
Overview of the Blueprint for Maryland's Future: New Policies, Timelines, and Funding

Presentation to the Accountability and Implementation Board

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Chronology of Blueprint for Maryland's Future

- Chapter 771 of 2019 (Senate Bill 1030)
 - Establishes Blueprint policy framework
 - Provides “start-up” funding (\$255M in FY 20, \$355M in FY 21) to begin implementing the Kirwan Commission policy recommendations while it completes its work on funding formulas
- Chapter 36 of 2021 (House Bill 1300 of 2020)
 - General Assembly passes bill encompassing final policy and funding recommendations of the Commission during shortened 2020 session due to COVID-19
 - Governor vetoes May 2020, citing cost and fiscal impact of COVID-19
 - General Assembly overrides veto in February 2021; law takes effect 30 days later

Chronology of Blueprint cont.

- Chapter 55 of 2021 (House Bill 1372)
 - General Assembly makes revisions to the Blueprint in the 2021 session primarily to adjust deadlines and timelines due to the delayed effective date
 - Chapter 55 also addresses impacts of COVID-19 pandemic on technology needs, enrollment counts, student learning loss, and behavioral/mental health issues

Final Blueprint Provisions

- New/revised policies in five major areas to be phased in over 12 years (FY 23-34)
- Detailed implementation plan in all five policy areas provided in Commission on Innovation and Excellence in Education's final report (through 2030)
- New State and local funding of \$3.5 billion total in FY 30 to implement the law

Policy Area 1. Early Childhood

- Expand publicly-funded **full-day** pre-kindergarten (pre-K)
 - voluntary, high-quality, public and private providers
 - free to low-income 3- & 4-year-olds up to 300% federal poverty level (FPL)
 - all low-income 4-year-olds who wish to enroll must be served no later than FY 26
 - sliding scale for 4-year-olds between 300-600% FPL beginning in FY 25 (the Maryland State Department of Education (MSDE) must establish sliding scale by July 1, 2022) with family share
 - minimum percentage of private provider pre-K slots
 - MSDE report to the Accountability and Implementation Board (AIB) by January 1, 2021, on plans/recommendations for implementing full-day pre-K

Early Childhood cont.

- New unbiased Kindergarten Readiness Assessment given to all incoming kindergarteners by 2022-2023 school year
- Increase number of high-quality providers and staff – additional State funding (\$20 million annually by FY 30) for technical assistance, tuition assistance, training, EXCELS program bonuses, etc.
- Expand Family Support Centers (30 new) and Judy Centers (135 new) over 10 years to provide access to wraparound services to low-income families with young children especially in areas of concentrated poverty
- Fully fund the Maryland Infants and Toddlers Program (\$10 million increase by FY 30)

Policy Area 2. High-quality and Diverse Teachers and Leaders

- Increase rigor and standards for teacher preparation programs and entering the teaching profession (licensure)
- Improve teacher compensation to be comparable to other professions with similar education requirements
 - initial 10% salary increase by FY 24 to close gap with average teacher salaries in peer states
 - Minimum \$60,000 starting teacher salary by FY 27
- Improve working conditions in schools to give classroom teachers time for professional learning and collaboration during the school day (phased in FY 26-33)

Teacher Preparation

- Teacher preparation programs must:
 - include specified components of instruction, including basic research skills, differentiation of instruction, cultural competency, restorative practices, and effective classroom management
 - beginning July 1, 2025, make passing a nationally recognized, portfolio-based assessment of teaching ability a requirement for graduation
 - beginning July 1, 2025, require undergraduate teacher candidates to complete 180 days of teacher training practicum (at least 100 days for qualified alternative programs and graduate programs) in partner schools

Teacher Licensure

- Beginning July 1, 2025, to qualify for an initial license (certificate) graduates of State approved teacher preparation programs must:
 - pass a nationally recognized, portfolio-based assessment of teaching ability; and
 - pass a rigorous State-specific examination of mastery of reading instruction and content for the grade level to be taught
- State Board and Professional Standards and Teacher Education Board (PSTEB) in consultation with AIB adopt licensure standards in both content area and pedagogy
- MSDE develops subject-specific exams by grade level and shares those exams with approved teacher preparation programs one year prior to first administration

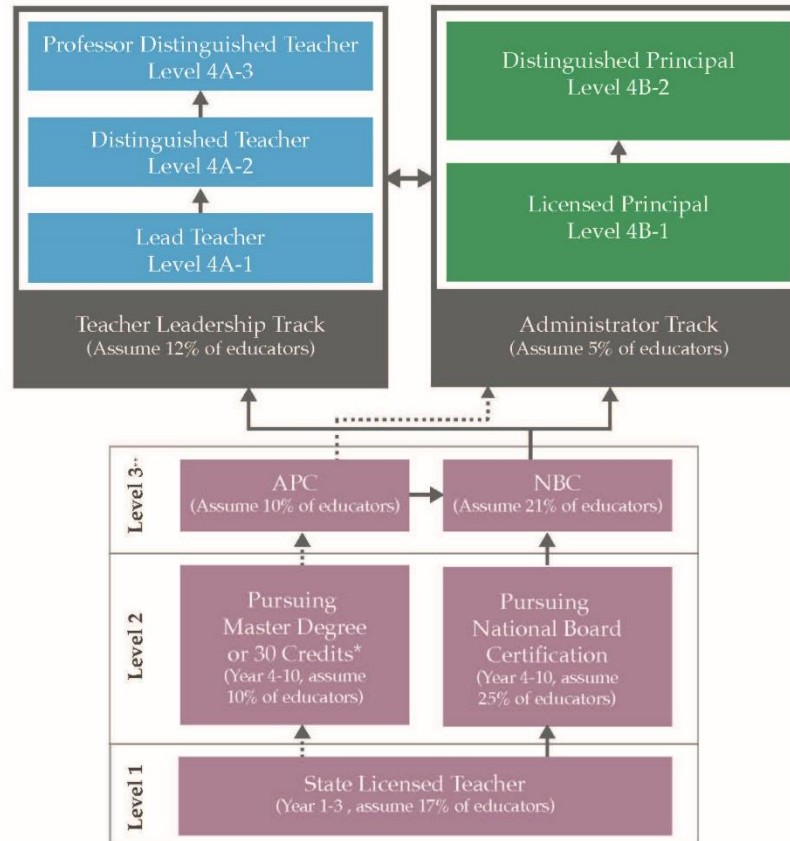
In-service Training

- MSDE develops comprehensive induction programs for new teachers, eventually using mentor teachers from the career ladder
- MSDE to design a new system of professional development tied to the career ladder and advanced training on the science of learning by July 1, 2024, and local education agencies (LEAs) must implement by July 1, 2026

Career Ladder for Educators

- Establish statewide framework for educator career ladder that enables teachers to remain in the classroom with increasing responsibilities and salary upon achieving National Board Certification and assuming additional roles and responsibilities
- LEAs must implement career ladder that meets requirements by FY 25
- Except as specified in Blueprint, the career ladder is subject to collective bargaining
- Promotion up the career ladder depends on a teacher's/principal's performance, experience, and availability of positions

Career Ladder for Educators cont.



* 30 Credits in an approved program of study
 ** Educators in Level 3 include Assistant Principals
 Dotted lines are transition plan for existing teachers and administrators.
 Teachers pursuing NBC may also be pursuing a Master's Degree.

Training

- State Board to require all certificated school personnel who have direct contact with students to complete training by December 1 (2021) each year on skills that include recognizing student behavioral health issues, student trauma, and supporting student needs in community schools
- MSDE in collaboration with AIB provides separate school leadership training programs on the Blueprint for two groups:
 - State Superintendent, local superintendents, and senior instruction-related staff
 - members of the State Board, county boards, and school principals

Policy Area 3. College and Career Readiness

- Implement rigorous and aligned pre-K-12 curriculum that culminates in as many students as possible becoming college and career ready (CCR) by the end of 10th grade – and nearly all by the end of high school
- MSDE develops curriculum standards and resources in consultation with highly effective teachers/teachers on the career ladder for each subject at each grade level
- For students who are not CCR by the end of 10th grade, LEAs must offer different courses that allow students to master the material and graduate high school CCR (must be implemented by the 2022-2023 school year in collaboration with community colleges)

Staying on Track

- Transitional Supplemental Instruction (TSI) provides funding based on 3rd graders who have not achieved proficiency in reading to provide intensive intervention services to get students back on track
- As more teachers have more time during the school day outside the classroom, they will identify more students who are falling behind and provide needed supports to get them back on track for CCR
- LEAs must implement 9th grade student tracker system beginning in 2021-2022 school year to measure progress toward on time graduation

Post-CCR Pathways

- Post-CCR pathways for CCR students in the 11th and 12th grades focused on by high school graduation (beginning in the 2023-2024 school year):
 - earning early college credits via IB/AP and dual enrollment, including an associate degree
 - redesigned career and technical education (CTE) pathways (including dual enrollment and apprenticeships) that lead to industry-recognized workforce credentials
- CTE Committee established within Governor's Workforce Development Board to oversee CTE and develop a statewide framework for rigorous CTE programs and skills standards
 - goal that 45% of high school graduates achieve industry credential or complete apprenticeship by 2030

CCR Standard

- MSDE in consultation with AIB contracts with a public/private entity by July 1, 2022, to conduct an empirical study of the CCR standard in reading, writing, math (and when practical, science) based on what is needed to succeed in entry-level courses at community colleges in the State
- Based on results of the study due September 1, 2023, MSDE develops new CCR standards and assessments to be approved by the State Board
- Beginning with the 2021-2022 school year, students are assessed no later than 10th grade for meeting the CCR standard

Policy Area 4. More Resources for Students Who Need Them

- Provide significantly more support for students – and the schools they attend – who need it most
- Additional support for English learners – including family liaison
- Additional support for special education students to fully fund local special education expenditures
- Consortium of coordinated community supports within the Community Health Resources Commission created to support the development of community partnerships to meet student behavioral health needs and provide expertise and technical assistance to school systems

New Concentration of Poverty Grant

- Grant provided directly to the school, which must become a community school if not already one
- Eligible schools above 55% students eligible for free and reduced-price meals (FRPM)
 - full-time community school coordinator and health care coverage
 - per pupil funds (in addition to compensatory education funds) for wraparound services including before- and after-school academic programs, enrichment activities, etc.
- Estimated total 557 schools in 23 LEAs will be eligible for the grant at full implementation

Policy Area 5. Accountability

- AIB established as an independent unit of State government to oversee and monitor the progress of State and local agencies in implementing the Blueprint policies
 - sunsets June 30, 2032
- State and local implementation plans with metrics
- Expert review teams to visit schools and make recommendations if student achievement not improving
- Meaningful consequences for under performance
- Most funding (at least 75%) following students to their schools

AIB Role and Responsibilities

- Develop Comprehensive Implementation Plan for the Blueprint that all units of State and local government responsible for implementing the Blueprint must follow
- Hold State and local governments accountable for implementing the Comprehensive Plan
- Monitor implementation of the Plan
- Evaluate the outcomes achieved against the goals of the Blueprint during the implementation period

Role and Responsibilities cont.

- Review the use of funds by State and local governments implementing the Blueprint
- Monitor LEA expenditures to ensure minimum school funding requirements (75%) are being met
- Withhold State funds from LEAs and State agencies if implementation plan has not been approved or is not being implemented
- Develop appeals process

Role and Responsibilities cont.

- Oversee work of the CTE Committee
- Coordinate through MSDE the State's participation in the Programme for International Student Assessment
- Provide training to Expert Review Teams and approve deployment plans
- Provide outreach and educational materials on the Blueprint to parents, students, and the public
- Recommend, if appropriate, that MSDE and the Maryland Higher Education Commission (MHEC) review teacher preparation program accreditation
- Determine whether the career ladder has been well established throughout the State
- Make grants to innovative programs that help further the Board's purpose

Data Analysis and Research

- Work with the Maryland Longitudinal Data System Center to collect and analyze data
- Gather and analyze disaggregated data to measure progress made on implementing the Blueprint including effects on student performance over time, particularly closing achievement gaps
- Monitor and review the performance of each teacher preparation program and alternative program
- Examine school-level diversity of public school staff and student bodies
- Monitor and review placement and concentration of students placed with novice teachers and effective teachers

AIB Authority

- AIB has plenary authority over all matters within its jurisdiction
 - in the event of a conflict between a decision or policy of AIB and another entity on a matter within AIB's jurisdiction, AIB's decision or policy shall control
- Before adopting regulations relating to the Blueprint, State agencies must consult with AIB
- Throughout the Blueprint law, State agencies are required to collaborate or consult with AIB

Comprehensive Implementation Plan

- AIB must develop a Comprehensive Implementation Plan to implement the Blueprint including the intended outcomes to be achieved, considering input provided by interested stakeholders
- Plan must include a timeline for implementation with key milestones to be achieved by each State and local unit required to implement an element of the Blueprint for each year of the implementation period (2022-2034)
- AIB must adopt guidelines for State/local units required to submit and implement plans
- Initial plan must be adopted by **February 15, 2022**
- Any changes must be adopted by August 1 each year

State/Local Implementation Plans

- Each applicable State/local unit submits plan consistent with the adopted Comprehensive Plan to AIB by June 15, 2022, on measures to be taken to implement and achieve the Blueprint's goals, including:
 - LEAs (MSDE recommends (dis)approval based on criteria approved by AIB);
 - MSDE/MHEC joint plan for teacher preparation and training;
 - CTE Committee plan for developing rigorous CTE pathways;
 - MSDE plans for expert review teams and to implement the career ladder and professional development;
- Units must amend their plans until approved by AIB

State/Local Plans cont.

- Review and approve implementation plans
- Monitor implementation of approved plans
- Work in partnership with relevant agencies to:
 - disseminate information on best practices
 - provide technical assistance and training
 - resolve implementation issues
 - promote interagency efforts
- Receive periodic updates on progress being made towards reaching the goals
- Request any information the AIB determines is necessary

LEA Implementation Plans

- Plan must address each element of the Blueprint including how each LEA will:
 - improve student achievement, meet the goals for each segment of the student population, and close achievement gaps
 - adapt curriculum, instruction, and organization of the school day to enable more students to achieve CCR by the end of 10th grade
 - identify students who are falling behind and develop plan to get them back on track
 - avoid the disproportionate placement of students with particular characteristics with novice teachers
 - provide teacher collaborative time during the school day

AIB Annual Report

- Annual report due by November 1 (2021-2031) on:
 - progress implementing the Blueprint
 - any recommended legislative changes
 - degree to which State and local units are carrying out their assigned roles and plans
 - whether State and local funds provided are consistent with estimates of what is necessary to implement the Blueprint

Independent Evaluation

- Hire an entity to conduct an independent evaluation of the State's progress implementing the Blueprint due to AIB by October 1, 2024, and by October 1, 2030, for the final evaluation
- By December 1, 2024, AIB reports on whether the Blueprint is being implemented as intended and achieving expected outcomes and whether any legislative or structural corrections are necessary to fully implement the Blueprint

Final Independent Evaluation

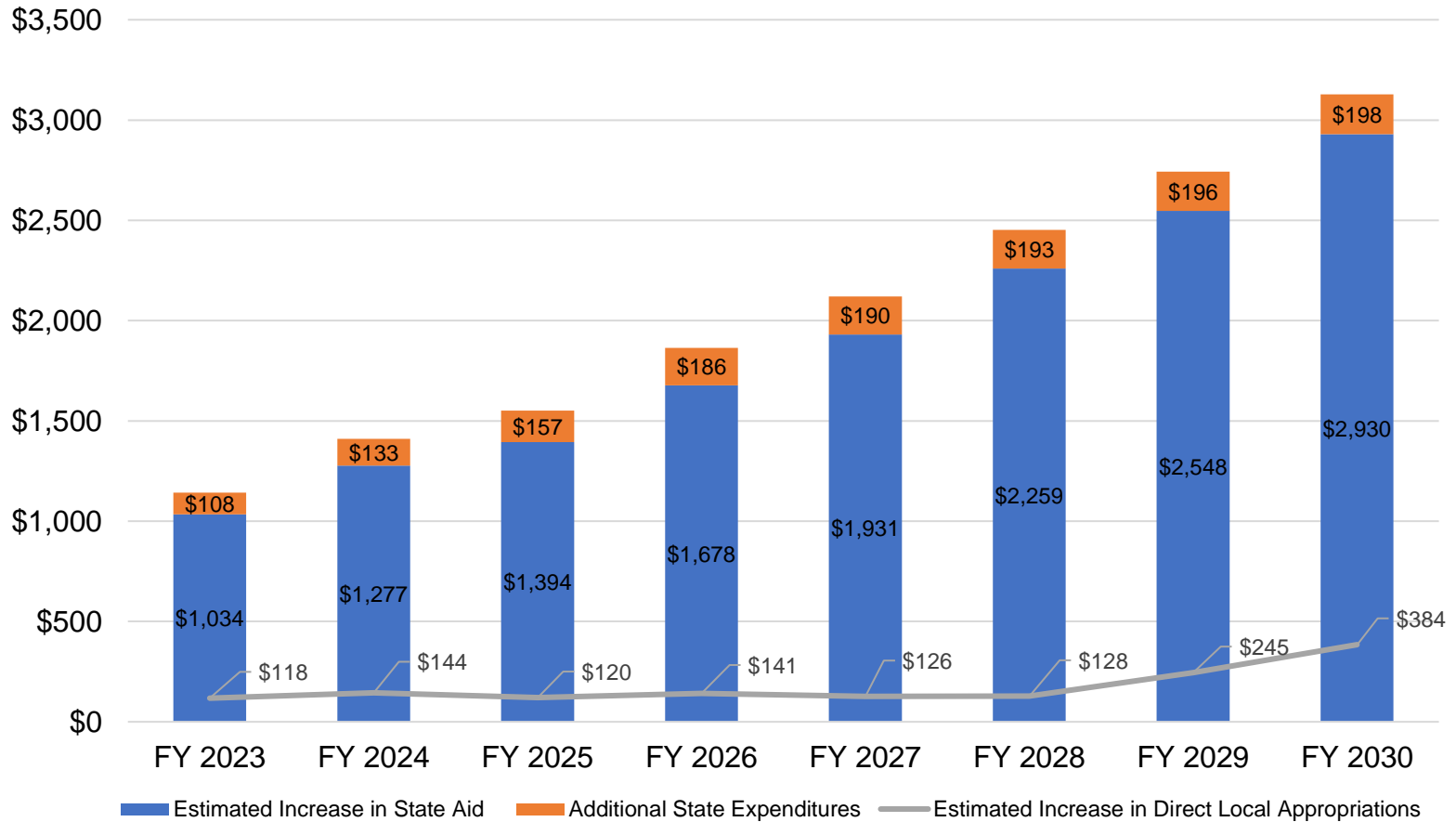
- By December 1, 2030, AIB submits final report on:
 - whether the Blueprint is working as intended
 - what steps are necessary to provide a globally competitive education to Maryland students
 - if any changes to the structure, functioning, and authority of State and local agencies responsible for education are necessary
 - whether the AIB should continue to monitor implementation of the Blueprint after June 30, 2032

New/Revised Funding Formulas

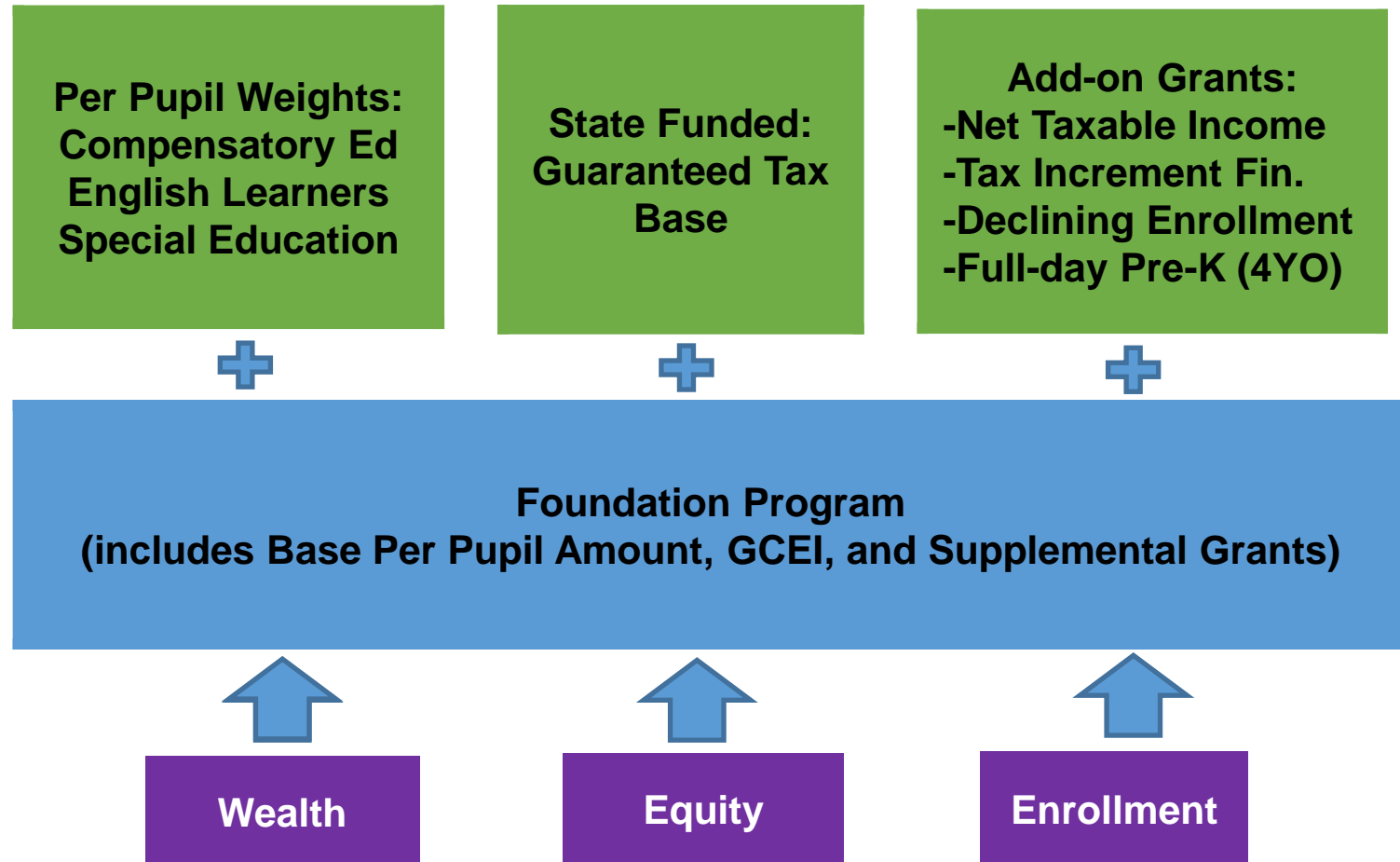
- Building off the adequacy structure created by the Thornton Commission, and based on the policies and estimated costs to enable a world-class education for Maryland students, the Blueprint provides:
 - new formulas address funding inequities and are aligned with policy recommendations
 - phase-in over next 12 years (FY 23-34) including inflation
 - State funding will increase \$3.1 billion and local appropriations will increase \$400 million more than previously projected in FY 30
 - In total, State aid increases 54% and local funding increases 24% by FY 30
 - FY 20-22 transition years with new formulas and local shares beginning in FY 23

Increased State and Local Funding Under Blueprint

(\$ in Millions)



Layers of Resources Pre-Blueprint



Layers of Resources Blueprint

Per Pupil Weights:
Compensatory Ed
EL
SPED
*Concentration of
Poverty*

State Funded:
-Guaranteed Tax
Base
-*Conc. of Pov.*
(2 positions)
-*Effort Adjustment*

Other New Formulas:
-*Full-day Pre-K (3&4YO)*
-*Career Ladder*
-*College & Career
Readiness*
-*Transitional Suppl.
Instruction*



Foundation Program
Includes New Base and *Comparable Wage Index (wealth equalized)*



Wealth:
*Nov. NTI only
TIF excluded*

Equity:
*Local share of
all formulas
required*

Enrollment:
*"Greater of"
FTE for
Foundation
CWI & GTB*

Wealth Equalization

- To achieve funding equity, educational opportunities should not depend on local abilities to generate revenue
 - In Maryland, the primary sources of local tax revenues are the property tax and income tax
 - For many years, a significant share of State education aid has been distributed inverse to local wealth as measured by property assessable base and net taxable income
 - Less wealthy school systems, therefore, receive more State aid per pupil than wealthier school systems – this is known as wealth equalization

Local Wealth

- Wealth is calculated by adding together a district's net taxable income (NTI) and assessable base of property
- This calculation is then compared to the State average to establish a district's relative wealth
- Blueprint uses November net taxable income and incorporates tax increment financing (TIF) exclusion in property wealth calculation

Foundation Program

General Education Aid

- The foundation program is the main program in general education aid and accounts for almost half of State education aid
- The foundation program ensures a base level of funding per pupil
 - per pupil foundation amount x local enrollment
- At the statewide level, the foundation formula is designed to have the State pay roughly 50% of program costs; however, the State's share for the less wealthy jurisdictions is higher than 50%, and the State's share for more wealthy jurisdictions is lower than 50% (wealth equalization)
- Local jurisdictions must provide the local share of the foundation program as part of the required annual maintenance of effort (MOE) amount
- The amount of State aid that a jurisdiction receives is based on **the greater of the three-year rolling average** or most recent 9/30 full-time equivalent (FTE) student enrollment and local wealth
- No jurisdiction may receive less than 15% of the base per pupil amount from the State

New General Education Aid

- **Foundation Program** – additions to the base for all students to become college and career ready, 10% teacher salary increase (for all/starting teachers), career counseling, supplies and materials for teachers, additional collaborative time for teachers, school maintenance and operations, behavioral health, principal career ladder, and technology (phases up to \$12,648 in FY 34)
- **Career Ladder** – Provide salary increases as performance increases as demonstrated by achieving National Board Certification (NBC) and additional roles and responsibilities are assumed. Beginning in FY 23, NBC teachers receive \$10,000 salary increase and additional \$7,000 if teaching in a low-performing school. NBC renewals and movement up career ladder also receive additional salary increases once career ladder is in place (by FY 25).
 - funding to be distributed based on number of teachers pursuing/achieving NBC
- **Full-day Pre-K** – New per pupil formula based on the estimated cost of quality (phases up to \$19,500 in FY 30). Low-income and priority students funded in FY 23/24; sliding scale begins in FY 25

Geographic Cost of Education/ Comparable Wage Index

- Geographic Cost of Education Index (GCEI): GCEI is a Maryland-based index that adjusts the amount of State aid that a local school system receives based on regional differences in the cost of educational resources
 - GCEI cannot be updated
 - GCEI only applies to the foundation program and the State pays the State and local shares
- Beginning in FY 24, GCEI is replaced with Comparable Wage Index (CWI). CWI is calculated by measuring variation in wages of workers similar to teachers
 - CWI will be wealth equalized with a State and local share

Guaranteed Tax Base

- Guaranteed Tax Base (GTB): GTB provides additional funds to jurisdictions with less than 80% of the statewide wealth per pupil that provide local education funding above the minimum local share required by the foundation program
 - the State provides the funds that would have been generated locally if the jurisdiction had the wealth base that is guaranteed
 - per pupil GTB amount for any one local school system is limited to 20% of the per pupil foundation amount
- No change under Blueprint

Targeted Education Aid

- The targeted formulas recognize the additional costs associated with educating certain student populations:
 - special education (weight x base level of funding per pupil)
 - compensatory education (based on free and reduced-price meal status) (weight x base level of funding per pupil)
 - half-day pre-K funding is accounted for in the compensatory education formula
 - English learners (weight x base level of funding per pupil)
- Although the State provides approximately 50% of the total estimated cost of each program, prior to the Blueprint local governments were not required to provide the other half
- Funding amounts and distributions are based on local wealth and enrollments of the three targeted student populations, however, no jurisdiction may receive less than 40% of the full per pupil amount from the State

New Targeted Education Aid

- **Concentration of Poverty School Grants**
 - two positions State funded and per pupil amount for wraparound services (local share if aided by compensatory education 40% floor)
 - schools with more than 55% FRPM students will be eligible for grants using three-year rolling average (two positions guaranteed for three years)
- **Transitional Supplemental Instruction**
 - funds for literacy or math tutoring services for students who are not proficient
 - funds distributed based on proportion of 3rd graders who are not proficient in English Language Arts
- **College and Career Readiness**
 - funds for CCR students to pursue college credit and/or rigorous CTE pathways while in high school
 - funds distributed based on number of 11th graders who have met the CCR standard in English and Algebra by the end of 10th grade

Concentration of Poverty Phase-in

<u>School Poverty Percentage</u>	<u>Year Personnel Phased In</u>	<u>Year Per Pupil Phased In</u>
>=80%	FY 20	FY 22
75%-80%	FY 21	FY 23
70%-75%	FY 22	FY 24
65%-70%	FY 23	FY 25
60%-65%	FY 24	FY 26
55%-60%	FY 25	FY 27

Concentration of Poverty Phase-in cont.

<u>Fiscal Year</u>	<u>Percentage of Per Pupil Grant</u>
2022	12.77%
2023	24.35%
2024	28.41%
2025	41.56%
2026	50.63%
2027	60.28%
2028	75.48%
2029	90.70%
2030 and after	100.00%

Other State Aid – Not Wealth Equalized

- Student transportation: each local school system receives a base grant that is adjusted annually and a per pupil grant based on the number of students with special transportation needs
- Other direct aid: includes early education, food service, and a variety of innovative programs
- Teacher's retirement:
 - prior to 2012, State paid 100% of costs
 - since 2016, locals pay full normal cost

Maintenance of Effort (MOE) Requirement Pre-Blueprint Law

- Under the MOE requirement, each county government (including Baltimore City) must provide at least:
 - (1) the local share of the foundation program; and
 - (2) on a per pupil basis, as much funding for the local school board as was provided in the most recent year that MOE was met by the county
- Each year, a county that is below the statewide five-year moving average education effort* level must increase its annual per pupil MOE amounts by the lesser of
 - (1) the increase in that county's wealth per pupil;
 - (2) the statewide average increase in local wealth per pupil; or
 - (3) 2.5%

* education effort = local appropriation/local wealth

Maintenance of Effort Requirement Blueprint Law

- Under the MOE requirement, each county government (including Baltimore City) must provide at least:
 - (1) the local share of the foundation program *and beginning in FY23, the local share of:*
 - *CWI*
 - *English learners*
 - *pre-K*
 - *Career Ladder*
 - *concentration of poverty (if not aided by compensatory education floor)*
 - *compensatory education*
 - *special education*
 - *CCR*
 - *Transitional Supplemental Instruction*
 - (2) on a per pupil basis *using the greater of the rolling three-year average or 9/30 FTE, beginning in FY23* as much funding for the local school board as was provided in the most recent year that MOE was met by the county
- No escalator beginning in FY24

Education Effort Adjustment

- State funds Education Effort Adjustment provided that per pupil MOE must still be met
- Education Effort Index
 - local education effort is the county's local share of major education aid divided by the county's wealth, which is then indexed to the state average (set at 1)
 - each county with an education effort above 1.0 for two consecutive years receives relief
 - three tiers of effort – highest effort receives 100% adjustment beginning in FY 23; other two tiers phased in by FY 30

Education Effort Adjustment cont.

- GTB Relief – LEA receiving GTB funds is relieved from local share up to amount of GTB (Baltimore City not relieved of first \$10 million)
- Floors Relief – LEA benefiting from Foundation (15%) and targeted program (40%) floors are relieved from local share up to that amount
- CWI Relief – LEA with a CWI of at least 0.13 is relieved of 50% of the local share of CWI

COVID-19 Impact on Enrollment and Funding

- Three-year rolling average does not include Fall 2020 enrollment counts (Foundation, Concentration of Poverty, MOE)
- Hold harmless grants provided to LEAs in FY 22
- Additional State aid (via federal COVID-19 relief) provided to address:
 - summer school
 - tutoring
 - mental health/trauma

Blueprint for Maryland's Future Fund

- General Assembly identified additional revenues that are now dedicated to implementing the Blueprint:
 - sales tax revenues over \$100 million from online purchases each year (beginning in FY 20);
 - digital downloads tax (beginning in FY 21) and digital advertising tax (TBD);
 - sports betting license fees (after other distributions) and State share of proceeds (beginning in FY 22); and
 - one-time revenue sources

Blueprint Fund Balance

With and Without Digital Advertising Revenues
 Fiscal 2021-2028
 (\$ in Millions)

