



THE BLUEPRINT FOR MARYLAND'S FUTURE

PILLAR 1: EARLY CHILDHOOD EDUCATION

WHY DO WE NEED EARLY CHILDHOOD EDUCATION?

TO ACHIEVE A WORLD-CLASS EDUCATION SYSTEM, WE HAVE TO START EARLY BY SUPPORTING FAMILIES WITH YOUNG CHILDREN AND PROVIDING HIGH QUALITY EARLY CHILDHOOD EDUCATION. THIS ALLOWS CHILDREN TO GAIN THE NECESSARY ACADEMIC, EMOTIONAL, AND SOCIAL SKILLS TO PROSPER IN SCHOOL AND BEYOND.

TRANSITIONAL SUPPLEMENTAL INSTRUCTION (TSI) GRANTS

FUNDING PROVIDED FOR ONE-ON-ONE AND SMALL GROUP ADDITIONAL ACADEMIC SUPPORT FOR STUDENTS IN GRADES K-3 WHO ARE IDENTIFIED AS STRUGGLING LEARNERS

PROVIDER CAPACITY-BUILDING & TUITION ASSISTANCE

ANNUAL INCREASE OF FUNDING FOR CAPACITY BUILDING AND TUITION ASSISTANCE PROGRAMS WITHIN THE MARYLAND STATE DEPARTMENT OF EDUCATION

PREKINDERGARTEN EXPANSION

FUNDING TO INCREASE AVAILABILITY OF PREK AND RESOURCES TO SERVE 3- AND 4-YEAR-OLDS FROM LOW-INCOME FAMILIES AND ENSURE SOCIOECONOMIC DIVERSITY ACROSS CLASSROOMS.

PATTY & JUDY CENTER EXPANSION

FUNDING FOR EXPANSION OF CRITICAL EARLY-INTERVENTION PROGRAMS LIKE 30 NEW FAMILY SUPPORT (PATTY) AND 135 NEW EARLY LEARNING (JUDY) CENTERS ACROSS MD BY 2030.

SLIDING SCALE

THE BLUEPRINT EXPANDS THE AVAILABILITY OF HIGH-QUALITY, FULL DAY PREKINDERGARTEN TO CHILDREN ACROSS MD. THE BLUEPRINT ACCOMPLISHES THIS WITH A SLIDING SCALE

NO COST

TIER I = INCOME \geq 300% OF THE FEDERAL POVERTY LEVEL (FPL)

PARTIAL COST

TIER II = INCOME BETWEEN 301% - 600% OF THE FEDERAL POVERTY LEVEL (FPL)

FULL COST

TIER III = INCOME $<$ 300% OF THE FEDERAL POVERTY LEVEL (FPL)



THE BLUEPRINT FOR MARYLAND'S FUTURE PILLAR 2: HIGH QUALITY & DIVERSE TEACHERS AND SCHOOL LEADERS

WHY DO WE NEED HIGH-QUALITY AND DIVERSE EDUCATORS IN OUR SCHOOLS?

HIGH-QUALITY, RACIALLY DIVERSE TEACHERS AND SCHOOL LEADERS ARE VITAL IF WE'RE SERIOUS ABOUT PROVIDING A WORLD-CLASS EDUCATION TO EVERY STUDENT. MARYLAND'S STUDENT BODY IS 70% STUDENTS OF COLOR; OUR EDUCATORS ARE 70% WHITE.

SCHOLARSHIPS AND LOAN ASSISTANCE

FUNDING PROVIDED TO SEVERAL PROGRAMS TO ATTRACT RACIALLY AND ECONOMICALLY DIVERSE CANDIDATES TO THE TEACHING PROFESSION.

SALARY INCREASES AND CAREER LADDER

INCREASE TEACHERS' BASE SALARY TO \$60,000 BY 2026 AND PROVIDE CORRESPONDING SALARY INCREASES AS PROFESSIONALS MOVE UP THE CAREER LADDER.

SCHOOL LEADERSHIP TRAINING PROGRAMS

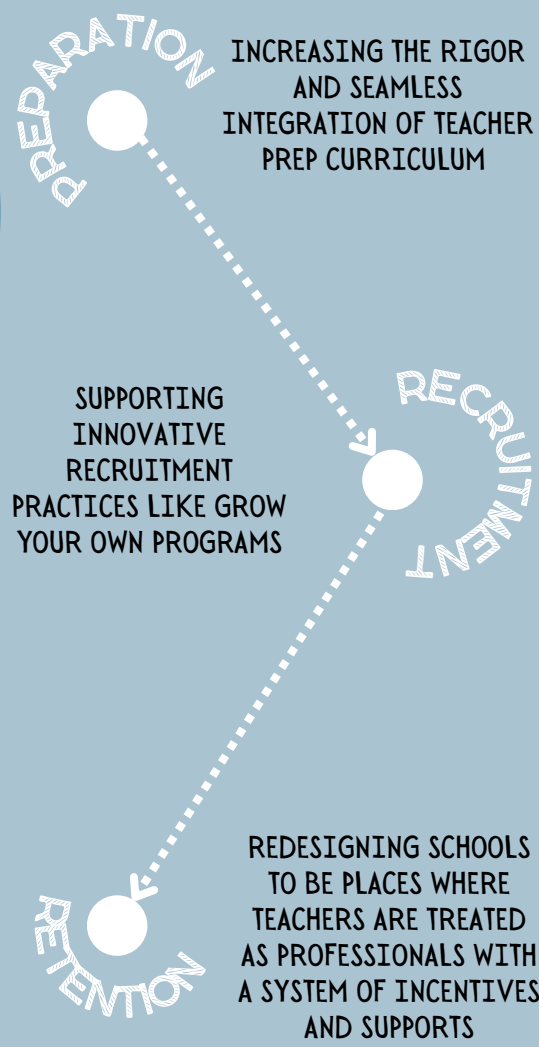
TRAINING PROGRAMS GEARED TOWARDS SUPERINTENDENTS, INSTRUCTIONAL LEADERS, BOARD OF EDUCATION MEMBERS AND SCHOOL PRINCIPALS TO ENSURE ALIGNMENT IN VISION AND IMPLEMENTATION.

SUPPORT FOR HBCUS AND HSIS

TEACHER QUALITY AND DIVERSITY GRANT PROGRAM THAT PRIORITIZES \$500,000 ANNUALLY FOR HBCUS, HSIS, AND OTHER INSTITUTIONS OF HIGHER EDUCATION.

ELEVATING THE TEACHING PROFESSION

THE PRIORITY OF THIS PILLAR IS TO TURN TEACHING INTO A HIGH-STATUS PROFESSION THAT TOP-PERFORMING MARYLAND HIGH SCHOOL GRADUATES WANT TO PURSUE.





THE BLUEPRINT FOR MARYLAND'S FUTURE PILLAR 3: COLLEGE AND CAREER READINESS

WHY ARE NEW COLLEGE CAREER READINESS PATHWAYS NEEDED?

THERE ARE MULTIPLE PATHS TO SUCCESS IN THE REAL WORLD. THE BLUEPRINT EMBRACES STUDENTS WHO WANT TO GO TO COLLEGE AND THOSE WHO WANT TO ENTER CAREERS IMMEDIATELY, WHICH IN TURN SUPPORTS STUDENT INTERESTS AND THE INTERESTS OF OUR STATE'S ECONOMY.

9TH GRADE PROGRESS TRACKER

LOCAL SCHOOL SYSTEMS MUST BEGIN TRACKING 9TH GRADERS' PROGRESS TO GRADUATION, CREDIT ACCUMULATION, AND COURSE PASSAGE.

CAREER COUNSELING FOR MIDDLE & HIGH SCHOOLERS

INDIVIDUALIZED CAREER ADVISING PROVIDED FOR EVERY STUDENT, REGARDLESS OF WHETHER THEY'RE ENROLLED IN A POST-CCR PATHWAY, AND PROVIDES PER PUPIL FUNDING TO SUPPORT COUNSELING OFFERINGS.

NEW COLLEGE & CAREER READINESS STANDARD

MSDE TO DEVELOP A NEW CCR STANDARD FOR STUDENTS TO ACHIEVE BY THE END OF 10TH GRADE AFTER RESEARCH ON THE CURRENT CCR STANDARDS.

CAREER & TECHNICAL INNOVATION GRANT PROGRAM

\$2 MILLION ANNUALLY PROVIDED FOR DEVELOPMENT AND IMPLEMENTATION OF INNOVATING CTE CURRICULUM FRAMEWORK AND PATHWAYS BASED ON DOMESTIC AND INTERNATIONAL BEST PRACTICES.

CAREER AND TECHNICAL EDUCATION COMMITTEE

THE CTE COMMITTEE OPERATES UNDER THE ACCOUNTABILITY AND IMPLEMENTATION BOARD (AIB) AND BUILDS AN INTEGRATED, GLOBALLY COMPETITIVE STANDARD FOR PROVIDING CTE TO MD STUDENTS IN PUBLIC SCHOOLS, POSTSECONDARY EDUCATION, AND THE WORKFORCE.

CAREER COUNSELING

COMMITTEE CONDUCTS AN EVALUATION OF EACH CAREER COUNSELING AGREEMENT FOR BEST PRACTICES

SETS DEFINITION, CRITERIA, AND SYSTEMS RELATED TO HS LEVEL REGISTERED APPRENTICESHIPS

APPRENTICESHIPS

REPRESENTATION

ENSURE CTE PROGRAMMING AND OPPORTUNITIES ARE DEMOGRAPHICALLY DIVERSE AND REPRESENTATIVE





THE BLUEPRINT FOR MARYLAND'S FUTURE

PILLAR 4: MORE RESOURCES FOR ALL STUDENTS TO BE SUCCESSFUL

WHAT DOES "MORE RESOURCES FOR ALL STUDENTS TO SUCCEED" MEAN?

THE BLUEPRINT INVESTS HEAVILY IN BRINGING EQUITY TO STUDENT CONDITIONS, FROM THOSE WHO EXPERIENCE POVERTY, TO EMERGING BILINGUAL SPEAKERS (ENGLISH LANGUAGE LEARNERS), AND STUDENTS WITH DISABILITIES, THE BLUEPRINT BRINGS MARYLAND CLOSER TO WORLD CLASS SCHOOLS--FOR ALL.

COMMUNITY SCHOOLS

COMMUNITY SCHOOLS ARE A WELCOMING HUB THAT OFFERS TRUE ENGAGEMENT WITH STAFF, FAMILIES, STUDENTS, AND COMMUNITY BY RESPONDING TO THE SPECIFIC NEEDS OF THE COMMUNITY THEY SERVE.

CONCENTRATION OF POVERTY GRANTS

THE CONCENTRATION OF POVERTY (COP) GRANT PROGRAM SUPPORTS THE EXPANSION OF COMMUNITY SCHOOLS.

SUPPORTS FOR ENGLISH LEARNERS

ENGLISH LEARNER WORKGROUP MADE RECOMMENDATIONS FOR ACCELERATING ACADEMIC ACHIEVEMENT OF MULTILINGUAL STUDENTS BASED ON DATA AND NATIONAL AND INTERNATIONAL BEST-PRACTICES.

IDENTIFICATION

SLIDING SCALE OF ELIGIBILITY BEGINNING AT 55% AND BASED ON FREE AND REDUCED MEAL (FARMS) PARTICIPATION

SUPPORTS FOR STUDENTS WITH DISABILITIES

SPECIAL EDUCATION WORKGROUP FORMED TO CREATE STRONG RECOMMENDATIONS; SIGNIFICANTLY INCREASED FUNDING FOR SPECIAL EDUCATION TO IMPROVE OUTCOMES.

FUNDS PROVIDED TO HIRE TWO ALLOCATED POSITIONS: COMMUNITY SCHOOL COORDINATOR AND HEALTH PRACTITIONER

PERSONNEL

CONSORTIUM ON COMMUNITY-BASED SUPPORTS

SUPPORTS THE DEVELOPMENT OF PARTNERSHIPS TO MEET STUDENT BEHAVIORAL HEALTH NEEDS IN A HOLISTIC MANNER. THE FUND TO SUPPORT PARTNERSHIPS WILL RECEIVE \$125 MILLION ANNUALLY BY FISCAL YEAR 2026

PER PUPIL

ADDITIONAL PER-PUPIL FUNDING TO PROVIDE EXTRA SUPPORTS AND RESOURCES FOR STUDENTS





THE BLUEPRINT FOR MARYLAND'S FUTURE PILLAR 5: GOVERNANCE AND ACCOUNTABILITY

WHY DO WE NEED GOVERNANCE AND ACCOUNTABILITY?

THE BLUEPRINT IS A COMMITMENT TO SUCCESS. BY INVESTING IN MULTIPLE ACCOUNTABILITY ENTITIES, REQUIRING EDUCATION AND ENGAGEMENT OF THE GENERAL PUBLIC, AND CREATING SYSTEMS TO SUPPORT TRANSPARENCY AT ALL LEVELS, THE LAW WILL HELP US MEASURE THE SUCCESS OF IMPLEMENTATION.

ACCOUNTABILITY AND IMPLEMENTATION BOARD

THE ACCOUNTABILITY AND IMPLEMENTATION BOARD (AIB) IS AN INDEPENDENT STATE-LEVEL ENTITY THAT HOLDS ALL STATE AND LOCAL GOVERNMENTS ACCOUNTABLE FOR IMPLEMENTING THE BLUEPRINT AND OUTCOMES.

EXPERT REVIEW TEAMS

EXPERT REVIEW TEAMS ARE TEAMS OF EXPERT EDUCATORS WHO ANALYZE AND REPORT ON BLUEPRINT IMPLEMENTATION IN SCHOOLS. THEY AIM TO VISIT EVERY SCHOOL IN MARYLAND BY 2025.

BLUEPRINT IMPLEMENTATION COORDINATORS

BICS ARE INDIVIDUALS WHO ARE APPOINTED BY A LOCAL SCHOOL SYSTEM. THEY ARE RESPONSIBLE FOR THE IMPLEMENTATION OF THE BLUEPRINT BY ALL GOVERNMENT UNITS IN A GIVEN JURISDICTION.

FINANCIAL ACCOUNTING SYSTEM

MARYLAND STATE DEPARTMENT OF EDUCATION IS REQUIRED TO CREATE AND IMPLEMENT A NEW FINANCIAL REPORTING DATA SYSTEM THAT COLLECTS, ANALYZES, AND REPORTS ON THE FINANCES OF EACH SCHOOL DISTRICT.

FUNDING FORMULA

THE BLUEPRINT FOR MARYLAND'S FUTURE INCREASES ANNUAL EDUCATION FUNDING TO OVER \$3.8 BILLION IN 10 YEARS. THE FUNDING FORMULA PRIORITIZES EQUITY.

PER-PUPIL

THE PER-PUPIL FOUNDATION AMOUNT WILL CONTINUE TO INCREASE UP TO \$12,365 FOR EACH STUDENT IN THE 2032-33 SCHOOL YEAR.

WEIGHTED AMOUNTS PROVIDE ADDITIONAL RESOURCES TO LEAs BASED ON THE CHARACTERISTICS OF THE STUDENTS THAT ARE ENROLLED

WEIGHTED

PROGRAMS

PROGRAM AMOUNTS ARE ALLOCATED TO LEAs BASED ON FACTORS OTHER THAN STUDENT ENROLLMENT.

