

# **Blueprint for Maryland's Future: Policy, Funding and Timelines**

## **Worcester County Commissioners**

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Isiah Leggett, Chair  
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# Kirwan Commission



- Performance of students in the United States and in Maryland
  - **U.S.** performance is in the **middle** of countries on international benchmarks (PISA) despite our wealth and leadership in the world
  - **Maryland** is in the **middle** of the U.S. in terms of student performance (NAEP) - **and decreasing** - despite our wealth, resources, and education system
- ~50% of new teachers **leave the profession** within first 5 years
- ~40% of students **enter kindergarten** ready to learn
- ~30% of 3rd graders reading **on grade level**
- ~33% of students leave high school “**college and career ready**” in English/math
- ~70% of students enter community college **require remediation** in English/ math
- ~**66%** of jobs in Maryland require postsecondary education/training
- Maryland school funding is regressive – meaning that schools with more students from low-income households receive **less** funding than schools with more students from middle and high income households



# Findings

The Commission found strong schools around the State, but they aren't systemic and they don't serve all students well.



The data was concerning before the pandemic and is proving to be even worse after.

AI will likely accelerate the loss of good paying, low skill jobs.

Status quo is not sustainable.

Educational and economic imperative.

**We must act now to transform our schools to prepare our students for their future.**

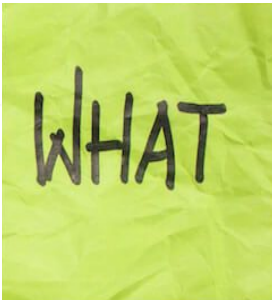


# Blueprint for Maryland's Future

Lays the foundation from early childhood into postsecondary education and training that is necessary for **every child** —regardless of where they live in the State — to receive a **world-class education** that prepares them for success in **college, career, and life.**



# Blueprint for Maryland's Future Pillars



## Early Childhood Education

Significantly expand publicly-funded full-day pre-K for all 4-year-olds and low-income 3-year-olds 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

1

## High-Quality and 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 new statewide educator career ladder to continually improve professional practice and student performance

Implement more comprehensive in-service educator training and professional development

2

## 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 end of grade 3

Create a statewide framework for rigorous CTE programs and skills standards

Establish pathways for CCR and non-CCR students in grades 11 and 12

3

## More Resources for Students to be Successful

Provide more support for students and schools who need it most, specifically, additional supports for English learners, low-income, and special education students

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

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## Governance and Accountability

Establish the Accountability and Implementation Board to oversee and monitor state and local agencies' progress in implementing Blueprint education 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 formula funding follows students to their schools

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# Blueprint for Maryland's Future - High Level Timeline



## FY 23 - 26

- Full-day Pre-K for low-income and high priority 3- and 4-year olds
- Teacher salary increase (10% over 5 years) and Career Ladder Incentives
- Tutoring for Struggling Learners
- New CCR standard and alignment of curricula and instructional materials
- New Career Counseling program for middle and high school students
- Begin implementing Post CCR and support pathways including CTE/apprenticeships
- Increased resources for Concentration of Poverty schools, English learners, students with disabilities
- Begin phasing in more professional development/collaborative time for teachers

## FY 27 -30

- Continue expansion of full-day preK to all 4 year olds and low-income 3 year olds (mixed delivery)
- \$60,000 minimum teacher salary
- Continue phase in of teacher collaborative time/professional learning and student supports
- Full phase in of resources for concentration of poverty schools, ELs, students with disabilities

## FY 33

- All formulas fully funded (Foundation/collaborative time)

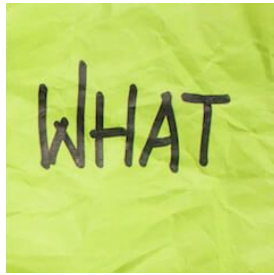


# Blueprint for Maryland's Future – State and Local Funding

- Policies and funding phased in over 12 years (FY 23-34) (State funded “jump start” in FY 20-22)
- State increase of ~\$3.7 Billion by FY 34 over pre-Blueprint (37%)
- County required increase of ~\$703 Million by FY 34 (8%)

## Blueprint Funding Formulas with State and Local Share – wealth equalized

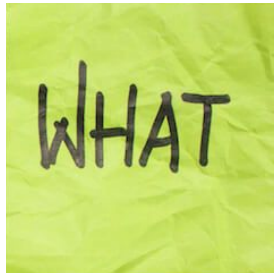
- Enhanced/revised existing formulas – Foundation (incl. Comparable Wage Index and Transitional Funding), Compensatory Education, English Learners, Special Education
- New Formulas – Concentration of Poverty, Career Ladder, College and Career Ready, Full-day Pre-K, Transitional Supplemental Instruction
- Education Effort Index (100% State funded) to recognize local wealth and effort for counties where the local share is higher than MOE



# Blueprint for Maryland's Future – Local Funding Requirement

**New Local Share Requirement** - Counties must fund the greater of:

- Per pupil Maintenance of Effort (MOE) or
- Combined Local Share of Blueprint Wealth-Equalized Formulas
  
- Estimated MOE is greater than local share for most counties until FY 28
- Estimated Local Share exceeds MOE for most counties beginning in FY 29
- For most counties, MOE is higher than the Local Share through FY 28, which means that counties can continue to fund at the same level since the MOE escalator repealed by Blueprint beginning in FY23.
- Many counties have historically gone above MOE (in many cases significantly above)
  
- For counties where the local share is the funding requirement, the education effort index was designed to provide additional State funding (in place of local funding) to counties based on their local wealth and education effort





# School-Level Budgeting and Reporting

## New Minimum School Funding Requirement

- For most Blueprint formulas, 75% of the per pupil amount for each formula must follow students to their school (100% of special education/private provider pre-K)
- LEAs begin reporting data through the new financial reporting system (PowerSchool) required by the Blueprint on July 1, 2024 (first full year of data for FY 25 will not be available until September 2025)
- AIB and MSDE are developing written guidance on the process and requirement
- This requirement has implications for the allocation of existing and new resources for LEAs and schools
- First year will provide baseline data for the extent to which schools are meeting the requirement
- Counties and LEAs will need to work together to successfully implement the Blueprint in many areas especially this requirement





The secret of change is to focus all of your energy, not on fighting the old, but on building the new.



# Staying Connected with the AIB

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