

M E M O R A N D U M

November 14, 2022

TO: Education & Culture Committee and Health & Human Services Committee

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

SUBJECT: Blueprint for Maryland's Future: More Resources to Ensure all Students are Successful

PURPOSE: Discussion, no action required

Expected Participants:

Ivón Alfonso-Windsor, Supervisor, Budget and Finance, MCPS
Janine Bacquie, Blueprint for Maryland's Future Coordinator, MCPS
Amy Beal, Community Schools Coordinator, MCPS
Niki Hazel, Associate Superintendent Office of Curriculum and Instruction, MCPS
Shauna-Kay Jorandby, Director of Student Wellbeing, MCPS
Irina LaGrange, Director, Curriculum & Instruction, MCPS
Phil Lynch, Director of Special Education, MCPS
Dr. Damon Monteleone, Associate Superintendent for Student Well-Being, Learning, and Achievements, MCPS
Dr. Patrick Murphy, Deputy Superintendent, Montgomery County Public Schools (MCPS)
Nichelle Owens, Director, Title I Early Childhood and Recovery Funds, MCPS
Diana Wyles, Associate Superintendent of Special Education and Related Services, MCPS

The Education & Culture (E&C) Committee and Health & Human Services (HHS) Committee have received 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 E&C and 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. On [October 3](#), the E&C Committee held a briefing on the Blueprint's "High Quality and Diverse Teachers and Leaders" key policy area. On [October 24](#), the E&C Committee discussed

the Blueprint's "College and Career Readiness" key policy area. On [October 31](#), the joint E&C and HHS Committee received an update on "High Quality Early Childhood Education and Expansion."

Today's briefing will focus on the "More Resources to Ensure all Students are Successful" policy area of the Blueprint. The joint Committee will receive a presentation on recent action steps taken to meet the Blueprint requirements under this policy area as well as specifically discuss 1) community schools; 2) the innovative school year pilot; 3) Wellness Centers; and 4) extended learning opportunities. The presentation will serve as the substantive reference for today's session and is included on [C1](#).

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. More Resources to Ensure all Students are Successful Blueprint Summary

The Kirwan Commission's key policy recommendations for "More Resources to Ensure all Students are Successful" are:

- 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 3rd 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.

C. More Resources to Ensure all Students are Successful Presentation

Montgomery County Blueprint Implementation Coordinator Janine Bacquie and MCPS leadership and staff 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 updates and highlights in curriculum & instruction; special education; multilingual learners; tutoring and summer schools; transitional supplemental instruction; wellness; and behavioral health
- **Wellness Centers:** Updates on Wellness Center services & locations
- **Community Schools:** Updates on Concentration of Poverty Grants & school identification
- **Extended Learning Opportunities:** Updates on Title I Summer Programs, including tutoring
- **Innovative School Calendar:** Updates on the innovative school model

This report contains:

Presentation
Summary of 5 Key Policy Areas

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Maryland's Blueprint for the Future House Bill 1372 Update

Update to the Board of Education
Thursday, November 17, 2022

Five Blueprint Pillars 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

MCPS Strategic Connections

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

Strategic Plan in Action

Academic Excellence:

Student outcomes are not predictable by race, ethnicity, socioeconomic status, or educational need.

Well-Being & Family Engagement:

Supporting the well-being of students and staff to ensure academic success.

Professional & Operational Excellence:

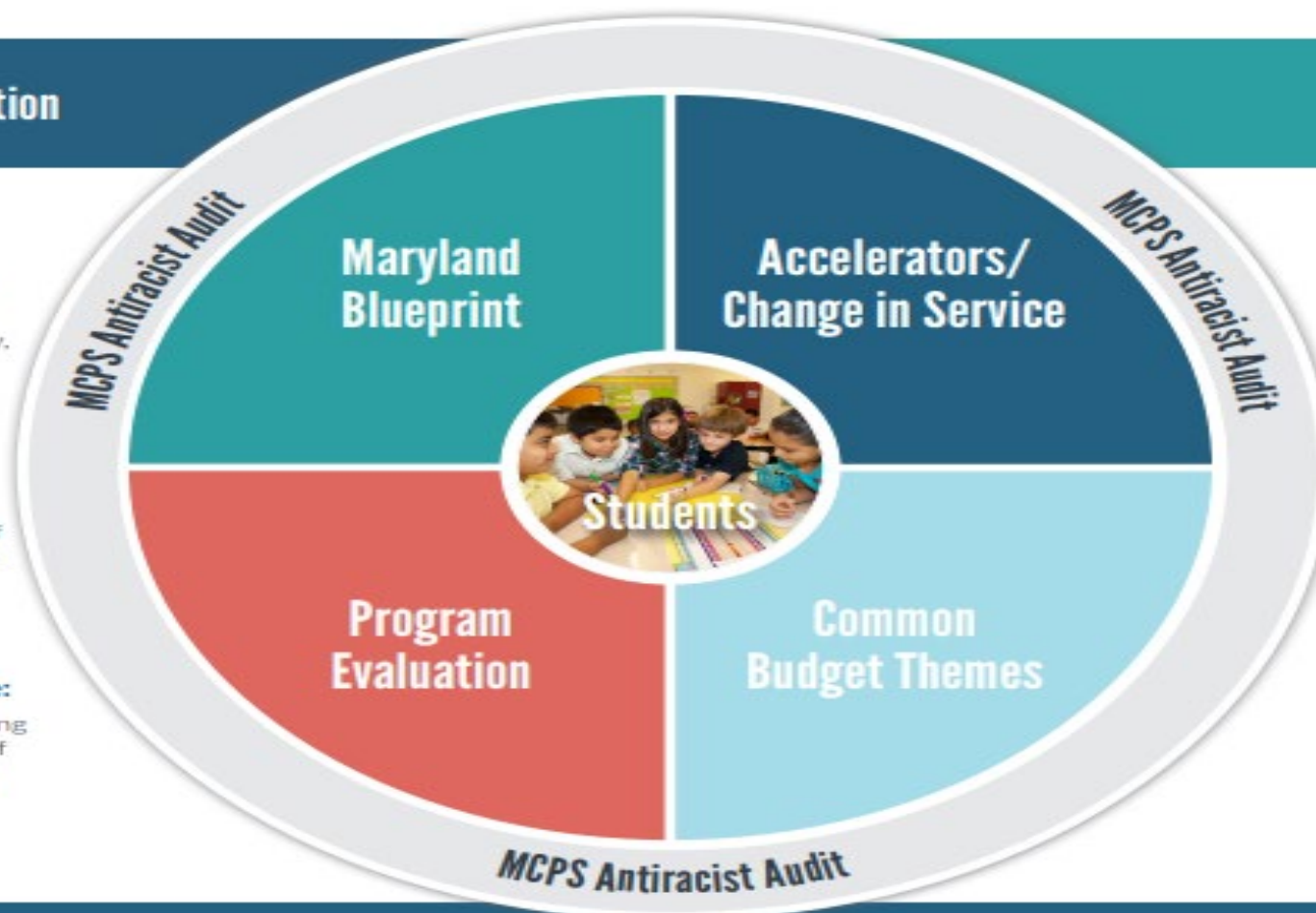
Providing professional learning that enhances the efficacy of our staff to support student learning.

MCPS Strategic Priorities

MCPS is committed to preparing all students for success in college, career, and community. In order to do this, it is our responsibility to provide robust coursework, career opportunities, and early access to college credit so students can be successful, whatever their path may be.

Well-being and family engagement is an important part of student success. A critical component of this is supporting both staff and students' social-emotional needs so that everyone is thriving emotionally and academically.

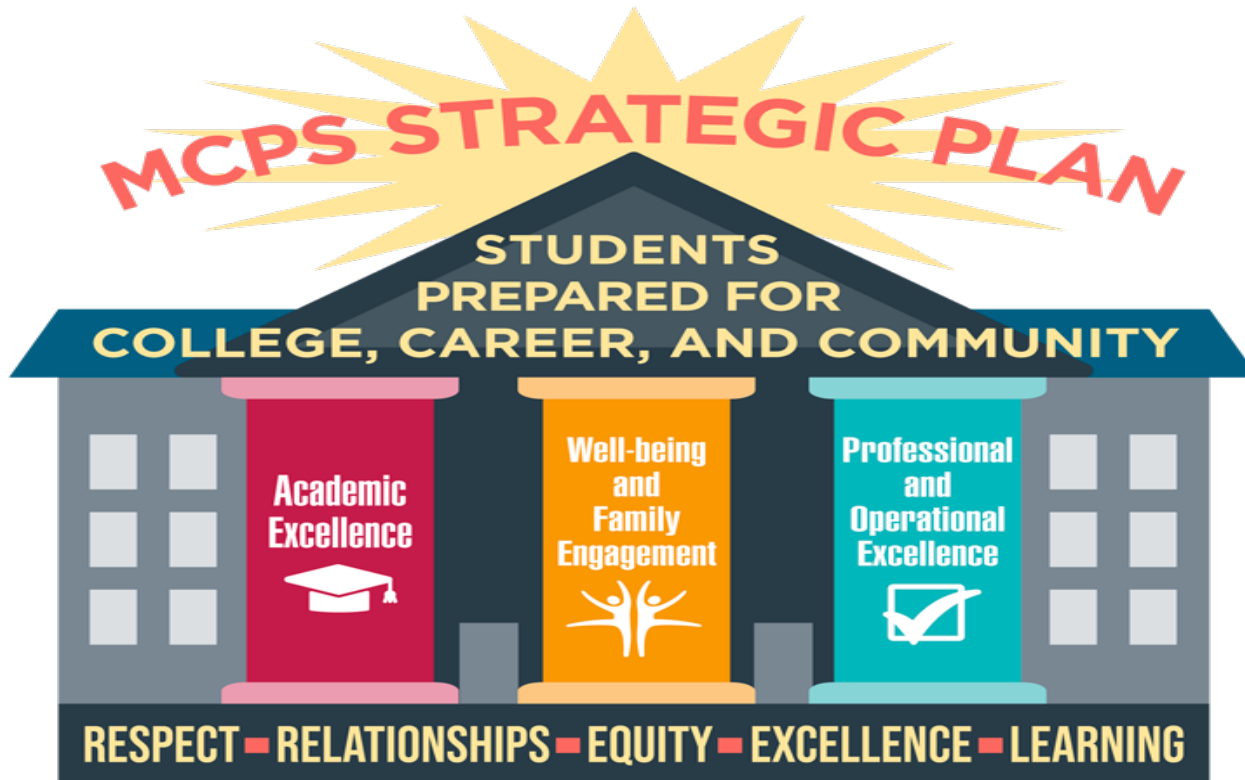
Student success is only possible with the hiring and maintaining of a highly-qualified, diverse, and culturally proficient workforce. MCPS will use targeted recruitment strategies, teacher pathway programs for our supporting services staff, and regular professional development to ensure we have the best educators.



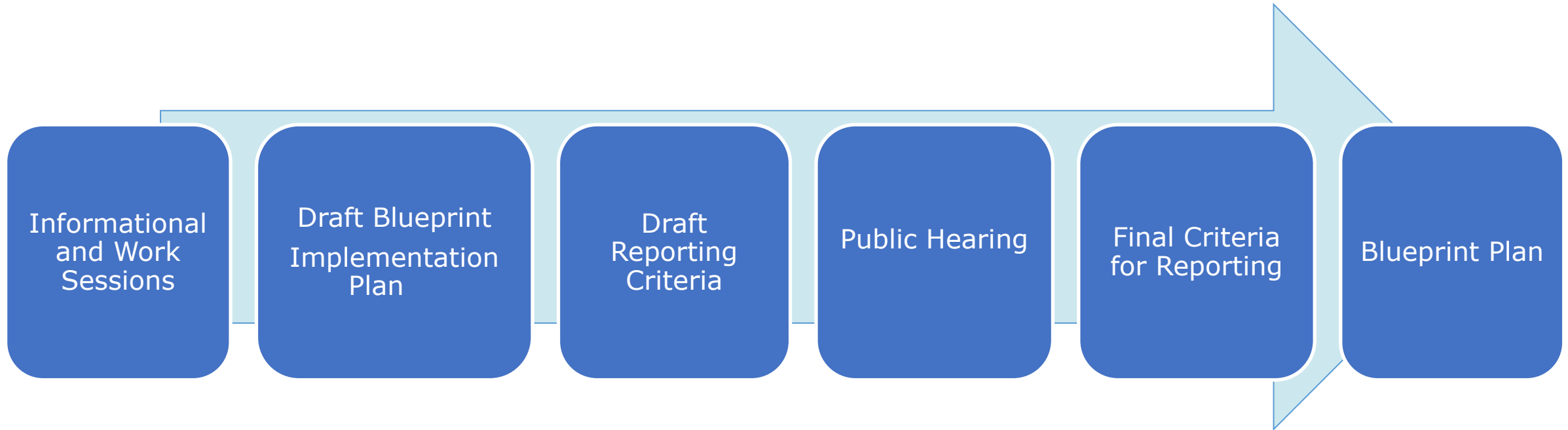
MCPS Antiracism Audit

MCPS is committed to actively working to ensure racial justice by identifying, interrupting, and dismantling racist practices, policies, and attitudes that disproportionately harm communities of color.

Strategic Plan Priorities Support all Students



Accountability and Implementation Board (AIB)



Pillar 4: More Resources to Ensure All Students are Successful

Expected Outcome:

Students who are from low-income households, attend schools with high concentrations of poverty, are English learners, and require special education services receive the additional resources and services they need to achieve success in school and overall health and well-being. All students who need behavioral health services can access them.

More Resources to Ensure All Students are Successful: Curriculum and Instruction

- Focusing on the major content standards for Algebra 1 success
- Analysis of student data daily to differentiate instruction
- Implementation of Eureka Math Equip pre-diagnostic resources (elementary)
- Building students' conceptual understanding and critical thinking through hands-on, evidence-based practices
- PD and coaching to support EML and students with disabilities

More Resources to Ensure All Students are Successful: Curriculum and Instruction

- Shift to Structured Literacy (Elementary) and DIBELS assessment
- Co-teaching to support EML and students with disabilities (Secondary)
- Literacy across the content areas (Secondary)
- Programming and services for EML and special education student needs
- Increased direct support to schools
- Shared monitoring tool for curriculum implementation

Offsetting Disproportionality in Special Education

- Access to grade-level standards
- Teaching and reinforcing foundational skills
- Developing literacy across all content areas
- Ensuring access to diverse texts
- Maximizing students' mathematical thinking and production
- Differentiating instruction to meet needs of diverse learners
- Talent development and expansion of Enriched Literacy Curriculum

Multilingual Learners

- Students with Limited/Interrupted Formal Education (SLIFE) Coaches at elementary to allow students to attend their home schools
- Two Way Immersion Programs at the elementary level
- Strong focus on Co-Planning and Co-Teaching at the secondary level
- MSDE ELL Workgroup Recommendations

Tutoring and Summer School

- Tutoring (no cost)
 - High dosage, school staff, including acceleration of learning model and evidence-based interventions
 - Free 1:1 tutoring through vendor partnerships, including on-demand and scheduled high dosage
- Summer School 2022 (no cost)
 - Local Summer Programs (LSP) Grades K-12
 - Central High Summer Programs (CHSSP) Grades 9-12
 - Extended Learning Opportunities (ELO) Grades K-5
 - Extended School Year (ESY)

Transitional Supplemental Instruction

Transitional Supplemental Instruction:

- Instructional staff trained in reading intervention and dyslexia collaborate with teams, staff, and stakeholders
- Implements curriculum, interventions, assessments, and professional development on targeted reading instruction
- Intervention paraeducators provide literacy and math interventions

Six Wellness Enhancements

- Dedicated time for wellness
- Dedicated Physical Environments for Wellness
- Developing Mindset for Staff to Provide Tiered Support
- Identifying and Coordinating Human Capital
- Developing Student leaders and Collecting Community Street Data
- Developing Staff Well-Being through Open Communication and Feedback

Systemwide Behavioral Supports

- Student Well being Teams at All Schools (SWBT)
- Social Emotional Lessons available at all schools
- Mental Health Assessments
- Restorative Justice for All Schools
- Mental Health coordinator
- Behavioral health and trauma training for staff
- Extensive menu of behavioral health courses for staff

Significant Expansion of Behavioral Health Supports

- Existing Health and Wellness Centers and Initiatives
- School Community Youth Services
- Linkages to Learning
- Bridge to Wellness-School and Community Youth Services Expansion
- In-Person and Virtual Mental Health Services

School Based Health and Wellness Centers

- DHHS operates 9 elementary school based health centers and 6 at the high school level
- Newest center at John F. Kennedy High School
- Range of services: health, mental health, social services, positive youth development, preventative and sick care, and family support
- SBHCs are a partnership of DHHS, MCPS Primary Care Coalition and private sector partnerships.
- Multidisciplinary Team of providers comprise local teams
- Help students remain healthy, ready to learn and more likely to engage

Community Schools: Concentration of Poverty Grants

26 School Locations:

- Arcola, Bel Pre, Brookhaven, Capt. James E. Daly, Clopper Mill, Cresthaven, Gaithersburg, Georgian Forest, Harmony Hills, Highland, Jackson Road, JoAnn Leleck at Broad Acres, Kemp Mill, New Hampshire Estates, Oak View, Rolling Terrace, Roscoe R. Nix, Sargent Shriver, South Lake, Summit Hall, Twinbrook, Washington Grove, Watkins Mill, Weller Road, Wheaton Woods, and Whetstone, elementary schools

Community Schools

- Needs Assessment guides implementation plans
- Full-time community schools liaison
- Full-time DHHHS registered nurse
- Parent community coordinators build positive relationships
- School Liaison teachers and social workers provide support services
- Extensive partnerships and services: Capital Area Foodbank, MANNA, Farm Share Grants, Diaper Bank, youth sports teams, library programs, etc.

Title I Summer Programs Extended Learning Opportunities

- 5 week summer programming in Title I elementary schools
- Preview of content in literacy and mathematics
- Program also includes science, project-based learning
- Family engagement activities
- Approximately 7,500 rising Kindergarten – 5th grade students attended during summer 2022

Innovative School Calendar

- Arcola and Roscoe R. Nix elementary schools
- Currently in the 4th year of implementation
- 28 additional days of learning added to calendar
- Signature programming
 - Project Lead the Way (project-based learning)
 - Mindfulness

For Further information and to provide feedback:

To Provide feedback:

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 10th 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 10th 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 3rd 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.