



Blueprint for Maryland's Future
Public Information Session
January 17, 2023

Objectives

By the end of this Blueprint Information Session we will have:

- Shared a brief history of the Blueprint for Maryland's Future
- Provided an overview of the 5 major Blueprint policy areas (Pillars)
- Reviewed the Blueprint Accountability Structure
- Taken a close look at Pillar 1 and 5 goals and current committee work
- Discussed the Blueprint Implementation Plan Timeline

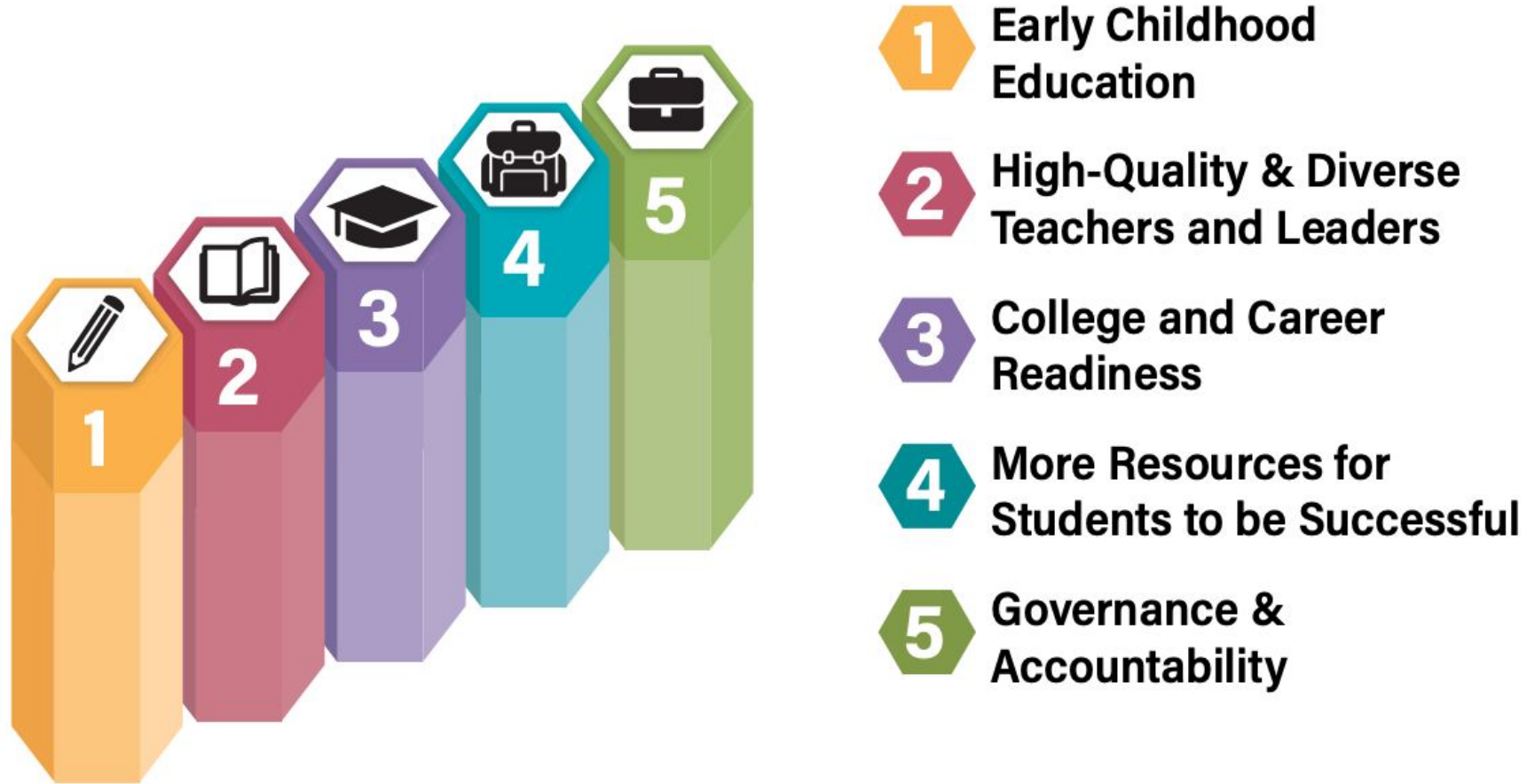
Historical Perspective

- 2016- Establishment of the Commission on Innovation and Excellence (Kirwan Commission)
- 2019- Legislative Session- HB 1413
- 2020 Legislative Session- HB 1300
- 2021- Legislative Session- HB 1372
- 2022- Legislative Session- HB 1450

Blueprint for Maryland's Future Purpose

- To transform Maryland's education system from early childhood through secondary education to enable performance to ensure all students receive a world-class education.
- Improve the quality and equity of Maryland's education system so that all Maryland students, regardless of their demographics can leave high school globally competitive and prepared for success in postsecondary education, work, and life.

Five Pillars



Graphic: Blueprint for Maryland's Future | Initial Comprehensive Implementation Plan, AIB 12/2022

Blueprint Pillar Overview

Pillar 1: Early Childhood

- Significantly expand publicly-funded full-day pre-K for all eligible students through a public-private delivery system
- Increase number of high-quality early childhood education providers and educators
- Expand supports for young children and their families
- Fully fund the Maryland Infants and Toddlers Program
- Improve student readiness for kindergarten

Pillar 2: High-Quality & Diverse Teachers and Leaders

- Increase rigor of educator licensure and prep programs
- Improve educator compensation and working conditions
- Institute new recruitment and professional development efforts to create a more diverse educator workforce
- Establish a new statewide educator career ladder to continually improve professional practice and student performance
- Implement more comprehensive in-service educator training and professional development

Blueprint Pillar Overview

Pillar 3: College and Career Readiness

- Implement pre-K-12 curriculum for students to be college and career ready (CCR) by the end of 10th grade
- Develop an aligned instructional system with resources and supports necessary to keep students on track to be CCR
- Provide students with resources necessary to achieve reading proficiency by the end of the 3rd grade
- Create a statewide framework for rigorous CTE programs and skills standards
- Establish pathways for CCR and non-CCR students in grades 11 and 12

Pillar 4: More Resources for Students to Be Successful

- Provide more support for students and schools who need it most, specifically, additional supports for English language learners, students from low-income households, and students who receive special education
- Provide new Concentration of Poverty grants directly to eligible schools to support community schools and enhance wraparound services
- Coordinate community supports to meet student behavioral health needs and provide technical assistance to school systems

Blueprint Pillar Overview

Pillar 5: Governance and Accountability

- Establish the Accountability and Implementation Board (AIB) to oversee and monitor State and local agencies' progress in implementing Blueprint policies
- Develop state and local Blueprint implementation plans
- Create Expert Review Teams to visit schools and make recommendations for improving student achievement
- Require school systems to demonstrate that at least 75% of per-student funding follows students to their school

Pillar 1: Early Childhood Education



Pillar 1 Committee Membership

Co-Leaders: Mrs. Dawna Ashby, Director of Early Childhood/Elementary and Mrs. Carrie Wampler, Coordinator of Judy Centers

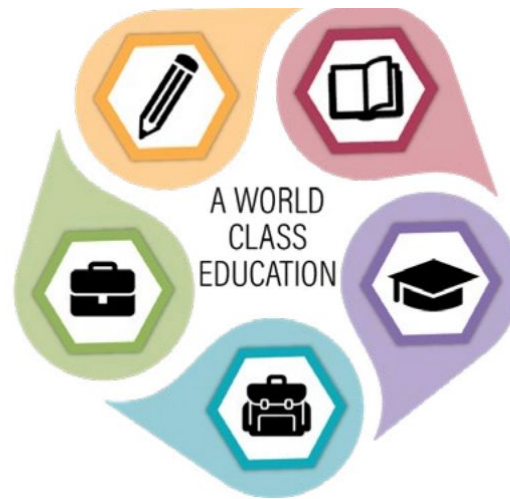
- Tracie Miller, Grantsville Principal
- Candy Maust, Supervisor of ELA and Social Studies
- Nicole Vena- Teacher
- Stephanie Mayle- Teacher
- Ashley Forrest- Early Childhood Administrator in Residency
- Deneice Crites- IEP Coordinator/Infants and Toddlers
- Jody Getz, Parent
- Dr. Matthew Paugh, Board Member
- Tracy Bowman, Garrett County Community Action/Head Start
- Duane Yoder, Garrett County Community Action/Head Start
- Julie Sanders, Garrett Health Department/Local Management Board/ECAC
- Tamra Canfield, Department of Social Services
- Meggan Humberson, Private Daycare Provider
- Mrs. Kendra Berry, Early Childhood/Elementary Administrative Assistant

Early Childhood Blueprint Accomplishments

- Started expanding PK3 opportunities via collaborative classrooms with Head Start by adding two classrooms during the 2022-2023 school year (Accident and Broad Ford)
- Secured third competitive Judy Center expansion grant to enhance supports for families 0-5
- Already offering full-day PK opportunities
- Partnership with Head Start and other educational partners
- Provided a pathway through the Maryland Leads grant and collaboration with Garrett College to ensure all Pre-K assistants meet the requirements of holding a Childhood Development Associates Certification or an Associate's Degree
- Established an Administrator in Residency opportunity to in part support private providers in navigating Blueprint requirements
- Consistent Professional Development across local providers (PK teachers, Head Start, and private providers)

Current Pillar 1 Committee Work

- ❖ Increase collaboration between GCPS, local agencies, and private providers to develop plans to expand full-day Pre-K for all 4-year-olds and eligible 3-year-olds
- ❖ Expand outreach and support for private providers to become eligible providers



- ❖ Increase Judy Center and partner support services for families and children from birth through kindergarten
- ❖ Collaborate with all educational partners (public/private) and educators to develop action steps to decrease gaps in kindergarten readiness among students

Current Pillar 1 Committee Work

- ❖ Create support to ensure pre-K teachers will be highly trained and supported to identify and address learning needs early
- ❖ Partner with Garrett College to ensure all pre-K instructional assistants earn a Child Development Associates Certificate or an Associates Degree to meet qualifications criteria
- ❖ Increase awareness of the Child Find process and provide increased support for students with disabilities



- ❖ Analyze and refine the enrollment process to align with Blueprint criteria ensuring a unified and common enrollment for all eligible students
- ❖ Expand learning opportunities for all providers to support kindergarten readiness for all students
- ❖ Increase collaboration between local agencies and GCPS to ensure students and their families have access to comprehensive services (e.g., school psychologist, vision screening, etc.)

Pillar 5: Governance and Accountability



Accountability and Implementation Board

About the AIB

- Chair- Isiah Leggett
- Vice Chair- Dr. William Kirwan



Roles and Responsibilities

- Development of the Comprehensive Implementation Plan
- Pursuing inter-agency coordination and cooperation.
- Monitoring and reporting on the progress of the implementation of the Blueprint
- Monitoring and reporting outcomes aligned with the Blueprint
- Review and monitor the use of funds from state and local governments specific to Blueprint implementation

Resource: [AIB Website](#)

Accountability and Implementation Board



[AIB Initial Comprehensive Implementation Plan- December 2022](#)

[Local Education Agency \(LEA\) Blueprint Implementation Template](#)

[LEA Blueprint Implementation Plan Guidance Document and Criteria for Success](#)

2022 AIB Meetings

May	20	Implementation Planning Series Session One: Kickoff
June	16	Implementation Planning Series Session Two: Pillar 3 and Pillar 5
	23	Implementation Planning Series Session Three: Pillar 1 and Pillar 4
	30	Implementation Planning Series Session Four: Pillar 2
July	14	Summer Working Session One: Pillar 2 and Pillar 5
	20	Summer Working Session Two: Pillar 3 and Pillar 4
	28	AIB Meeting and Summer Working Session Three: Pillar 1
August	4	Summer Working Session Four: Pillar 2 and Pillar 5
	11	Summer Working Session Five: Pillar 3 and Pillar 4
	18	Summer Working Session Six: Pillar 1
September	15	Summer Working Session Seven: Pillar 1 and Pillar 2
	20	Summer Working Session Eight: Pillar 3 and Pillar 4
	29	Regular Meeting and Summer Working Session Nine: Pillar 1
October	13	AIB Meeting and Discussion of the Draft Plan
November	10	Public Hearing
	17	AIB Meeting and Discussion of Revisions to Draft Plan
December	1	AIB Meeting and Adoption of Initial Blueprint Comprehensive Plan

Local Governance & Accountability Committee Work

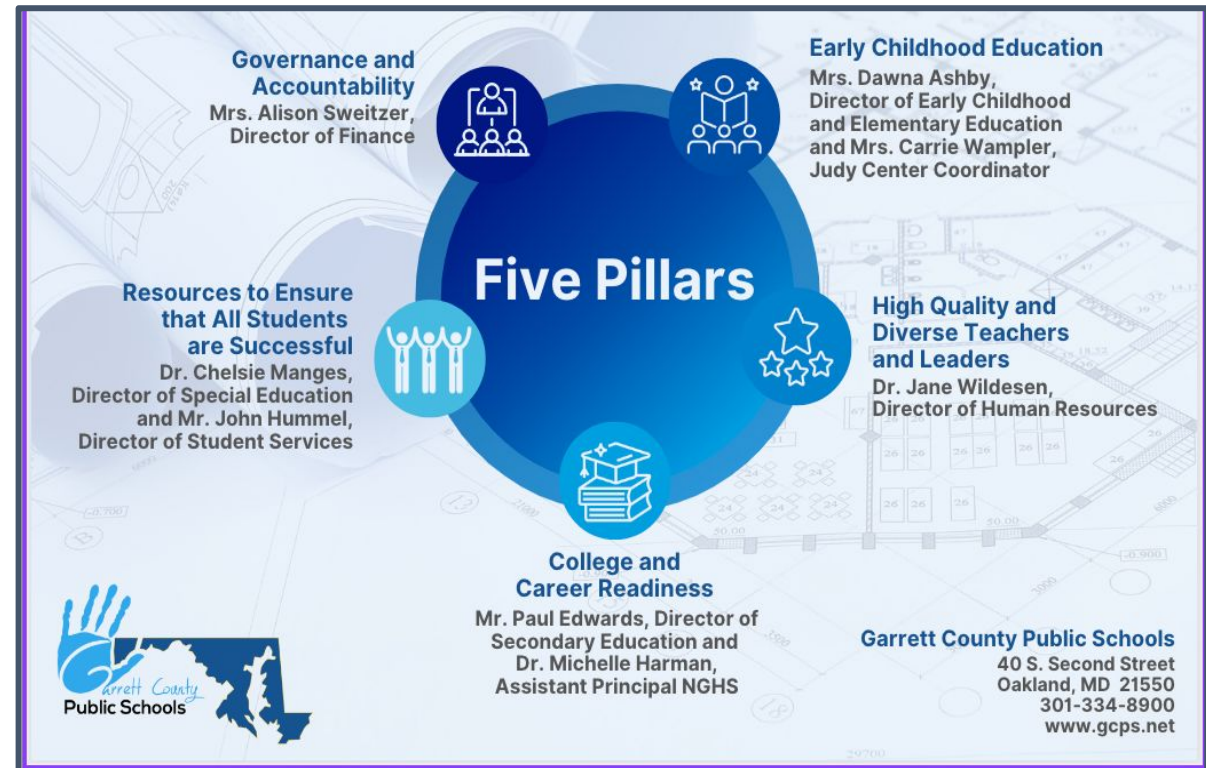
- Local Blueprint Implementation Plan Development
- Committee Structures
- Quality Control and Project Management
- Structures for Teacher/Principal Voice
- Stakeholder Engagement
- Plans for Monitoring Implementation
- Fiscal Monitoring and Analysis
- Weighted Student Funding
- Participation in technical assistance and plan writing workshops

GCPS Committee Structure

Executive Steering Committee Members:

- Mrs. Barbara Baker, Superintendent
- Dr. Nicole Miller, Chief Academic Officer and Blueprint Coordinator
- Mr. Paul Edwards, Director of Secondary
- Mrs. Dawna Ashby, Director of Early Childhood/Elementary
- Dr. Chelsie Manges, Director of Special Education
- Mr. John Hummel, Director of Student Services
- Mrs. Alison Sweitzer, Director of Finance
- Dr. Jane Wildesen, Director of Human Resources
- Dr. Richard Midcap, Garrett College President
- Mr. Kevin Null, County Administrator

Pillar Leads



Pillar 5 Committee Membership

Leader: Mrs. Alison Sweitzer

- Dr. Jane Wildesen, Director of Human Resources
- Dr. Nicole Miller, Chief Academic Officer
- Mr. Scott Weeks, Director of Finance
- Mr. Rodney Glotfelty, BOE Vice President
- Mr. Jeff Gank, Director of IT
- Mr. JR Kerns, Garrett College
- Mrs. Ashley Glotfelty, Staff Accountant

Blueprint Implementation Project Planning

Question #	Template Page #	Topic	Question (Data Tables Shaded Yellow)	Criteria For Success	Data Table (Y/N)	Owner/Lead	Other Contributors	First Due
1.1.3 - Implement a high-quality mixed-delivery (public and private) Pre-K system								
6	9	Meeting the Blueprint's Targets for Pre-K	Describe the strategies the school system will employ to meet the targets for the distribution of public and private Pre-K slots set forth by the Blueprint beginning with SY 2022-23 and beyond. If the school system anticipates any barriers that may prevent it from meeting the established targets for private slots, describe each barrier individually and the strategy(s) the school system will use to overcome it, including regional efforts.	<i>School system shows a distribution of public and private Pre-K slots that matches the annual targets set by the Blueprint or describes the barriers to meeting the established targets for private seats, provides concrete strategies for meeting the targets, and detailed and reasonable explanations to address barriers that may prevent the school system from meeting the Blueprint target. (For Questions 6-7)</i>	N	Ashley Forrest	Carrie Wampler	1/25/2
7	10	Distribution of Public and Private Pre-K Slot Projections	Describe the strategies the school system will employ to meet the targets for the distribution of public and private Pre-K slots set forth by the Blueprint beginning with SY 2022-23 and beyond. If the school system anticipates any barriers that may prevent it from meeting the established targets for private slots, describe each barrier individually and the strategy(s) the school system will use to overcome it, including regional efforts.	<i>School system shows a distribution of public and private Pre-K slots that matches the annual targets set by the Blueprint or describes the barriers to meeting the established targets for private seats, provides concrete strategies for meeting the targets, and detailed and reasonable explanations to address barriers that may prevent the school system from meeting the Blueprint target. (For Questions 6-7)</i>	Y	Ashley Forrest	Carrie Wampler	1/25/2
8	10	Requesting a Waiver	Based on the data in the table above, identify whether the school system needs a waiver from the requirements set forth by the Blueprint for the distribution of public and private Pre-K slots for school year 2022-23 and 2023-24. Include a list of the LEA's schools as well as the private providers in the county (provided by MSDE) with the number of Pre-K slots for each and link it as an artifact. Note: LEAs will have the opportunity to request waivers in subsequent years through the annual reflection and amendment process for their Blueprint Implementation Plan.	N/A	N	Dawna Ashby	Kendra Berry	1/25/2
9	11	Leveraging Resources	How will the LEA collaborate with private providers to maximize resources and overcome challenges? Identify the challenges and describe how the partnership may provide a solution. Consider the challenges facing the LEA and the private providers.	N/A	N	Carrie Wampler	Ashley Forrest	1/25/2
10	11	Data and Information Sharing	Discuss how the LEA will collaborate with private providers to create systems for data and information sharing. Consider student data related to enrollment, grade reporting, assessments, progress monitoring, IEPs, etc. in addition to instructional resources and system communications.	N/A	N	Ashely Forrest Deneice Crites	Carrie Wampler	1/25/2

Stakeholder Engagement and Communication Plan

Publish Pillar One Page Infographics:

- Pillar 1 and 2- Week of Jan. 9th
- Pillar 3 and 4 - Week of Jan. 16th
- Pillar 5- Week of Jan. 23rd



BLUEPRINT FOR MARYLAND'S FUTURE
Garrett County Public Schools

Pillar One: Early Childhood Education

Goals

- Expand access to free high-quality and publicly funded full-day pre-K for all 4-year-old children and eligible 3-year-old children so that all children can begin kindergarten ready to learn
- Increase the number of high-quality private pre-K providers and qualified educators
- Ensure a unified and common enrollment process for pre-K
- Increase supports for young children and their families
- Improve student readiness for kindergarten

Focus of Current Committee Work

Collaboration	Professional Development	Added Supports
<ul style="list-style-type: none">• Increase collaboration between GCPS, local agencies, and private providers to develop plans to expand full-day pre-K for all 4-year-olds and eligible 3-year-olds• Collaborate with all educational partners (public/private) and educators to develop action steps to decrease readiness gaps in Kindergarten students• Increase collaboration between local agencies and GCPS to ensure students and their families have access to comprehensive services (e.g., school psychologist, vision screening, etc.)	<ul style="list-style-type: none">• Create supports to ensure pre-K teachers are highly trained and supported to identify and address learning needs early• Partner with Garrett College to ensure all pre-K Instructional Assistants earn a Child Development Associates Certificate or an Associates Degree to meet the qualifications criteria• Expand learning opportunities for all providers to support kindergarten readiness for all students	<ul style="list-style-type: none">• Increase awareness of the Child Find process and provide increased support for students with disabilities• Increase Judy Center and other partner support services for families and children from birth through kindergarten• Expand outreach and support for private providers to become eligible providers

Enrollment

- Analyze and refine the enrollment process to align with Blueprint criteria ensuring a unified and common enrollment process for all eligible students

For more information, please visit www.gcps.net/blueprint

Stakeholder Engagement and Communication Plan

Virtual Blueprint Information Series for Staff

- Jan. 23, 2023 (Topic: Pillar 2: High Quality Teachers and Leaders)
- Jan. 30, 2023 (Topic: Pillar 5: Governance)
- Feb. 6, 2023 (Topic: Pillar 1: Early Childhood)
- Feb 13, 2023 (Topic: Pillar 3: College and Career Ready)
- Feb. 27, 2023 (Topic: Pillar 4: More Resources for Students)

- **When: Monday's from 3:30-4:00**
- **Content: Pillar Goals, Expectations, Current Committee Work, etc.**
- **Sessions will be recorded and posted on the GCPS website for community stakeholders**
- **An electronic form will be utilized for staff and the community to provide feedback**
- **GCPS will share the recordings and electronic feedback form on standard media outlets.**

Stakeholder Engagement and Communication Plan

Board of Education Blueprint Information Sessions (Public Meetings)

- January 17, 2023
 - Overview
 - Pillar 1 and 5
- February 14, 2023
 - Pillar 2
 - Pillar 3
 - Pillar 4
- March 14, 2023
 - Draft Implementation Plan Summary

- Presentations will be recorded and posted on the GCPS website for community stakeholders
- GCPS will share the recordings using standard media outlets.

Funding Implications

The Blueprint requires school systems to demonstrate that at least 75% of per-student funding follows students to their school.

Weighted-Student Funding

Dollars will be allocated to specific schools based upon the quantity of the students enrolled at that school and their demographics.

Effects of these changes that we know:

- GCSP must **budget** per pupil per school per Program Revenue category
- GCPS must **monitor** spending per pupil per school per Program Revenue category
- GCPS must **report** spending per pupil per school per Program Revenue category

Next Steps:

- Leadership is analyzing historical and current resource allocation by program and school level to categorize by Blueprint Program allowable cost.
- GCPS' Blueprint Implementation Planning process will be kick-off on December 1.
- Board & Public Feedback will be solicited throughout December - March.

Conclusion: The adoption of weighted student funding is required by the Blueprint for Maryland's Future legislation. This change in methodology is not optional.

Weighted Student Funding



Overview

The Blueprint for Maryland's Future Funding Formula

The formula for the Blueprint is a weighted-student formula. That means, the formula provides resources to local education agencies (LEAs) based on total student enrollment and on the enrollment of certain student subgroups. The formula also provides program funding for Blueprint-mandated programs.

Base Per-Pupil Amount

- The target per-pupil foundation provides for the costs of providing adequate educational services for an average student. All eligible full-time equivalent students receive this formula aid.
- Any formula weights amount refer back to this program. For example, a weight amount of 85% means 85% of the target per-pupil foundation.

Weighted Amounts

- Weighted amounts provide additional resources to a LEA based upon enrollment of specific subgroups.
- This funding reflects the fact that some student groups may require more resources in order ensure the provision of adequate educational services. For example, an English learner (EL), on average, requires more resources than a non-English learner.

Program Amounts

- Program amounts are allocated to LEAs at a flat, non per-pupil amount. For example, the Guaranteed Tax Base Aid program provides additional State aid to LEAs that 1) have less than 80 percent of the statewide average wealth per pupil, and that 2) provide funding above the local share required by the Foundation Program. The program encourages less wealthy jurisdictions to maintain or increase local education tax effort.

This slide courtesy of 'Regional Data Walks: A Data Deep Dive into Western Maryland's Schools' presentation at Maryland State Board of Education October 25, 2022 Meeting.

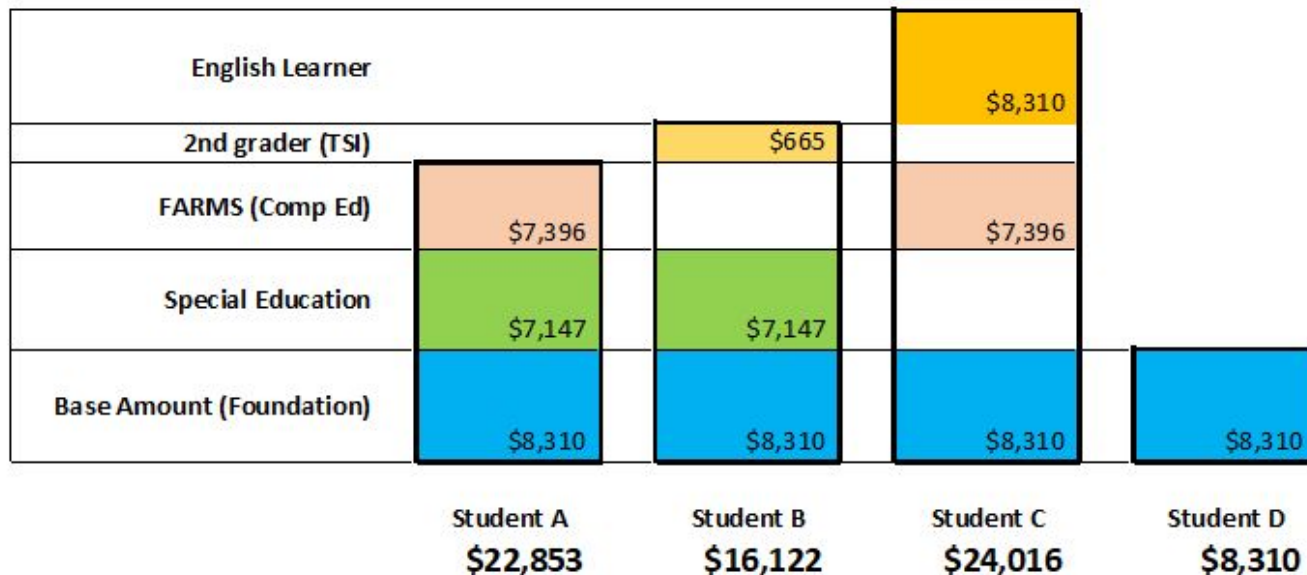


Weighted Student Funding

The total amounts for the base and additional sub groups is dictated by law and funded with both state and local funding. The split is dependant upon the relative wealth of the county.

A weighted student funding system

1. Allocates a base amount for all students and then
2. Allocates additional amount(s) for students with certain characteristics called sub groups.

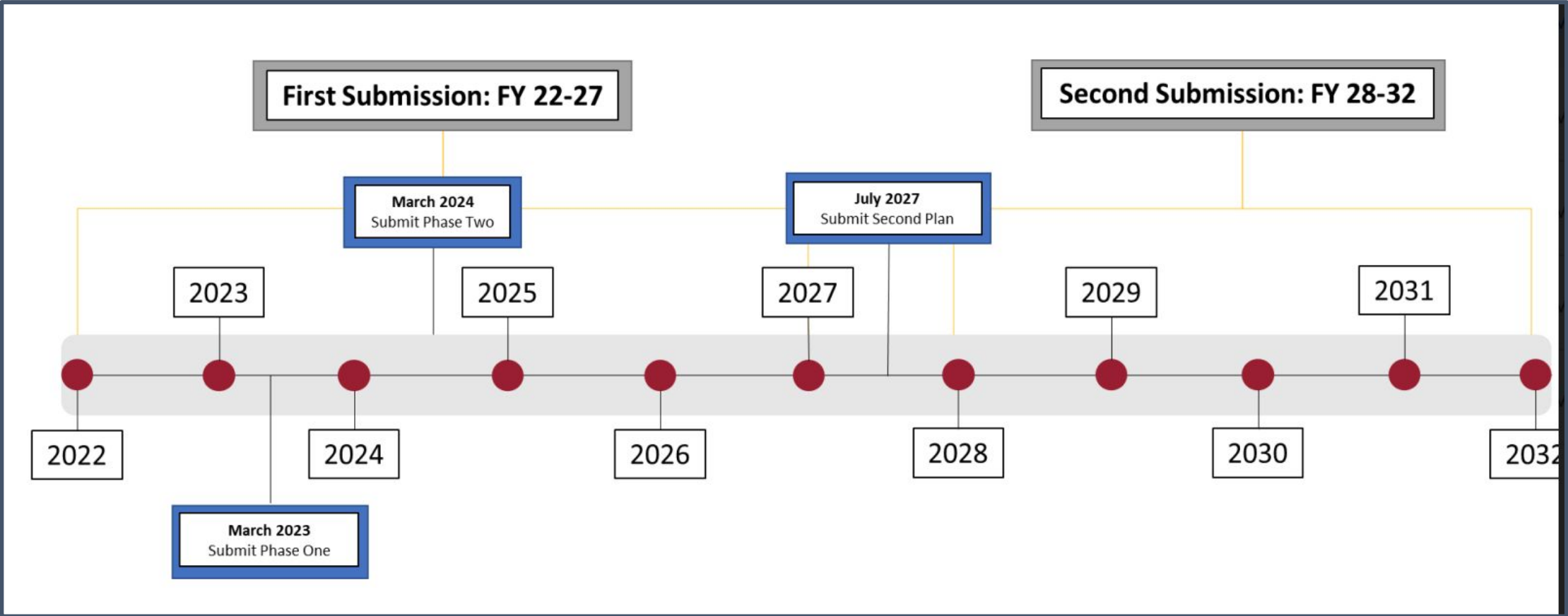


Blueprint Required Student Sub Groups:

- High Poverty/Low Income
- English Learners
- Special Education
- Meeting CCR standard
- Grade Bands (PK & K-3)

Maryland's Schools are now required to budget, monitor and report expenses per pupil, per program per school. Funding MUST follow the student.

Blueprint Implementation Plan Timeline



Next Steps

- Continue plan development
- Continue stakeholder engagement on the Blueprint
- Finalize Initial Local Blueprint Implementation Plan and submit to MSDE and AIB by March 15, 2023

Additional Blueprint Resources

[Garrett County Public School Blueprint Webpage](#)

AIB Pillar Graphics with Implementation Timeline as posted on the AIB website:

- [Pillar 1](#)
- [Pillar 2](#)
- [Pillar 3](#)
- [Pillar 4](#)
- [Pillar 5](#)

