental Instruction, including tutoring, for all K-third grade students identified as struggling learners										
3e. & 3f.	For students who reach CCR by the end of tenth grade, LEAs to offer access to post-CCR pathways for eleventh and twelfth grade students (percent of students reaching CCR increases each year). Revise high school graduation requirements if necessary to accommodate these pathway options.										
3g.	For students who do not reach CCR by the end of tenth grade, LEAs to develop and provide tailored programs for eleventh and twelfth grade (percent of students not reaching CCR decreases each year) <sup>2</sup>										

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3h. & 3i.	Establish a CTE Committee with dedicated staff, which will monitor and provide annual reports on the performance of the State CTE system, and a Skills Standards Advisory Committee											
3j.	Create a State grant program for LEAs and/or county governments to provide career counseling for middle and high school students on CTE pathway options											
<b>POLICY AREA 4: MORE RESOURCES TO ENSURE ALL STUDENTS ARE SUCCESSFUL</b>												
4a.	Add per pupil concentration of poverty weight in addition to compensatory education weight in schools with at least 55% FRPM (per pupil amount increases on sliding scale from 0% of the amount for schools with 55% FRPM to 100% of the amount for schools with 80% or more FPRM)											
4a.	Provide schools with at least 55% FPRM with funding for a community school coordinator and health services practitioner											
4b.	Train school staff in all schools to recognize mental health issues as well as other issues related to trauma and coordinate access to needed mental health and other services for students											
4b.	Provide State funding for MSDE and LEA behavioral health coordinators											
4b.	Increase and expand school-based health centers											
4c.	Revise funding formula weight for special education students (increase to placeholder weight until new weight determined)											
4d.	Revise funding formula weight for English learner students (increase to APA-recommended weight plus family liaison position/pupil supports)											

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4e.	Revise funding formula weight for at-promise students (using free and reduced-price meal eligibility as proxy) under compensatory education formula	↗	↗	●————→							→
<b>POLICY AREA 5: GOVERNANCE AND ACCOUNTABILITY</b>											
5a.	Create an Independent Oversight Board with dedicated staff to develop a comprehensive plan for implementing the Commission’s recommendations and hold all State and local institutions and agencies involved in that plan accountable. Sunset oversight board at end of implementation period.	↗	●————→								●
5a.	Participate in the OECD’s PISA survey program as State education system	●————→									→
5a.	Evaluate implementation of Commission’s recommendations, with design of this evaluation beginning as soon as possible	●————●				●—●	●————●				●—●
5b.	Track and report progress of students in each school regarding progress reaching CCR by end of 10th grade and closing achievement gaps	●————→									→
5b. & 3a.	Establish a system of Expert Review Teams, created by and under responsibility of MSDE and the CTE Committee, to conduct reviews of approximately 10% of all schools annually (with a focus on low-performing schools) and make recommendations for improving performance	●————●		●————→							→
5c.	Track and report on progress of students in CTE pathways toward achieving industry-recognized credentials and related employment or apprenticeship	●————→									→
5d.	Track and report on progress of the State’s teacher preparation programs regarding quality standards of their programs and student outcomes	●————→									→

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5f.	Develop, implement, and monitor financial reporting system for school-level spending data collection										

APA: Augenblick, Palaich, and Associates  
 CCR: college and career readiness  
 CTE: career and technical education  
 FPL: federal poverty level

FRPM: free and reduced-price meal  
 LEA: local education agency  
 MSDE: Maryland State Department of Education

OECD: Organisation for Economic Co-operation and Development  
 PISA: Programme of International Student Assessment

<sup>1</sup> Symbols show implementation of policy recommendations. Funding patterns often, but not always, mirror implementation patterns.

<sup>2</sup> Prior to full implementation of the Commission’s recommendations, students who have not reached CCR may pursue, and LEAs are encouraged to introduce students to, introductory courses in the post-CCR pathways to engage their interest and retain them in school. Once it has been determined that the Commission’s recommendations have been fully implemented, students must reach CCR before beginning a course sequence in a post-CCR pathway. There will be a limited number of special circumstances where the industry sponsors of CTE programs require students to start coursework earlier than 10th grade.