




MSDE and Blueprint Implementation Updates

Accountability and Implementation Board

July 28, 2022

Mohammed Choudhury
State Superintendent of Schools



- 
1. Expert Review Team
 2. Supply and Demand of the Teacher Workforce
 3. Maryland Leads

Expert Review Team Pilot

Development and Pilot Deployment of Expert Review Teams

Purpose of the Expert Review Team

(c) The purpose of the Program is for teams of expert educators to:

- (1) Conduct interviews, observe classes, and use other data to analyze the extent to which The Blueprint for Maryland's Future is being implemented; and
- (2) Collaborate with school-based faculty and staff and local school system staff to:
 - (i) Determine reasons why student progress is insufficient; and
 - (ii) Develop recommendations, measures, and strategies to address the issues identified by the Expert Review Team.

MD Code, Education, § 5-411

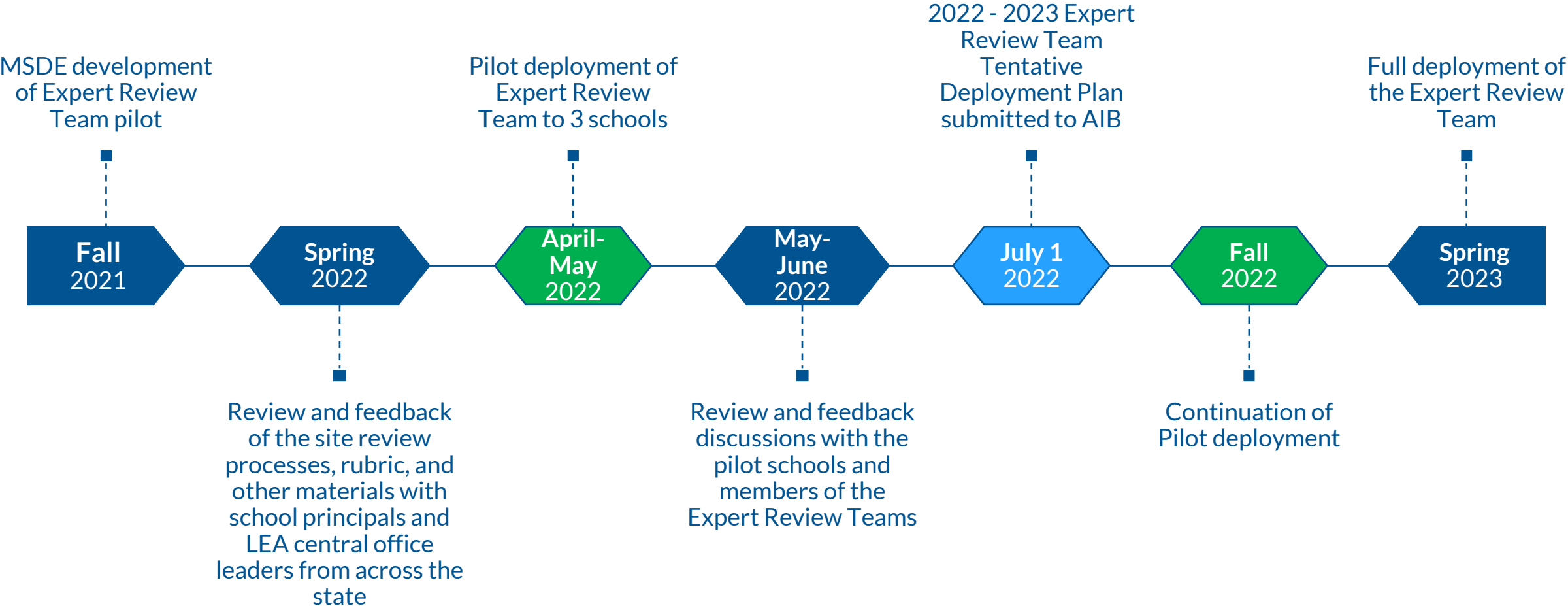
- (e)(3) If the Department, based on a recommendation of an Expert Review Team, determines that a school's low performance on assessments is, largely, due to curricular problems, the school shall adopt the curriculum resources developed under this section.
- (4) Except as provided in paragraph (3) of this subsection, this section does not require a public school or county board to adopt the Department's curriculum standards and curriculum resources and may not be construed to restrict a county board's authority to adopt curricula under § 4-111 of this article.

MD Code, Education, § 7-202.1

Expert Review Team Pilot Overview

- **Teams of 6 experts** (teachers, school leaders, and other experts) use established protocols to **visit schools and review causes of student performance trends, behavioral health services, and Blueprint implementation.**
 - The program design, visit protocols, and pilot evaluation rubric were based on **best practice research and engagement with stakeholders across Maryland.**
- As of July 2022, there have been over **400 applications** to be part of the Expert Review Team, and **120 experts have been hired.**
 - Applicants **provided data that shows a track record of improving student outcomes, interviewed with MSDE staff, and completed a performance task**
- In 2022-2023, Expert Review Teams will visit about 50 schools across the state.
 - Schools are chosen based on **learning loss due to the Covid-19 pandemic, overall student proficiency, and achievement gaps between student groups.**

Project Timeline

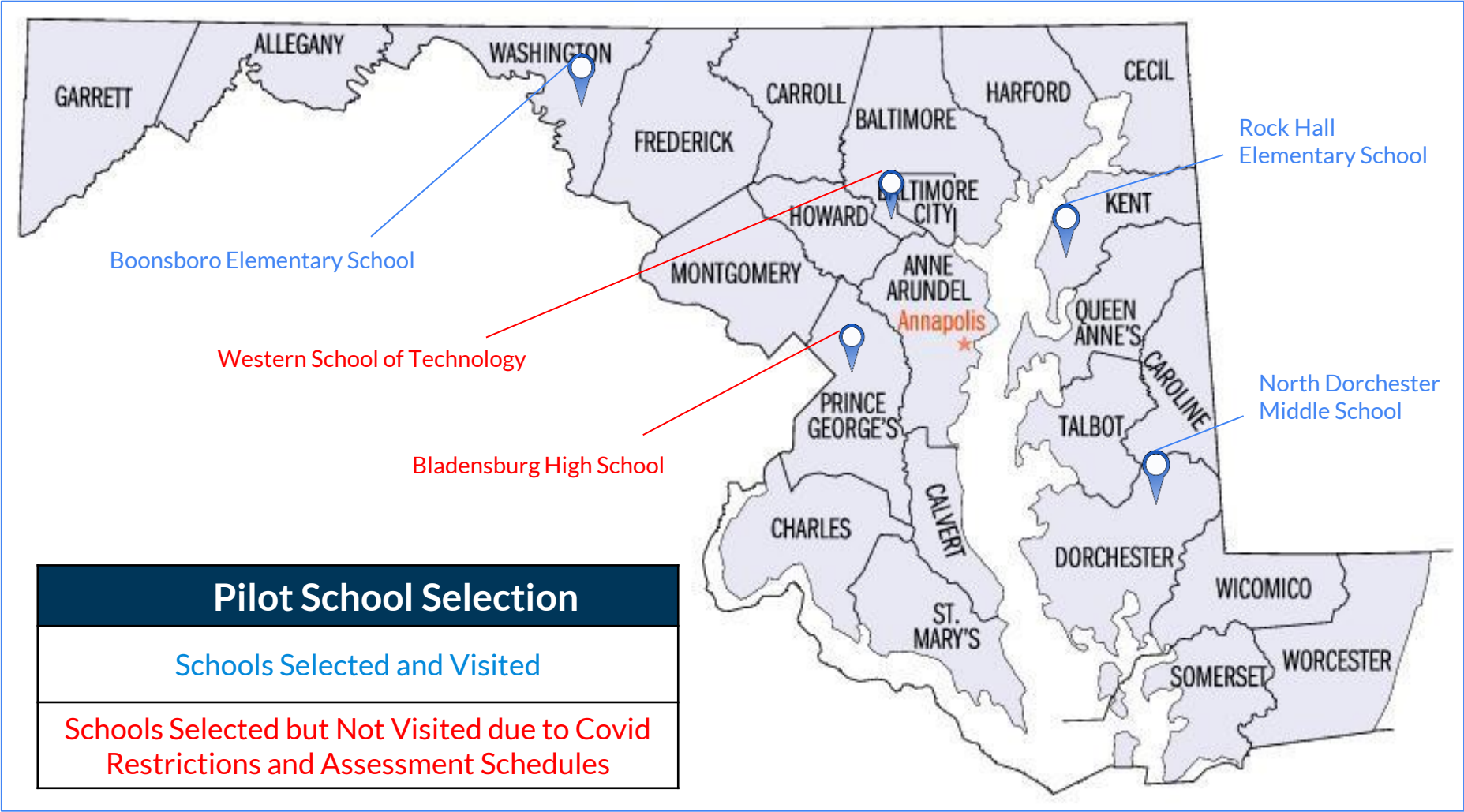


Stakeholder Engagement

Focus groups allowed a variety of stakeholders to provide feedback on the pilot school review resources throughout their development.

Date	Audience	Topic of Feedback
12/17/21	MSDE Division Leadership	Shared an overview of the School Review Process. Received feedback on the draft Expert Review Team Resources such as the School Review Process, Capture Sheet, and Focus Group Questions.
3/25/22	School Principals representing the 5 regions and different demographics.	Shared the draft Expert Review Team resources and received feedback on the process of the site reviews, Rubric, and Capture Sheet. Asked principals to take part in the spring pilot deployment.
4/7/22	LEA Central Office Leaders representing 4 school systems from 3 regions	Shared and received feedback on the process of site reviews and the School Review Rubric.
5/16/22	Principals Participating in the Spring Pilot Deployment	Provided feedback based on their experience in hosting a Site Visit.
5/17/22	MSDE Expert Review Team	Provided feedback based on their experience preparing for and facilitating a Site Visit.

Spring 2022 Pilot Deployment



Pilot Deployment Site Visit Feedback

Summary of Site Visit from Rock Hall ES (4/22/22), Boonsboro ES (4/26/22), and North Dorchester MS (5/5/22)	
Pilot Schools Feedback	MSDE Actions
<ul style="list-style-type: none">• The Pilot schools reported that communication from the Reviewers was helpful. Teachers really appreciated the feedback notes left in their rooms.• The principals liked the structure of the interview allowing the principals to provide the realities on teaching and learning in the school.• Principals felt that the Expert Review Team process was demanding, and they had many questions before the visit.• The interviews and focus groups had many questions to answer in a very short period of time.	<ul style="list-style-type: none">• MSDE will include more emphasis on the procedures for conducting observations and school visits in the training.• Schools will be given sufficient time in advance to prepare and submit documents.• Virtual and telephone meetings may be scheduled to discuss what is needed prior to visit to streamline communication.• MSDE Expert Review Team will proactively communicate with the schools at set intervals in the process.• MSDE is in the process of consolidating the questions to be asked in the interviews and focus groups, to better work within the allotted time.

Qualifications for Expert Review Team

Teachers	School Leaders and Central Office Staff	Other Experts
<div><div>1.</div><div>have a minimum of three years of effective teaching experience and</div></div> <div><div>2.</div><div>demonstrate evidence of improving student outcomes, as demonstrated by submitted evidence.</div></div>	<div><div>1.</div><div>have a minimum of three years of school and/or central office leadership experience and</div></div> <div><div>2.</div><div>demonstrate evidence of improving student outcomes, as demonstrated by submitted evidence.</div></div>	<div><div>1.</div><div>have a Bachelor's degree and</div></div> <div><div>2.</div><div>authored peer-reviewed, published research papers/articles on effective practices for school improvement or</div></div> <div><div>3.</div><div>have experience leading school quality reviews or</div></div> <div><div>4.</div><div>have experience serving as a superintendent, chief executive officer, or other executive leadership position in a school district that demonstrated improvement.</div></div>

The Blueprint requires that Expert Review Teams consist of teachers, school leaders, and other experts who reflect the geographic, racial, ethnic, linguistic, and gender diversity of Maryland students

MD Code, Education, § 5-411

Hiring Expert Review Team Members



We are building our Maryland Expert Review Team!

Seeking Teachers, School Leaders, and Education Experts.



Are you an **educator** who has experience improving student outcomes?

Are you an individual with **experience in effective school improvement practices**?



Are you a **school leader** with at least three years of leadership experience?



APPLY NOW

2022 – 2023 Expert Review Team Tentative Deployment Plan

Expert Review Teams will **conduct about 50 school visits** in the 2022-2023 school year.

- In Fall 2022, **MSDE will continue its pilot school visits** to better refine the Expert Review Team materials.
- In **January through May**, about eight school visits will occur each month for the remainder of the school year.
- Schools were chosen through **three different methods**:
 - Greatest **learning loss** due to the Covid-19 pandemic
 - Lowest overall **student proficiency**
 - Widest **achievement gaps** between student groups

The Blueprint requires that Expert Review Teams visit every school by 2030-2031.

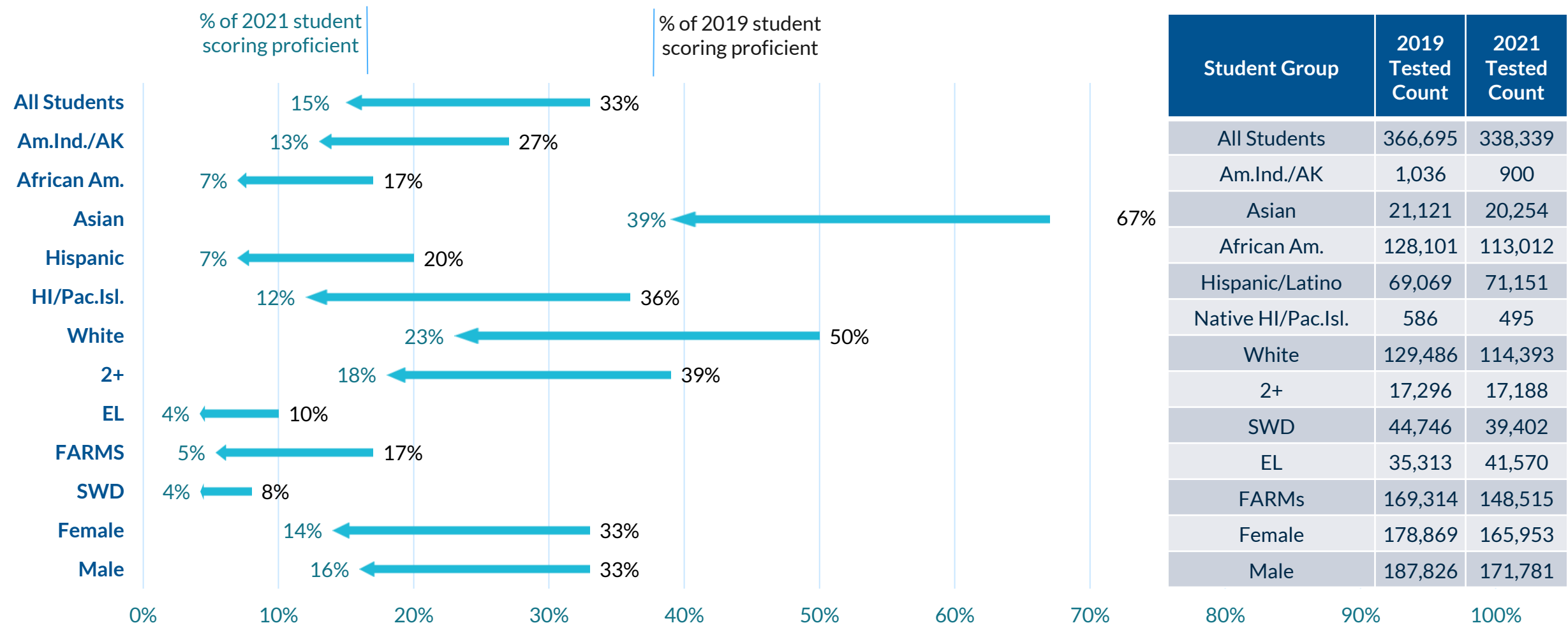
The Expert Review Teams prioritize visits to high performing schools, low performing schools, and schools that continue to demonstrate learning loss due to Covid-19 disruptions.

MD Code, Education, § 5-411

The **2022-2023 Expert Review Team Deployment Plan** was sent to the AIB on July 1, 2022 for review and approval.

MCAP: State Early Fall Results (2021) Math Grade 3-8

Percent of Students Scoring Proficient by Student Group (2018-2019 to 2021-2022)



On-Site Review Process

Before Site Visit

~ 5 weeks before visit

- MSDE and local school systems **select schools and dates for site visits.**
- **Selected schools prepare documentation** for the review team.
- **MSDE reviews documentation and meets with reviewers** to prepare for site visit.
- Reviewers will be scheduled so they **do not visit any schools in their own county.**

During Site Visit

~ 1 – 2 days

- MSDE and Expert Review Team **meet with school leadership** to review agenda and logistics for the school visit.
- The Expert Review Team **collects objective, unbiased, and factual evidence** to support findings and recommendations.
- The Expert Review Team **calibrates data and shares feedback** with the school at the end of the visit.
- **MSDE manages** the Expert Review Team through the process, acting as a **liaison** between the school and reviewers.

After Site Visit

~ 1 – 2 months after visit

- The Expert Review Team **compiles data and MSDE sends draft report.**
- The **school receives the draft report** and makes factual corrections and provides comments.
- **MSDE finalizes report** after receiving draft report from school.

The Blueprint requires that Expert Review Teams conduct investigations into the cause of poor student performance and recommend solutions.

*MD Code, Education,
§ 5-411*

Sample School Site Visit Schedule

Morning meeting with principal and central office staff representatives to review the agenda for the day and school logistics (location of restrooms, classrooms, etc.)			
Team One: Classroom and PLC Reviews		Team Two: Interviews and Focus Groups	
Time (minutes)	Description of what team will be doing:	Time (minutes)	Description of what team will be doing:
45 mins	Facilitate classroom or PLC reviews	45 mins	Teacher Focus Group
15 mins	Debrief	15 mins	Debrief
45 mins	Facilitate classroom or PLC reviews	45 mins	School Leader Focus Group
15 mins	Debrief	15 mins	Debrief
45 mins	Facilitate classroom or PLC reviews	45 mins	Students Focus Group
15 mins	Debrief	15 mins	Debrief
30 mins	Lunch	30 mins	Lunch
45 mins	Facilitate classroom or PLC reviews	45 mins	Parent Focus Group
15 mins	Debrief	15 mins	Debrief
45 mins	Facilitate classroom or PLC reviews	45 mins	Teacher Focus Group
15 mins	Debrief	15 mins	Debrief
45 mins	Review team meets to discuss outcomes of day		
30 mins	Review team meets with principal and central office staff to debrief on day 1 and prepare for day 2.		

Pilot Expert Review Team Rubric

- Within the Pilot Rubric, each **domain contains indicators and measures** that will review causes of student performance trends, behavioral health services, and Blueprint implementation.
 - **Indicators** specify criteria within the domain that will be reviewed.
 - **Measures** identify the component that will be rated within the indicator.
 - There are a total of **4 Domains, 10 Indicators, and 23 Measures** in the pilot rubric.
- **Domain 1: Curriculum and Instruction** - High-quality curriculum, instructional materials, teaching practices, and assessment are implemented to support student learning.
- **Domain 2: Student Support** - Schools use data to identify students and implement a multi-tiered approach to support all student groups.
- **Domain 3: Educator Support** - Educators at all levels are provided with support to improve that results in shifts in instructional practice.
- **Domain 4: Management and Operations** - School and district leadership ensure systems and structures are in place in the school that prioritize improvements in student performance.

Draft Pilot School Review Rubric Format

Domain

Indicator

Measures

Domain 1: Domain name- Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor		
Indicator 1: Indicator name - Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor		
Measures	Accomplishing with Continuous Improvement	Evidence
Measure name: Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem	<input type="checkbox"/> Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor <input type="checkbox"/> Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor	<ul style="list-style-type: none"> • Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor • Lorem ipsum dolor Lorem dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor • Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum dolor Lorem ipsum

Pilot Rubric: HQIM (High-Quality Instructional Materials)

Domain

Indicator

Domain 1: Curriculum and Instruction- High-quality curriculum, instructional materials, teaching practices, and assessment are implemented to support student learning.

Indicator 1: Curriculum and Instructional Materials - Curriculum and instructional materials are aligned to standards, incorporate culturally responsive strategies, and are supported by research.

Measures	Accomplishing with Continuous Improvement	Evidence
High-quality Instructional Materials: Instructional materials are culturally responsive and aligned to standards and research.	<ul style="list-style-type: none">❑ Curriculum and instructional materials are aligned to Maryland Career and College Ready Standards;❑ Curriculum and instructional materials represent a diversity of perspectives, authors, and characters; acknowledge the contributions of diverse individuals and cultures; and engage and value the culture and identities of students;❑ Curriculum and instructional materials are supported by research;❑ Selection of curriculum and instructional materials includes the input of teachers, families, and other stakeholders;❑ Curriculum and instructional materials are reviewed annually and modifications are made as necessary;❑ Data disaggregated by race, service group, and gender is used in the process of selecting, reviewing, and modifying curriculum and instructional materials.	<ul style="list-style-type: none">● Curriculum vetting rating for mathematics and English language arts (ELA) from the Maryland State Department of Education (MSDE) or EdReports demonstrating curriculum is aligned to Maryland College and Career Ready Standards.● Evidence level obtained from Evidence for ESSA, MSDE Curriculum Support Materials, or a similarly rigorous source for mathematics and ELA instructional materials or programs demonstrating effectiveness.● Documented process to select and review curriculum and instructional materials and evidence that process was implemented (surveys, agendas, meeting minutes, etc.).● Examples of instructional materials that align with culturally responsive practices (sample books with diverse characters and authors; lessons that connect to different cultures; math lessons that acknowledge the contributions of diverse individuals, etc.).● Disaggregated student group data for mathematics and ELA is used to inform selection, review, and modification of curriculum and instructional materials with an explicit goal of eliminating difference in performances across student groups.● Selected curriculum and instructional materials have entry points for all learning levels based on data and support reducing the gap among student groups. For example, curriculum or instructional resources contain support for students identified as performing below, on, or above grade level.

Measures

MSDE's Approach to Continuous Improvement and Updates

MSDE is continuing to make changes to the rubric, based on initial feedback from stakeholders, the AIB, and best practices. Some of the questions we are considering are:

- **How many rating levels should be included to promote school improvement?**
 - Under the Pilot Rubric, each measure is rated as “Accomplishing with Continuous Improvement” or not (“In Progress”). MSDE is exploring whether additional rating levels should be added to the rubric. For example, a “Partially Meets” label may be introduced to differentiate a school that shows evidence of some components of a measure.
- **Which measures should be included?**
 - MSDE has strengthened and added measures to the Expert Review Team Pilot Rubric, including measures covering the 9th grade tracker, secondary literacy, students on the CCR support pathway, **community schools**, organizing the school day to maximize educator collaboration, and other measures to further assess the implementation of the Blueprint.
- **How do we ensure the Expert Review Team process complements the state accountability system?**
 - The Expert Review Team process should intentionally work with the state accountability system and not create conflicting ratings for the school. MSDE is exploring whether greater alignment between the accountability system and the Blueprint is needed and if all areas are addressed to ensure successful implementation of the Blueprint.

Pilot Rubric: Community Schools (Draft of New Measure)

Domain →


Indicator →

Measures {

DOMAIN 2: Student Support- Schools use data to identify students and implement a multi-tiered approach to support all student groups.		
Indicator 2: Community Schools: (*Only applies to schools receiving a Concentration of Poverty Grant)		
Measures	Accomplishing with Continuous Improvement	Evidence
Community Schools: Implementation Fidelity	<ul style="list-style-type: none">❑ The School has hired a community school coordinator❑ The school has an advisory committee with parents, families, and community partners❑ The school has completed a needs assessment❑ The school has developed a Community Schools implementation plan❑ School has identified community partnerships with the goal of ensuring high-quality wraparound services	<ul style="list-style-type: none">• Job description of community school coordinator• Name of hired coordinator• Meeting schedule and agendas of advisory committee• Completed Needs Assessment document• Completed Community Schools Implementation Plan document• Identification of community partnerships and plan for implementation of services

Deployment and Next Steps

- MSDE has **begun the pilot deployment** of the Expert Review Team and will continue the pilot in the 2022-2023 school year.
- **Regular engagement** will continue with school systems, the AIB, and other stakeholders to **receive feedback**.
- MSDE will continue to **build a high-quality bench of expert reviews** through a rigorous **hiring process**.
- All **pilot materials and protocols** will be **continuously improved** and shared with stakeholders for multiple rounds of feedback.

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1. Expert Review Team
 2. **Supply and Demand of the Teacher Workforce**
 3. Maryland Leads

Supply and Demand of the Teacher Workforce

Data on the Supply, Demand, and Diversity of Maryland's Teacher Workforce

Teacher Workforce Supply and Demand: Why it Matters

- Lack of sufficient, qualified teachers and staff instability **threaten students' ability to learn**
- **High teacher turnover consumes economic resources** that could be used elsewhere. Separation, recruitment, hiring, and training is estimated to **cost between \$9k-\$21k per teacher**
- **High turnover makes it difficult to build a solid reputation** for the profession, perpetuating the shortage.
- **Newer teachers are generally less effective** and less familiar with students' needs
- A study of 14 states found that **between 8 and 18 percent of teachers left the profession** in the three years leading up to the pandemic
- **Some teacher turnover is unavoidable:**
 - Teachers retiring
 - Teachers moving into administration
 - Teachers pursuing another career
- Teacher shortages are **driven by local conditions** and issues and **will vary by location**

Sources: Carver-thomas, D. & Darling-hammond, L. (2017). Teacher Turnover: Why It Matters And What We Can Do About It. Learning Policy Institute.; Podlsky, Kini, & Darling-hammond, 2019. Bleiberg & Kraft, 2022 National Council On Teacher Quality (2017, September 25).

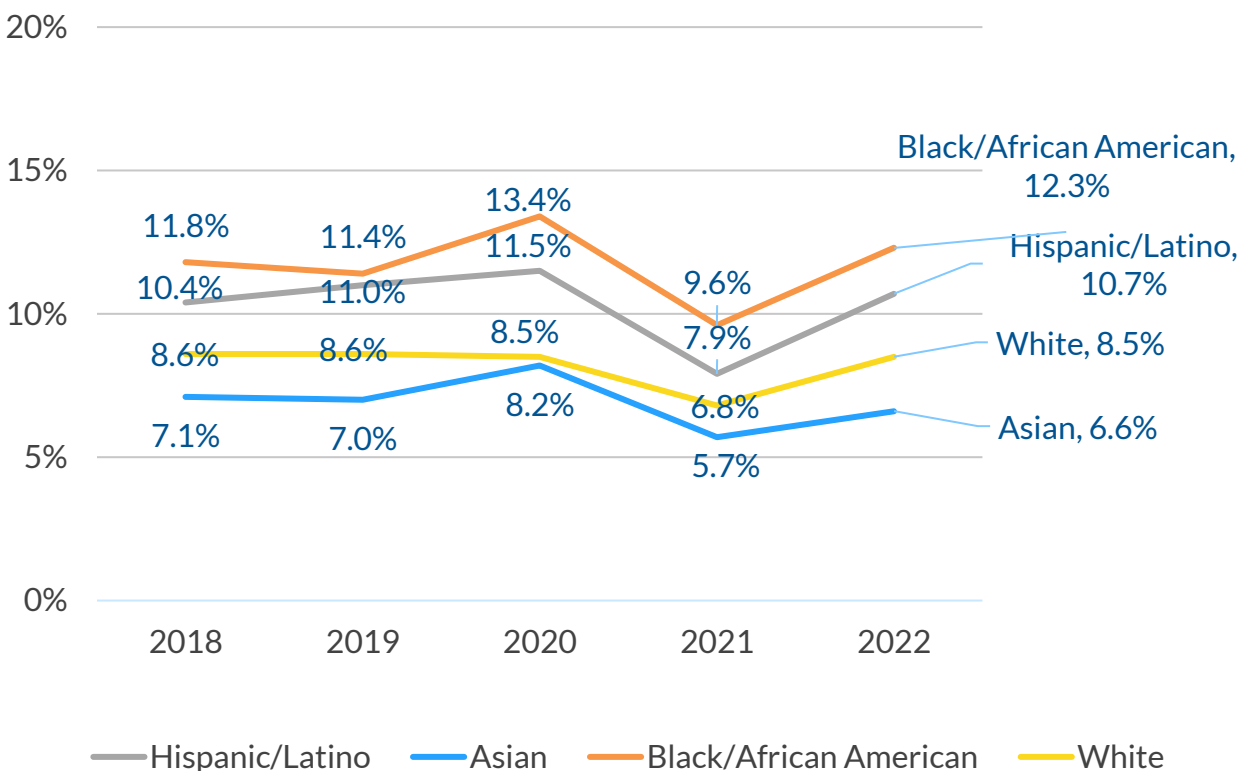
Teacher Workforce Supply: National and State Overview

- Between the 2008-2009 and the 2018-2019 school years, the number of people **completing a teacher-education program declined by almost a third**
- **Traditional** teacher-preparation programs saw the **largest decline—35 percent**—but alternative programs experienced drops, too
- The number of **bachelor's degrees conferred in education declined by 22 percent** between 2005-2006 and 2018-2019. At the same time, the total number of bachelor's degrees conferred in **all fields rose by 29 percent**
- **Alternative preparation programs are more diverse than traditional colleges of education:** 71 percent of those who complete a traditional program are white, compared to 55 percent of those who complete an alternative program that's not based at an institute of higher education.
- **Total enrollment in Maryland teacher preparation programs has declined by 33% since 2012**

Source: <https://www.edweek.org/teaching-learning/fewer-people-are-getting-teacher-degrees-prep-programs-sound-the-alarm/2022/03#:~:text=The%20downward%20trend%20has%20been,alternative%20programs%20experienced%20drops%2C%20too.>

Maryland Teacher Attrition Rates by Race/Ethnicity

- In Maryland, **Black and Hispanic teachers are most likely to not return to teach** in the state
- Nationally, teachers of color have a 18.9% turnover rate, compared to 15% for their white peers, and **Black teachers have one of the highest rates of turnover**, according to the Institute for Research and Labor Employment
- Even where schools have strategies in place to recruit teachers of color, **recruiting and retaining teachers of color has been difficult**
- **Black teachers report that they shoulder additional responsibilities** due to their race, also known as the “invisible tax”



Rates indicate the percentage of teachers in Maryland in 2020-21 who did not return to teach in the state in 2021-22

Sources: <https://irle.berkeley.edu/retaining-teachers-of-color-to-improve-student-outcomes/>; <https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf> ; <http://wapo.st/1TcorIV>

Insight from the MSDE Teacher Diversity Roundtable

“I was able to put **my students’ heritage in** because I’m Mexican, so I was able to connect from students from Central America, South America, bring in the slang and it also was something I could bring to the table for all of the veteran teachers...

It was great that I could speak Spanish, ‘Oh my gosh, you understand where these students are coming from.’

But it was a **double-edged sword** because it led to many of my schools that they would ask me **during my own personal time, ‘Hey, I have a parent who doesn’t speak English, can you translate?’**

And I felt like as a new teacher **I could not say no** and so it was definitely like I was backed into a corner...”

Maryland Teacher Vacancies, 2019 to 2022

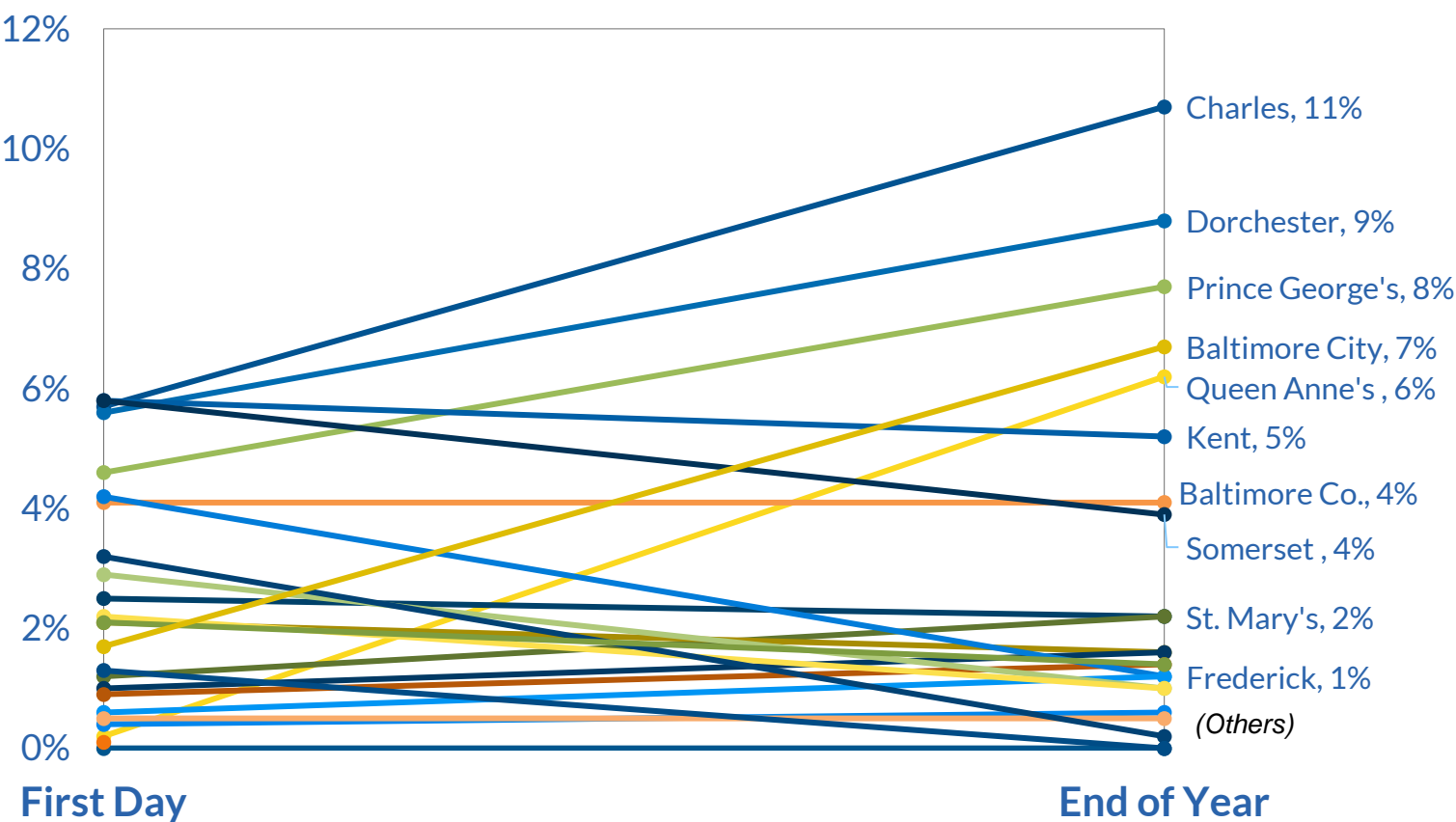
- Nearly all Maryland LEAs started the **2021-2022 school year with a greater number of teacher vacancies** as compared to prior school years
- There were **nearly 2,000 educator vacancies** in Maryland in September 2021
- According to the National Center for Education Statistics 44% of public schools reported full- or part-time teaching vacancies** at the start of the 2021-2022 school year. **More than half of the schools said those vacancies were due to resignations.**

Local Education Agency	2018-2019	2019-2020	2020-2021	2021-2022
Allegany	0	1	3	13
Anne Arundel	38	62	29	108
Baltimore City	106.5	88.5	46.5	81.5
Baltimore County	43.4	53.4	18.2	265
Calvert	11	12.5	9.5	12
Caroline	0	4	3	12
Carroll	1	0	14	3.5
Cecil	12	5	7	4
Charles	97	95	108	103
Dorchester	6	7	9	19
Frederick	66	46	35	124
Garrett	3	0	3	4
Harford	20	17	4	83
Howard	4.4	8.2	8.5	43.8
Kent	2	2	4	10
Montgomery	128	54	317	249
Prince George's	54.32	204.5	399.1	422.2
Queen Anne's	1	3	2	1
St. Mary's	13	29	23	27
Somerset	3	6	0	15
Talbot	1	0	4	2
Washington	2	13	17	8
Wicomico	3	21	13	11
Worcester	0	0	0	0

Source: 2018-2021: Self-reported By Local Education Agencies; 2021-2022: MSDE Vacancy Data Collection

Maryland Teacher Vacancies, 2022

11 LEAs had an increased number of teacher vacancies over the course of the school year.

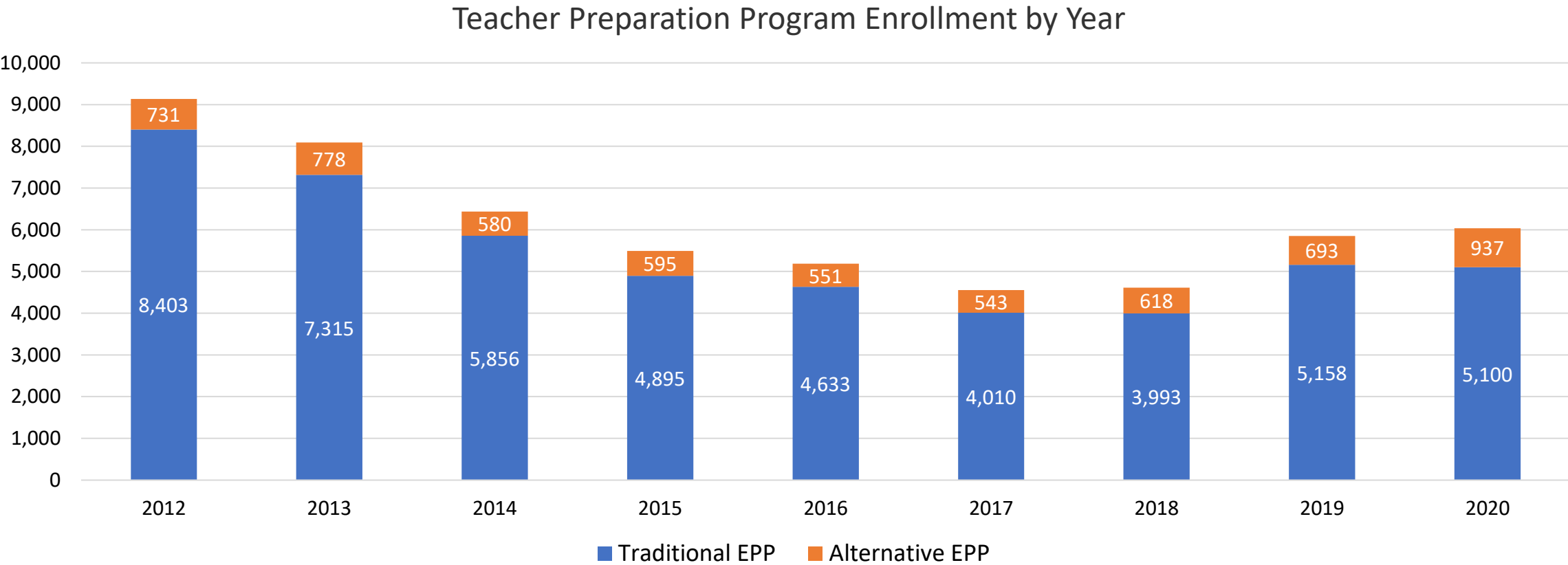


LEA	First Day	End of Year
Allegany	13	10
Anne Arundel	108	51
Baltimore City	81.5	325
Baltimore County	265	270
Calvert	12	21.5
Caroline	12	4
Carroll	3.5	No data
Cecil	4	7
Charles	103	194
Dorchester	19	30
Frederick	124	35
Garrett	4	0
Harford	83	6
Howard	43.8	67.4
Kent	10	9
Montgomery	249	161
Prince George's	422.2	714
Queen Anne's	1	32
St. Mary's	27	24
Somerset	15	10
Talbot	2	4
Washington	8	7
Wicomico	11	17
Worcester	0	0

Source: First Day: 2021-2022 Vacancy Data Collection; End Of Year; Self-reported By LEAs

Maryland Teacher Preparation Enrollment Trends

Total enrollment in teacher preparation programs has declined by 33% since 2012.

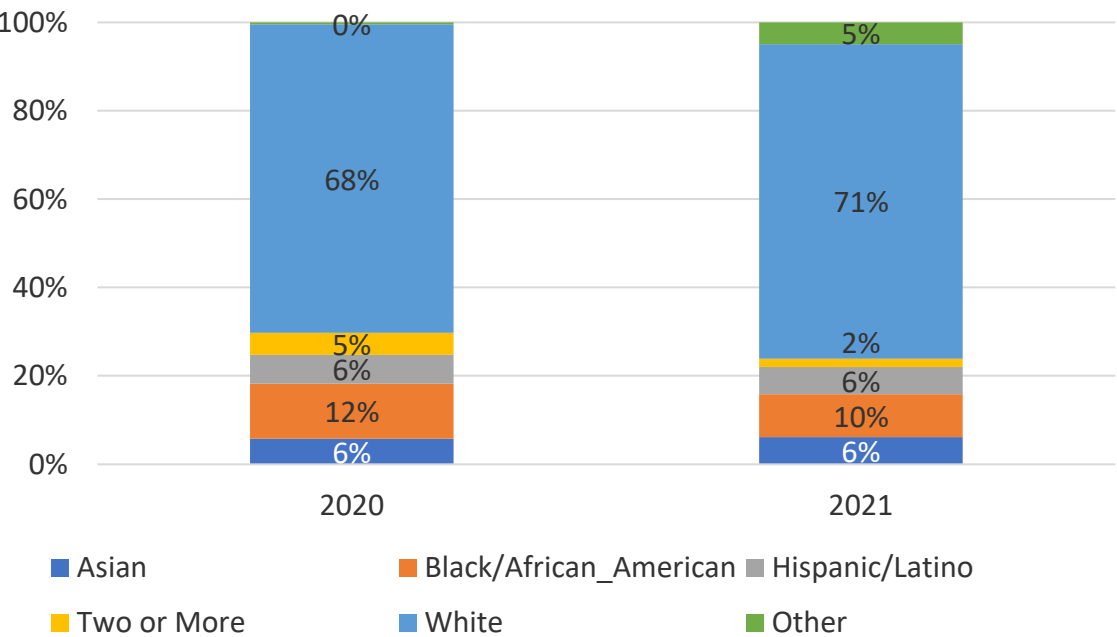


Source: 2020-2021 Traditional Program Annual Report and 2020-2021 Alternative Program Annual Report

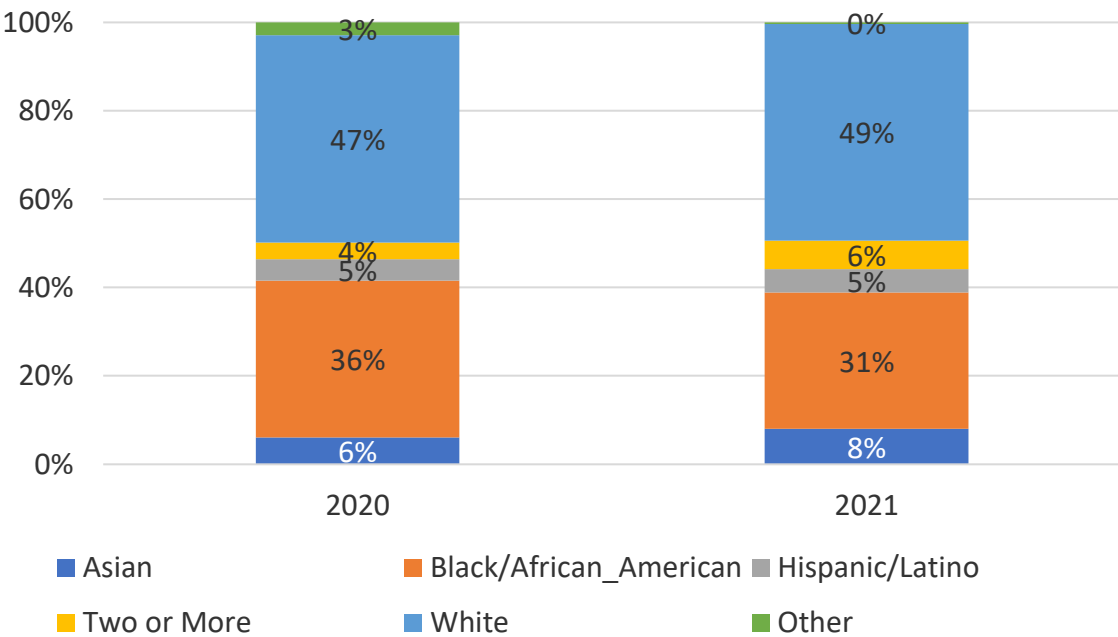
Maryland Teacher Preparation Program Completers

Completers in alternative preparation programs are more diverse than in traditional programs.

Distribution of Traditional Preparation Program Completers by Year and Race/Ethnicity



Distribution of Alternative Preparation Program Completers by Year and Race/Ethnicity



Source: MSDE staff data collection

Significance of Matching Effects in Education

- “For both Black and Hispanic students, we find consistent evidence that **increased diversity** amongst teachers and broader sets of school professionals **benefits test-score performance**, and—in several instances—also leads to improved school behaviors.”
- “Increased shares of same-race/ethnicity professionals result in increased test scores, and decreased suspensions and absences for Black and Hispanic students. We also find that **exposure to non-White school staff** leads to improved outcomes for these students, whether or not they are from the same racial/ethnic group.”

*“White students are benefitting from what is happening here, from having teachers of color, from culturally responsive teaching. **This doesn’t need to be a them or us discussion.**”*

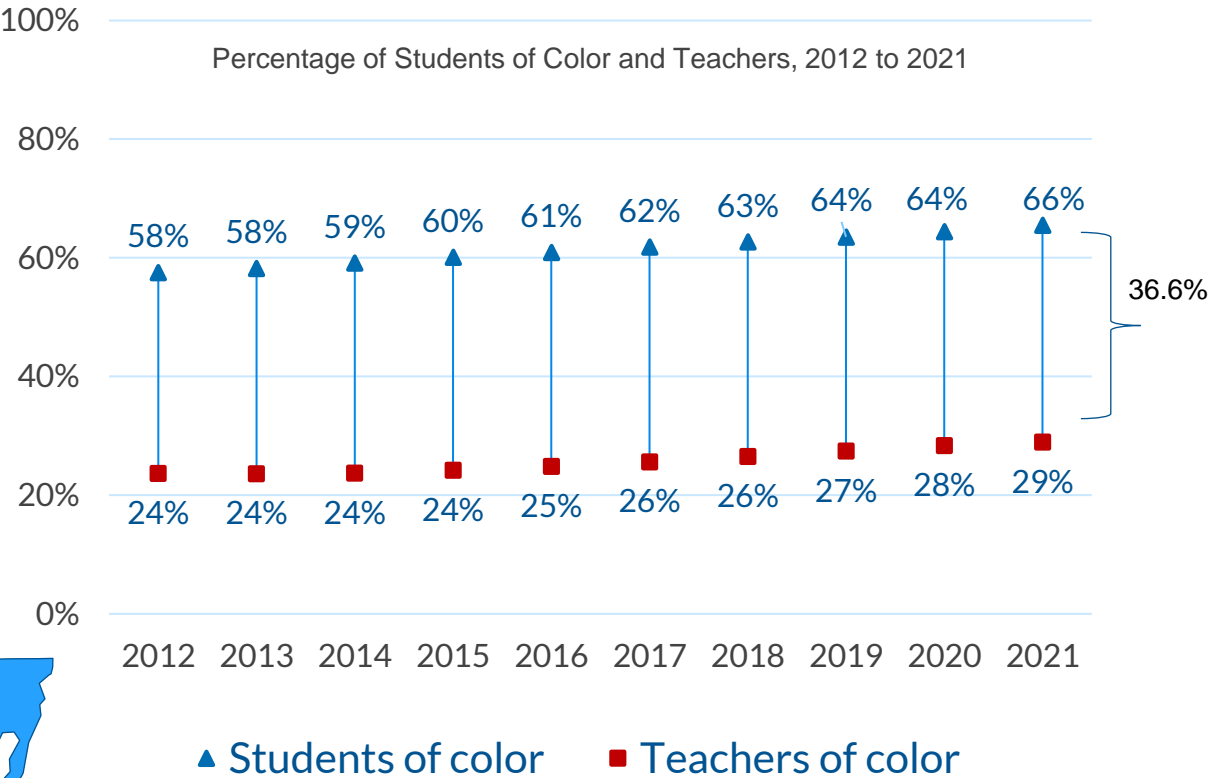
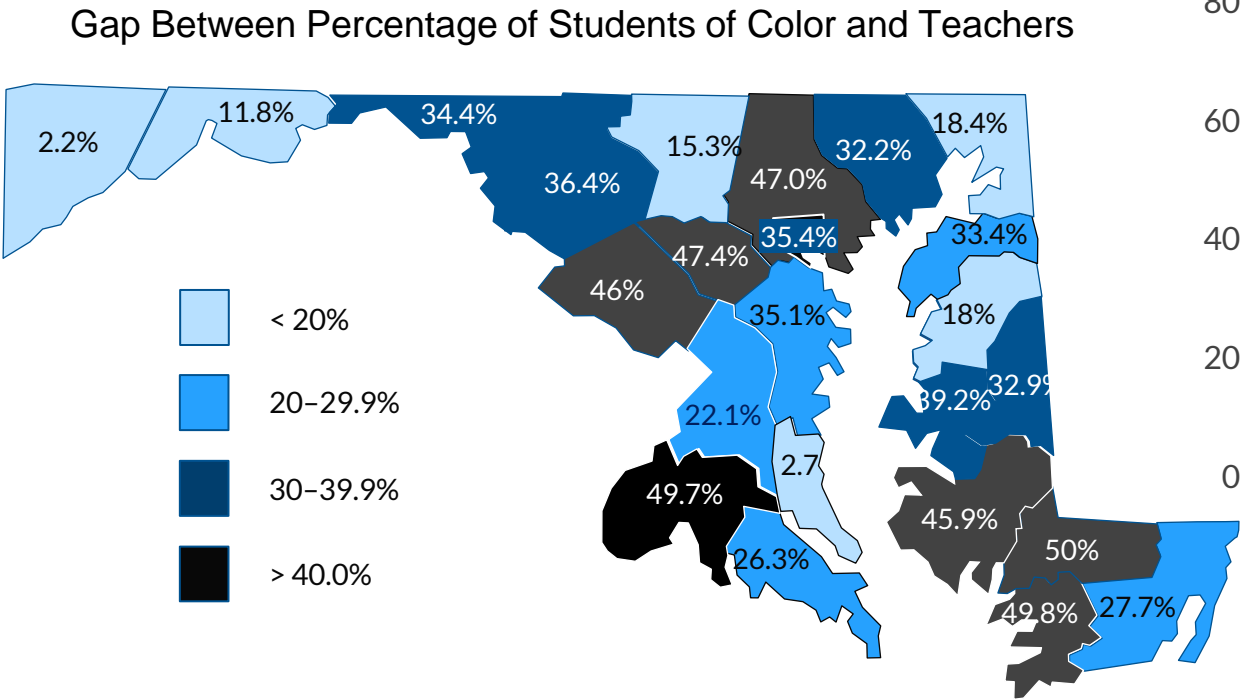
— David Blazar, Professor at the University of Maryland College Park

Findings based on Maryland data, courtesy of the Maryland Longitudinal Data System

Source: Blazar, David, and Francisco Lagos. (2021). Professional Staff Diversity and Student Outcomes: Extending our Understanding of Race/Ethnicity-Matching Effects in Education. (EdWorkingPaper: 21-500). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/bz9t-7640>

Disparity of Teacher Student Race/Ethnicity, 2012 to 2021

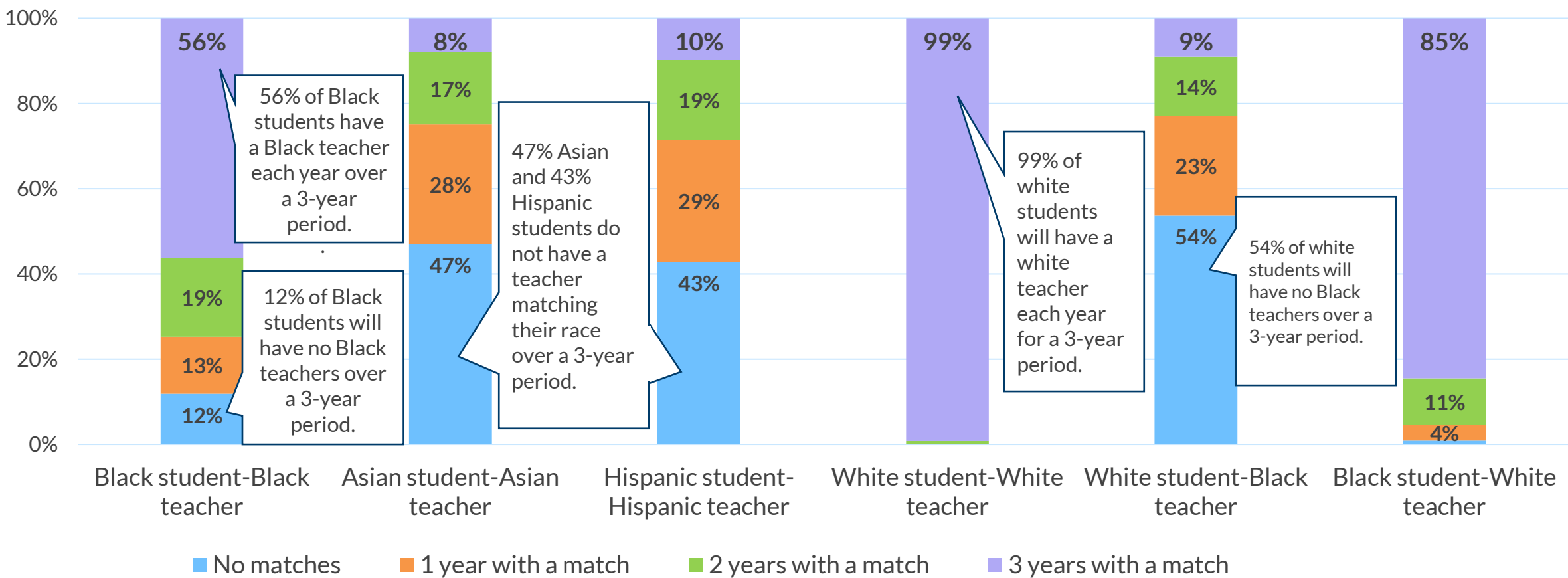
In Maryland, the gap between the percentage of students of color and the percentage of teachers of color has consistently been greater than 30% since 2012. This disparity varies by LEA ranging from a low of 2% in Garrett and Calvert and a high of 50% in Wicomico.



Source: MSDE Staff Data Collection, MSDE Attendance Data Collection

Many Maryland Students Do Not Have the Same Race Teacher

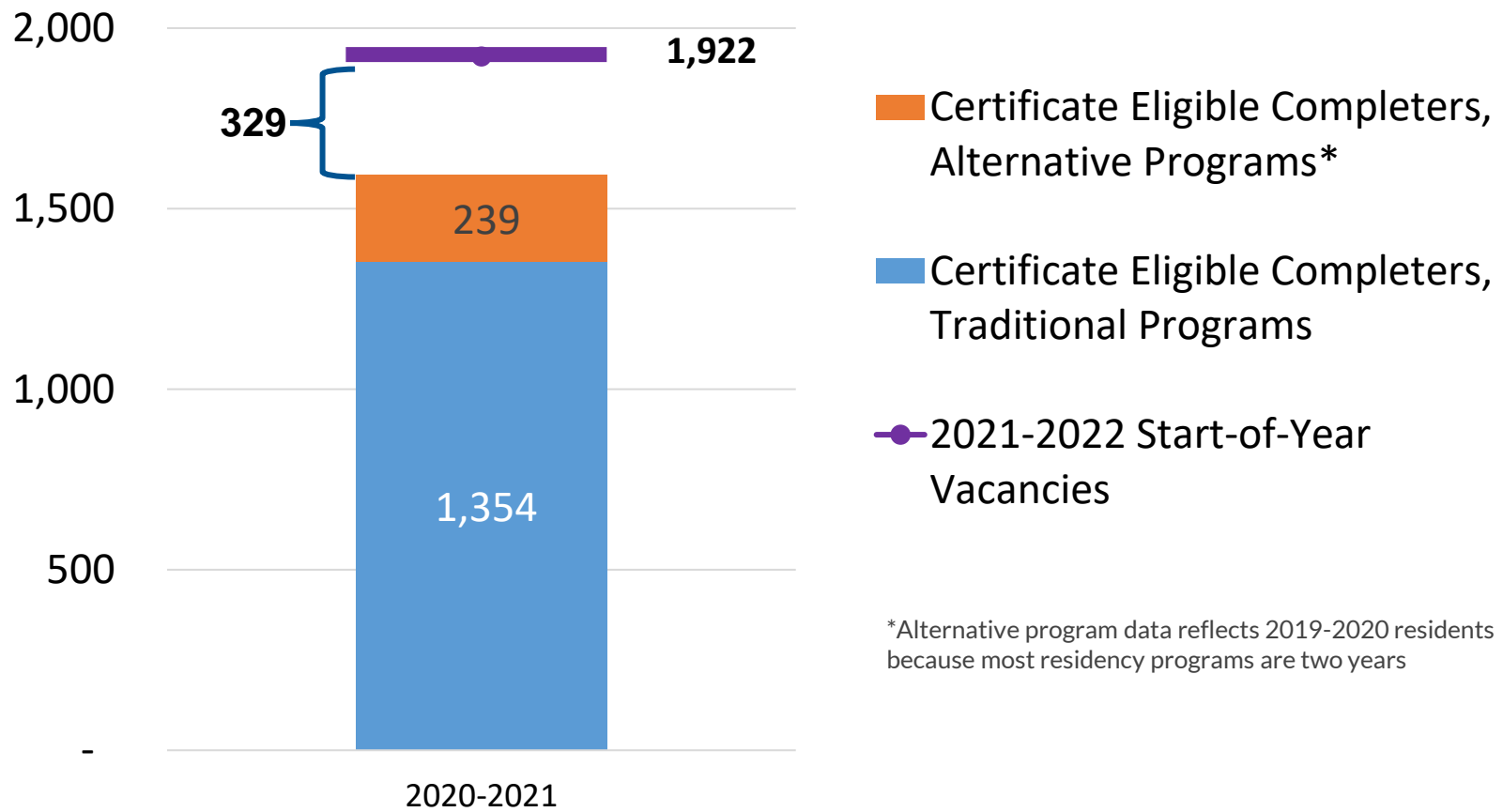
Looking across 3 years of data, nearly all white students will have the same race teacher for all 3 years. Only 56% of Black students, 8% of Asian, and 10% of Hispanic will have the same race teacher experience.




Source: MSDE data collection, 2018-2020

Maryland Supply of Teachers vs. Demand for Teachers

Maryland Educator Preparation Programs do not produce enough teachers to fill the state’s vacancies.



Source: 2020-2021 Traditional Program Annual Report and 2020-2021 Alternative Program Annual Report

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Maryland Leads

Leveraging State Set Aside to successfully recover from the pandemic and implement The Blueprint for Maryland's Future

Maryland Leads

Maryland Leads is a new grant initiative designed to support Local Education Agencies (LEAs) in utilizing federal funds to overcome the learning loss resulting from the COVID-19 pandemic, accelerate student learning to narrow opportunity and achievement gaps, and provide more targeted support for historically underserved students and their communities.



Grow Your Own Staff



Staff Support & Retention



The Science of Reading



High-Quality School Day Tutoring



Reimagining the Use of Time



Innovative School Models



Transforming Neighborhoods through
Excellent Community Schools

- Each strategy contains focus areas and best practices from the field.
- LEAs will have the opportunity to work with best-in-class partners to execute approved plans.

Distribute \$165M+ ESSER State Set-Aside funds to LEAs through a non-competitive but highly-selective grant process.

Learn

- ❖ Read this document in its entirety as it provides a comprehensive overview of the grant's purpose, opportunities, process, and timeline.
- ❖ Explore the links to additional resources and readings identified as "Inspiration from the Field" for each of the seven grant strategies (refer to "[Navigating the Strategy Guidance](#)" on p. 8).
- ❖ Learn more by attending live information sessions which will be recorded and posted online for asynchronous viewing.

Consider

- ❖ Assess the needs of your students, schools, and communities to determine which strategies best meet the identified needs and begin planning.
- ❖ Consider how the high-leverage strategies in this grant align with the LEA's goals, priorities, or current activities.
- ❖ Plan to use grant funds to inspire and initiate activities and programs while also planning for sustainability.

Collaborate

- ❖ Identify the primary point of contact and key collaborators responsible for the LEA's grant submission.
- ❖ Build in opportunities to gather input from LEA stakeholder groups.
- ❖ Utilize the collaboration sessions and office hours hosted by MSDE to pressure test ideas, gain new insights, and refine grant plans.

Apply

- ❖ Attend one General Information Session and both the Strategy Information Sessions and Collaboration Sessions related to the strategies an LEA intends to include in their grant submission. (Required)
- ❖ Include a copy of the LEA's completed budget workbook in the grant submission. (Required)
- ❖ Submit the online grant application. (Required)

MSDE's LEA-focused grant development model.

MSDE implemented a grant design process in which the Department and other LEAs worked collaboratively. The rigorous process, different from previous grant making processes, included opportunities for information gathering, opportunities for collaboration between LEAs, and opportunities for one-on-one support.

- Written Guidance
- 2 General Information Sessions
- 7 Strategy-Specific Information Sessions
- 32 One-on-One Office Hour Sessions
- 7 Strategy Cross-LEA Collaborative Sessions

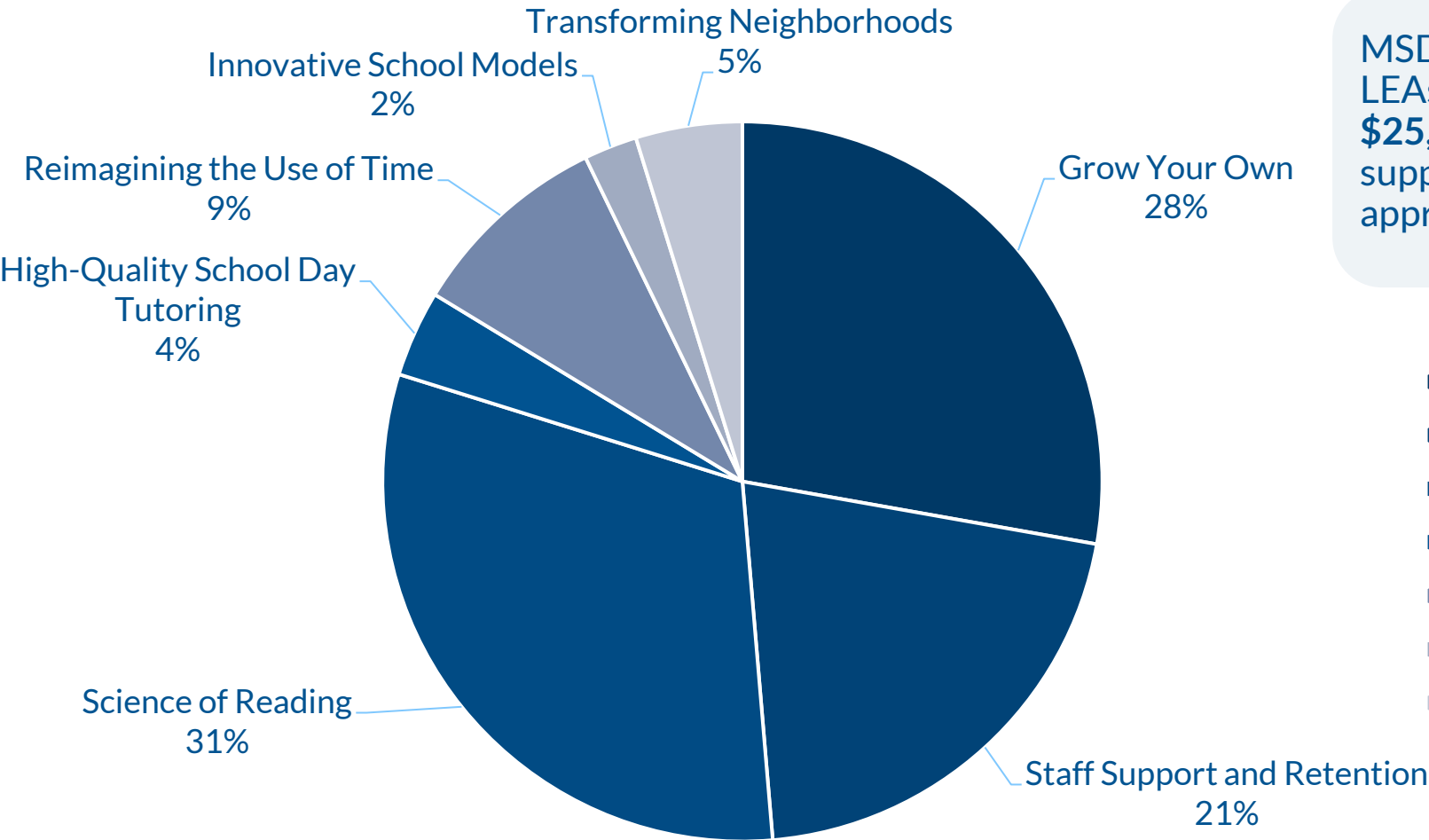
The Department adjusted its grant timeline to provide an application revision opportunity and **24** additional Office Hour Sessions so that LEAs could strengthen proposed plans and have an opportunity to meet Department criteria for approval.

The Department's LEA application review process

MSDE implemented a multi-step review process executed by a cross-functional review team of twelve:

1. Individual review committee member application assessment
2. Review committee partner discussion to calibrate on and consolidate application assessments
3. Opportunity for LEAs to submit revisions
4. Review committee assessment of LEA revisions
5. Senior leadership review and finalization of LEA application assessment and related feedback and issuance of application approvals to LEAs

Maryland Leads Program Investments, Awarded Funds by High Leverage Strategy Area



MSDE awarded **\$170,500,000** to LEAs and generated an additional **\$25,000,000** in local matching support for Maryland Leads approved programs and activities.

- Grow Your Own
- Staff Support and Retention
- Science of Reading
- High-Quality School Day Tutoring
- Reimagining the Use of Time
- Innovative School Models
- Transforming Neighborhoods


Grow Your Own Staff

23
Number of LEAs

Total Investment
(including matching)

\$47,486,941


New Grow Your Own programs and activities have the potential to **generate more than 300 new teachers, 100 new paraprofessionals, support for more than 400 conditionally certified teachers** to pass licensure exams and build sustainable talent pipelines for years to come in Maryland. Many approved programs focus on hard-to-staff fields and/or developing pipelines with underrepresented demographic subgroups.



Maryland Leads

Grow Your Own Staff

Launch initiatives to grow the pipelines of teachers and other professional support staff.



Focus Areas

- Establish a year-long, paid residency program for teachers and other professional support staff (e.g., social workers, speech language pathologists, etc.).
- Enable teaching assistants to become teachers.
- Develop programs to diversify the teaching corps (underrepresented groups).
- Create programs for high school students to pursue careers in education.
- Design opportunities to build pipelines for hard-to-fill areas such as math, science, special education, bilingual, CTE, etc.
- Build programs to support individuals in changing careers and entering the education field.

Inspiration from the Field

› [A 'TA to BA' Educator Fellowship in Rhode Island](#)

The 74

› [Detroit Public Schools' On the Rise Academy](#)

Chalkbeat Detroit

› [Teach Forward Houston: A Partnership to Recruit High School Students](#)

National Council on Teacher Quality

Additional Readings

- [New Hiring Initiative Aims to Increase Presence of Black Male Educators in Dallas ISD - The Hub](#)
- [To Maintain Teacher Diversity, Listen to Teachers of Color - The Hechinger Report](#)
- [CMCSS Teacher Apprenticeship Partnership – First in the Country - Clarksville-Montgomery County School System](#)
- [A 'Grow-Your-Own' Teacher Pipeline - Maryland Today](#)
- [Grow Your Own Educators - New America Explainer](#)

Potential Use of Funds

<ul style="list-style-type: none"> Tuition and fees Certification costs Stipends Training and Professional Development 	<ul style="list-style-type: none"> Salaries Consulting, Technical Assistance Non-Personnel LEA Implementation Costs 	<ul style="list-style-type: none"> Institution of Higher Education Costs Marketing and Communications Project Management
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Partnership Requirement

LEA works with qualified partner(s) to design and implement preparation programs that include significant support and clinical experiences.

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Grow Your Own Staff

- The **GYO strategy** allows **LEAs** to launch initiatives to **grow the pipelines** of teachers and other professional support staff, with particular attention to **increasing the presence of underrepresented groups** in Maryland's teaching force
- GYO includes several different types of programs that aim to recruit, train, and deploy new teachers and instructional support staff
 - Multiple program designs are necessary because GYO programs **recruit from different populations** and create pipelines to fill different types of positions
 - A variety of program design options also **allows LEAs to cast a wider net** in recruitment efforts

Grow Your Own Staff

Program Design	Target Applicant	Target Credential	Time to Completion
TA Program	HS Graduates	AA/CDA/ParaPro	~2-3 Years
HS Student to BA Program	Interested HS Students	BA with Teaching Credential	~5-6 Years
TA to BA Program	Current Paras and IAs/TAs with a HS Degree or AA	BA with Teaching Credential	~2-6 Years
BA to Certification (including Alt Pathways) Program	Career Changers	MA/ Teaching Credential	~1-3 Years
Paid Residency Program	Current BA Holders	MA/ Teaching Credential	~1.5 Years
Degree-Based Teacher Apprenticeship Program	Current BA Holders	MA/ Teaching Credential	~2 Years
School Administrator Program	Current BA/MA with Teaching Credential	Administrator Cert/License	~1-2 Years

Grow Your Own Staff

EXAMPLE 1: BA to Certification (including Alternate Pathways)

- **Montgomery County:** Montgomery County Public Schools will create **MCPS University**, an **alternative certificate pathway**, to ensure that MCPS is able to **build a pipeline of diverse** candidates to serve and support our students. MCPS University will focus on the following degree programs: school counselors, school psychologists, social workers, special education teachers, and early childhood teachers
 - MCPS will recruit **150 new staff**, comprised of special education teachers, school psychologists, school counselors, and certificated staff serving early childhood critical needs areas over the next four years

Grow Your Own Staff

EXAMPLE 2: Paid Residency Program

- **Washington County: Maryland Accelerates** is a paid Residency Program, in **Partnership with Frostburg State University** that provides an accelerated 13-month program and a year-long **mentorship by experienced teachers culminating in a Master of Arts in Teaching** degree. Maryland Accelerates aims to build systemic capacities in **high-need rural communities** through teacher-leader residencies with career advancement pathways for inclusive excellence
 - WCPS will have a minimum of 10 residents during the 2022-2023 school year. At the completion of the 2022-2023 residency, WCPS will hire at minimum 80% of the residents as full-time teachers. WCPS will have a minimum of 15 residents during the 2023-2024 school year. At the completion of the 2023-2024 residency, WCPS will hire at minimum, another 80% of the residents as full-time teachers

Grow Your Own Staff

EXAMPLE 3: Degree-Based Teacher Apprenticeship Program

- **St. Mary's County:** Develop and Implement **Teacher Apprenticeship Program** where apprentices are assigned to schools and **paired with other new teachers** to develop classroom-based experiences. Apprentices will be assigned to support the non-tenured and conditionally certified teachers to provide co-teaching, small group instruction, classroom management, and monitoring classes while conditionally certified teachers are out of the classroom for professional development including instructional walkthroughs and observations. SMCPS will work with MSDE, local colleges and universities, and the Department of Labor on a process for awarding credit for classroom experiences
 - SMCPS will support Level 1 Teacher Apprentices to earn an Associates of Arts in Teaching (AAT) with 80% completion by the end of SY 2024-2025 and support Level 2 Apprentices to earn full Maryland teaching certification with 80% eligible to be hired as fully certified teachers by the start of SY 2025-2026

Grow Your Own Staff

EXAMPLE 4: School Administrator Program

- **Worcester County:** A pilot **GYO administrator program, “RACE to Lead,”** is proposed for the 2023-24 school year to increase diversity among administrators/supervisors. Within this program, three teachers who demonstrate leadership/supervisor/administrator aspirations will be identified and **offered a one-year classroom sabbatical to intern in a leadership position**
 - By 2024, increase the number of teachers of color interviewing for the principal/vice principal pool by 30% and increase the number of teachers of color entering school administration by 20%

Staff Support and Retention

22
Number of LEAs

Total Investment
(including matching)

\$35,659,076

Staff Support and Retention programs will generate new and reimagined teacher induction programs, Blueprint-aligned support for NBC teacher cohorts, the deployment of comprehensive health and wellness initiatives, and more than \$20,000,000 in retention bonuses for LEA staff (including non-instructional staff).

Maryland Leads

Staff Support & Retention

Design initiatives focused on supporting and retaining staff.

MD
MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

Focus Areas

- ♦ Pay retention incentives for key groups of staff in school years 2021-22 and 2022-23.
- ♦ Increase job-embedded planning time for teachers.
- ♦ Launch initiatives to support and promote positive organizational climate and culture designed to increase staff retention.
- ♦ Establish programs to support employee's health and wellness.
- ♦ Develop co-teach and/or mentorship programs.
- ♦ Redesign professional development models to increase job-embedded coaching and implementation.
- ♦ Establish systems to ensure meaningful feedback occurs among peers and/or during the appraisal process.
- ♦ Redesign induction experiences for early career teachers.
- ♦ Launch a cohort model to support teachers in obtaining National Board Certification.

Inspiration from the Field

> [Mentors Matter for New Teachers: Advice on What Works and Doesn't](#)

Education Week

> [Teacher Wellness in Taos Municipal Schools](#)

The Hechinger Report

> [Developing Teacher Leaders in Baltimore City Public Schools](#)

Baltimore City Public Schools

Additional Readings

- [Lessons of Covid-19 Underscore Need for Better Teacher Support, Study Says - Tulane News](#)
- [Teachers' Mental Health Has Suffered in The Pandemic, Here's How Districts Can Help - Education Week](#)
- [Mentors Matter: Good Teaching Really Can Be Passed Down to Student Teachers, New Research Finds - Chalkbeat](#)
- [Dallas ISD Implements Employee Retention Incentive For All Staff - Dallas ISD](#)
- [Structural Supports To Promote Teacher Well-Being - Ed Research for Recovery](#)

Potential Use of Funds

Supplies and Materials

Supplemental Pay

Stipends

Awards and Incentives

Event Coordination

Consulting, Technical Assistance

Non-Personnel LEA Implementation Costs

Partnerships

Marketing and Communications

Project Management

Partnership Optional

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Staff Support and Retention

LEAs, as part of Maryland Leads, are issuing more than \$20,000,000 in stipends and retention payments to staff as part of their Maryland Leads work. Those stipends and retention incentives are deployed differently in the LEAs and target different groups of staff.

- **Premium Holidays (\$1,095,826)**
 - Pay benefit premium for all employee groups: **Cecil** (Two pay periods, \$400,000); **Kent** (Four pay periods \$191,826); **Talbot** (Eight pay periods \$504,000)
- **Retention Bonuses/Incentive Pay (\$20,664,186)**
 - Retention bonuses for *all* regular employees: **Caroline** - \$2,500,000; **Garrett** - \$1,764,256; **Kent** - \$611,800; **Washington** - \$2,917,647; **Wicomico** - \$6,277,500
 - Full-time employee retention incentive for all benefited employees *and* regularly reporting part-time staff: **Dorchester** - \$4,293,000; **Queen Anne's** - \$2,299,983
- **Recruitment Incentive Pay related to Extra Duties/Assignments (\$400,000)**
 - Substitute incentive pay: **Cecil** \$400,000

Staff Support and Retention

Some LEAs, as part of Maryland Leads, are undertaking other initiatives that address employee pay and re-envision and align employee work and compensation structures to the Blueprint Career Ladder.

Other Initiatives

- **Compensation Evaluation:** Caroline County will conduct an **Organizational Wage and Compensation study** to organize, collect, and compile data to be used for county-wide decision-making for employee compensation and classification. This review will in turn will aid the district in a more **strategic implementation of resources** to maximize CCPS' efforts to fully implement the Blueprint.
- **National Board Certification:** National Board Certification provides a pathway to salary increases for many teachers. With Maryland Leads, Baltimore City will recruit “professional learning facilitators” from among City Schools’ 48 existing **National Board Certified** teachers to support colleagues seeking certification. Baltimore City Schools will also use a **cohort model** to provide support to participating teachers throughout the process.
- **Teacher Induction:** PGCPS will provide a more targeted experience for early career educators, differentiated by teachers in their first year, those in years two and three, and veteran teachers new to PGCPS. The **redesigned induction** supports will include financial incentives for attendance, CPD credits, micro credentialing opportunities, increased systemic and school-based support, and a differentiated induction structure aimed towards addressing a diverse educator workforce.

Science of Reading

22
Number of LEAs

Total Investment
(including matching)

\$53,252,654

All K-3 teachers, special educators, literacy specialists, and principals in 22 of 24 LEAs will be trained in the Science of Reading instruction and the LEAs also commit to adopt and scale high-quality, content rich, culturally-relevant instructional materials aligned with the Science of Reading.



LEAs that choose this strategy must implement all three focus areas or provide rigorous evidence of existing implementation for MSDE approval.

Focus Areas

- Contract with a service provider to provide training directly to all K-3 teachers, including special education teachers, principals, and other relevant staff or to a cadre of LEA staff who can provide training to other staff through a trainer-of-trainer model.
- Identify and implement high-quality, content-rich instructional materials and assessment tools aligned to the science of reading.
- Create systems for progress monitoring to ensure all students are reading by the end of third grade and have the appropriate supports if still struggling with reading beyond third grade. This includes the use of universal screeners as required by Maryland's Ready to Read Act.

Inspiration from the Field

> [One Pennsylvania District's Investment in the Science of Reading](#)

NPR

> [The Science of Reading - A Relief to North Carolina Teachers](#)

EducationNC

> [Podcast: High-Quality Instructional Materials and the Science of Reading in Practice](#)

Education Trust

Additional Readings

- [Supporting Struggling Readers - Education Week](#)
- [Reading: A Four-Part Documentary Series - APM Reports](#)
- [Rethinking How to Promote Reading Comprehension - American Educator](#)
- [Curriculum Case Study: How One School District in the 'Nylon Capital of the World' Once Faced State Takeover for Poor Performance, then Became Among the Best in Delaware - The 74 & Learn More in This Podcast About Seaford, Delaware - The Education Trust](#)
- [Improving Reading for Older Students with David Liben \(Part 1\) - Melissa and Lori Love Literacy Podcast](#)

Potential Use of Funds

- Supplies and Materials
- Instructional Materials
- Stipends

- Assessments
- Training and Professional Development

- Consulting, Technical Assistance
- Non-Personnel LEA Implementation Costs

Partnership Requirement

LEA works with qualified partner(s) to ensure all eligible teachers and other relevant staff participate in rigorous professional development aligned to the science of teaching reading.

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Maryland Leads: The Science of Reading

Provide opportunities to all K-3 educators, special education teachers, principals, literacy specialists, and other relevant staff to participate in rigorous professional development aligned to the science of reading and ensure the LEA will utilize core curriculum and supplemental materials that are high-quality, content-rich, and culturally-relevant.

- **Frederick County:** Teachers in K-5 (including Special Education, intervention and English Learner teachers) and administrators will receive professional learning on the Science of Reading as part of the implementation of a comprehensive, high-quality, content-rich reading and writing program.
 - By September 2024, 100% of current K-5, Special Education, intervention and English Learner teachers and administrators will receive rigorous professional learning aligned to the Science of Reading with 85% rating the experience favorably.
- **Cecil County:** Create a science of reading community of practice for teacher leaders who completed the science of reading training, special educators implementing literacy programs, and Title I teachers. This group of teacher leaders will develop PD and tools focused on evidenced based literacy practices.
 - 75% of teachers will express increased confidence in their ability to utilize instructional practices and the number of students in Tier 2 and Tier 3 programs will decrease by 10% as measured by the Acadience grade level progress monitoring and benchmark proficiency levels in 2 years.

Maryland Leads: The Science of Reading

- **Allegany County:** In order to ensure that more rigorous, evidence-based content rich materials are in place, a Reading Leadership Team will work to explore new high-quality instructional materials. The team will consist of teachers, special educators, administrators, and literacy coaches. A structured process to review materials and practices from the approved partners list will be used. The committee will review research connected to partner program curricular materials, evaluate the material samples, and utilize rubrics to determine which program will most likely fill gaps in existing materials. Classrooms will be selected to pilot identified materials and practices. Using feedback from the rubrics and pilot teachers, the most effective resource aligned to the SoR will be chosen for integration into the comprehensive reading program.
 - By the 2024 EOY screener administration, the number of students identified as on or above benchmark at each grade level will increase to at least 65%.
- **Prince George's County:** Provide initial training to prepare teachers and instructional leaders to implement mCLASS with DIBELS 8th Edition with fidelity.
 - 100% of current K-3 teachers, including special education teachers, principals, and other relevant staff will receive rigorous professional development on mCLASS with DIBELS 8th Edition by September 2024.

High-Quality School Day Tutoring

5
Number of LEAs

Total Investment
(including matching)

\$6,622,658

High-Quality School Day Tutoring initiatives will generate a core of tutors in participating LEAs and lead to the infusion of school-day time blocks for high-dosage tutoring to serve students most impacted by the pandemic or who have traditionally been unable to access extra-curricular tutoring support.



Focus Areas

- ❖ Prioritize school-day tutoring for students who experienced learning loss as a result of the pandemic.
- ❖ Restructure the schedule or redesign the school day to embed more opportunities for high-quality tutoring during the school day.
- ❖ Build a high-quality pipeline for tutors (college students, paraeducators, teachers, non-teaching professionals, volunteers, tutoring providers, etc.) to implement school-day tutoring.

Inspiration from the Field

A High School Tutoring Partnership for Math in Chicago Public Schools The 74	A Districtwide Tutoring Program in North Carolina The Hechinger Report	Literacy Tutoring for Early Childhood Students in the Midwest American Educational Research Journal
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Additional Readings

- [National Student Support Accelerator - Annenberg Institute at Brown University](#)
- [Takeaways from Research on Tutoring to Address Coronavirus Learning Loss - The Hechinger Report](#)
- [New Guidebook to Help Districts Launch High-Dosage Tutoring Programs - Chiefs for Change](#)
- [Can Tutoring Be Expanded to Support the Kids Who Need It Most? - The Hechinger Report](#)
- [Getting Tutoring Right to Reduce COVID-19 Learning Loss - Brookings](#)

Potential Use of Funds

<ul style="list-style-type: none">Tuition and feesCertification costsStipendsSupplemental PayTraining and Professional Development	<ul style="list-style-type: none">SalariesConsulting, Technical AssistanceInstructional MaterialsNon-Personnel LEA Implementation Costs	<ul style="list-style-type: none">Supplies and MaterialsMarketing and CommunicationsTechnology Tools and EquipmentPartnershipsAssessments
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Partnership Optional

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Maryland Leads: High-Quality School Day Tutoring

Design programs that enable high-quality tutoring during the school day.

- **Baltimore County:** Implement a high-dosage tutoring program that incorporates the use of a blended learning framework with tiered and focused instructional routines to support students in Math 6 with mastering grade-level standards toward accessing Algebra 1 by grade eight.
 - Baltimore County Public Schools aims to increase the number of students participating in Algebra 1 in middle school by 20% each year, specifically those students who do not currently meet initial eligibility.
- **Queen Anne's County:** Redesign schedules to embed high-quality tutoring opportunities during the school day.
 - Increase the percentage of students of color who enroll in AP courses from 12% to a number closer to their overall enrollment number in QACPS, 20% .
- **Kent County:** Partner with IHEs and high schools to build a pipeline of tutors and allow interns to work in schools as tutors. KCPS will also allow all students to work with a tutor, Special Education teacher, or general education teacher in small groups to receive intervention and/or math and reading acceleration.
 - By September 2024, the number of KCPS students scoring in the one or two range on the math NWEA will be decreased by 50%, from 59% in the winter of 2022 to 30% in the fall of 2024.

Reimagining the Use of Time

10
Number of LEAs

Total Investment
(including matching)

\$15,600,364

Reimagining the Use of Time will unlock scheduling and community partnership opportunities for 10 LEAs wherein districts will study and reinvent school schedules to be more responsive to student needs and develop and embed community partnerships and support in school day programs and instructional opportunities.

Reimagining the Use of Time

Reimagine the use of time to create opportunities that support students and their learning.



Focus Areas

- ❖ Restructure the schedule to allow for more occurrences of tutoring, mentorship, service learning, career and college exploration, or social-emotional supports.
- ❖ Develop a schedule that supports additional time for students to pursue their own interests and passions.
- ❖ Modify the calendar year to include summer programming or add intersessions to support historically underserved students and those who have experienced learning loss.
- ❖ Provide students opportunities to learn in real-world settings by incorporating field work, field trips, project-based learning, resident experts, etc.
- ❖ Partner with afterschool providers and out-of-school-time organizations to provide opportunities for extended learning time throughout the school year.
- ❖ Partner with organizations for intensive and/or long-term support (6 - 10 years) of the most at-risk and underserved high school students to ensure they graduate from high school and aid them in pursuing additional education or entering the workforce.
- ❖ Partner with organizations that support high-performing, underrepresented high school students and their families in accessing, attending, and graduating from Tier 1 colleges and universities across the nation. This includes preparing for college entrance exams, visiting institutions of higher education, completing college and financial aid applications, mentoring and advising through college, and securing summer internships and jobs.
- ❖ Create opportunities for accomplished teachers to expand their reach and support the development of other teachers as well as work directly with students who have the highest needs.
- ❖ Redesign parent-teacher conferences to increase student and parent engagement as well as provide both groups with opportunities to take more active roles in teaching and learning at home and at school.
- ❖ Develop and implement a program with a targeted set of systems and supports for 9th grade students that includes strategic grouping of students and teacher assignments; opportunities for social-emotional learning; teacher, counselor, and administrator professional development; family engagement; administrator engagement; and time for staff teams to meet and discuss students' individual needs.

Inspiration from the Field

This Isn't Your Mom's Parent-Teacher Conference Education Week	Innovative School Schedules from Across the Country Center for American Progress	A Little-Known Program Has Lifted 9th Grade Performance in Virtually Every Type of School The Hechinger Report
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Maryland Leads: Reimagining the Use of Time

Reimagine the use of time to create opportunities that support students and their learning.

- **Carroll County:** CCPS will significantly increase the apprenticeship opportunities for Carroll students through the addition of an Apprenticeship Coordinator. The Apprenticeship Coordinator will act as a liaison between the Local Education Agency, the Department of Labor, and the Apprenticeship Employer.
 - Increase student participation in the Youth Apprenticeship Program from a current level of two youth apprentices to fifteen youth apprentices by School Year 2024.
- **Calvert County:** The reimagining Social Studies Engagement program will leverage project-based learning to create student-centered classrooms where students' interests are cultivated, and their leadership is encouraged.
 - The project will be deemed a success if the percentage of teachers in both cohorts reporting they are satisfied or very satisfied and efficacious or very efficacious is equal to or greater than 85%.

Maryland Leads: Reimagining the Use of Time

- **Harford County:** HCPS will oversee a multi-year planning process to reimagine and restructure the experience of middle school students and work with an outside partner and key stakeholders through the newly formed Blueprint North Star committee to develop and implement a strategic plan that will redesign schedules, provide differentiated instruction for students through flexible groupings, and provide more time for support for students who are historically underserved.
 - By June 2024, an increased percentage of 8th grade students will achieve MCAP ELA and Mathematics Performance Level 4 or 5, preparing them to reach the college and career readiness standard by 10th grade (as outlined in Blueprint for MD's Future).
- **Howard County:** HCPSS seeks to create a new model of extended day learning that will restructure the schedule for students in Grades 9-12 who are frequently underserved through traditional, in-person instruction during the school day/school year. The extended day learning program will bridge the existing gap between in-person and evening programs for students who need flexible instruction, differentiation, and targeted social and emotional supports.
 - High school students receiving interventions through extended day programs will experience a 10% increase annually in the total number of credits earned compared to the cohort of the previous school year.

Innovative School Models

4
Number of LEAs

Total Investment
(including matching)

\$4,091,369

In service of Blueprint CTE outcome goals, the approved Innovative School Models move the State closer to its Blueprint goal of ensuring 45% of graduating students possess industry credentials and/or completed industry apprenticeships. New school models in this program will expand CTE opportunities to more than 300 students each year.

Innovative School Models

Increase the number of high-quality schools by launching innovative school models that are accessible to all students with no selective admissions requirements.



Focus Areas

- Design school models anchored in Career and Technical Education (CTE) that include rigorous instruction in all subjects and increased exposure to and engagement with industry partners. School models must ensure high school students complete a CTE program of study, earn industry-recognized credentials, or complete a registered youth or other apprenticeship aligned to the More Jobs for Maryland Act and Maryland's Career Youth and Public Sector Apprenticeship Act.
- School systems partner with an intermediary or launch an intermediary in collaboration with industry leaders to provide students with opportunities for career awareness, career exploration, and work-based learning.
- Create early/middle college models in collaboration with institutions of higher education to provide students with opportunities to earn college credit and/or degrees with specific degree plans while concurrently enrolled in high school.
- Implement a school transformation model for low performing schools that includes strategic staffing, instructional excellence, extending the school day, social and emotional learning, and deep engagement with parent and community organizations.
- LEAs are encouraged to develop school models that seek to establish socioeconomically diverse and integrated learning environments.

Inspiration from the Field

› [Pharr-San Juan-Alamo, Texas: Districtwide Early College Strategy](#)

Phil Delta Kappan

› [Accelerating Campus Excellence \(ACE\), a Turnaround Model in Texas](#)

Best In Class

› [Connecting Students to Careers in Denver](#)

Denver Public Schools

Additional Readings

- [Evaluating the Impact of Early College High Schools - American Institutes for Research](#)
- [TranZed Academy: An Innovative Work-and-Learn Model for High School Students Gains Momentum in Maryland - ED2WORK](#)
- [CareerWise: Case Study of a Youth Apprenticeship Intermediary - Urban Institute](#)
- [Study: Career and Technical Education Yields Not Just Higher Earnings but Higher Test Scores - The 74](#)
- [Explore Chalkbeat Reporter Matt Barnum's Twitter Thread to Learn More About Nationwide Turnaround Efforts in Education - Twitter](#)

Maryland Leads: Innovative School Models

Increase the number of high-quality schools by launching innovative school models that are accessible to all students with no selective admissions requirements.

- **Baltimore County:** Design and launch a CTE Agricultural instructional program facility to house animals, equipment and provide hands on learning and an innovation lab.
 - Success will be measured by an increase of non-traditional student enrollment and an increase in dual completer enrollment. The design and anticipated implementation of the CTE center would expand opportunity to 300 more students. The Community impact would be exponential across several regions of Baltimore County.
- **Queen Anne's County:** Partnering with a qualified provider to facilitate planning for an expanded CTE and extended day/evening school that is housed as a “school within a school” model and can easily be transitioned to a standalone career and development center in the future.
 - QACPS anticipates an increase in the number of students graduating with 12 or more hours of college credit by 20% and an increase in the number of students earning industry recognized licensure and/or certification by 10%.
- **Montgomery County:** Design the first MCPS wall-to-wall Early College High School (ECH) with a focus on high-demand career pathways, to open as a new MCPS high school (Crowne High School) in 2026.
 - The first ECH class will graduate in 2030. Successful implementation of the ECH will be student data driven and based on college credit attainment and CTE program enrollment/completion.

Transforming Neighborhoods through Excellent Community Schools

7

Number of LEAs

Total Investment
(including matching)

\$8,177,228

The Blueprint lays out a pathway to increasing the proliferation of community schools in Maryland, but Maryland Leads evolves implementation of LEA community school programs to align with a broader, Collective Impact framework. Seven LEAs have chosen to pursue a more comprehensive approach to community schools by anchoring their work in Collective Impact principles.

Maryland Leads

Transforming Neighborhoods through Excellent Community Schools

Community schools go beyond academics to serve students and their families as a whole. Launch a robust and high-quality community schools initiative that serves a designated community and/or neighborhood and utilizes an asset-based approach to strengthen school-to-home relationships as well as the school's relationship to the community.



Focus Areas

Initiate, develop, and implement a collective impact initiative to align efforts and support for a specific community:

- ❖ Create systems of intensive support that leverage and align community partnerships and resources to aid families in overcoming unemployment trauma, generational poverty, and a number of other challenges that ultimately impact a student's academic success.
- ❖ Introduce strategic staffing and data initiatives to support the launch of foundational structures needed to support high-quality implementation of coordinated case management and care.
- ❖ Connect families with social services, educational and job training opportunities, and health and wellness resources.
- ❖ Design and implement a comprehensive family engagement model that provides families with a variety of ways to engage around their needs and interests, connects with families at home or in the community, communicates in families' preferred language, and establishes opportunities to develop them as leaders and advocates.

Inspiration from the Field

> [The Road Map Project: a Collective Impact Initiative in King County, Washington](#)

Road Map Project

> [Case Study: Promise Partnership of Salt Lake](#)

Strive Together

> [The UCLA Community School](#)

UCLA

Additional Readings

- [Community Schools as an Effective School Improvement Strategy: A Review of the Evidence - Learning Policy Institute](#)
- [Promise Neighborhoods Research - Urban Institute](#)
- [How a Failing Atlanta School Cut Its Student Turnover Rate by Nearly Half - CBS News](#)
- [Collective Impact: Large-Scale Social Change Requires Broad Cross-Sector Coordination - Stanford Social Innovation Review](#)
- [Vision for Baltimore - Johns Hopkins University](#)

Maryland Leads: Transforming Neighborhoods through Excellent Community Schools

Launch a robust and high-quality community schools initiative that serves a designated community and/or neighborhood and utilizes an asset-based approach to strengthen school-to-home relationships as well as the school's relationship to the community.

- **Howard County:** The Howard County Public School System (HCPSS) will partner with an MSDE-approved partner organization to assist with planning, developing, and implementing a Collective Impact initiative through a thoughtful community schools program. HCPSS currently has no community schools and will work to build a strong, engaged, and replicable program in one or more neighborhoods and schools.
 - Chronic absenteeism of students decreased by 5% annually and 75% of Collective Impact partners agreed that the results of collective efforts surpassed their organization's previous, individual efforts.
- **Worcester County:** A consultant will be hired to: analyze the unique needs and challenges of students and families in the Pocomoke and Snow Hill areas; identify existing services and gaps in service directly related to challenges and barriers; and develop a strategic plan for a comprehensive program to coordinate community agencies, non-profits, schools, and relevant stakeholders to address barriers.
 - Comprehensive strategic plans for community schools will be in place for Pocomoke and Snow Hill areas by September 2024.

For more detailed information on
Maryland Leads grants, go to:

MarylandPublicSchools.org/MDLeads

On this page, there are one-pagers for
each LEA. Each informational one-
pager includes summary information
about awarded and approved
program activities and expected
outcomes for those respective
activities, by strategy area.



Maryland Leads LEA Summary

LEA: Queen Anne's County Public Schools

Selected Strategies: Grow Your Own Staff, Staff Support and Retention, The Science of Reading, High-Quality School Day Tutoring, Reimagining the Use of Time, Innovative School Models, Transforming Neighborhoods through Excellent Community Schools

Summary of Identified High Leverage Strategies:

GROW YOUR OWN STAFF (\$682,621) - Launch initiatives to grow the pipelines of teachers and other professional support staff. Specific activities include:

- Establish new pathways to become a teacher, including Teaching Assistant- to-Teacher programs.
- Increase recruitment to diversify the teacher population and build pipelines for hard-to-fill areas such as math, science, special education, bilingual, and Career Technical Education (CTE); and
- Design an Aspiring Leadership Cohort for administrative and leadership positions.

Expected Impact

- At least 12 staff complete a pathway towards certification; and
- Retain at least 10 staff as paraprofessionals while working towards teaching certification.

STAFF SUPPORT AND RETENTION (\$4,160,489) - Design initiatives focused on supporting and retaining staff. Specific activities include:

- Provide a staff retention incentive for returning school-based personnel for the 22-23 school year;

Maryland Public Schools Strategic Planning Survey

This survey is intended to allow everyone in the state to provide information that will be the basis for transformative change.

Please use this survey as an opportunity to share your thoughts.



MarylandPublicSchools.org/Survey

More information is available at: MarylandPublicSchools.org/Blueprint

Connect with the MSDE *Blueprint* implementation team: Blueprint.MSDE@Maryland.gov

Questions?