

**MEMORANDUM**

September 28, 2022

TO: Education & Culture Committee

FROM: Nicole Rodríguez-Hernández, Legislative Analyst  
Essie McGuire, Senior Legislative Analyst

SUBJECT: Blueprint for Maryland's Future: High Quality and Diverse Teachers and Leaders

PURPOSE: Discussion, no action required

**Expected Participants:**

Janine Bacquie, Blueprint for Maryland's Future Coordinator, Montgomery County Public Schools (MCPS)  
Sydney Pinkard, Future Employees Initiative Coordinator, MCPS

The Education & Culture (E&C) Committee is tentatively scheduled to receive a series of briefings on the Blueprint for Maryland's Future (Blueprint) key policy areas to 1) discuss recent action steps in the specific policy area and 2) address related issues under the key policy area umbrella.

On [March 10](#), the joint Education & Culture (E&C) and Health and Human Services (HHS) Committee had their first comprehensive briefing on the Blueprint to review the Blueprint timeline, policy areas, updates to the early care and education key policy area, and the roles of the coordinator, County, and Accountability & Implementation (AIB) Board.

Today's briefing will focus on the "High Quality and Diverse Teachers and Leaders" portion of the Blueprint. The Committee will receive a presentation on recent action steps taken to meet the Blueprint requirements under this policy area as well as discuss MCPS' efforts in addressing recent staffing shortages and how to support staff not included in the Blueprint legislation. The presentation will serve as the substantive reference for today's session and is included on ©1.

This staff report provides a summary of the Blueprint's goals, today's key policy area, and the aforementioned presentation.

## **A. The Blueprint for Maryland's Future**

The Blueprint is the State's legislative framework to enable "Maryland's pre-K-12 [education] system to perform at the level of the best-performing school systems in the world." In summary, it provides approximately \$3.8 billion of funding for a 10-year period to support specific policy recommendations in five key areas:

1. High quality early childhood education and expansion;
2. High-quality and diverse teachers and leaders;
3. College and career readiness pathways, including Career and Technical Education;
4. More resources to ensure all students are successful; and
5. Governance and accountability.

In 2021, the General Assembly overturned Governor Hogan's original 2020 veto on the legislation and passed revisions to the Blueprint to account for both the delay in implementation and COVID-19 related impacts. Fiscal year 2023 is the first year in the 10-year Blueprint implementation period making it imperative to review the context, recent action updates, and the County government's role, responsibilities, and requirements (now and consistently throughout the next decade).

## **B. High Quality and Diverse Teachers and Leaders Blueprint Summary**

The Commission's key policy recommendations for "High Quality and Diverse Teachers and Leaders" focus on elevating the teaching profession and building strong professional pathways in the field to recruit and retain high quality teaching staff.

- Elevate the teaching profession to a "high status profession" and mandate the following:
  - 10% teacher raises
  - \$60,000 starting salaries
  - Salary increases of \$10,000 for National Board-Certified Teachers, including an additional \$7,000 salary increase for teachers placed in "low-performing schools"
- Create a leadership development system to provide the skills needed to implement the Blueprint requirements;
- Redesign the teacher career ladder with incentives and supports;
- Improve recruiting and professional development efforts for a diverse and long-term teaching faculty;
- Increase the rigor of teacher preparation programs to meet the needs of diverse students

### **C. High Quality and Diverse Teachers and Leaders Presentation**

Montgomery County Blueprint Implementation Coordinator Janine Bacquie and MCPS' Future Employees Coordinator Sydney Pinkard will present recent action updates as well as address related issues under this key policy area. An outline of the presentation is provided below.

- **Policy Area Update:** Summarizes AIB actions and next steps for local education agencies
- **Staffing Shortages:** Highlights current vacancy rate and strategies used to address shortages
- **Recruitment:** Describes actions to recruit diverse staff and the “Grow Your Own” initiative
- **National Board-Certified Teachers (NBCT):** Reviews current NBC teacher rate and efforts to support teachers working toward NBC

#### **This report contains:**

Presentation

Summary of 5 Key Policy Areas

#### **Page#**

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# **Maryland's Blueprint for the Future House Bill 1372 Update**

County Council ED/Culture Committee  
Monday, October 3, 2022

# Five Blueprint Policy Areas for Mandated Reform

- High-Quality Early Childhood Education and Expansion
- **High-Quality and Diverse Teachers and Leaders**
- College and Career Readiness Pathways, including Career and Technical Education (CCR/CTE)
- More Resources to Ensure all Students are Successful
- Governance and Accountability

\*The Blueprint's overarching intent is to provide a "world-class" education for every student in MD.

## **Update: Accountability and Implementation Board (AIB) and Maryland State Department of Education (MSDE)**

- The (AIB) is an independent unit of State government that was created to ensure that the Blueprint is implemented as intended
- The AIB held summer interactive workshops on Pillar II **High Quality Teachers and Diverse Leaders** in June, July, August and September 2022, to review statutes and ensure a common understanding of the Blueprint with the public at large, including a wide cross section of stakeholders
- A Career Ladder Plan must be developed by each LEA by July 1, 2024
- LEAs are still awaiting the MSDE “playbook” guidance on the Career Ladder. Much of the Career ladder will be negotiated through collective bargaining
- Related local workgroup will meet in October, before and after the draft criteria is shared by the AIB in order to provide further input and feedback
- Draft blueprint comprehensive report criteria will be shared by the AIB in mid to late October for feedback. The AIB will hold a tentative public hearing on November 10, 2022. Final criteria for reporting will be distributed to LEAs by December 1, 2022
- Each jurisdiction must submit a Comprehensive Blueprint Implementation Plan by March 2023

# Successfully Addressing Staffing Shortages

- At the start of school, MCPS had 99% of it's vacancies filled

## **A number of strategies in use to address shortages such as:**

- Year round ongoing strategic recruitment efforts
- "Pop up" recruitment events at local malls and community locations (especially fruitful for recruiting supporting services staff)
- Conducting Summer Job Fairs

# Diversity in Hiring and Recruitment

## **Recruitment of Diverse Candidates:**

- SY2021-2022 over 1390 diverse teacher candidates applied to MCPS
- SY2021-2022 442 diverse candidates hired by MCPS or 43%
- MCPS goal for SY2022-2023 is to increase our diverse applicant pool by 300 or by 20% to 1700
- MCPS goal for SY2022-2023 is to increase our diverse hires by 10% or to 500 teachers

# MCPS Recruitment Actions

- Increase to 25% our participation with Hispanic Association of Colleges and University (HACU) and increase to 25% our participation in Historically Black Colleges and Universities (HBCU) in our targeted states (Texas, Puerto Rico, Florida, North Carolina, Georgia NY/NJ, MA, PA )
- HACU Target Universities: University of Texas Rio Grande Valley, Texas State Texas A&M, University of Central Florida, Florida Atlantic University, University of Puerto Rico, Central University of Bayamon PR, and Interamerican University of PR
- HBCU Target Universities: Howard University, University of the District of Columbia, Bowie State, Morgan State, Coppin State, University of Maryland Eastern Shore, Hampton University, Virginia State, Delaware State, Florida A&M, North Carolina A&T, and North Carolina Central
- Increase by 10% our participation in Asian Serving Institutions (ASI) in our target states. (Virginia, Massachusetts, NY/NJ) Target Universities: University of Maryland, University of Virginia, Boston College, Boston University and State Universities of NY Albany

## **“Grown Your Own” (GYO)**

- Established strategic timeline for GYO efforts in collaboration with internal MCPS stakeholders
- Developed an internal employee referral program designed to refer top talent to MCPS
- Presented in collaboration with the Partnerships Unit to *Summer RISE students* about the multiple and varied array of career pathways available within MCPS
- Partnered with the MCPS Career Pathways program to develop literature and map out strategic next steps to align the program to our GYO efforts
- Collaborated with employee association, MCEA, to explore strategies to elevate the teaching profession
- Celebrated inaugural cohort of 12 future MCPS educators during Future Educators' Celebration event
- MCPS was selected for the MD Leads grant which includes a focus on Grow Your Own expansion

## **National Board Certified Teachers (NBCT)**

- MCPS has more than 650 teachers currently working to achieve NBC for the first time
- MCPS has 621 teachers who hold an active NBC. (Largest amount statewide)
- MCPS in conjunction with the MCEA, supports teachers working toward NBC in a variety of ways. This summer, MCEA sponsored "Jump Start, a three-day seminar providing a comprehensive overview of NBC
- In October, teachers will engage in NBC component support courses which are approved by the MSDE for Continuing Professional Development credit. Each course is a five-session series designed to support teachers in the completion of a component required for NBC
- This year, 25 sections of component support courses were made available, serving up to 625 participants. Finally, candidates for NBC have access to a variety of resources and self-paced courses provided by the National Board for Professional Teaching Standards, which are accessible on the MCPS NBC website

## **For Further information and to provide feedback:**

**To Provide feedback:**

**[Blueprintfeedback@mcpsmd.org](mailto:Blueprintfeedback@mcpsmd.org)**

**For More information:**

**<https://www.montgomeryschoolsmd.org/info/blueprint>**

**Access the AIB website:**

**<https://aib.maryland.gov/Pages/default.aspx>**

**Access MSDE Blueprint webpage:**

**<https://marylandpublicschools.org/Blueprint/Pages/Overview.aspx>**

## **The Five Key Policy Areas of the Blueprint**

The summary of each policy area highlighted below comes from the Commission’s final report ©159 and the BOE’s February 14, 2021 presentation ©261.

### **1. High- Quality Early Childhood Education and Expansion**

The Commission’s key policy recommendations as reflected in the Blueprint include:

- A mixed-delivery system (public/private) expansion of high-quality, full day pre-kindergarten programs;
- Expansion prioritized for 3 and 4-year-olds from low-income households;
- Public funding for both public-school based and community-based pre-K programs to meet rigorous quality standards;
- Increase in state-funded pre-kindergarten in community based settings;
- An increase of early childhood education teachers through assistance and financial support (Child Development Associate ® Credential or associate’s degree)
- Implementation of a new school readiness assessment for all students entering kindergarten;
- Expansion of Family Support Centers (pre-and post-natal support) and Judy Centers (early childhood education and support);
- Full funding of the Infants and Toddlers Program.

### **2. High-Quality and Diverse Teachers and Leaders**

The Commission’s key policy recommendations as reflected in the Blueprint include:

- Elevate the teaching profession to a “high status profession” and mandate the following:
  - 10% teacher raises
  - \$60,000 starting salaries
  - Salary increases of \$10,000 for National Board-Certified Teachers, including an additional \$7,000 salary increase for teachers placed in “low-performing schools”
- Create a leadership development system to provide the skills needed to implement the Blueprint requirements;
- Redesign the teacher career ladder with incentives and supports;

- Improve recruiting and professional development efforts for a diverse and long-term teaching faculty;
- Increase the rigor of teacher preparation programs to meet the needs of diverse students

### **3. College and Career Readiness Pathways**

The Commission’s key policy recommendations as reflected in the Blueprint include:

- Establish an internationally benchmarked curriculum that enables students to achieve “college-and career-ready” status by the end of 10<sup>th</sup> grade to then pursue advanced classes or program (e.g. International Baccalaureate), early college, and/or technical education (industry-recognized credentials);
- Set College and Career Readiness Standard (CCR) to global standards in English literacy and mathematics to succeed in first-year higher education institution courses;
- Implement a fully aligned instructional system to keep students on track with established standards;
- Create a career and technical education (CTE) system that produces qualified and work-ready graduates in in-demand fields and meets the statewide framework (in development);
- Development of alternative educational approaches for students who will most likely not meet CCR standards by 10<sup>th</sup> grade; and
- Provide students who meet the CCR standards with access to post CCR program pathways

### **4. More Resources to Ensure all Students are Successful**

The Commission’s key policy recommendations as reflected in the Blueprint include:

- Establish a Transitional Supplemental Instruction for Struggling Learners program to provide additional funding for one-on-one and small group instruction not on track to meet expected reading levels by 3<sup>rd</sup> grade;
- Provision of Concentration of Poverty School Grants to support community schools for schools with high concentrations of students living in poverty;
- Revision of funding formulas for English Learners, special education, and FARMS eligible students;
- Training to identify student needs and to connect student resources;
- Increase State-level school-based health center support;

## **5. Governance and Accountability**

The Commission's recommendation was to create an Independent Board to ensure the entire set of recommendations as reflected in their final report and final Blueprint legislation are successfully implemented and produce the desired results.

As a result, the AIB was authorized by the General Assembly on February 21, 2021. The Board serves as an independent unit of State government and is made up of seven members appointed by the Governor (from a pool of candidates selected by the nominating committee) for six-year terms.

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|--------------------------------------------------------------------------------|------------------------|
| 1. Chair, Isiah Leggett (chosen by Governor, Senate President & House Speaker) | 4. Dr. Jennifer Lynch  |
| 2. Fagan Harris                                                                | 5. Joseph Manko        |
| 3. Dr. William (Brit) Kirwan                                                   | 6. Dr. Laura Stapleton |
|                                                                                | 7. Dr. Mara Doss       |

The Board's charge reflects the Commission's recommendations which includes:

- Develop a Comprehensive Implementation Plan and criteria for the Blueprint;
- Review and approve each local education agency's implementation plan;
- Withhold funding from school systems whose plan or implementation progress are in noncompliance with the Blueprint;
- Develop a leadership development training program for BOE members and principals; and
- Evaluate submitted data and assess levels of success on the various Blueprint components.

Due to the delay in the final appointment of the AIB, the Board did not hold its first meeting until November 15, 2021. As a result, the Board is taking tentative steps to adjust and meet the required expectations of the Board and subsequently, the expectations for local education agencies. The presentation will provide more information on this topic.