The Calvert County Blueprint Committee (CCBC) conducted a meeting on Wednesday, June 8, 2022, via Zoom.

**Minutes**

**Roll Call**

Present: Julian M. Willis, Co-Chair  
Kevin Michael, Co-Chair  
Wilson Parran, Member  
Melissa Goshorn, Member  
Michael Shisler, Member  
Joanna Stallings, Member  
Dona Ostenso, Member  
Stacy Tayman, Member  

Absent: Danielle Duvall Adams, Member

Staff: Ruthie Buckler, Special Projects Program Manager, Office of the County Administrator  
Anthony Navarro, Executive Director – Administration, Calvert County Public Schools

**General Business and Administrative Matters**

I. Call to order - determine a quorum.
   a. Determined quorum. Meeting was called to order at 2:05 p.m.

II. Approve minutes for May 4, 2022 meeting.
   a. Minutes amended to show Danielle Duvall Adams as absent and to note that the time change for the August meeting happened after the May 4th meeting. Motion to approve amended minutes made by Stacy Tayman, seconded by Dona Ostenso and passed unanimously.

III. Approve agenda for June 8, 2022 meeting.
   a. Reviewed agenda and added one item under New Business #5: English Language Learners Meeting Update. Motion to approve amended agenda made by Kevin Michael, seconded by Stacy Tayman and passed unanimously.

**New Business**

I. Maryland Blueprint Updates
   a. Kevin Michael gave a presentation on updates from the Accountability & Implementation Board (AIB). The AIB plans to have a draft plan finished by October, they expect to receive public comment in November and adopt the plan in December. There will be a series of monthly meetings to build understanding and assist the AIB in developing the Comprehensive Implementation Plan. The advisory committees are being established now to serve two-year terms for Policy Areas/Pillars 1-4. Applications are due June 20, 2022.

II. Policy Area 1: Early Childhood and Education
   a. Jackie Jacobs, director of System Performance and Instruction, gave a presentation on pillar/policy area one. The Blueprint requires full-day pre-K be provided free for all three- and four-year-olds that meet income thresholds and allow other 4-year-olds to attend with fees set at a sliding scale. There is also a shift to a Tier Income Eligibility system to identify children that qualify for participation. It is anticipated that additional funds will be needed to support this initiative. Calvert County Public Schools (CCPS) currently offers a few full-day programs but the bulk are half-day programs. The requirement to increase
to full-day programs also requires accreditation through the Maryland EXCELS program which CCPS has moved away from. Patuxent/Appeal is the only school currently accredited while Calvert Elementary is in the process of receiving theirs. The Blueprint also calls for private providers to account for 50% of full-day pre-K by 2026/2027. Private providers will be required to sign a Memorandum of Understanding (MOU) and they must meet the same requirements as CCPS including providing the same salaries and benefits to qualify. Prime Time is currently the only private provider that has applied for next year and the Head Start program will also qualify as a private provider.

It is anticipated that the move to full day Pre-K will increase the per pupil funding, may require an increase in staffing, material costs, building space, accreditation expenses, tuition reimbursements and transportation costs for transporting students to private providers. Kevin Michael asked for assistance from the county to identify the number of three- and four-year-olds that would meet the criteria for full-day pre-K and Mark Willis suggested they first look at census data and Mark will discuss with Jennifer Moreland, director of Community Resources for additional assistance.

Members expressed concerns including: state grants for private providers won’t be enough to cover all the requirements they must meet to qualify for participation; what happens if we don’t meet the 30% private provider threshold by 2022/2023 (waivers available but potential for state to withhold funding); ensure current vacancies are being filled with people who meet the new requirements; if the Maryland Department of Education (MDE) gives the funding directly to the private providers who is responsible for any questions the provide providers may have (most likely MDE but CCPS has provided grant writing assistance and work sessions, the MOU will outline this process).

III. Policy Area 3: Rigorous College and Career Pathways
   a. Joe Sutton, supervisor of Secondary Math, gave a presentation on pillar/policy area #3. The Blueprint is intended to increase the number of students leaving high school with college credits through AP or dual enrollment or workforce credentials to ensure post-secondary school success. The Blueprint will also establish early warning systems to identify struggling students and provide tutoring for current students as the curriculum undergoes these changes. If more students enter dual enrollment or Career and Technical Education (CTE) programs there could be a need for additional funding as this opportunity must be provided to the student at no cost. This could also create increased material and/or building costs.

   Reviewed several examples of pathways to support these requirements and noted that CCPS will continue to work with the College of Southern Maryland (CSM) to meet these requirements. Noted that CCPS already has support systems in place for students needing help meeting standards such as tutoring and mentoring. Expansion of these programs will occur which will most likely increase the need for more teachers. Teachers are currently volunteering their time and personal funds (for supplies) to meet these needs.

   MSE is discussing how students that still don’t meet the new standards after being given assistance will be handled. They are also discussing how to navigate issues for students who may struggle with a particular subject although that subject may not have anything to do with their desired education/career path. Additional funding is also anticipated with the need for increased career counseling, expansion of existing programs, realignment of curriculum and private tutors may need to be explored to assist with this initiative.
IV. Public Awareness Campaign
   a. Kevin Michael showed the video put out by the St. Mary’s County Public Schools about the Blueprint which was produced using resources at their public schools. The video was 7 minutes long which the members felt was too long. Charles County is developing a video series where each video is no longer than two minutes max. Mark Willis offered the services of the Department of Communications & Media Relations video team for this project. CCPS is preparing a web page that they hope will be a “one-stop shop” for everything related to the Blueprint. Melissa Goshorn indicated she would be happy to assist with this campaign and suggested we have people subscribe to a text message or email list to receive notifications for updates.

V. English Language Learners Meeting Update
   a. Michael Shisler gave a presentation and update following a meeting held June 1st and hosted by the Community Well entitled “Transforming Public Education for English Language Learners in Maryland.” There were approximately 100 attendees consisting of parents, teachers, students and MDE staff. Questions discussed at the meeting included parents having access to front office staff who can assist with translating, what a model system for ELL families would look like, and why government agencies are deficient at public engagement.

Public Comment
   Joseph Cormier expressed his desire for a “one-stop shop” for disseminating this information to parents and affirmed his support of the Board of County Commissioners discussion on why the Board of Education asks for so many budget adjustments week after week.

Adjournment
   Motion was made to adjourn by Stacy Tayman, seconded by Wilson Parran and approved unanimously. Meeting was adjourned at 3:39 p.m.

Transcribed by: Ruthie Buckler, Special Projects Program Manager, County Administrator
The Blueprint for Maryland’s Future
Update for the
Calvert County Blueprint Committee

June 8, 2022
Agenda

• Blueprint Updates
• Policy Area 1
• Policy Area 3
• Community Outreach
Recent Updates: Accountability & Implementation Board

The Blueprint for Maryland’s Future Implementation Planning Series

• On May 20th, AIB announced the Blueprint for Maryland’s Future Implementation Planning Series

• Series of meetings to:
  • Build a common understanding of the Blueprint law and requirements
  • Assist the AIB in developing the Comprehensive Implementation Plan
<table>
<thead>
<tr>
<th>General agenda for June meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert speaker provides key research and international best practices</td>
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<tr>
<td>Kirwan Commission member(s) provide background information on Commission’s recommendations and intent</td>
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<tr>
<td>AIB staff present materials by Pillar (Content Area)</td>
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<tr>
<td>Discussion to clarify expectations, sequencing, timeline, implementation metrics, and milestones</td>
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</tbody>
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<table>
<thead>
<tr>
<th>June 2022 Meetings</th>
</tr>
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<tbody>
<tr>
<td><strong>June 16, 1:30 p.m.</strong></td>
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<tr>
<td>Pillar 3: College &amp; Career Readiness (including CTE)</td>
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<tr>
<td>Pillar 5: Governance &amp; Accountability</td>
</tr>
<tr>
<td><strong>June 23, 1:30 p.m.</strong></td>
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<tr>
<td>Pillar 1: Early Childhood</td>
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<tr>
<td>Pillar 4: More Resources for Students Who Need Them</td>
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<tr>
<td><strong>June 30, 1:30 p.m.</strong></td>
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<tr>
<td>Pillar 2: High-Quality &amp; Diverse Teachers and Leaders</td>
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</tbody>
</table>
Recent Updates: Accountability & Implementation Board

General agenda for July/August meetings

• Serve as follow-up work sessions focused on informing the draft Comprehensive Implementation Plan
• AIB staff, MSBE/MSDE, LEA’s and many other stakeholders will:
  • review differences in interpretation of the Blueprint law
  • Discuss what good implementation looks like
  • Develop solutions to issues raised but not yet resolved
  • Identify any issues that may require a recommendation for statutory change

July/August 2022 Meetings

• Generally, Thursdays at 1:00 p.m.
Recent Updates: AIB Blueprint Advisory Committees

• The AIB is actively seeking stakeholder applications for advisory committees for Pillars 1-4

• The purpose of the advisory committees is:
  • To channel input from stakeholders representing the rich diversity of Maryland
  • To identify problems, challenges, and barriers that may arise and provide suggestions on how to address them
  • To provide updates to the AIB on how implementation of the Blueprint is progressing

• Each advisory committee will have five stakeholder members

• Advisory committee members serve two-year terms

• Individuals interested in serving on an advisory committee must apply no later than midnight on June 20, 2022

• The link to apply is https://forms.gle/aJ6647b9nBZaXBSMA
Five Policy Areas for The Blueprint

- Early childhood development and education
- Preparation of high-quality and diverse teachers and leaders
- Rigorous college and career pathways
- Funding to ensure all students are successful
- Effective governance and accountability
Policy Area 1: Early Childhood Education

• A significant expansion of full-day prekindergarten (pre-K), to be free for all low-income 3- and 4-year-olds and available to all other 4-year-olds with fees set at a sliding scale, so that all children have the opportunity to begin kindergarten ready to learn;

• Public funding for both public-school based and community-based pre-K programs, with all providers receiving public funding required to meet rigorous quality standards;

• A substantial increase in the supply of early childhood education teachers through tuition assistance and financial support for those pursuing credentials and degrees; and

• An expansion of both Family Support Centers for pre- and post-natal support and Judy Centers for early childhood education and family support; and full funding of the Infants and Toddlers Program to identify early and provide supports to young children with disabilities.
<table>
<thead>
<tr>
<th>Schools</th>
<th>Current Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beach Elementary</td>
<td>1 CCPS PreK Classroom - 2 classes (AM/PM sessions)</td>
</tr>
<tr>
<td>Windy Hill Elementary</td>
<td>1 CCPS PreK Class (Full Day session)</td>
</tr>
<tr>
<td>Huntingtown Elementary</td>
<td>1 CCPS PreK Classroom - 2 classes (AM/PM sessions)</td>
</tr>
<tr>
<td></td>
<td>1 Head Start PreK Classroom - 2 classes (AM/PM sessions)</td>
</tr>
<tr>
<td>Sunderland Elementary</td>
<td>1 CCPS PreK Classroom (AM/PM Cotaught- sessions)</td>
</tr>
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<td></td>
<td>1 Head Start PreK Classroom - 2 classes (AM/PM sessions)</td>
</tr>
<tr>
<td>Barstow Elementary</td>
<td>1 CCPS PreK Classroom 2 classes (AM/PM sessions)</td>
</tr>
<tr>
<td></td>
<td>1 Head Start Classroom - 2 classes (AM/PM sessions)</td>
</tr>
<tr>
<td>Calvert Elementary</td>
<td>1 CCPS PreK Classroom 2 classes (AM/PM sessions)</td>
</tr>
<tr>
<td>St. Leonard Elementary</td>
<td>1 CCPS PreK Classroom (1 Full Day session)</td>
</tr>
<tr>
<td></td>
<td>1 CCPS PreK Classroom (1 PM session only)</td>
</tr>
<tr>
<td>Patuxent Appeal Campus</td>
<td>2 CCPS PreK Classrooms- 4 classes (AM/PM sessions)</td>
</tr>
<tr>
<td></td>
<td>1 Head Start Classroom --2 classes (AM/PM sessions)</td>
</tr>
<tr>
<td>Dowell Elementary</td>
<td>1 CCPS PreK Classroom – 2 classes (AM/PM sessions)</td>
</tr>
</tbody>
</table>

2021 – 2022 Prekindergarten Programs
“Tier I child” means a child:
• Who is 3 or 4 years old;
• Whose family income is less than or equal to 300% of the federal poverty level.

“Tier II child” means a child:
• Who is 4 years old;
• Whose family income is more than 300% but not more than 600% of the federal poverty level.

“Tier III child” means a child:
• Who is 4 years old;
• Whose family income is more than 600% of the federal poverty level.
Enrollment in Full-Day

Priority in expanding prekindergarten slots shall be provided to 3– and 4–year old's who are:

- Tier I children;
- Children with disabilities, regardless of income;
- Homeless youth; and
- Children from homes in which English is not the primary spoken language.
Full-Day Prekindergarten

• 10 to 1 Student to staff ratio
• 20 = Maximum class size
• 1 Maryland Early Childhood Certificated Teacher
• 1 Instructional Assistant with either Child Development Associate Certificate (CDA) or Associate's Degree
• Inclusive of students with disabilities to ensure access to and full participation in all program opportunities
• Enrollment based on Income Tiers
• Accredited through the Maryland EXCELS program
<table>
<thead>
<tr>
<th>School Year</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022 - 2023</td>
<td>Tier 1 three- or four-year old's may be enrolled in full day and increase annually</td>
</tr>
<tr>
<td>2022 - 2023</td>
<td>Private providers account for 30% of full-day slots and increase by 5% each year</td>
</tr>
<tr>
<td>2024 - 2025</td>
<td>Tier 2 children may be enrolled if space is available</td>
</tr>
<tr>
<td>2025 - 2026</td>
<td>Full-day prekindergarten programs must meet the staffing and Maryland EXCELS requirements</td>
</tr>
<tr>
<td>2026 - 2027</td>
<td>Private providers account for 50% of full-day slots</td>
</tr>
</tbody>
</table>
Five Policy Areas for The Blueprint

- Early childhood development and education
- Preparation of high-quality and diverse teachers and leaders
- Rigorous college and career pathways
- Funding to ensure all students are successful
- Effective governance and accountability
Policy Area 3: College and Career Readiness

- Significantly increase number of students leaving high school with college credits through AP or dual enrollment or workforce credentials through CTE certifications, mentorships, career counseling, and apprenticeships;

- Establish and implement a CCR standard set to global standards and develop a system of curriculum and supports that fully align with post-secondary success;

- Establish early warning systems and increase support infrastructure for students not on track for diploma and post-secondary success; and

- Provide transitional support (tutoring) for students as these changes are built into our systems and structures.
Current CCR Standard

Current *Blueprint* statutory interim standard effective now in 2021-2022
A student meets the CCR Standard if they meet or exceed the standards in both English and Math:

**English**
- English 10
  - Score 4 or 5 on the PARCC
  - Score 2 or 3 on early Fall MCAP
  - Score 3 or 4 on Fall or Spring MCAP

**Math**
- Algebra I, Algebra II, or Geometry
  - Score 4 or 5 on the PARCC
  - Score 2 or 3 on early Fall MCAP
  - Score 3 or 4 on Fall or Spring MCAP
  - Or a score of 520 on the Math SAT

This standard may change in the coming years, based on the results of ongoing research studies.
Post-CCR Pathways

- After a student meets the CCR standard (expected at the end of 10th grade), they will enter into a Post-CCR Pathway
  - Advanced Placement (AP) or International Baccalaureate (IB) programs
  - Dual enrollment or early college program
  - Career and Technical Education (CTE) program

- The Post-CCR Pathway allows students to develop in-depth specialization and earn a recognized credential for completion

- Pathways should not preclude access to any classes
A set number of courses in sequence would define Post-CCR Pathway completion while enabling students to explore elective enrichment and academic opportunities.

Below is a potential course schedule for a student who meets the CCR standard at the end of 10th grade and chooses the AP Pathway.

<table>
<thead>
<tr>
<th></th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11 AP</td>
<td>English 12 AP</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Statistics AP</td>
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<tr>
<td>Science</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics</td>
<td>Environmental Sci AP</td>
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<td>Social Studies</td>
<td>US History</td>
<td>US Government AP</td>
<td>World History AP</td>
<td>Economics AP</td>
</tr>
<tr>
<td>Elective</td>
<td>Health</td>
<td>Technology</td>
<td>Elective/PE</td>
<td>Elective</td>
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<tr>
<td>Elective</td>
<td>World Language</td>
<td>World Language</td>
<td>Fine Arts</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Meet CCR Standard
Dual Enrollment program: 60 credits

This student meets the CCR Standard at the end of 10th grade, then enrolls in the Dual Enrollment pathway.

Able to earn 60 credits, a full A.A. degree, before High School Graduation.

![Course Schedule Table]

^ Courses taken at the High School.
* Courses taken at the Community College.

DRAFT EXAMPLE - Possible Option for Students
Support Pathway

For students who have not met the CCR standard by end of 10th grade, they will enter a Support Pathway

- They will be provided with individualized coordinated support to help them meet the CCR standard as soon as possible, and then join a Post-CCR Pathway
- Goal for all students is to meet CCR standard before graduation

Supports may include:
- Innovative classes (project-based learning)
- Credit Recovery
- Summer courses
- Individualized plan
- Tutoring

Implementation decision questions:
- When/how students may retest or demonstrate readiness?
- Alternative methods to meeting standard?
- Semester length courses for students meeting standard in December?
The student does not pass the Algebra I assessment in 9th grade or the Geometry or English 10 assessments in 10th grade, so they enroll in the Summer immersion classes.

Summer immersion classes are centered around project-based learning, a different approach to the material. The student is also able to take elective classes over the summer.

At the end of 11th grade, the student passes the English 10 and Algebra II assessments, meeting the CCR standard.

<table>
<thead>
<tr>
<th></th>
<th>9th Grade</th>
<th>Summer</th>
<th>10th Grade</th>
<th>Summer</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
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<tbody>
<tr>
<td>English</td>
<td>English 9</td>
<td>English 10</td>
<td>English PBL Immersion</td>
<td>English 11</td>
<td>English 12</td>
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<td>Math</td>
<td>Algebra I</td>
<td>Math PBL Immersion</td>
<td>Geometry</td>
<td>Math PBL Immersion</td>
<td>Algebra II</td>
<td>Elective</td>
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<td>Chemistry</td>
<td>Physics</td>
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<td>Social Studies</td>
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<td>Psychology AP</td>
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<td>Computer Science</td>
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<td>Elective</td>
<td>Health</td>
<td>Fine Arts/PE</td>
<td>English Tutoring</td>
<td>Computer Science AP</td>
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<td></td>
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<td></td>
<td></td>
<td>Technology</td>
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DRAFT EXAMPLE – Possible Option for Students

Meet CCR Standard
This student passes the English 10 assessment, but does not pass the Algebra I or Geometry assessments.

The student elects to not enroll in summer courses.

The student stays after school two days a week for Math Tutoring, allowing them to pass the Algebra II assessment in 11th grade.

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<td>Algebra II</td>
<td>Math Elective</td>
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DRAFT EXAMPLE – Possible Option for Students
Curriculum Alignment and Changes

Case Studies → College Entrance and Pathway Work → COMAR → State Testing
Early Warning Indicators

Core Credits Earned/Classes Passed

Attendance Data

Test Scores
Supplemental Support

Tutoring Grant

ESSER Funding
Policy Area 3: College and Career Readiness

- Significantly increase the number of students leaving high school with college credits through AP or dual enrollment or workforce credentials through CTE certifications, mentorships, career counseling, and apprenticeships;

- Establish and implement a CCR standard set to global standards and develop a system of curriculum and supports that fully align with post-secondary success;

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- Provide transitional support (tutoring) for students as these changes are built into our systems and structures.
<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>SY22-23</td>
<td>CCR Standard: MCAP, PARCC, SAT</td>
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<tr>
<td>SY22-23</td>
<td>Research studies into CCR standard</td>
</tr>
<tr>
<td>SY22-23</td>
<td>CCR standard potentially revised for future implementation</td>
</tr>
<tr>
<td>SY23-24</td>
<td>Implement CCR Support Pathway and Post-CCR Pathways (AP, dual enrollment, CTE)</td>
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Community Outreach

• Charge of Calvert County Blueprint Committee:
  • Share information about the Blueprint with the community
  • Receive input from the community regarding the Blueprint

• For consideration:
  • SMCPS Video: Blueprint 2022.mp4 - Google Drive
  • CCPS Website
Next Steps