

MARYLAND STATE BOARD OF EDUCATION  
OFFICE OF THE STATE SUPERINTENDENT OF SCHOOLS

# Appropriations and Ways & Means Committees Joint Briefing: Blueprint Implementation

January 22, 2025

Presented By |

Dr. Joshua Michael, President, Maryland State Board of Education

Dr. Tenette Smith, Interim Deputy Superintendent, Maryland State Department of Education



# The Goal of the Blueprint

To develop a world-class public education system in Maryland that is ranked among the top states in the country

**MSDE**  **AIB**

**Weekly: Staff Level**

**Monthly: Leadership Level**

**Quarterly: Board Level**

# The Five Pillars

# BLUEPRINT FOR MARYLAND'S FUTURE

**1**

Early  
Childhood  
Education

**2**

High-Quality &  
Diverse  
Teachers &  
Leaders

**3**

College  
and Career  
Readiness

**4**

More  
Resources for  
Students to Be  
Successful

**5**

Governance  
and  
Accountability

# Pillar 1: Early Childhood Education

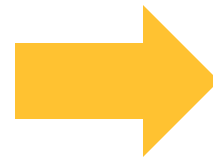
## Pillar 1

### Expanding full-day prekindergarten

An increase in student enrollment in full-day prekindergarten (pre-K)

**15,559**

in 2020-2021



**24,270**

in 2024-2025

33,997 total students enrolled in half- and full-day pre-K

## Pillar 1

### Mixed Delivery System

Expanding pre-K seats and building out the mixed delivery system

## Expansion of Publicly Funded Seats

+ 1,109 new publicly funded seats in the 2023-2024 school year

+ 1,626 new publicly funded seats in the 2024-2025 school year

- 46% of the seats added were from private providers
- 751 seats in private provider settings
- 875 seats in public school settings

## Pillar 1

### House Bill 1441 (Chapter 165)

Expanding pathways for early childhood educators

## Updated Criteria for Pre-K Teaching Assistants

- Child Development Associate (CDA) Credential by the 2027–2028 School Year, or
- Associate's Degree by the 2027–2028 School Year, or
- Documented experience verified by the Maryland State Department of Education's Division of Early Childhood as of June 30, 2025

## Pillar 1

### Mixed Delivery System

Accelerating private pre-K enrollment for family childcare homes, childcare centers, Head Start programs, faith-based programs, and Spanish-speaking providers

## **PUSH to PRE-K Initiative**

- + 751 new private provider seats in the 2024-2025 school year
- 56% increase in the number of applicants to pre-K expansion between fiscal years 2024 and 2025



## Pillar 1

### Wraparound Supports

Provided child development services vital to families and communities

## Judy Centers

- Opened 37 new Judy Center Early Learning Hubs since 2022, bringing the total number of Judy Centers to 93.
  - In fiscal year 2024, Judy Centers served more than 14,750 families and 17,781 children from birth to age 5.
  - We expect to serve 18,000 children this year.

## Pillar 1

### Wraparound Supports

Provided child development services vital to families and communities

## Patty Centers

- Last fiscal year, Patty Centers provided services to 571 families, which included:
  - 611 adults
  - 709 children from birth to age 3

# Pillar 2: High-Quality and Diverse Teachers and Leaders

## Pillar 2

### Successes

#### Salary Increases

All 24 LEAs confirmed at least a 10% salary increase for teachers between 2019 and 2024.

#### National Board

In December 2024, 1,089 teachers earned their National Board Certification, with 2,279 teachers across the state designated as National Board certified.

#### Career Ladder

We have successfully launched Levels 1 through 3 of the Educator Career Ladder.

## Pillar 2

### Challenges

While we are proud of the progress to date, we recognize there is significantly more work to be done.

**12%**

of NBC teachers  
are teaching in  
low-performing  
schools.

**19%**

of NBC teachers  
identify as  
teachers of color.

## Pillar 2

### Teacher Qualifications: High- and Low-Poverty Schools

In the SY 2022-2023, high poverty schools had higher percentages of inexperienced teachers, teachers teaching out-of-field, and teachers teaching with emergency or provisional licenses.

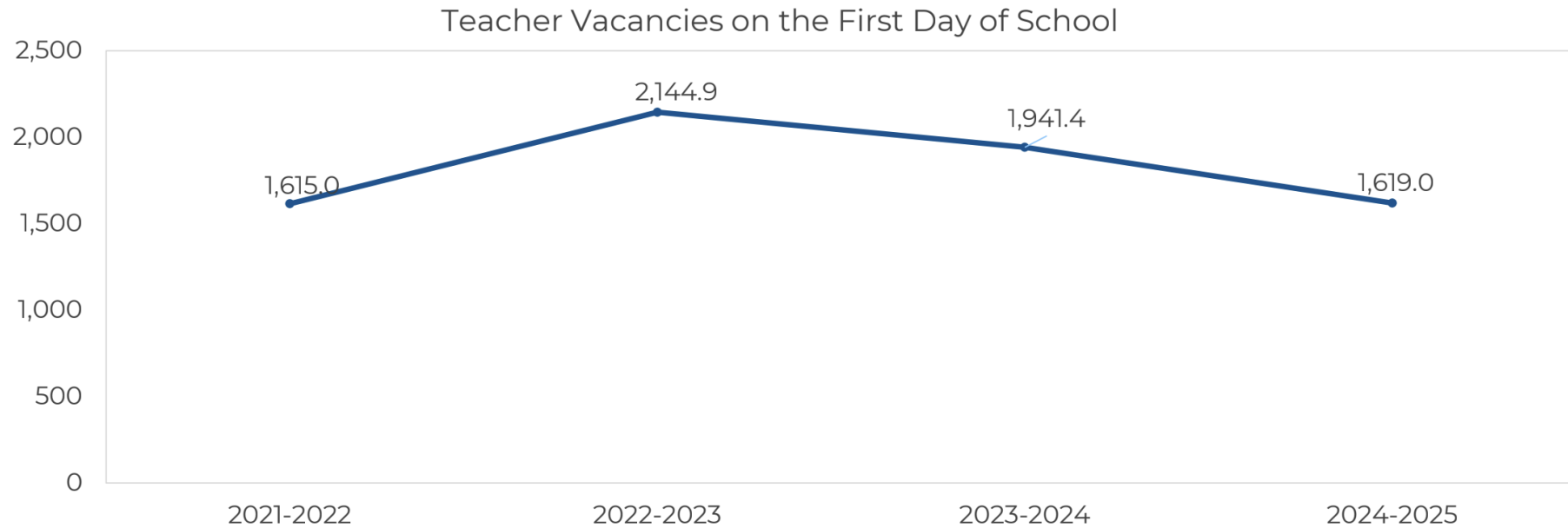
Category	All Schools	High Poverty Schools	Low Poverty Schools	Difference (Percentage Points)
Inexperienced Teachers	16.6%	22.0%	11.9%	10.1
Out-of-Field Teachers	11.9%	14.9%	6.8%	8.1
Teachers with Emergency or Provisional Licenses	8.2%	12.4%	4.1%	8.3

Source: Annual Staff Data Collection and Attendance Data Collection.

## Pillar 2

### Teacher Vacancies

Teacher vacancies have slowly declined since SY 2022-2023.

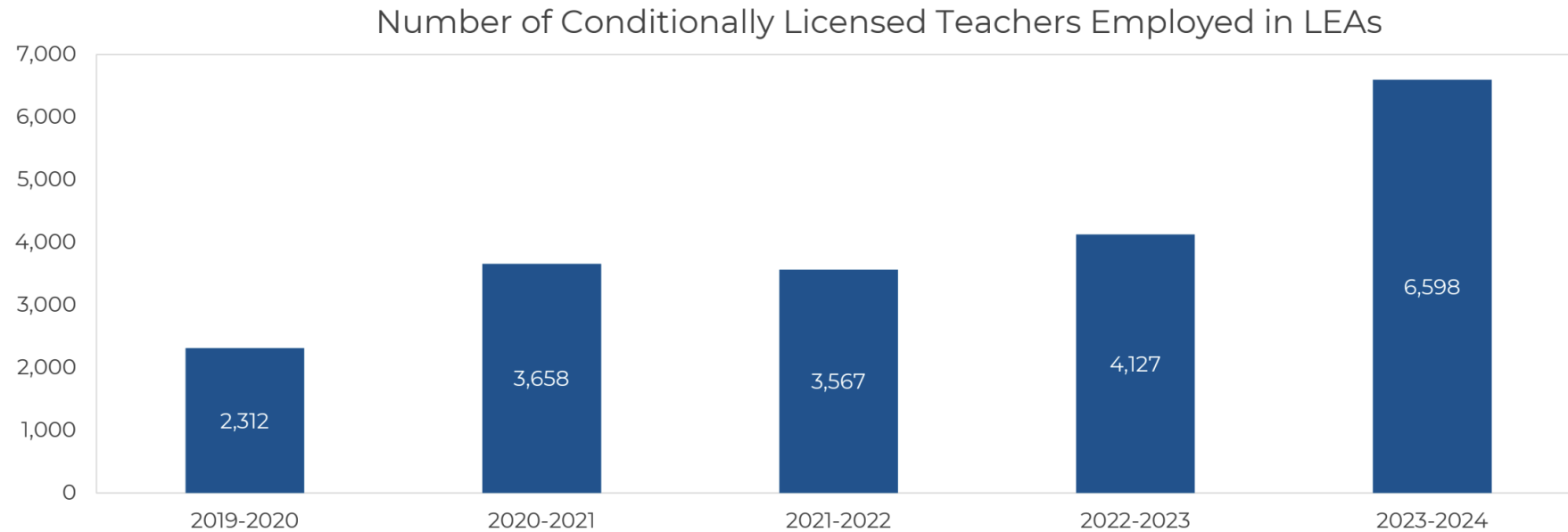


Source: MSDE Annual Vacancy Data Collection

## Pillar 2

### Conditionally Licensed Teachers

The number of teachers with a conditional license have increased by more than 185% since SY 2019-2020. Conditionally licensed teachers make up more than 10% of Maryland's current teacher workforce.

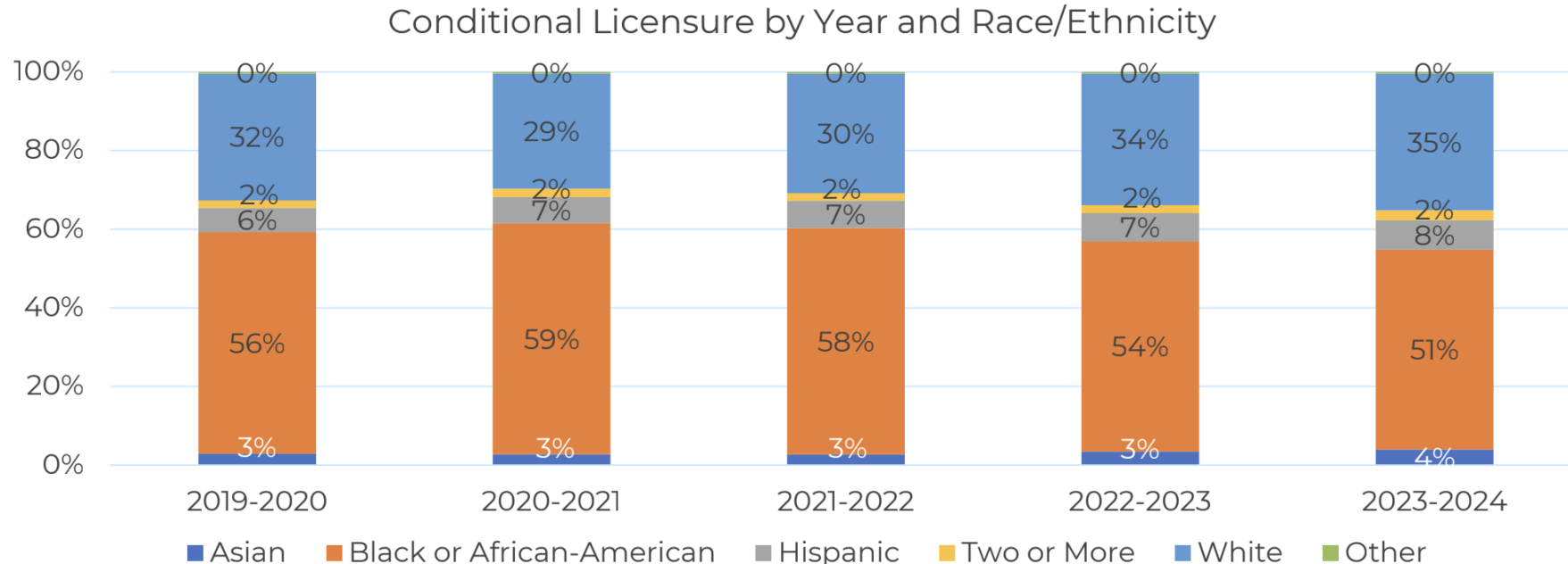


Source: MSDE Staffing Data Collection; MD Educator Information System as of May 2024

## Pillar 2

### Conditionally Licensed Teachers

Teachers with a conditional license are more diverse than the overall Maryland teaching workforce.



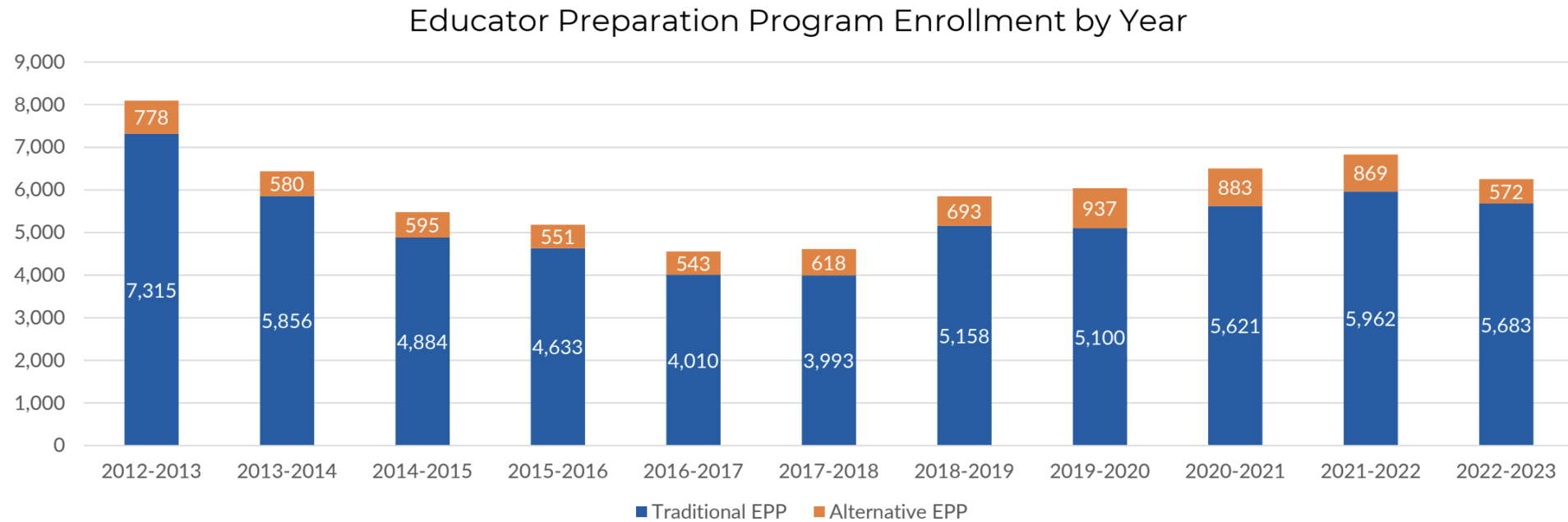
Note: Other includes American Indian/Alaska Native and Native Hawaiian or Other Pacific Islander.

Source: MSDE Staff Data Collection.

## Pillar 2

### Teacher Preparation Enrollment Trends

**Total enrollment in teacher preparation programs has increased since 2017 but is still approximately 1,900 enrollees short of 2013 levels.**



Source: Title II Reports ([title2.ed.gov](http://title2.ed.gov))

# Pillar 3: College and Career Readiness

## Pillar 3

### Progress

#### PreK-3 Literacy Policy

\$40M grant from the  
U.S. Department of  
Education

\$6.8M philanthropic  
contribution from the  
Ibis Group

#### Assessment and Accountability

Made  
recommendations for  
strengthening the  
connection between  
student achievement  
and school ratings

#### CTE Committee

Established new  
policies related to  
apprenticeships and  
industry-recognized  
credentials

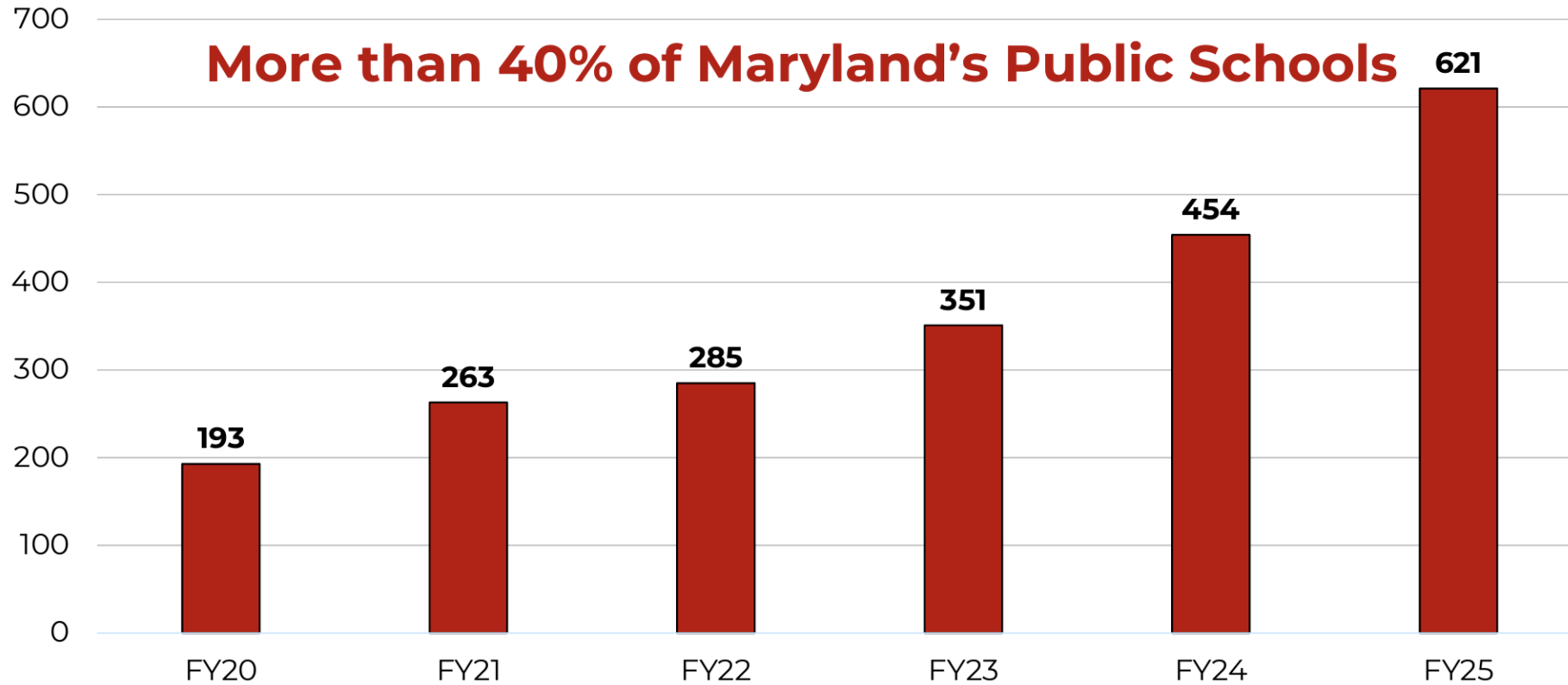
*“I Choose to  
Teach CTE”*

# Pillar 4: More Resources for Students to Be Successful

# Pillar 4

## Community Schools

### Community Schools in Maryland



## Pillar 4

### Successes

#### Community Schools

Expanded to 621 community schools, which represents 45% of all public schools in the state

#### Special Education Work Group

Formulated 23 pivotal recommendations and is currently developing a prioritized implementation plan after extensive discussions and refinements

#### Multilingual Learners

Led a training series for Multilingual Family Coordinators and provided professional development aimed at closing achievement gaps in literacy and mathematics

# Pillar 5: Governance and Accountability

## Pillar 5

### Focus Areas

#### Expert Review Teams

- Visited 50 schools across 18 LEAs in SY 2023-2024
- Visited 80 additional schools with a focus on literacy
- Visited a total of 130 schools across all 24 LEAs

#### Financial Reporting System

- Platform to track funding requirements
- FY 24 beta testing year
- FY 25 baseline year

## Commitments

**We are committed to doing what it takes to get it right.**

Achieving the goals of the Blueprint requires thoughtful, deliberate implementation focused on student outcomes.

**Our mission is clear.**

We are working to deliver a world-class education for every child in Maryland by fostering innovation, empowering educators, and ensuring resources reach the students and families who need them most.



**MABE Advocacy**  
**2025 Legislative Priorities**  
**&**  
**Blueprint Recommendations**

Presented to the  
House Joint Blueprint Briefing  
January 22, 2025

# Our Mission

MABE is a champion  
for excellence in public education.

MABE provides members  
with a strong collective voice,  
and supports local school board governance  
through professional development,  
advocacy and member services.

# MABE's 2025 Legislative Priorities

- I. **Governance authority for local boards of education to adopt policies that reflect local priorities and assets.**
  - MABE advocates that state and local initiatives maintain local board governance or budgetary authority.
  - MABE advocates that state and local officials refrain from creating unfunded mandates, whether through legislative, administrative, or regulatory authority.
  - MABE supports legislation or regulation allowing for local boards to have reasonable discretion to make their own determinations.

# MABE's 2025 Legislative Priorities

## II. Sustained and increased local government investments in education.

- Funding from Maryland's 23 counties and Baltimore City plays a critical role in the success of public education programs, services, and facilities.
- MABE advocates for state laws mandating investments of local revenues in public education, including a stronger Maintenance of Effort requirement that guarantees that local funding must be equal or greater to the previous year's per pupil funding as well as increasing year to year to keep pace with inflation, rising costs, and the varying educational needs of students.

# MABE's 2025 Legislative Priorities

## III. Sustained and Increased state funding for school construction and renovation.

- MABE supports annual state and local capital and operating budgets commensurate with the costs of designing, building, renovating, operating, and maintaining high quality learning environments in our 1,400 public schools.
- Funding is essential to replace aging schools, ensure school safety, and support local priorities.

# MABE's 2025 Legislative Priorities

## IV. Sustaining the Blueprint for Maryland's Future.

- MABE supports the intent and goals of the Blueprint for Maryland's Future.
- Recognizing the state's current budgetary constraints, MABE advocates for collaborative review of the Blueprint's mandates and provisions to identify practical solutions for effective implementation.
- MABE affirms that local school systems are uniquely equipped to address programmatic challenges resulting from fiscal gaps to ensure the Blueprint's vision is realized in each community.



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***Statement from MABE  
Presented to the Appropriations and Ways & Means Committees,  
Maryland House of Delegates, January 22, 2025***

Good morning, Chair Barnes and Chair Atterbeary, Vice Chairs Chang and Wilkins, and distinguished members of the House Appropriations and Ways and Means Committees.

My name is Karin Bailey. I am the President of the Maryland Association of Boards of Education (MABE) Board of Directors and the Chair of the St. Mary's County Board of Education. This is my 10<sup>th</sup> year serving on our Board of Education.

I'd like to introduce my colleague Jennifer Swickard-Mallo, former President and current member of the Howard County Board of Education as well as MABE's Legislative Committee Chair, who will also be offering comments today.

Thank you for the opportunity to share this collective testimony today regarding the implementation of the Blueprint for Maryland's Future.

**MABE, on behalf of all local boards, supports the spirit and intent of the Blueprint for Maryland's Future and its vision for a world-class public education system for each and every student in Maryland; however, while several components of the Blueprint have been successful, there have been several areas that continue to present challenges for our local Boards of Education.**

We come to you today in continued partnership to achieve the goals set by the Blueprint.

We recognize fiscal challenges facing the state and implementation challenges of the Blueprint. These challenges highlight the importance of a collaborative review of the Blueprint's mandates to identify practical solutions that can bridge the gap between the plan's visionary goals and the realities facing our communities.

**In this effort, it is vital to work alongside the Boards of Education and preserve our roles and responsibilities to our local communities. As each of you know as elected representatives for your district, there is no one more qualified and uniquely positioned to understand the needs of your respective communities.**

We are proud of instances where the Blueprint's additional funding and supports have aligned with local needs and efforts, leading to successes.

For example, on the 2024 MSDE report card, an elementary community school in a local jurisdiction, which has a FARMS population of 99.8% and a 76% multi-language learner

population, achieved a 4-star rating in 2024, moving up from a 3-star rating in 2023. The main driver of this increase came in the Progress in Achieving English Language Proficiency category on the Maryland Report card, proving that the additional student supports provided on account of the Blueprint can make a difference.

Yet it is more often the case, statewide, that Blueprint mandates have budgetarily exceeded local board abilities to meet those requirements, or that projections designed years ago have failed to account for inflationary impacts and new implementation requirements.

In October, MABE conducted a statewide survey of school board members, superintendents, chief financial officers, and local Blueprint implementation coordinators. Results from that survey cite many specific Blueprint hurdles, including:

1. A requirement that 75% of the funds follow the child still seems arbitrary years into implementation and creates an administrative, labor-intensive nightmare in reporting;
2. Difficulties in delivering and expanding 4-year-old PreK programs while faced with insufficient local provider coverage or building capacity to offer 3-year-old programs;
3. Inadequate state funding to meet National Board Certification requirements; as multiple school board leaders across the state have asked, “If the state is requiring components of the Blueprint, why isn’t the state paying for them?”
4. Special education challenges that remain significant and under-addressed as districts encounter line-item fiscal overages as high as 300% per year; and
5. A final example most closely tied to **students** in today’s discussions: that limited local funding used to fill Blueprint gaps forces districts to restrict or eliminate essential programs involving the arts, band, chorus, sports, and other extracurricular activities central to school engagement and the student experience.

For these reasons, MABE supports broad discretion for local board decision-making authority, as outlined in our 2025 Legislative Priorities.

Despite the funding challenges that almost every local school system has faced, we have still made tough decisions and opened doors and opportunities (especially the apprenticeship programs) for students across the state of Maryland. The Blueprint framework has also provided the same directive to help ensure more consistent delivery of education and learning across our State.

We firmly believe that the success of the Blueprint depends on local school systems' ability to flexibly address challenges resulting from fiscal gaps while not reducing our local board governance or creating unfunded mandates.

The Blueprint has built out universal goals, but we caution against the one-size-fits-all approach to implementation. We recognize that just as students have different needs based on how they are situated in their daily lives, their communities, too, have different needs. We have all heard the same comment: what works for one doesn't necessarily work for everyone. This is especially true when we discuss our students.

**Local boards of education, in partnership with elected officials, teachers, parents, and county governments, are best positioned to build systems—with state support—to meet those needs.**

Thank you all very much for your leadership in Maryland, and for your commitment to excellence in our schools throughout this state.



# **Update on The Blueprint for Maryland's Future**

**Dr. Maria Navarro, Superintendent, Charles County Public Schools &  
PSSAM Legislative Chair**

**Mary Pat Fannon, Executive Director, PSSAM**

**Briefing before the  
House Appropriations Committee & House Ways & Means Committees  
January 22, 2025**



## *Presentation Outline*

- **PSSAM Legislative & Policy Recommendations**
- **Blueprint Successes & Top Recommendations**
- **Budget - Early Days**
- **Questions**



# PSSAM

Public School Superintendents' Association  
OF MARYLAND

## PSSAM's Legislative

&

## Policy Recommendations



### **PSSAM Legislative and Policy Recommendations The Blueprint for Maryland's Future**

The Blueprint for Maryland's Future creates a bold trajectory for Maryland's public education system. As the state's top educators, we stand behind the Blueprint and applaud those who have fought hard to make this vision a reality.

We have gained invaluable experience and insight after three years of implementation - celebrating early successes, but also experiencing frustrations and challenges. Our requests for policy and legislative changes are the result of the real experiences from education experts doing the Blueprint "work" every day in school buildings and leadership offices. Our experiences in education reform have taught us that it is not enough to put a program in place, but to evaluate its effectiveness and make adjustments along the way.

The Blueprint's goals are achievable, but the implementation needs to be streamlined and realistic with clearer expectations and guidance from State leaders. While it is too early for a complete evaluation of our work, we believe these valuable lessons should be considered, and our recommendations for changes embraced as "course corrections" to ensure long-term success.

This document includes requests for policy adjustments we believe can be made by the State Board of Education (SBOE) and/or the Accountability and Implementation Board (AIB) without statutory changes, or within the AIB's plenary authority.

Part of the Blueprint's innovative approach is that every Pillar is transformative; but, it is the coalescence of these five Pillars that will create dynamic outcomes and achievements. In practice, it is also this coalescence that has been one of the biggest challenges to successful implementation. In addition, each of Maryland's twenty-four Local Education Agencies (LEAs) has a different starting point and growth trajectory. The Blueprint tends to have a one-size approach that does not "fit all," especially in districts that were previously demonstrating efficiency and excellence in many areas of the Blueprint.

#### **Our Core Mission and Measure of Success - Student Growth and Achievement**

The recommendations in these pages are the result of analysis of student data, qualitative experiences of educators and staff, and thoughtful contemplation of the following questions:

- How is this pillar/activity/initiative performing against *Our Core Mission and Measure of Success - Student Growth and Achievement*?

## Pillar 1: Early Childhood Education

### *Successes!*

- Over 31,378 students, about 21% of Maryland's 3- and 4-year-olds, are enrolled in publicly funded full-day pre-K.
- Judy Centers have grown from 53 to 86 since SY 20-21.
- *Charles County* nearly doubled Pre-K enrollment since SY 21-22.
- *Queen Anne's County* expanded full-day Pre-K for Tier 1 four-year-olds using a three-year plan and Pre-K Expansion grant.

## Pillar 1: Early Childhood Education

### *Priority Recommendations*

#### *For LEA programs - focus public school expansion on Tier I four-year-olds*

This does not preclude public schools from serving all families, but gives LEAs autonomy in expansion decisions based on capacity, demand, and funding. ***This also creates a strong business model for private providers to serve Tier I three-year-olds, as well all non-Tier I three and four-year olds.***

#### *Remove the required participation percentage for the mixed delivery system and permanently shift the responsibility of supporting and cultivating private providers to MSDE.*

Public school systems are not equipped to develop educational programming or ensure profitable business models for private providers. Cultivating and supporting private providers should not be a mandated extension of the delivery of public education

### *Successes!*

- Every LEA is on track to provide a \$60,000 starting salary for teachers beginning in FY '27, with most already achieving this pivotal milestone.
- All teachers in Maryland received a 10% salary increase by July 2024 as part of the Blueprint's goals to retain teachers and elevate the teaching profession.
- Teachers pursuing National Board Certification (NBC) increased 39% in SY23-24, with 11 of 24 LEAs in the top 25 of the country in terms of numbers of individuals pursuing NBC. Maryland is first in the country for the number of new teachers earning NBC and has the second highest number of teachers of color earning NBC ([AIB Highlights](#)).

## Priority Recommendations

### ***Amend the statute to remove administrators (Assistant Principals and Principals) from the Career Ladder***

This adjustment aligns with the established bargaining structures in school systems; APs and Principals should not have mandated teaching time or be required to obtain National Board Certification (NBC) requirements as these are impractical requirements for their roles.

### ***Study Request***

We urge the appropriate entities to ***explore critical questions related to the effectiveness of NBC in teacher recruitment and student achievement.*** Specifically addressing:

- The relationship between incentives and teacher recruitment in low performing schools;
- The impact of NBC on success rates for diverse teacher candidates;
- The suitability of NBC as an incentive and benchmark for teacher retention.

## Pillar 3: College and Career Preparation

### *Successes!*

- *Wicomico County*: Dual enrollment has surged at Wor-Wic Community College and Salisbury University, helping high school students get a head start on college; in fact, offerings in dual enrollment programs have increased statewide.
- Apprenticeship Maryland Program participation increased from 124 (SY 21-22) to 507 (SY 22-23).
- Over 322 career coaches were hired for career counseling in SY 23-24 ([AIB Highlights](#)).
- *Charles County* - From 2022 to 2024, there was a 12% increase in students taking AP courses, nearly doubling the AP tests taken during this timeframe with no decreases in the percentage of students scoring 3 or above.

## Pillar 3: College and Career Preparation

### *Priority Recommendations*

***Career Counseling - allow LEAs to discontinue the pilot*** partnerships with community colleges and workforce investment boards (WIBs) a year ahead of the pilot's expiration.

***Dual Enrollment/Advanced Placement/International Baccalaureate/CTE - LEAs should have the flexibility to target funding for tuition and ancillary costs.***

If sufficient State funding is provided, require districts to cover all costs for ***income-eligible students***, but allow districts to limit costs for other students. The implications of unfettered access to all of these resources is not just poor policy, but fiscally negligent



# PSSAM Pillar 4: Resources to Ensure All Students Are Successful

## Successes!

- 2024 brought a total of 621 community schools statewide and expansion of community schools to secondary schools for the first time\*. (\*excluding Baltimore City which already had secondary programs)
- *Prince George's County* has created 109 Community Schools since 2019 - every school has a coordinator, who acts as a liaison between the school and the community to establish and maintain partnerships; at least one full-time mental health provider who serves students and families and also conducts professional development for staff; and, a registered nurse (RN) is assigned to each community school.



# PSSAM Pillar 4: Resources to Ensure All Students Are Successful

## Priority Recommendations

Compel the MSDE, AIB, and a representative sample of the LEAs *to study differentiated levels of special education funding*, a model implemented in the majority of states. The study should also address:

***Expert Review Teams (ERT) - Reprogram this funding to MSDE to appropriately support the Blueprint's implementation*** by reducing the number of visits each year with clearer and targeted goals (perhaps in line with the literacy plans), and more skilled and consistent evaluation teams. Or, reprogram the funding to bolster MSDE staff to support the LEAs.

## Priority Recommendations

Compel the MSDE, AIB, DBM, DLS and a representative sample of the LEAs to *analyze and update the fiscal mandates and viability of the Blueprint.*

- Unlike the original analysis, include ALL components of funding education, including transportation, building maintenance, operating and capital funds for school security, health services, food services, employee and retiree health benefits.
- This analysis should include forecasting of State and local revenues.

***Capital Funding for School Construction*** - Support a robust and enhanced CIP above the stagnant appropriation of \$450 million and *indexed to inflation.*

The lack of indexing has resulted in a DECREASE in purchasing power of capital funding.

## Pillar 5: Governance & Accountability

### *Successes!*

- All LEAs have undergone two gargantuan efforts to develop local Blueprint Implementation Plans - these have been developed with extensive local stakeholder collaboration and months of public meetings and collaboration.
- SY 23-24 [Highlights \(AIB\)](#):
  - Expert Review Teams (ERTs) and the Maryland Initiative for Literacy and Equity (MILE) visited 133 schools (~10% of Maryland schools).
  - 150 school visits planned for this year, focusing on elementary literacy and math.
  - Fiscal 2025 marks the start of monthly fiscal reporting through PowerSchool, tracking education funding at the school level.

## Pillar 5: Governance & Accountability

### *Priority Recommendations*    *It's not sexy but it's how the work gets done...*

***Implementation Guidance*** - in order to strengthen our partnership and mutual respect for work and capacity, ***we are working with the Boards to establish more timely guidance and reasonable schedules for the submission of reports and data.***

***As part of this effort, we are also working with the MSDE to:***

- Undertake a ***comprehensive review of the current required 179 reports*** and updates that are required under the Blueprint and in compliance with existing requirements in the Education Article, COMAR, and joint AIB/MSDE established policies.

## Pillar 5: Governance & Accountability

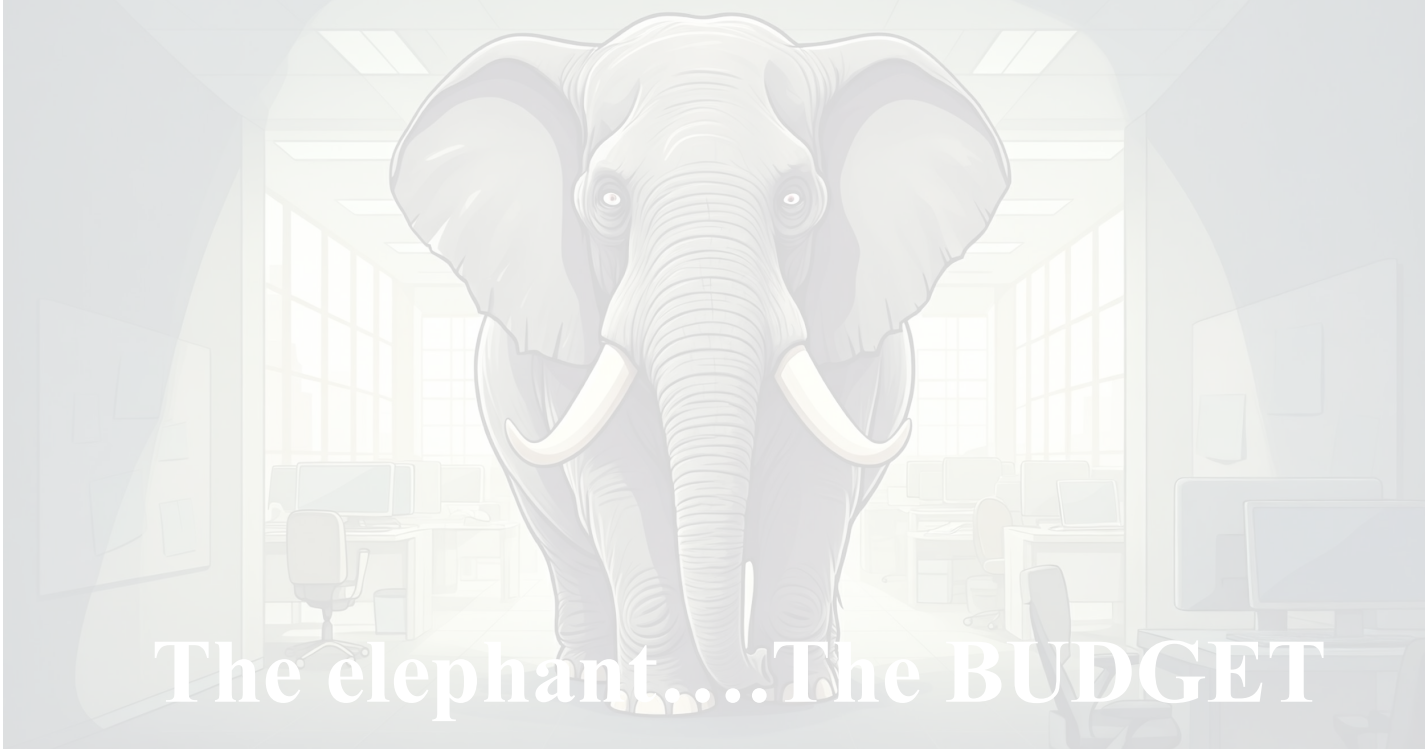
### Priority Recommendations

*Staying focused and invested in the Blueprint.*

We need the Department, AIB, and the General Assembly's partnership to ***resist any new programs or unfunded mandates*** that are not directly aligned with the Blueprint or funded appropriately.

All new legislative initiatives should be ***discretionary and/or authorizing***.

The obligations and expectations on schools since the pandemic have ***exploded*** and the time for clear focus and dogged determination to ***educate*** our students ***has*** to rise to the highest priority.



# The BUDGET

- The truth about “re-allocating resources”
- The “Foundation” problem
- The proposed budget reductions



## The Blueprint conundrum & the *truth* about “re-allocating resources”

One of the underlying premises of the Blueprint and the Kirwan Commission  
“LEAs were not investing resources appropriately”

Fact: LEAs budgets are almost 80-90% “people”



The Commission did not properly consider ALL of the costs for the delivery of public education, including: food service, security, utilities, health care costs, facilities maintenance, and debt service.....***OR the extraordinary costs for special education and transportation...***

## Special education and transportation costs cut into the ability to fund every other aspect of delivering public education

Local school systems spend over \$1,038,848,168 in direct *special education* services that are *NOT* reimbursed by the state and federal governments. The federal government has never lived up to its obligation to provide up to 40% of the costs of special education (the highest level has been 17%). This has created profound needs for **local funding** for special education. *Transportation* costs also consume more than \$511,959,938 in “discretionary” funding that is not reimbursed or recognized in State and local funding formulas.

	Local Education Agency	Total State and Local Revenue	LEA Budget	Amount Funded by LEA in Excess of Formula
<a href="#"><u>Special Education Costs</u></a>	Frederick	\$43,857,716	\$89,929,868	\$46,072,152
	<b>TOTAL</b> (24 districts)	<b>\$917,161,593</b>	<b>\$1,951,892,320</b>	<b>\$1,038,848,168</b>
Transportation Costs	Charles	\$14,364,062	\$43,729,558	\$29,365,496
	<b>TOTAL</b> (24 districts)	<b>\$363,364,286</b>	<b>\$857,384,190</b>	<b>\$511,959,938</b>

# The elephant...The **BUDGET**



The “Foundation” problem

It is NOT enough to provide the basic educational services to a student who does not also meet the criteria of one of the targeted funding programs (compensatory education, special education or multilingual learners)

The Blueprint leaves little to no room for LEAs to be flexible or innovative in their funding

# The proposed education budget *reductions*

		FY 2026 - promised Blueprint funding	<b>PROPOSED</b>
<b>Per Pupil Amount “the Foundation</b>		\$9,226	<b>\$9063</b>
<b>% increase</b>		4.97%	<b>3.11%</b>
<b>Increase Per Pupil (over FY '25)</b>		\$437	<b>\$274</b>

**None of this helps the State's FY 2026 Budget Deficit**



The proposed budget changes are a **DOUBLE WHAMMY** in **lost funding** to local school systems **totaling \$234 million** (**\$234,033,647**)

None of this helps the State's FY  
2026 Budget Deficit

\*Matches DLS Fiscal Briefing Info

Blueprint Category	State Funding	Local Funding
Foundation Reduction	\$70,339,286	\$69,533,799
Comp Ed Reduction	\$31,299,669	\$30,284,444
Multilingual Learner Reduction	\$9,750,947	\$9,449,529
Guaranteed Tax Base (addition)	(1,699,606)	–
Comparable Wage Index Reduction	\$2,789,441	\$2,408,741
<b>Total “Savings” (or cut to education)</b>	<b>\$122,356,134*</b>	<b>\$111,677,513</b>

# *Please* stay invested in the Blueprint and give us time to succeed



We ask the committees to **RESIST** reductions to the Blueprint formulas until an updated fiscal analysis is completed

Existing funding estimates were last updated in in 2019 -

- In a pre-Covid world....
- ....Without an appropriate understanding of the complex operational needs of school systems
- ....Without an appropriate understanding or analysis of the extraordinary needs of our most vulnerable special education students

*Please* stay invested in the Blueprint  
and give us time to succeed



*Please* honor the foundation and the ‘blueprints’ we have created for success.

*Please* honor the hard work accomplished over the last three years by thousands of educators, administrators, advocates to pave the way for academic success.

Questions?



# BLUEPRINT FOR MARYLAND'S FUTURE PROGRESS REPORT

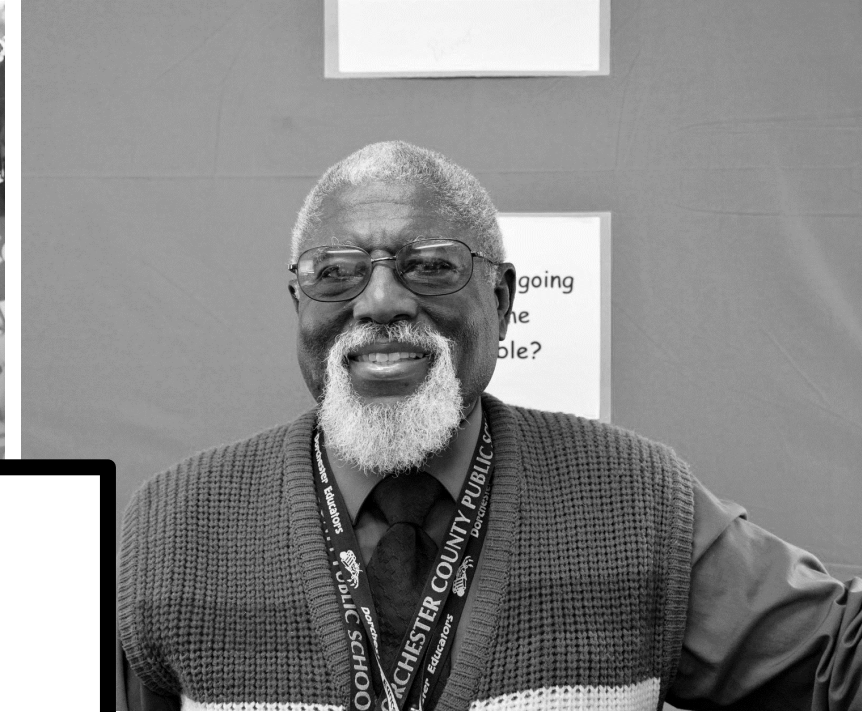
January 22, 2025

Paul Lemle, MSEA President

Nikki Woodward, MSEA Vice President

Samantha Zwerling, MSEA Government Relations

**EDUCATORSTOGETHER**



**Who is MSEA?**

- 75,000 educators statewide
- 23 of 24 school districts
- 42 local associations
- Teachers, counselors, education support professionals, administrators, higher ed staff, specialists, related service providers, students, retirees





# **BLUEPRINT PROGRESS REPORT**

# COMMUNITY SCHOOLS



## AREAS OF PROGRESS

- 621 community schools as of FY25
- Expanded wrap-around services and programming
- Further health initiatives, language services provided through Consortium on Community Supports grants

## IMPROVEMENT AREAS

- Expand supports to include funds/access to funds for curriculum and other student achievement enhancements
- Better integration with existing school personnel

# STAFFING AND WORKLOAD



## AREAS OF PROGRESS

- 60/40 Collaborative Time Goal
- 2023's Educator Shortage Reduction Act
- Creating Grow Your Own program

## IMPROVEMENT AREAS

- Fund the Grow Your Own initiatives
- Join Interstate Teacher Mobility Compact
- Pathways for conditional teacher certification

# EDUCATOR PAY



## AREAS OF PROGRESS

- \$60,000 starting salary as national model
- On average, 15% increases over last five years
- National Board Certification (NBC) participation and attainment
- Completed Career Ladder negotiations

## IMPROVEMENT AREAS

- Education support professional wages
- Salaries not keeping up with inflation (~22% increase since FY19)
- NBC: Inequities with Maintenance of Certification and salary enhancements
- NBC Teachers should reflect the student population

# OTHER IMPORTANT ISSUES



- Keeping and funding our commitment to public education
- Progressive tax reform on state and local level
- Education support professional on the State Board of Education
- Holistically measuring school success



# WE ARE PARTNERS IN THIS WORK



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# Blueprint Implementation Update

Cristina Duncan Evans, Teacher Chapter Chair  
Baltimore Teachers Union  
House Ways and Means Committee  
January 22, 2025



# City Schools is falling behind in its implementation of the Blueprint for Maryland's Future

## 1. City Schools did not establish a Career Ladder Development Board

- a. The Accountability and Implementation Board (AIB) strongly encouraged collaboration between central offices and legally established teacher representatives, but unique in the state, **City Schools chose not to collaborate with the exclusive representative of teachers (the BTU).**
- b. Last year, BTU proposed using our existing Joint Oversight Committee to take up these issues so that we had a space to discuss the career ladder that was outside of high-stakes negotiations. **BCPSS leadership refused.**
- c. By choosing to not collaborate, BTU has only received broad proposals from City Schools that lack the specificity and detail we have seen in the collaborative work from our neighboring districts.



# Limited support in Baltimore City for National Board Certification

BCPSS opted not to continue a grant funded MSDE partnership pilot with Morgan State designed to support African American educators pursuing NBC.

District Staff at who support NBC are not required to have NBC; current staff have not earned National Board certification

During negotiations and into impasse, BCPSS insisted on unnamed “additional responsibilities” for NBC teachers to earn Blueprint salary increases, despite BCPSS educators already having the most challenging working conditions in the state.



# Leadership Tracks other than NBC

## Teacher Leadership Track—Roles for Eligible Teachers with or without NBC

a) The Teacher Leadership Track roles that eligible Teachers may apply and be selected for are:

- **Instructional Practice Lead (IPL)** - *partial release to co-plan, co-teach, model, coach, give feedback to fellow teachers; focuses on more early career teachers*
- **Content Lead (CL)** - *partial release; focuses on more seasoned career teachers*
- **Academic Intervention Lead (AIL)** - *partial release to oversee intervention programming; focuses on teachers who are struggling*

## RSP Leadership Track—Roles Only for Related Service Providers

a) The RSP Leadership Track roles that eligible Related Service Providers may apply and be selected for are:

- **RSP Practice Lead (RPL)** - *partial release to co-plan, model, coach, give feedback to fellow RSPs; focuses on more early career RSPs*
- **Academic Intervention Lead (AIL)** - *partial release to oversee intervention programming; focuses on RSPs who are struggling*



# Creation of Career Ladder Roles for Teachers & Clinicians

Beginning SY 25-26 - \$6,000 above their respective pay scales

City Schools has made no commitment to the number of staff that will receive leadership roles, stating that it will depend on FY26 funding

2026 BTU Career Pathway Salary Schedule			
Effective July 1, 2025			
CAREER LADDER LEADERSHIP ROLE			
Interval	Standard	Professional	Advanced Professional
1	68482	79029	106109
2	70356	81734	108840
3	72287	84440	111572
4	74276	87145	114304
5	76324	89850	117036
6		92556	119768
7		95261	122500
8		97966	125231
9		100672	127963
10		103377	

- 1) Staff members with a Master's Degree receive \$2,500 added to base salary.
- 2) NBC Teachers receive an additional \$10,000. NBC Teachers in Low Performing Schools receive \$7,000 in addition to the NBC increase. Earning a first Maintenance of NBC certificate (MOC) results in an additional \$8,000 increase, the second MOC results in an additional \$7,000 increase, and a third MOC results in an additional \$6,000 increase.

2026 BTU Career Pathway Salary Schedule			
Effective July 1, 2025			
CLINICIAN LEADERSHIP ROLE			
Interval	Standard	Professional	Advanced Professional
1	71656	82204	109284
2	73529	84910	112016
3	75460	87615	114748
4	77452	90320	117479
5	79499	93026	120211
6		95731	122943
7		98436	125675
8		101142	128407
9		103847	131138
10		106552	

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# Pre-K ParaEducators in the Blueprint

The Blueprint requires Pre-K paraeducators to obtain a Child Development Associate (CDA) or an Associate's Degree, a standard that we support in principle but that has been implemented without financial assistance for current employees or wage increases to reflect the new qualifications.

Thanks to an MOU with the BTU, BCPSS has agreed to partner with Community College of Baltimore County (CCBC) to support the Pre-K Paraeducator pipeline to advanced certification.

Pre-K Paraeducators who wish to participate in the pipeline to an advanced certification may apply for tuition reimbursement.

BCPSS has developed a direct billing program in partnership with CCBC to aid in the attainment of a CDA and/or Associate's Degree.

BCPSS agrees to reimburse the cost of an initial application fee for a CDA certification on a one-time basis for any paraeducator bargaining unit member during the 2024-2025, 2025-2026 or 2026-2027 school years.



## **Elementary School Planning Time:** **Gradual increase, but BCPSS still provides the least** **amount of planning in the state**

A. The Board will provide three (3) forty-five (45) minute preparation periods per week for all elementary school teachers. **For school year 2024–2025, the Board will make best efforts to provide 225 minutes of preparation time per week for all elementary school teachers. Starting no later than school year 2025–2026, the Board will provide 225 minutes of preparation time per week for all elementary school teachers. Of the 225 minutes of preparation time per week, 45 minutes may be used for collaborative planning.**



# **Elementary School Planning Time:** **Gradual increase, but BCPSS still provides the least** **amount of planning in the states**

The norm in Maryland and beyond is to provide teachers with individual daily planning. However, this does not happen in City Schools, where teachers have the lowest amount of teacher-directed planning time in the state.

At least one, and often two, planning periods per week are used for collaborative planning. While collaborative planning is valuable, the lack of individual planning creates increased workloads and intensifies stress and burnout.

Currently, Baltimore City elementary school teachers have 135 minutes of guaranteed planning time per week, and high school teachers have 180 minutes of guaranteed planning time per week.

The lack of sufficient planning time in Baltimore City has been directly linked to teacher dissatisfaction and low employee retention.

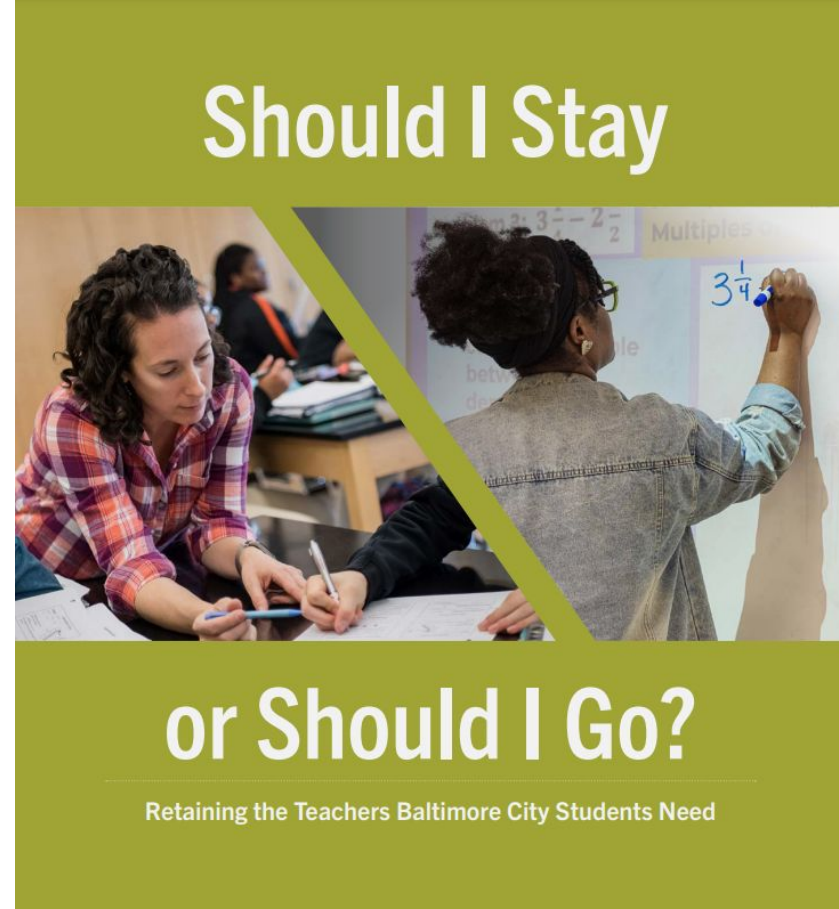


# Should I Stay or Should I Go - FFEE report

FFEE is a City Schools partner.

“Should I Stay or Should I Go” is [an depth report](#), surveying a wide selection of City Schools teachers.

The report emphasizes many known areas that need “urgent” improvement, including workload.



Corrie Schoenberg • Kwane Wyatt  
Ruth Farfel • Sadie Baker  
Haley Tilt • Angelique Jessup

June 2023



## Should I Stay or Should I Go - FFEE report

“Teachers note a big disconnect between expectations from district leadership and management and what their everyday experience in schools is like. Many teachers believe that staff at every level in the central office have largely lost touch with what’s happening in schools day to day.”

“The district’s treatment of teachers contributes to **flagging morale**. Policy and practice decisions about schools and teachers’ working conditions that are made without consulting educators **make teachers feel undervalued by City Schools leadership** and central office staff.”



## **Work-life balance:**

Many former teachers that we heard from were seeking a better work-life balance and more flexibility with a new career. They shared that teaching is a seven-day-a-week job, and they had no time for a life outside of the classroom. Several were tired of working on weekends and yearned for more time with their families.



## Should I Stay or Should I Go - FFEE report

**“Many teachers note that district leadership and management appear uninterested in educator feedback.** Some cite insufficient ways to share feedback. Others complete each survey fielded by the district but do not believe their responses are used in any meaningful way to inform decision-making.”

“City Schools urgently needs to streamline and pare down teachers’ administrative workload, wherever possible, and reassess timing and deadlines.”



# Preserving Non-Student-Facing Time for Teacher-Directed Activities

Protect the vision of the Blueprint to ensure Teachers have the time and resources to help students. Non-student-facing time should prioritize teacher-directed activities such as lesson planning, reviewing student work, and professional reflection, rather than being dominated by administrative tasks or mandated collaborative planning.

Teachers need this time to identify and support students who require additional help, develop differentiated lessons, and improve instructional strategies that directly benefit student learning.

Allowing educators control over their planning time is crucial for reducing stress, improving job satisfaction, and retaining highly qualified teachers in the profession.

