



# Blueprint for Maryland's Future: Initial Implementation Plan

## Harford County Public Schools

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March 2023

**BLUEPRINT**  
*for our students' future* 



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## BOARD OF EDUCATION OF HARFORD COUNTY STRATEGIC PLAN

- MISSION**      • Each student will attain academic and personal success in a safe and caring environment that honors the diversity of our students and staff.
- VISION**        • We will inspire and prepare each student to achieve success in college and career.
- CORE VALUES** • We empower each student to achieve academic excellence.  
 • We create reciprocal relationships with families and members of the community.  
 • We attract and retain highly skilled personnel.  
 • We assure an efficient and effective organization.  
 • We provide a safe and secure environment.



### LONG-TERM GOALS

**GOAL 1** Prepare every student for success in postsecondary education and career.

**GOAL 2** Engage families and the community to be partners in the education of our students.

**GOAL 3** Hire and support highly effective staff who are committed to building their own professional capacity in order to increase student achievement.

**GOAL 4** Provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning, creativity and innovation.



## Pillar 1: Early Childhood Education



Co-Chairs of “Early Childhood” Committee:  
Heather Kutcher, HCPS Executive Director of Curriculum  
Deb Merlock, President of the Harford County Education Foundation





## Pillar 1, Objective 1: Expand high-quality and publicly funded full-day Pre-K

### 1.1.1 and 1.1.2: Expand access to full-day Pre-K for Tier I 3- and 4-year-old children and Tier II 4-year-old children

Blueprint Requirement (MD Code, Educ §7-1A-06)

- Increasing Tier I Participation:** Describe how the school system will increase participation among eligible Tier I 3- and 4-year-olds in Pre-K so that all 4-year-old children and nearly all 3-year-old children from low-income families who wish to enroll in full-day Pre-K shall be served by FY 25 and FY 32, respectively. Identify the challenges that prevent families from enrolling students or the school system from meeting the enrollment need and the strategies the school system will utilize to overcome the identified challenges. Consider challenges associated with priority groups (children with disabilities, youth experiencing homelessness, and English learners) as well as those who require transportation.

The Early Childhood Blueprint sub-committee is comprised of internal and external stakeholders with the specific goal and purpose to expand the number of seats available to Harford County children at high quality pre-k programs. The sub-committee is committed to the mixed delivery system of public and private pre-k seats, which means the work includes reviewing Harford County Public Schools (HCPS) long-range plans for expansion, identifying barriers of participation for our private providers, identifying creative and valuable partnerships and supports for all county pre-k providers, and working together to communicate and reach all families in Harford County.

HCPS has been expanding full day pre-k opportunities for tier 1 students since the initiation of the pre-k expansion grant. Currently, HCPS offers 12 full day sites out of our 33 elementary schools. During the 23-24 school year we plan to expand to four additional sites. We will continue to expand full day pre-k within the school system. We are also currently partnering with two family providers to serve tier 1 students. Additionally, we are collaborating with Harford County community and family providers to expand seats. We also meet with the Harford County Childcare Directors and provide outreach, guidance, and support to collaboratively serve 3- and 4-year-old students in both venues. The early childhood office is working with facilities to identify space and future needs to meet the full day pre-k blueprint requirement.

The most significant impact is physical space. HCPS has 33 elementary schools with a 19,557-student capacity. The elementary enrollment for the 2022 school year was 17,630 (90% capacity). The 7-year enrollment projections show an increase to 18,219 students (93% capacity). Existing capacity is mainly in the rural areas of the county while many of the schools within areas of dense population are near or over capacity.

Academic Year	Total Enrollment All Harford Schools	Students Enrolled in Pre-K	Students Enrolled in Kindergarten
2018	37,780	906	2,652
2019	37,826	952	2,610



2020	38,429	1,014	2,811
2021	37,333	788	2,593
2022	37,920	991	2,770

Locating available space to add programs is becoming increasingly difficult. This is particularly evident within more populated areas in the county. Learning cottages are being utilized where applicable; however, this is not ideal because students are having to travel in and out of the building for bathrooms, lunch, and special areas.

**Short Term Facility Plan**

HCPS has initially focused on converting the 11 half-day pre-k programs to full day without decreasing the number of students being served, doubling the number of classroom spaces needed for pre-k at these locations. After an evaluation of these schools, seven schools can accommodate the additional space requirements, three schools require building modification, and one school will not be able to accommodate the extra classroom.

HCPS has developed a two-year plan to convert all half day pre-k programs to full day by the 2025 school year. The first round of Capital Improvement Program (CIP) funding is requested in the FY 2024 local CIP. Requested CIP projects for schools requiring building modifications include adding bathrooms to classrooms, adding or modifying playgrounds, and adding temporary learning cottages. For the school unable to accommodate the extra space required, adjacent schools are being evaluated for program expansion sites.

Prekindergarten SY22-23
<ul style="list-style-type: none"> <li>•12 Full day</li> <li>•10 Half day</li> <li>•7 Learning Together preschool classes</li> <li>•6 Early Learners preschool classes</li> <li>•2 Private Family Blueprint Pre-K Providers</li> <li>•3 Judy Centers</li> </ul>

New this Year
<ul style="list-style-type: none"> <li>•Deerfield Judy Center</li> <li>•North Harford - full day</li> <li>•Churchville - full day</li> <li>•Fountain Green - full day</li> <li>•Meadowvale - Early Learner and Learning Together</li> <li>•16 Family Childcare Alliance Pre-K Provider seats</li> </ul>

**Long Term Facility Plan**

The long-term plan requires increasing elementary school capacity. The Harford Academy at Campus Hills project is planned to replace the current public separate day school for students with disabilities requiring a public separate day school per their Individualized Education Program (IEP) with a new combination school. The new school will combine the public separate day school with a new comprehensive elementary school. The new elementary school capacity will include pre-k classes, including specialized regional preschool programs, and free up capacity within the development envelope to accommodate additional pre-k classrooms. Additionally, HCPS has requested local funding to complete a scope study to evaluate addition/modernization potential at schools with the highest systemic needs. This CIP will enable HCPS to remain fiscally responsible in addressing school facility systemic needs while addressing capacity needs. However, with limited capital funding, adding permanent capacity to schools for program expansion will further defer necessary systemic and replacement projects.

Currently, transportation is not provided if a child attends a pre-k outside of their attendance area. Some families may be unable to transport their child(ren) and this may deter families from participating in pre-k. Additionally, families of students with disabilities may need additional support or guidance in identifying the least restrictive environment for their child; therefore, HCPS supports this challenge by providing IEP and transition meetings with families.





Families are recruited by utilizing the HCPS and school web platforms, social media, and fliers in the community. In addition, the Deerfield, Hall's Cross Roads, and Magnolia Judy Center's Steering Committee, the Early Childhood Advisory Council, and partners share the information and assist with recruiting children from various local health agencies, social services organizations, and other community organizations. The pre-k application is also available in Spanish and can be translated in any language to support English Learner (EL) families.

Harford County has also identified providing support to public and private providers in meeting the social/emotional behavioral needs of children as a challenge, especially within full day programs. Private providers are often faced with staffing challenges involving having adequate staffing to meet the varied needs of children as well as addressing a high turnover rate. Private providers also struggle with finding time for training staff as well as follow-up coaching supports in implementing evidence-based practices. Public school pre-k programs face similar challenges in having sufficient staffing trained in supporting the social/emotional behavioral needs of children utilizing evidence-based practices, such as the Pyramid Model. In both public and private preschool programs, providers need support in embracing and implementing Developmentally Appropriate Inclusive practices that address the varied and complex needs of all children. Harford County must also collaborate with the Department of Health to provide more mental health support for children ages birth to 5 within Harford County. Harford County has very few options for mental health supports for our youngest learners (e.g. play therapy). Many families must seek support in other counties for their children with mental health needs.

HCPS is also faced with the challenge of having available openings for children with disabilities if their IEP indicates the home school pre-k program is the least restrictive environment. Children with disabilities are determined eligible across the school year and it poses a challenge when a pre-k program is full, and this is the most appropriate least restrictive environment for children. At this time, HCPS has not met MSDE State Performance Indicators for 6A: *Providing Services in Regular Early Childhood Programs the Majority of the Day*. The state target is 60.87% and HCPS served 53.10% of children with disabilities in regular early childhood programs between July 1, 2020 and June 30, 2021. HCPS is currently servicing 60.28% of children with disabilities in regular early childhood programs. Children with disabilities in Harford County need access to high quality regular early childhood programs in the community and public education. Therefore, Harford County needs to ensure sufficient space is available for children with disabilities.

HCPS is also faced with the challenge of having available seats for 3-year-olds. We will work with our community partners to provide enrollment for eligible 3-year-olds.

Training and staffing are also challenges Harford County plans to address to ensure we meet the varied needs of all young learners, which ensures we are meeting the varied needs of children as well as having space for children with disabilities who require access to pre-k programs for the implementation of their IEPs.

Below is a list of additional challenges associated with the expansion of high-quality pre-k.

- Ensure funding is available for additional staffing (teachers and assistants).
- Ensure funding is available for additional special area teachers to support full day pre-k students.
- Ensure funding is available for additional special educators to support full day pre-k students.
- Ensure funding is available to support the purchase of materials and supplies for the pre-k classrooms.
- Ensure funding is available to purchase new buses to accommodate additional capacity needs.





- Ensure funding is available to hire bus drivers and attendants to address capacity needs and students who require additional accommodations.
- Hire additional special area teachers to support full day pre-k students.
- Hire additional special educators, special education paraeducators, and related service providers to support full day pre-k students.
- Hire additional prekindergarten teachers and prekindergarten paraeducators to support full day pre-k students.
- Support pre-k paraeducators in obtaining a CDA/AA degree.
- Provide professional development for special area staff to support developmentally appropriate practices for pre-k students.
- Provide professional development and supportive coaching to all providers in implementing developmentally appropriate practices and evidence-based practices to support social/emotional/behavioral growth of young children. Add 1.0 Pyramid Model coach to support in implementation of the Pyramid Model.
- Continue to seek out and recruit qualified early childhood teachers (general educators and special educators) to hire.
- Ensure bus transportation space is available for pre-k students (specialized and general transportation).
- Design a common pre-k information and application platform for HCPS and partner providers.

The artifacts below provide additional information about the HCPS work and structure for pillar one, feedback received prior to endeavoring the Blueprint implementation, early childhood resources, a video snapshot of pre-k at HCPS, the current pre-k application in English and in Spanish, FAQ, sample meeting minutes, and MSDE performance data in special education.

**Linked Artifacts:**

- [HCPS Blueprint One-page Overview: Early Childhood](#)
- [HCPS Feedback Analysis - February 2, 2022](#)
- [Early Childhood Parent Resources/Registration/Applications Resources](#)
- [A Look at Pre-k Video](#)
- [Pre-k application - English; \(Spanish\)](#)
- [Early Childhood Family Resources](#)
- [Early Childhood FAQ](#)
- [Childcare directors Meeting 1.2023](#)
- [HCPS Committee and Implementation Structure](#)
- [Improvement Plan 6A](#)
- [Harford County Report Card 2020 Final](#)

**2. Communication and Outreach:** How will the school system communicate with families about the opportunity to enroll in Pre-K? Discuss the timeline, including frequency and method, of outreach efforts to ensure all families of eligible three- and four-year-old's know what Pre-K options are available to them and are encouraged to participate. What strategies will the school system intentionally use to recruit Tier I students, students with disabilities, youth experiencing homelessness, and English learners? When identifying strategies, consider how the school system will work with the following:

- Local health and social services
- Regional childcare resource centers
- Local Early Childhood Advisory Council

Each spring, the HCPS Early Childhood coordinator conducts a meeting with all elementary secretaries in reference to the pre-k application process to ensure consistency throughout the county. Additionally, the Early Childhood Office creates the application packet and distributes it for all full-day pre-k programs. The Early Childhood Office provides information to the HCPS Office of Communications and Family Outreach and school-based secretaries on how to recruit children for public pre-k and eligible blueprint partner providers. Eligible children are recruited by



utilizing the HCPS and school web platforms, social media, and fliers in the community. In addition, the Deerfield, Hall's Cross Roads, and Magnolia Judy Center's Steering Committee, the Early Childhood Advisory Council, and partners share the information and assist with recruiting children from various local health agencies, social services organizations, Abilities Network, and other community organizations. Furthermore, the schools and the Early Childhood Office provide local childcare programs in the county and the local Child Care Directors Association with information on full-day pre-k programs in Harford County through face-to-face meetings, printed resources (such as fliers), and resources on the HCPS website.

The HCPS full-day pre-k application and eligibility process is included in the Prekindergarten Handbook for teacher reference and shared with families on the HCPS website. The eligibility criteria for the current pre-k programs are as follows:

Category 1-Tier 1 - Automatic Criteria: Child must be 4-years old by September 1, 2022

1. A child whose family meets the criteria for homeless, foster care, or poverty as established by the U.S. Department of Agriculture (300% or below FPG)
2. A child who has an identified developmental delay or disability.
3. A child who is an English Language learner.

Annually, on the first Friday in May, pre-k applications start and continue throughout the year. Families choose the pre-k site that best suits their family's needs in the public or private setting. In June, staff review the applications during the last two days of school and again in early August. Families are notified and enrolled in pre-k throughout the summer.

Per policy, HCPS will ensure that children from economically disadvantaged backgrounds, English Learners (EL) and students with developmental delays/disabilities are provided access to the program by utilizing an application process. The pre-k application is also available in Spanish. It can be translated in any language to support EL families. Infants and Toddlers staff and Child Find teams communicate pre-k information during IEP meetings and through parent trainings and newsletters. IEP teams will also collaborate with schools to invite representatives when pre-k placement is a consideration for a child's least restrictive environment. Families will complete the application with general information as well as income.

Families must provide one of the following as proof of income: current Federal income tax return, current proof of eligibility to receive free and reduced meals, medical assistance, and food stamps. The applications and income will be reviewed based on each year's Federal Poverty Level for up to 300% FPG and 300% for tier 1.

Other HCPS pre-k programs include:

**Learning Together preschool** is a program for 3- and 4-year-old children with and without disabilities. Children with disabilities are placed in the program via IEP team decision. Children without disabilities apply to be part of the program. Application and information can be found on [hcps.org](http://hcps.org). Learning Together is a half day program. Children attend either AM/PM Tuesday Thursday or Monday/Wednesday/Friday. We have sites at Edgewood, Homestead/Wakefield, North Bend, Youth's Benefit, Havre de Grace, and Meadowvale elementary schools.

**Early Learners preschool** is a program for 3- and 4-year-old students with disabilities who need a low student to teacher ratio and are working on learner readiness, functional communication, and require significant behavioral supports. Children attend half day PM/AM Monday through Thursday. Fridays are reserved for home visits and parent meetings.

**Harford Academy:** Preschool special education program for children 3-5 years old who require more intensive instructional supports, modifications, and medical services. IEPs for students address significant needs in most developmental areas with emphasis on functional life skills.



The artifacts below provide important links for communicating pre-K at HCPS with links to the Blueprint website, one-page Early Childhood Blueprint description, early childhood resources, a video snapshot of pre-k at HCPS, the current pre-k application in English and in Spanish, FAQ, and a further look at the “Learning Together” program.

**Linked Artifacts:**

- [HCPS Blueprint Website](#)
- [HCPS Blueprint One-page Overview: Early Childhood](#)
- [Early Childhood Parent Resources/Registration/Applications Resources](#)
- [A Look at Pre-k Video](#)
- [Pre-k application - English; \(Spanish\)](#)
- [Early Childhood Family Resources](#)
- [Early Childhood FAQ](#)
- [Learning Together: An Inclusive Preschool Program](#)
- [HCPS Parent Engagement Survey English & Spanish](#)

- 3. Expanding Participation to Tier II:** Describe how the school system will increase participation and meet the enrollment demand among eligible Tier II students beginning with the 2024-25 school year and foster socioeconomic diversity in prekindergarten classrooms. How will the school system recruit Tier II students for participation in Pre-K while ensuring priority for Tier I students as described above? Note: This question is optional for the March 2023 submission and applicable only to those school systems prepared to address it at the time.

The Early Childhood Blueprint sub-committee is comprised of internal and external stakeholders with the specific goal and purpose to expand the number of seats available to Harford County children at high quality pre-k programs. The sub-committee is committed to the mixed delivery system of public and private pre-k seats, which means the work includes reviewing HCPS long-range plans for expansion, identifying barriers of participation for our private providers, identifying creative and valuable partnerships and supports for all county pre-k providers, and working together to communicate and reach all families in Harford County.

Recruitment for tier 2 students follows the same procedures as required for tier 1 students.

Each spring, the Early Childhood Coordinator conducts a meeting with all elementary secretaries in reference to the pre-k application process to ensure consistency throughout the county. Additionally, the Early Childhood Office creates the application packet and distributes it for all full-day pre-k programs. The Early Childhood Office provides information to the HCPS Office of Communications and Family Outreach and school-based secretaries on how to recruit children for public pre-k and eligible blueprint partner providers. Eligible children are recruited by utilizing the HCPS and school web platforms, social media, and fliers in the community. In addition, the Deerfield, Hall's Cross Roads, and Magnolia Judy Center's Steering Committee, the Early Childhood Advisory Council, and partners share the information and assist with recruiting children from various local health agencies, social services organizations, and other community organizations. Furthermore, the schools and the Early Childhood Office provide local childcare programs in the county and the local Child Care Directors Association with information on full-day pre-k programs in Harford County through face-to-face meetings, printed resources (such as fliers), and resources on the HCPS website.

The HCPS full-day pre-k application and eligibility process is included in the Prekindergarten Handbook for teachers to reference and shared with families on the HCPS website. The eligibility criteria for the current pre-k programs are as follows:

Category 1 – Tier 1 Child must be 4 years old by September 1, of each school year

1. A child whose family meets the criteria for homeless, foster care, or poverty as established by the U.S. Department of Agriculture (300% or below FPG)
2. A child who has an identified developmental delay or disability.
3. A child who is an English Learner.



Category 2- Tier 2 Child must be 4 years old by September 1, of each school year

1. A child whose family meets the criteria as established by the U.S. Department of Agriculture (301%-600% of FPG)

Annually, on the first Friday in May, pre-k applications start and continue throughout the year. Families choose the pre-k site that best suits their family's needs in the public or private setting. In June, staff review the applications during the last two days of school and again in early August. Families are notified and enrolled in pre-k throughout the summer.

HCPS will ensure that children from economically disadvantaged backgrounds, EL, and students with developmental delays/disabilities are provided access to the program by utilizing an application process. The pre-k application is also available in Spanish. It can be translated in any language to support EL families. Infants and Toddlers staff and Child Find teams communicate pre-k information during IEP meetings and through parent trainings and newsletters. IEP teams will also collaborate with schools to invite representatives when pre-k placement is a consideration for a child's least restrictive environment. Families will complete the application with general information as well as income. Families must provide one of the following as proof of income: current Federal income tax return, current proof of eligibility to receive free and reduced meals, medical assistance, and food stamps. The applications and income will be reviewed based on each year's Federal Poverty Level for tier 1 and tier 2.

The artifacts below provide additional information about the HCPS work and structure for pillar one, early childhood resources, videos highlighting the early childhood work, the current pre-k application in English and in Spanish, FAQ, and MSDE performance data in special education.

**Linked Artifacts:**

- [HCPS Blueprint One-page Overview: Early Childhood](#)
- [Video: Partnering with the Family Childcare Alliance](#)
- [Video: Introducing the Blueprint Early Childhood Sub-committee](#)
- [Early Childhood Parent Resources/Registration/Applications Resources](#)
- [A Look at Pre-k Video](#)
- [Pre-k application - English; \(Spanish\)](#)
- [Early Childhood Family Resources](#)
- [Early Childhood FAQ](#)
- [HCPS Committee and Implementation Structure Improvement Plan 6A](#)
- [Harford County Report Card 2020 Final](#)

4. **Operationalizing the Expansion of Pre-K:** What operational changes is the school system planning to make to support the expansion of Pre-K? Consider the impact of the expansion related to operating systems, schedules, talent pipelines, physical space and facilities, resource allocation, etc. How will the school system include the Pre-K expansion in its short and long-term planning?

HCPS is considering the operational impact and changes needed to support the expansion of pre-k. HCPS will include pre-k expansion in its short- and long-term planning. HCPS will be deliberate and systematic through Executive Leadership, the Early Childhood Office, Department of Special Education, Facilities, Budget, Human Resources, HCPS Blueprint Committee, and ECAC partnerships.

**Addition from MSDE Feedback:** Harford Academy will not only replace an existing school for special need students but will also include a new general education elementary school. Once complete, HCPS will redistrict students from surrounding schools with the intent to open capacity for additional Pre-k programs at other schools and the new school will include two Pre-k classrooms. HCPS will increase pre-k enrolment by recruiting tier 1 families and through continued expansion the mixed delivery system of public and private pre-k seats. HCPS will continue to collaborate with providers to identify seats and support the programs in accreditation, EXCELS level 5 and Maryland Blueprint deliverables. By SY 25-26 all current half day pre-k



programs at the following schools will host full day pre-k: Abingdon Elementary, Bel Air Elementary, Church Creek Elementary, Edgewood Elementary, Havre de Grace Elementary, Prospect Mill Elementary, North Bend Elementary, Meadowvale Elementary. This will increase the number of enrolled students' thorough family recruitment via school web platforms, county and school social media, and fliers in the community.

The most significant impact is physical space. HCPS has 33 elementary schools with a 19,557-student capacity. The elementary enrollment for the 2022 school year was 17,630 (90% capacity). The 7-year enrollment projections show an increase to 18,219 students (93% capacity). Existing capacity is mainly in the rural areas of the county while many of the schools within the county development envelope are near or over capacity.

Academic Year	Total Enrollment All Harford Schools	Students Enrolled in Pre-K	Students Enrolled in Kindergarten
2018	37,780	906	2,652
2019	37,826	952	2,610
2020	38,429	1,014	2,811
2021	37,333	788	2,593
2022	<b>37,920</b>	<b>991</b>	<b>2,770</b>

Locating available space to add programs is becoming increasingly difficult. This is particularly evident within the development envelope. Learning cottages are being utilized where applicable; however, this is not ideal because students are having to travel in and out of the building for bathrooms, lunch, and special areas.

**Short Term Facility Plan**

HCPS has initially focused on converting the 11 half-day pre-k programs to full day without decreasing the number of students being served, doubling the number of classroom spaces needed for pre-k at these locations. After an evaluation of these schools, seven schools can accommodate the additional space requirements, three schools require building modification, and one school will not be able to accommodate the extra classroom.

HCPS has developed a two-year plan to convert all half day pre-k programs to full day by the 2025 school year. The first round of Capital Improvement Program (CIP) funding is requested in the FY 2024 local CIP. Requested CIP projects for schools requiring building modifications include adding bathrooms to classrooms, adding or modifying playgrounds, and adding temporary learning cottages. For the school unable to accommodate the extra space required, adjacent schools are being evaluated for program expansion sites.

Prekindergarten SY22-23
<ul style="list-style-type: none"> <li>•12 Full day</li> <li>•10 Half day</li> <li>•7 Learning Together preschool classes</li> <li>•6 Early Learners preschool classes</li> <li>•2 Private Family Blueprint Pre-K Providers</li> <li>•3 Judy Centers</li> </ul>

New this Year
<ul style="list-style-type: none"> <li>•Deerfield Judy Center</li> <li>•North Harford - full day</li> <li>•Churchville - full day</li> <li>•Fountain Green - full day</li> <li>•Meadowvale - Early Learner and Learning Together</li> <li>•16 Family Childcare Alliance Pre-K Provider seats</li> </ul>





### Long Term Facility Plan

The long-term plan requires increasing elementary school capacity. The Harford Academy at Campus Hills project is planned to replace the current school for students with significant disabilities requiring separate placement per their IEP with a new combination school to include an elementary school. The new elementary school capacity will include pre-k classes including regional specialized preschool programs and free up capacity within the development envelope to accommodate additional pre-k classrooms. Additionally, HCPS has requested local funding to complete a scope study to evaluate addition/modernization potential at schools with the highest systemic needs. This CIP will enable HCPS to remain fiscally responsible in addressing school facility systemic needs while addressing capacity needs. However, with limited capital funding, adding permanent capacity to schools for program expansion will further defer necessary systemic and replacement projects.

Below is a list of additional operational impacts and changes needed to support the expansion of pre-k.

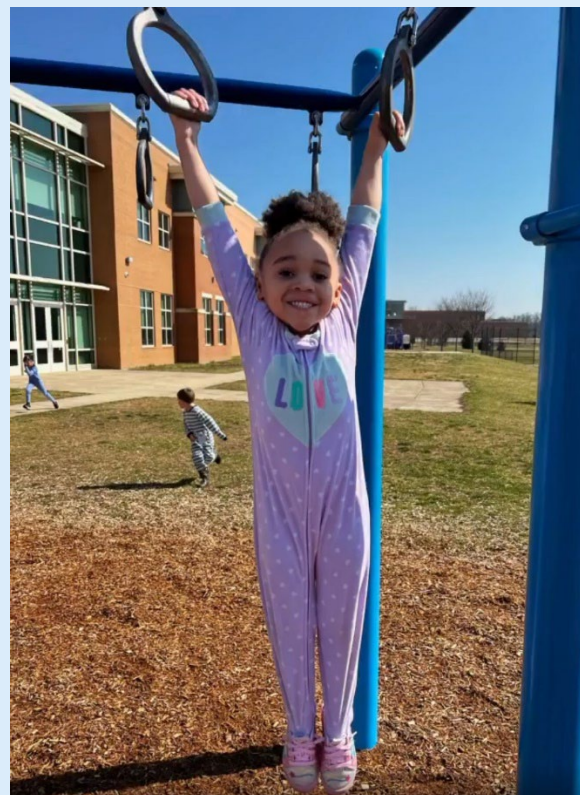
- Ensure funding is available for an Early Childhood Teacher Specialist to support HCPS pre-k and community programs.
- Ensure funding is available for additional staffing (teachers and assistants).
- Ensure funding is available for additional special area teachers to support full day pre-k students.
- Ensure funding is available for additional special educators to support full day pre-k students.
- Ensure funding is available to support the purchase of materials and supplies for the pre-k classrooms.
- Ensure funding is available to purchase new buses to accommodate additional capacity needs.
- Ensure funding is available to hire bus drivers and attendants to address capacity needs and students who require additional accommodations.
- Hire additional special area teachers to support full-day pre-k students.
- Hire additional special educators and special education paraeducators and related service providers to support full day pre-k students.
- Expand option for full day EL preschool program to full-day for children who may need more intensive support than general pre-k program.
- Hire additional pre-k teachers and pre-k paraeducators to support full day pre-k students.
- Update the pre-k paraeducator job description to reflect assistant CDA or AA degree Blueprint requirement.
- Support pre-k paraeducators in obtaining a CDA/AA degree.
- Provide professional development for special area staff to support developmentally appropriate practices for pre-k students.
- Provide professional development and supportive coaching to all providers in implementing developmentally appropriate practices and evidence-based practices to support social/emotional/behavioral growth of young children. Add 1.0 Pyramid Model coach to support in implementation of the Pyramid Model.
- Address individual school schedules to incorporate lunch and special area time for pre-k students.
- Continue to seek out and recruit qualified early childhood teachers (general educators and special educators) to hire.
- Ensure bus transportation space is available for pre-k students (specialized and general transportation).
- Design a common pre-k information and application platform for HCPS and partner providers.



The artifacts below provide additional information about the HCPS work and structure for pillar one, feedback received prior to endeavoring the Blueprint implementation, early childhood resources, videos highlighting the early childhood work, advocacy for challenges facing HCPS, details about support for pre-k paraeducators, the education facilities master plan, presentations to the Board of Education, information about the future model school, and overviews of the Talent Pathways project. All the artifacts showcase the myriad of activities working towards pillar one goals.

**Linked Artifacts:**

- [HCPS Blueprint One-page Overview: Early Childhood](#)
- [Video: Introducing the Blueprint Early Childhood Sub-committee](#)
- [HCPS Feedback Analysis - February 2, 2022](#)
- [HCPS Blueprint Newsletter Archive](#)
- [November 10, 2022 Testimony to the AIB](#)
- [Paraeducator-PreK Job description](#)
- [2022 HCEA-ESP MOU Para AA.CDA](#)
- [Para Flow Chart for AA.CDA](#)
- [Para Sign-in 8-30-22 CDA Info Session](#)
- [Paraeducator List SY 22-23 and status for CDA AA](#)
- [Educational Facilities Master Plan](#)
- [Educational Facilities Master Plan BOE Presentation](#)
- [FY24 Superintendent Proposed Budget with the CIP](#)
- [First FY24 CIP BOE Presentation](#)
- [Model school BOE Presentation](#)
- [Harford Academy at Campus Hills - Feasibility Study](#)
- [HCPSModelSchoolPresentation 12.19.2022](#)
- [Model school Design 2022](#)
- [Talent Pathways Update 11.21.2022](#)
- [Talent Pathways Website](#)
- [Video: Talent Pathways Real Talk](#)





## 5. Pre-K Enrollment Projections

Use the tables below to indicate the current and projected enrollment of three- and four-year-old students. The first table includes demographic categories for gender and race/ethnicity. The second table includes Pre-K eligibility tiers, the definitions of which are available in the guidance document for reference.

**Table 1: Current and Projected Pre-K Enrollment with Demographic Distribution**

	2021-2022			2022-2023			2023-2024		
	3	4	All	3	4	All	3	4	All
All Students (Number)	N/A	466	466	N/A	545	545	N/A	680	680
All Students (Percentage)	N/A	100%	100%	N/A	100%	100%	N/A	100%	100%
% Female	N/A	49.4%	49.4%	N/A	52.1%	52.1%	N/A	50%	50%
% Male	N/A	50.6%	50.6%	N/A	47.9%	47.9%	N/A	50%	50%
% Nonbinary	N/A	NA	NA	N/A	NA	NA	N/A	NA	NA
% American Indian/Alaska Native	N/A	0.6%	0.6%	N/A	0.6%	0.6%	N/A	0.6%	0.6%
% Asian	N/A	0.4%	0.4%	N/A	1.8%	1.8%	N/A	1.4%	1.4%
% Black/African American	N/A	47.4%	47.4%	N/A	44.8%	44.8%	N/A	46%	46%
% Hispanic/Latino	N/A	14.6%	14.6%	N/A	12.8%	12.8%	N/A	13%	13%
% Native Hawaiian/Pacific Islander	N/A	NA	NA	N/A	0.4%	0.4%	N/A	NA	NA
% Two or More	N/A	11.8%	11.8%	N/A	13.4%	13.4%	N/A	13%	13%
% White	N/A	25.1%	25.1%	N/A	26.2%	26.2%	N/A	26%	26%
% English Learners	N/A	NA	NA	N/A	NA	NA	N/A	NA	NA
% Special Education	N/A	7.1%	7.1%	N/A	8.1%	8.1%	N/A	8%	8%
% Homeless	N/A	0.6%	0.6%	N/A	1.8%	1.8%	N/A	2%	2%

**Table 2: Current and Projected Pre-K Enrollment by Tier**

	2021-2022			2022-2023			2023-2024		
	3	4	All	3	4	All	3	4	All
All Students (Number)	N/A	466	466	N/A	545	545	N/A	680	680
All Students (Percentage)	N/A	100	100	N/A	100%	100%	N/A	100%	100%
% Tier I	N/A	N/A	N/A	N/A	86.8%	86.8%	N/A	86.8%	86.8%
% Tier II	N/A	N/A	N/A	N/A	9.2%	9.2%	N/A	9.2%	9.2%
% Tier III	N/A	N/A	N/A	N/A	4.0%	4.0%	N/A	4.0%	4.0%



### 1.1.3: Implement a high-quality mixed-delivery (public and private) Pre-K system

#### Blueprint Requirement (MD Code, Educ §7-1A-03)

**6. Meeting the Blueprint's Targets for Pre-K:** Describe the strategies the school system will employ to meet the targets for the distribution of public and private Pre-K slots set forth by the Blueprint beginning with SY 2022-23 and beyond. If the school system anticipates any barriers that may prevent it from meeting the established targets for private slots, describe each barrier individually and the strategy(s) the school system will use to overcome it, including regional efforts.

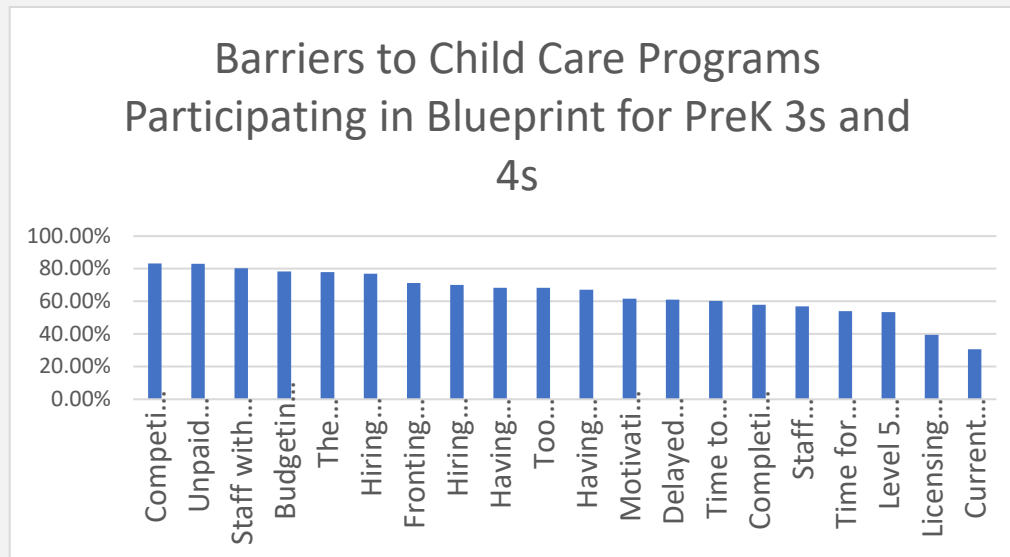
HCPS is utilizing multiple strategies to meet the targets for the distribution of public and private pre-k slots. The following are steps HCPS is currently taking to meet the blueprint target.

- Collaborating, meeting, and planning with the Early Childhood Advisory Council, Judy Center Steering Committee, Early Childhood Blueprint team, Maryland Family Alliance, and the Harford County Child Care Directors Association.
- Hired using KRA grant funding an 11-month Early Childhood Teacher Specialist to support public and private pre-k.
- Ensure funding is available to continue the Early Childhood Teacher Specialist to support high quality pre-k programming for HCPS and community programs.
- Created a list of all private providers.
- Conducting outreach to private providers.
- Establishing open communication between the eligible private provider and the public school system to support students and families.
- Identifying public and private programs to participate in the Blueprint expansion.
- Meeting with public school leadership and private providers to explain high-quality pre-k (Maryland EXCELS/Accreditation) and Blueprint requirements.
- Providing technical assistance and consultation services to eligible private providers related to kindergarten readiness, curriculum, professional development, school readiness, and services for student subgroups.
- Providing information to the providers about special education, related services, and EL services.
- Supporting children with IEPs who have community/private preschool as a least restrictive environment on their IEPs through the Community Support team (two Special Educators, two Speech and Language Pathologists and three special education paraeducators).
- Working with the Facilities department to identify current and needed space in each of our elementary schools to house pre-k programs.
- Creating a plan and process for a mixed delivery system to inform families (fliers, social media, common pre-k application, and building a common pre-k information and application platform).

HCPS does anticipate some barriers that may prevent us from meeting the established targets for private slots.



The Harford County Directors' Association conducted a survey in January 2023 with 67 responses about barriers facing Harford County Private providers. The results are as follows:



Barriers to Child Care Programs Participating in Blueprint for PreK 3s and 4s	
Competing with Public School Salary and Benefits	83.33%
Unpaid Internships for MD Teacher Certification	83.05%
Staff with MD Teacher Certification	80.32%
Budgeting for Qualified Teachers and Aides	78.34%
The Current Hiring Crisis	77.96%
Hiring Lead Teachers with a Bachelor's Degree	77.05%
Fronting the cost of care for Tuition Reimbursement Later	71.19%
Hiring Aides with at least a CDA	70%
Having Current Lead Teachers with a Bachelor's Degree	68.33%
Too many programs simultaneously to manage	68.33%
Having Current Aides with at least a CDA	67.21%
Motivating Current Staff to complete a Degree or CDA	61.67%
Delayed Paperwork from MSDE	61.12%
Time to spend on Accreditation	60.35%
Completing Accreditation	57.90%
Staff Completing a Degree or CDA in Blueprint Timeline	56.90%
Time for MD EXCELS	54.10%
Level 5 EXCELS in 5 Years	53.45%
Licensing Inconsistencies affecting Excels, Accreditation	39.58%
Current Level 3 EXCELS	30.61%

Below is a list of HCPS-identified barriers and strategies to support the process.

**Replacement language from MSDE Feedback:**

**Barrier:** Identifying providers that are willing to partner in the Blueprint pre-k mixed delivery system.

**Strategies:**

- Encouraging and supporting providers to partner in the Blueprint pre-k mixed delivery system.
- Harford County Public Schools will meet with Harford County Child Care Directors Association and participate in their scheduled meetings annually to share information





regarding pre-k expansion and blueprint. HCPS Office of Early Childhood will also meet with individual providers to discuss the benefits and supports HCPS Early Childhood Office can provide such as assistance with accreditation, EXCELS level 5, CDA, professional development for all staff, coaching, shared resources, shared pre-k application, and student eligibility identification.

- A provider from the HCPS Early Childhood Blueprint Committee has created a survey for all Harford County providers to provide feedback on the barriers of partnering in the Blueprint pre-k mixed delivery system. HCPS Early Childhood Blueprint Committee is collaborating and working with providers to advocate with MSDE regarding teacher certification, delayed paperwork from MSDE, hiring crisis and licensing inconsistencies. HCPS Blueprint Team and Early Childhood Office will provide individualized direct support for each provider with barriers for completing accreditation, EXCELS, and provide professional development for CDA hours. HCPS Office of Early Childhood will also provide technical assistance and steps and direct support for provider staff looking to complete their CDA or AA degree.

**Barrier:** Many providers have not achieved EXCELS rating 5.

**Strategy:** The HCPS Office of Early Childhood provides technical assistance and consultation services for room environment, family and community partnerships and program operations to private providers related to MSDE accreditation and EXCELS. The HCPS Early Childhood Office will also provide individualized direct support by working through the online EXCELS and accreditation binders and room environments for each provider with barriers for completing accreditation, EXCELS.

**Barrier:** Staff credentialing is a roadblock for providers in participation in the Blueprint partnership.

**Strategy:** HCPS is looking into funding resources and other avenues to support providers. HCPS has shared via email and in personal meetings with providers MSDE grants, and flyers from Harford Community College and Towson University for funding to support credentialing.

**Barrier:** Recruiting income eligible families is difficult for providers depending on the community in which the provider is located.

**Strategy:** HCPS will support joint recruitment to publicize pre-kindergarten options for all families in Harford County by utilizing the HCPS and school web platforms, school and county social media, and fliers and yard signs in the community noting all available pre-k programs. HCPS Office of Early Childhood will also host parent sessions for pre-k applications at provider locations and school locations across the county between April and May annually.

**Barrier:** Supporting community providers with training and coaching support in addressing the social emotional needs of all learners.

**Strategy:** Provide Pyramid Model training options for day and evening participants. Hire a dedicated 1.0 Pyramid Model Coach to directly support community preschool providers with social emotional coaching, resources and supports for the provider and families.

**Barrier:** Supporting community preschool providers with training and coaching support in addressing the needs of children with disabilities.

**Strategy:** Hire additional staff to increase community support special educators (from 2.0 to 4.0) and community support speech and language pathologists from 2.0 to 4.0). The staff will work directly with students and staff on IEP deliverables.

The artifacts below provide additional information about feedback received prior to endeavoring the Blueprint implementation, videos highlighting the early childhood work, details about working with private providers in Harford County, resources for



special education pre-K services, and sample minutes of meetings. All the artifacts showcase the myriad of activities working towards pillar one goals of working with private providers.

**Linked Artifacts:**

- [Blueprint for Education Childcare Directors Survey Harford County](#)
- [HCPS Blueprint One-page Overview: Early Childhood](#)
- [Video: Partnering with the Family Childcare Alliance](#)
- [Video: Introducing the Blueprint Early Childhood Sub-committee](#)
- [HCPS Feedback Analysis - February 2, 2022](#)
- [HCPS Blueprint Newsletter Archive](#)
- [Child Care Center list](#)
- [Family Childcare list](#)
- [Harford County Childcare Directors Association Paid Members 22-23](#)
- [SY 22.23 ECAC.JC Meeting Dates](#)
- [Judy Center ECAC Members 22-23](#)
- [Early Childhood Teacher Specialist 6.13.22](#)
- [HCPS Special Education \(Birth to Five Services, Ages 3-21, Child Find, Family Resources, more\)](#)
- [Scope of Work for HCPS 22-23 Pyramid Model](#)
- [HC Childcare directors Meeting 1.2023](#)
- [EC Benefits Blueprint One Pager](#)
- [HCPS Committee and Implementation Structure](#)



## 7. Distribution of Public and Private Pre-K Slot Projections

Use the table below to indicate the percentage of Pre-K slots that are operated by the public school system and eligible private providers, including the criteria identified in each row for the applicable school year. For projected percentage of Pre-K slots, project the number of public and private slots, including instances where it may not meet the Blueprint target.

**Current and Projected Pre-K Slots with Distribution of Public and Private Providers**

	2021-2022				2022-2023				2023-2024			
	Public		Private		Public		Private		Public		Private	
	#	%	#	%	#	%	#	%	#	%	#	%
Blueprint target percentage of Pre-K slots	NA	70%	NA	30%	NA	65%	NA	35%	NA	55%	NA	45%
Projected Pre-K slots	500	100%	0	0%	560	100%	16	100%	680	100	36	100%
Actual Pre-K slots	466	93.2%	0	0%	546	97.5%	9	56.3%	NA	NA	NA	NA
Difference between actual and projected Pre-K slots	34	6.8%	0	0%	14	2.5%	7	43.8%	NA	NA	NA	NA
Actual Pre-K slots minus Tier I 3-year-olds	466	93.2%	0	0%	546	97.5%	9	56.3%	NA	NA	NA	NA
Actual Pre-K slots minus Tier I 3- AND 4-year-olds	NA	NA	NA	NA	73	13%	2	43.8%	NA	NA	NA	NA
Actual enrolled students (filled in annually with the 9/30 enrollment count data)	466	93.2%	0	0%	546	97.5%	9	56.3%	NA	NA	NA	NA



### [Blueprint Requirement \(MD Code, Educ §7-1A-03\)](#)

**8. Requesting a Waiver:** Based on the data in the table above, identify whether the school system needs a waiver from the requirements set forth by the Blueprint for the distribution of public and private Pre-K slots for school year 2022-23 and 2023-24. Include a list of the LEA's schools as well as the private providers in the county (provided by MSDE) with the number of Pre-K slots for each and link it as an artifact. Note: LEAs will have the opportunity to request waivers in subsequent years through the annual reflection and amendment process for their Blueprint Implementation Plan.

HCPS will require a waiver from the requirements set forth by the Blueprint for the distribution of public and private Pre-K slots for school years 2022-23 and 2023-24. The linked artifact provides details of pre-K seats for SY 22-23.

**Linked Artifacts:** [Pre-k Programs Public and Community with Slot Allocations SY 22-23](#)

**9. Leveraging Resources:** How will the LEA collaborate with private providers to maximize resources and overcome challenges? Identify the challenges and describe how the partnership may provide a solution. Consider the challenges facing the LEA and the private providers.

*Examples may include:*

- *Shared staffing where certified teachers employed by the school system are assigned to Pre-K classrooms with private providers*
- *Utilizing classroom space as a shared resource to expand Pre-K for both the LEA and the private providers to increase slots*
- *Maximizing economy of scale by purchasing materials or scheduling professional development together*

The Early Childhood Blueprint sub-committee is committed to the mixed delivery system of public and private pre-k seats, which means the work includes reviewing HCPS long-range plans for expansion, identifying barriers of participation for our private providers, identifying creative and valuable partnerships and supports for all county pre-k providers, and working together to communicate and reach all families in Harford County.

HCPS collaborates with private providers to maximize resources and overcome challenges. Both HCPS and private providers lack sufficient space to service all eligible 3- and 4-year old's. The partnership benefits both parties by ensuring ample space is available.

Providers have identified the following additional challenges:

- provider hours of operation impede ability for some participants to attend HCPS professional development within the school day.
- staff credentialing is a roadblock for participation in the Blueprint partnership and MSDE accreditation.
- recruiting income eligible families is difficult depending on the community in which the provider is located.
- training, coaching, and support is needed to support challenging behaviors in children.



A provider from the HCPS Early Childhood Blueprint Committee has created a survey for all Harford County providers to provide feedback on the barriers of partnering in the Blueprint pre-k mixed delivery system.

The partnership also assists providers in the following areas:

- The HCPS early childhood team invites private providers to attend all pre-k professional development opportunities throughout each school year. Some professional development is available virtually and recorded to alleviate provider time constraints. Topics of professional development include a deep dive into Maryland State Accreditation processes, developmentally appropriate practices, and school readiness. HCPS continues to offer separate evening professional learning opportunities in which providers may attend and receive core knowledge hours. These sessions have been highly attended by 50-60 participants during each session. Topics included are the importance of literacy in early childhood, purposeful play, and universal support for early learners.
- In August of 2022, HCPS hired an Early Childhood Teacher Specialist to offer the following: Conduct outreach; establish and maintain open communication between eligible private providers and the public school system to support students and families; provide technical assistance and consultation services to eligible private providers related to kindergarten readiness, curriculum, professional development, school readiness, Pyramid Model Training and Coaching supports, and services for student subgroups; create a plan and process for a mixed delivery system.
- Provide information to the providers about special education, related services, and EL services; communicate a process by which a parent can indicate a preference for eligible pre-k providers within HCPS or the community; and support providers with Maryland State Accreditation and Maryland EXCELS Process.
- The HCPS Office of Early Childhood is working to identify providers who are interested in and eligible for a mixed delivery system. We will continue to provide technical assistance and consultation services to eligible private providers related to kindergarten readiness, developmentally appropriate practices, school readiness, Pyramid Model Training and Coaching supports, and Maryland State Accreditation processes. This will be sustained through open communication and intentional partnerships.
- The HCPS Office of Early Childhood will continue to evaluate the plan to implement a mixed delivery system and assist providers with recruitment.
- Continue to collaborate with community providers on the birth to 5 (Infants and Toddlers and Preschool Special Education) Early Intervention referral process. Provide training and support to community providers on developmental milestones, red flags, and referral process.

The artifacts below provide additional information about feedback received prior to endeavoring the Blueprint implementation, videos highlighting the early childhood work, details about working with private providers in Harford County, invitations and sign-in materials for professional development provided to private providers, and special education resources. All the artifacts showcase the myriad of activities working towards pillar one goals of working with private providers.

#### Linked Artifacts:

- [Blueprint for Education Childcare Directors Survey Harford County](#)
- [Video: Partnering with the Family Childcare Alliance](#)
- [Video: Introducing the Blueprint Early Childhood Sub-committee](#)
- [HCPS Committee and Implementation Structure](#)
- [HCPS Feedback Analysis - February 2, 2022](#)
- [HCPS Special Education \(Birth to Five Services, Ages 3-21, Child Find, Family Resources & more\)](#)
- [Childcare training invite](#)
- [Importance of Literacy Presentation sign in-Providers](#)
- [Universal Supports Provider Workshop 9.22](#)
- [Value of Play Provider Workshop and attendance](#)
- [Scope of Work for HCPS 22-23 Pyramid Model](#)
- [Birth through Five for Community Provider December 2021](#)
- [EC Benefits Blueprint One Pager](#)



- 10. Data and Information Sharing:** Discuss how the LEA will collaborate with private providers to create systems for data and information sharing. Consider student data related to enrollment, grade reporting, assessments, progress monitoring, IEPs, etc. in addition to instructional resources and system communications.

Through ECAC, Harford County Childcare Directors Association, and individual providers, HCPS will work with providers on expanding and updating the Early Childhood Resource Page on the HCPS website. This page currently contains a video look into pre-k, the pre-k application, Judy Center brochure, Early Childhood FAQ, kindergarten maturity waiver, kindergarten exemption form, registration information, school and Blueprint partner options for pre-k, ECAC information, early Reading Screener information, HCPS Littles University links, HCPS Parent Academy links, family and community support resources, mental and physical health resources, and early education resources. The stakeholders will collaborate on additional resources, centralized enrollment process, secure enrollment data, and additional resources.

HCPS will also work with private providers to share IEP secure data with parent consent, grading and reporting, assessments progress monitoring, and system communication. All partner providers have been included in all email communications with pre-k staff and are invited to attend pre-k professional development opportunities. Annual articulation will occur with providers for students transitioning in or out of the pre-k programs. Additionally, providers are invited to IEP meetings with parent consent. The Community Support Team (special educators and related service providers) collaborates with community providers in implementing IEPs. The Community Support Team also collaborates with private preschools to provide professional development based on specific needs of centers/preschools.

The HCPS Pre-k Teacher Specialist has begun outreach. She is establishing open communication between eligible private providers and the public school system to support students and families. Moreover, she is providing technical assistance and consultation services to eligible private providers related to curriculum, assessments, professional development, school readiness, and services for student subgroups for economically disadvantaged, special education, related services, and EL services.

Moving forward HCPS, with the support of ECAC, plans to explore an integrated secure data collection system for children attending community preschool programs. Some children are being asked to leave daycares due to behaviors and there is no way to track these situations. This would help with interventions as well as transition to kindergarten.

Additionally, HCPS has started a work group to determine scope and capability for an HCPS built single-point online enrollment for all families. HCPS has also committed to partner with the IDEALS Institute to participate in the activities outlined in the Maryland Rebuilds: Find-a-Program PreK Enrollment System application submitted by the IDEALS Institute. The aim of creating a seamless pre-k enrollment model is particularly relevant to our goals of increasing community-care participation in the pre-k expansion priorities of Maryland's Blueprint.

The artifacts below provide additional information about HCPS efforts to create systems for data and information sharing and work with private providers to meet pillar one goals.

**Linked Artifacts:**

- [Maryland.Rebuilds.JHU.HCPS.2022](#)
- [Pre-K Centralized Online Enrollment Strategy Meeting Notes](#)
- [Early Childhood Family Resources](#)
- [Judy Center ECAC Members 22-23](#)
- [Harford County Childcare Directors Association Paid Members 22-23](#)
- [HCPS Special Education \(Birth to Five Services, Ages 3-21, Child Find, Family Resources & more\)](#)
- [HCPS Committee and Implementation Structure](#)





1.1.4: LEAs shall enter into a memorandum of understanding (MOU) with MSDE, each eligible private provider participating in a publicly funded Pre-K in the county, and other applicable government agencies.

[Blueprint Requirement \(MD Code, Educ §7-1A-05\)](#)

**11. Students with Disabilities:** Describe how the school system will collaborate with **private** providers to serve students with disabilities. How will the LEA ensure:

- Students receive services consistent with the placement and requirements under the Individuals with Disabilities Education Act (IDEA) and corresponding State law,
- Private providers receive training and support in the delivery of services and programmatic support described in students' Extended Individual Family Service Plan (IFSP) or Individualized Education Program (IEP), and
- Private providers are included in developing the Extended IFSP or Preschool IEP

The Coordinator of Special Education-Birth to 5 collaborates closely with the Early Childhood Coordinator to ensure services and supports are in place for a young child with a disability requiring specialized instruction and related services. A comprehensive evaluation process is provided when needed for all preschool aged students. The Early Childhood Teacher Specialists, Birth to 5 Special Education Teacher Specialist and consulting Board Certified Behavior Analysts (BCBAs) support all pre-k programs and work closely with teachers to identify supports, modifications, accommodations, and family supports. If a pre-k child is determined to have an educational disability requiring special education services, an IEP is developed with parents and staff at an IEP team meeting. Community providers are welcomed at IEP and IFSP team meetings with parent permission.

The HCPS Speech and Language Teacher screens all pre-k students at each school. A comprehensive evaluation process is provided when needed for all pre-k students. HCPS also has a Memorandum of Understanding with Head Start to provide screenings and support to children participating in Head Start programs.

As of December 2022, HCPS served 479 preschool aged children with IEPs in public and community preschool programs. Of the 479 children, 56 were served in childcare settings/private preschools; 9 in Head Start; and 5 in community settings such as the library; 229 served in public general or cotaught pre-k classrooms; 8 in Public Separate Day (Harford Academy); 48 in separate classes in public preschool programs; and 124 in service provider location (speech only at home schools). HCPS wants to expand accessibility of full day pre-k programs for preschool aged children with disabilities.

The Infants and Toddlers providers implement a coaching model when working with families and childcare providers for children with extended IFSPs (Individual Family Service Plans). Between July 1, 2022, and January 2, 2023, HCPS served 324 3- and 4-year-old children on extended IFSPs. 87 of these children were served in community preschool settings and 237 were served in their homes. HCPS wants to expand the number of children served in community daycare settings and provide more opportunities for preschool aged children to have access to preschool and learner readiness opportunities.

Between July 1, 2022, and November 30, 2022, HCPS Child Find received 123 referrals for 3- and 4-year-old children. Since 2021, HCPS has received an increase in Child Find referrals for 3- and 4-year-old children. Many referrals outline parent concerns regarding social/emotional/behavioral development.



### Child Find Referrals for 3- and 4-Year-Old Children

Year	Number of Referrals
2018-2019	260
2019-2020	177
2020-2021	184
2021-2022	285 (increase)

If a child's IEP can be implemented within a community preschool program, the community support special education providers will provide direct services with students and coaching supports to providers. Our providers offer trainings and technical assistance during and after center hours. HCPS has also conducted trainings on developmental milestones, red flags, and the special education referral process with community providers. Many community providers have reached out for support in addressing needs of children, especially social/emotional/behavioral needs. HCPS wants to continue to build the capacity of community providers in order for children with disabilities to have a continuum of services for implementation of their IEPs.

HCPS has not met MSDE State Performance Indicators for 6A: *Providing Services in Regular Early Childhood Programs the Majority of the Day*. The state target is 60.87% and HCPS served 53.10% of children with disabilities in regular early childhood programs between July 1, 2020, and June 30, 2021. HCPS is currently servicing 60.28% of children with disabilities in regular early childhood programs. Children with disabilities in Harford County need access to high quality regular early childhood programs in the community and public education. Therefore, Harford County needs to ensure sufficient space is available for children with disabilities.

Training and staffing are also challenges which Harford County plans to address to ensure we meet the varied needs of all young learners, which ensures we are meeting the varied needs of children as well as having space for children with disabilities who require access to pre-k programs for the implementation of their IEPs.

#### Strategies:

- Expand the Community Support Special Education Team – increase special educators from 2.0 to 4.0; increase speech and language pathologists from 2.0 to 4.0; add 1.0 Pyramid Model Coach designated for community support (coaching support and pre referrals). Add at least 1.0 Registered Behavior Technician to support community for behavior.
- Provide training and support in the Pyramid Model for community preschool programs and Head Start to ensure providers have the tools and supports needed to effectively implement evidence-based practices to support children's social/emotional/behavioral development.
- Provide sufficient staffing in general pre-k programs to implement IEPs (Assign at least 1.0 pre-k/K special educator and 1.0 Pre-k SE paraeducator) to each school with a general pre-k program.
- Continue to offer training and technical assistance during and after hours for community providers on the referral process and evidence-based practices for supporting children with disabilities.

The artifacts below provide additional information about special education pre-K services at HCPS.

#### Linked Artifacts:

- [HCPS Special Education](#) (Birth to Five Services, Ages 3-21, Child Find, Family Resources & more)
- [HCPS Blueprint One-page Overview: Early Childhood](#)
- [Improvement Plan 6A](#)
- [Harford County Report Card 2020 Final](#)
- [Scope of Work for HCPS 22-23 Pyramid Model](#)
- [Birth through Five for Community Provider December 2021](#)



**12. Students Experiencing Homelessness:** Describe how the school system will collaborate with private providers to serve students experiencing homelessness. How will the LEA ensure:

- Students and families experiencing homelessness are equitably engaged and supported through coordinated wraparound services and
- Public and private providers fulfill the educational rights of children under the McKinney-Vento Act?

Dramatic increases in the HCPS population experiencing homelessness, along with the desire of stakeholders to develop a comprehensive picture of the HCPS McKinney-Vento Education Program, underscores the urgency and importance of engaging in this work. The goals of the program are to identify challenges in serving students and families experiencing homelessness and to facilitate a collaboration around how to best meet those needs. Therefore, collaboration and coordination between HCPS and community partners will improve identification for expanding services to families and cross-training key stakeholders.

Student Support Services, in conjunction with the Title I Office, and community partners will create a comprehensive local collaborative to increase awareness and identify the needs of our students and families in transition. The HCPS staff will continue to focus on building fundamental partnerships and relationships with community leaders and policy makers who have resources to provide students in transition. We currently have operational partnerships with local community agencies that provide direct services to our students and parents who are experiencing homelessness. Our goal is to increase awareness of the McKinney-Vento Act by expanding our partnerships with local agencies who will provide immediate wrap-around services to these students and families. It is our objective to collaborate on county-wide projects and to develop new outreach programs that directly impact our students and families experiencing homelessness.

Furthermore, collaborative relationships will be maintained by articulating activities on interagency agreements and memoranda, serving on one another's advisories, attending one another's meetings, co-hosting events, and similar activities. We will maintain regular channels of communication with an expedited referral process, sharing contact information, having brochures, applications, email lists, and contact information available for families. We will ensure younger siblings of school-aged students are routinely referred to available programs when applicable and partner to connect families to a wide range of services in the community. Also, we will share resources to help increase stability, or to ensure smooth transition when change is in the best interest of the child. Finally, a protocol for sharing eligibility and other documentation is in place to make certain that all students and families experiencing homelessness are supported in an equitable manner.

HCPS will collaborate with private providers to serve homeless students utilizing a common pre-k application and eligibility process for tier 1 acceptance. HCPS will ensure private providers fulfill the educational rights of children under the McKinney-Vento Act. Private provider staff may also participate in HCPS professional development to support the understanding of homelessness and their needs. Families will be recruited by utilizing the HCPS and school web platforms, social media, and fliers in the community. In addition, the Deerfield, Hall's Cross Roads, and Magnolia Judy Center's Steering Committee, the Early Childhood Advisory Council, and partners share the information and assist with recruiting children from various local health agencies, social services organizations, and other community organizations. Furthermore, the schools and the HCPS Office of Early Childhood provides local childcare programs in Harford County and the local Child Care Directors Association with information on full-day pre-k programs in Harford County through face-to-face meetings, printed resources (such as fliers) and resources on the HCPS website.

The artifacts below provide additional information about the HCPS work and structure for pillar one, early childhood resources, a video snapshot of private partnerships at HCPS, the current pre-k application in English and in Spanish, and FAQ.



**Linked Artifacts:**

- [HCPS Blueprint One-page Overview: Early Childhood](#)
- [Video: Partnering with the Family Childcare Alliance](#)
- [Early Childhood Parent Resources/ Registration/Applications Resources](#)
- [Pre-k application \(Spanish\)](#)
- [Early Childhood Family Resources](#)
- [Early Childhood FAQ](#)
- [Judy Center ECAC Members 22-23](#)

**13. English Learners:** Describe how the school system will collaborate with private providers to serve all English learners. How will the LEA ensure:

- English learners are accurately identified to inform educational programming that takes into account language experience, environment, and learning needs;
- Students receive services appropriate for their placement; and
- Families of English learners are equitably engaged and supported, including providing translation services?

HCPS will collaborate with private providers to serve English Learners (EL) utilizing a common pre-k application and eligibility process. The pre-k application asks families to identify their primary language, the language the child speaks most of the time, and if the child understands English. An EL professional will also support families completing the pre-k application if needed. HCPS will collaborate with private providers based on individual needs of accepted EL students. HCPS will collaborate with private providers to ensure EL families have access to EL services and/or screenings offered directly with the HCPS or through the coordination of a local organization Linking All So Others Succeed (LASOS). Private provider staff may also participate in HCPS professional development to support EL learners. Families will be recruited by utilizing the HCPS and school web platforms, social media, and fliers in the community. In addition, the Deerfield, Hall's Cross Roads, and Magnolia Judy Center's Steering Committee, the Early Childhood Advisory Council, and partners share the information and assist with recruiting children from various local health agencies, social services organizations, and other community organizations. Furthermore, the schools and the HCPS Office of Early Childhood provides local childcare programs in the county and the local Child Care Directors Association with information on full-day pre-k programs in Harford County through face-to-face meetings, printed resources (such as fliers), and resources on the HCPS website.

The artifacts below provide additional information about ESOL at HCPS, early childhood resources, the current pre-k application in English and in Spanish, and FAQ.

**Linked Artifacts:**

- [HCPS ESOL](#)
- [Early Childhood Parent Resources/ Registration/Applications Resources](#)
- [Pre-k application - English; \(Spanish\)](#)
- [Early Childhood Family Resources](#)
- [Early Childhood FAQ](#)
- [Judy Center ECAC Members 22-23](#)
- [Harford County Childcare Directors Association Paid Members 22-23](#)

**14. Enrollment Process, Policies, and Procedures:** How will the school system, in collaboration with private providers, develop a system of unified and common enrollment for Pre-K that is the same for all schools and providers, ensures access for all eligible students, and reflects the demographics of the enrolled student population? Include descriptions of the enrollment process



and timeline and how parents' perceptions and experiences are considered. Discuss how the school system will develop policies and procedures to codify its process as well as the philosophical underpinnings that inform its design. When developing a system for unified and common enrollment, consider the following:

- A common timeline
- A common application
- A common selection process that is fair, transparent, and equitable
- Centrally managed processes for matching family's preferences with school options, promoting socioeconomically and racially diverse learning environments to the greatest practicable without exacerbating disproportionate concentrations of students from different subgroup populations within individual Pre-K programs
- Comprehensive repository of published information such as timelines, school profiles, application support, etc.

HCPS will work with internal stakeholders and private providers to develop a system of unified and common enrollment for pre-k. Currently we are in the beginning stages of creating the platform to centrally manage required documentation, tier levels, family's preferences, placement options, promoting socioeconomically and racially diverse learning environments. HCPS and Blueprint providers will utilize the same pre-k application, timeline, and selection process. HCPS intends on advertising and housing the new enrollment process and having it operational internally for SY24-35 and internally and externally by SY25-26.

**Addition from MSDE Feedback:** Applications will be reviewed utilizing the application and a common review sheet which includes the student's name, date of birth, family size, income, race, disability identification, EL identification and sorted by school and county level personnel to identify social economic, racial, EL, ethnic and disability diversity. Once the applications are reviewed and sorted students will be placed in programs to ensure diversity to the greatest extent possible based on applicants for each school year.

### **Current Full-Day Pre-K Application Process Criteria**

**Category 1-Tier 1 Automatic Criteria:** Child must be 4-years-old by September 1.

1. A child whose family meets the criteria for homeless, foster care, or poverty as established by the U.S. Department of Agriculture (300% or below FPG)
2. A child who has an identified developmental delay or disability.
3. A child who is an English language learner.

**Category 2- Tier 2 Child must be 4-years old by September 1, of each school year**

A child whose family meets the criteria as established by the U.S. Department of Agriculture (301%-600% of FPG)

- ✓ Every family needs to complete a pre-k application even if they are coming from another county or state. If transferring within HCPS, the pre-k teacher needs to contact the current pre-k teacher to verify the student was accepted on automatic income status. If so, the application is transferred, and the student is accepted. If the application was not automatic those students are not eligible for full day pre-k. It is important to make the





parent aware that if a student withdraws from his/her current pre-k program that the student may not be eligible to attend pre-k at the receiving school.

**Current Full-Day Pre-K Application Timeline**

<b>May</b>
<p><b>First Friday</b></p> <ul style="list-style-type: none"> <li>Pre-k applications start and will continue throughout the summer.</li> </ul>
<b>June</b>
<ul style="list-style-type: none"> <li>Applications will be reviewed within each school's region or collaboratively countywide on the last two days of the school calendar year.</li> <li>Applications will be reviewed for tier 1 (automatic eligibility) and tier 2 (non-automatic eligibility).</li> <li>Accept automatic eligibility (300% or below FPL)</li> <li>Send Automatic Enrollment List, Application Prioritized List, Enrollment Data Summary, and Time and Effort Sheet to OEC no later than the last day of school.</li> </ul>
<p><b>No later than June 30</b> Acceptance and denial letters will be sent to all families.</p>
<b>July-August</b>
<ul style="list-style-type: none"> <li>All new pre-k applications received between the last day of pre-k until teachers return in August will be placed in a secure location at the school for the teacher to review upon his/her return.</li> </ul>
<b>August</b>
<ul style="list-style-type: none"> <li>Applications will be reviewed.</li> <li>Applications will be reviewed for tier 1 (automatic eligibility 300% or below FPL) and tier 2.</li> <li>Acceptance and denial letters will be sent to all parents.</li> <li><b>Beginning of School:</b> Each pre-k teacher will review applications for tier 1 (automatic eligibility) and tier 2 (non-automatic eligibility).</li> <li>All automatic income eligible students <b>must be</b> offered a placement.</li> <li>The pre-k teacher will contact the Office of Early Childhood to discuss enrollment openings across the county.</li> <li>Send Automatic Enrollment List, Application Prioritized List, Enrollment Data Summary, and Time and Effort Sheet to OEC no later than September 15.</li> </ul>
<b>September</b>
<ul style="list-style-type: none"> <li><b>September 15:</b> All pre-k slots should be filled by September 15.</li> <li>Automatic eligible students are to be enrolled throughout the entire school year.</li> </ul>

The artifacts below provide additional early childhood resources, the current pre-k application in English and in Spanish, and planning documents for future centralized enrollment.

**Linked Artifacts:**

- [Early Childhood Parent Resources/ Registration/Applications Resources](#)
- [Pre-k application - English; \(Spanish\)](#)
- [HCPS Special Education \(Birth to Five Services, Ages 3-21, Child Find, Family Resources & more\)](#)
- [Maryland.Rebuilds.JHU.HCPS.2022](#)
- [Pre-K Centralized Online Enrollment Strategy Meeting Notes](#)

**15. Racial and Socioeconomic Diversity:** Discuss the enrollment practices and recruiting strategies the school system will use to ensure students with the greatest needs are enrolled in Pre-K. How will the school system ensure racial and socioeconomic diversity to the greatest extent practicable while preventing disproportionate concentrations of students of the same race, ethnicity, disability status, and income from developing or expanding within an individual Pre-K



program, in specific geographic areas, or across the system? Consider how the unified enrollment system discussed in the previous question will support creating diverse learning environments.

Each spring, the Early Childhood coordinator conducts a meeting with all elementary secretaries and providers in reference to the pre-k application process to ensure consistency throughout the county. For all full-day pre-k programs the HCPS Office of Early Childhood provides information to HCPS Communications Office and school-based secretaries and eligible providers on how to recruit all student groups for public pre-k and eligible Blueprint partner providers. Multiple strategies are utilized to target all subgroups through the HCPS and school web platforms, social media, and fliers in the community and at local businesses (grocery stores, convenience stores). Materials can also be translated into other languages. In addition, the Deerfield, Hall's Cross Roads, and Magnolia Judy Center's Steering Committee, the Early Childhood Advisory Council, and partners share the information and assist with recruiting children from various local health agencies, social services organizations, and other community organizations. Furthermore, the schools and the Office of Early Childhood provides local childcare programs in the county and the local Child Care Directors Association with information on full-day pre-k programs in Harford County through face-to-face meetings, printed resources (such as fliers), and resources on the HCPS website.

The HCPS full-day pre-k application and eligibility process is included in the Prekindergarten Handbook for teachers to reference and shared with families on the HCPS website. The eligibility criteria are as follows:

Category 1 – Tier 1 Child must be 4-years old by September 1, of each school year

- A child whose family meets the criteria for homeless, foster care, or poverty as established by the U.S. Department of Agriculture (300% or below FPG)
- A child who has an identified developmental delay or disability.
- A child who is an English language learner.

Category 2- Tier 2 Child must be 4-years old by September 1, of each school year

- A child whose family meets the criteria as established by the U.S. Department of Agriculture (301%-600% of FPG)

Annually, on the first Friday in May, pre-k applications start and continue throughout the year. Families choose the pre-k site that best suits their family's needs in the public or private setting. In June, staff review the applications during the last two days of school and again in early August. Once students are accepted a team reviews and places students for diversity in the following areas economic, race, ethnicity, disability status, EL, across the system to the greatest extent possible. The unified enrollment system will support more placement opportunities for families and create diverse learning environments.

Per policy, HCPS will ensure that children from economically disadvantaged backgrounds, EL and students with developmental delays/disabilities are provided access to the program by utilizing an application process. Families will complete the application with general information as well as income. Families must provide one of the following as proof of income: current Federal income tax return, current proof of eligibility to receive free and reduced meals, medical assistance, and food stamps. The applications and income will be reviewed based on each year's Federal Poverty Level for tier 1 and tier 2.

**Addition from MSDE Feedback:** Applications will be reviewed utilizing the application and a common review sheet which includes the student's name, date of birth, family size, income, race, disability identification, EL identification and sorted by school and county level personnel to



identify social economic, racial, EL, ethnic and disability diversity. Once the applications are reviewed and sorted students will be placed in programs to ensure diversity to the greatest extent possible based on applicants for each school year.

For children with disabilities, IEP teams meet to determine Least Restrictive Environment and implementation of IEPs within a continuum of placements, including community preschool programs and public prekindergarten programs.

Families are notified and enrolled in pre-k throughout the summer.

HCPS has begun working with internal stakeholders to develop a centralized enrollment system. Once the system is initiated, we will work with private providers to refine the centralized enrollment system and place students based on family request, promoting socioeconomically and racially diverse learning environments. The artifacts below provide early childhood resources, FAQ, and the HCPS participation the Harford County Directors Association.

**Linked Artifacts:**

- [Early Childhood Parent Resources/Registration/Applications Resources](#)
- [A Look at Pre-k Video](#)
- [Early Childhood Family Resources](#)
- [Early Childhood FAQ](#)
- [Harford County Childcare Directors Association Paid Members 22-23](#)

**16. Family Experience and Support:** How will the school system ensure that the enrollment process meets the needs of families? Describe the strategies, tools, and resources the school system will use to understand families' needs and support them through the application and registration process. Consider the needs of families of Tier 1 and priority group students (students with disabilities, youth experiencing homelessness, and English learners).

HCPS will ensure that children from economically disadvantaged backgrounds, EL, and students with developmental delays/disabilities are provided access to the program by utilizing an application process and IEP team process for children with disabilities. Families will complete the application with general information as well as income. Families will receive necessary support in completing the pre-k application from EL specialists, LASOS, and special education specialists. Each Judy Center supports pre-k recruitment and individually supports families through the application and enrollment process. Pupil Personnel Workers also support in the application process for homeless families and families without transportation by providing access to the application. Applications are available in English and Spanish and can be translated to other languages if needed. Moreover, office staff and pre-k personnel are available to support families in completing the application and gathering the required documentation. Families will provide one of the following as proof of income: current Federal income tax return, current proof of eligibility to receive free and reduced meals, medical assistance, and food stamps. The purpose of the pre-k application is to gather pertinent family information. Advertisements for the application will be on each school's website, the HCPS website, social media platforms, fliers in the community, and at the Judy Centers. The pre-k applications and income will be reviewed based on each year's Federal Poverty Level for tier 1 and tier 2.

**Addition from MSDE Feedback:** Each spring, the Early Childhood Coordinator conducts a meeting with all elementary secretaries in reference to the pre-k application process to ensure consistency throughout the county. Additionally, the Early Childhood Office creates the application packet and distributes it for all full day pre-k programs. The Early Childhood Office provides information to the HCPS Office of Communications and Family Outreach and school-based secretaries on how to recruit children for public pre-k and eligible blueprint partner providers. Eligible children are recruited by utilizing the HCPS and school web platforms, social media, and fliers in the community. In addition, the Deerfield, Hall's Cross Roads, and Magnolia



Judy Center's Steering Committee, the Early Childhood Advisory Council, and partners share the information and assist with recruiting children from various local health agencies, social services organizations, and other community organizations. Furthermore, the schools and the Early Childhood Office provide local childcare programs in the county and the local Child Care Directors Association with information on full-day pre-k programs in Harford County through face-to-face meetings, printed resources (such as fliers and yard signs), and resources on the HCPS website. Moreover, HCPS Office of Early Childhood will also host parent sessions for pre-k applications at provider locations and school locations across the county between April and May annually and share information with Harford County Child Care Directors, Judy Center Steering Committee and Early Childhood Advisory Council to support communication and pre-k enrollment.

The artifacts below provide additional information about early childhood resources and HCPS efforts to create systems for centralized enrollment to meet pillar one goals.

**Linked Artifacts:**

- [Early Childhood Parent Resources/Registration/Applications Resources](#)
- [A Look at Pre-k Video](#)
- [Early Childhood Family Resources](#)
- [Maryland.Rebuilds.JHU.HCPS.2022](#)
- [Pre-K Centralized Online Enrollment Strategy Meeting Notes](#)

**17. Administrative Costs:** Describe any administrative costs agreed upon by the school system and private providers in the implementation of the mixed delivery system for Pre-K.

HCPS has one MOU with the Maryland Childcare Alliance, and this MOU has no administrative costs included or agreed upon. Subsequent MOUs will be negotiated, and administrative costs will be revisited at that time.

Linked Artifacts: [HCPS MOU-FCCAMD- FY23](#)

### 1.1.5: MSDE shall require public and private providers to meet high-quality standards to receive public funding

Note: The complete instructional program for grades Pre-K-12 will be described in Pillar 3: College and Career Readiness. When applicable, reference individual objectives, tasks, and questions as needed to support the responses in this section.

#### Blueprint Requirement (MD Code, Educ §7-1A-04)

**18. Comprehensive Services for Students and Families:** Describe how the LEA will collaborate with private providers to ensure students and their families have access to comprehensive services (e.g., vision screenings, school psychologists, etc.), including services offered on-site or through community partnerships.

HCPS collaborates with private providers to ensure pre-k families have access to comprehensive services. The following services and screenings will be offered directly with the HCPS local school system or through the coordination of local departments of health and social services: vision, hearing, dental, speech and language, EL, social/emotional-Pyramid Model, early intervention, health, and physical development. The screening and referral process for full-day pre-k programs is overseen by the HCPS Office of Early Childhood in coordination with the nursing coordinator and the school counseling office. Using the Judy Center model, the HCPS Office of Early Childhood has established a partnership with the Harford County Health Department through the Early Childhood Advisory Council. This partnership allows schools and



health departments to work together to provide services to families who are in need. The School Health Readiness Program, Registered Nurse is available to provide immunizations if the family has proper documentation. Hearing and vision screenings are available to pre-k students through the partnership between the school nurse and the Harford County Health Department. They are completed annually.

The Coordinator of Special Education- Birth to 5 collaborates with the Early Childhood Coordinator to ensure services and supports are in place for a young child with a disability requiring specialized instruction in public and private preschool placements. A comprehensive evaluation process is provided when needed for all pre-k students through the IEP team process. If a pre-k child is determined to have an educational disability requiring special education services, an IEP is developed with parents and providers through the IEP team process. The Early Childhood Special Education Teacher Specialists and Community Support Team support all public and private pre-k programs and work closely with teachers and IEP teams to identify supports, modifications, accommodations, and family supports for children with disabilities.

The Child Find and Community Support Team also collaborates with private preschool programs on consultation of supports for children they may have concerns through a pre-referral process. Team members observe children and consult with providers on strategies and supports for children. The Community Support Team also implements 10-week sessions (one 90-minute session weekly) of the PLUSS (Preschoolers Learning and Using Social Skills) group. This is a Tier 2 support for children with and without disabilities in the community who are experiencing social/emotional/behavioral difficulties.

The Department of Special Education collaborates with ECAC and Department of Early Childhood to provide information to community providers on the referral process for Infants and Toddlers and preschool special education.

The HCPS speech and language teacher and EL teacher screen all public and private pre-k students. A comprehensive evaluation process is provided when needed for all pre-k students based on IEP team decisions. HCPS also has a MOU with Head Start to screen children participating in the Head Start program.

Social/emotional support is available daily to all pre-k students directly through the classroom teacher utilizing the Pyramid Model (Social Emotional Foundations for Early Learners). HCPS also has an internal coaching system to provide coaching support to public pre-k providers in implementing the Pyramid Model.

#### **Strategies Moving Forward:**

- Expand training and coaching supports for private and public preschool programs in addressing the social/emotional/behavioral needs of children through evidence-based practices (e.g. Pyramid Model)
- Collaborate with the Department of Health to expand mental health services for families and children birth to 5.
- Expand staffing to support social/emotional/behavioral supports and implementation of IEPs in private and public preschool programs. Add at least 1.0 Prekindergarten Special Educator and 1.0 Special Education Paraeducator to each elementary school with a pre-k program. Add 2.0 Community Support Special Educators, 2.0 Speech and Language Pathologists to Community Support Team, and 1.0 Pyramid Model Coach for Community Support (private preschools).
- Continue to meet with community providers on the referral process for Infants and Toddlers and preschool special education.





The artifacts below provide additional information about HCPS many special education programs, resources, and activities.

**Linked Artifacts:**

- [HCPS Special Education \(Birth to Five Services, Ages 3-21, Child Find, Family Resources & more\)](#)
- [Harford County Childcare Directors Association Paid Members 22-23](#)
- [Early Head Start Partnership and services](#)
- [Childcare SEFEL TRAINING](#)
- [Thrive By Five Agenda Participants](#)
- [EC Benefits Blueprint One Pager](#)
- [Bedtime in a Box Presentation](#)
- [Importance of Literacy Presentation sign in-Providers](#)
- [Learning in a Box Presentation](#)
- [Youth Family Resource Festival flyer 2022](#)
- [Scope of Work for HCPS 22-23 Pyramid Model](#)
- [Birth through Five for Community Provider December 2021](#)
- [Overview of Preschool Special Education Programs](#)
- [Harford County PM Report - 7.1.2021](#)
- [Improvement Plan 6A](#)
- [Harford County Report Card 2020 Final](#)

**19. Training and Professional Development:** Pillar 3: College and Career Readiness, Sections 3.1.3 (English Language Arts) and 3.1.3 (Math) require the school system to describe its training and professional development plans in English language arts and math for grade levels Pre-K-12, including the following:

- Identifying training needs
- Types of training provided
- Fidelity of implementation
- Ongoing, job-embedded professional development
- Organizational structures and support

For this question, describe the school system's early plans to collaborate with private providers and ensure all employees responsible for Pre-K instruction (e.g., teachers, teaching assistants, etc.) receive training and professional development related to the implementation of the instructional program, including high-quality instructional materials, in Pre-K as outlined in Pillar 3. Discuss the school system's initial plans to include private providers in the development and implementation of its training and professional development plans. Consider professional development models, resources and materials, logistical factors, and any other relevant information.

The HCPS Office of Early Childhood oversees all professional development for pre-k teachers, paraeducators (classroom assistants), and private providers. The HCPS Office of Early Childhood invites private providers to attend all pre-k professional development opportunities throughout each school year. Some professional development is available virtually and recorded to alleviate provider time constraints. Beginning each August, teachers, assistants, and providers participate in ongoing training on such topics as assessment, leaning through play, developmentally appropriate practices, kindergarten readiness assessment, pre-k skills assessment, social/emotional awareness and supports, language and literacy, mathematics, differentiated instruction, technology, thematic units (science/social studies), utilization of pre-k paraeducators, and co-teaching in the pre-k classroom (with support from special education staff). Collaborative planning opportunities are provided weekly.

Furthermore, the Prekindergarten Teacher Specialists and Birth to 5 Teacher Specialists provide specialized job embedded professional learning and supports for pre-k teachers, paraeducators (classroom assistants), and private providers through planning, modeling lessons, coteaching, collecting and analyzing student data, and supporting developmentally appropriate environments. HCPS continues to offer separate evening professional learning opportunities in



which providers may attend and receive core knowledge hours. These sessions have been highly attended by 50-60 participants during each session. Topics included are the importance of literacy in early childhood, purposeful play, and universal support for early learners. The community providers are also welcome to participate in Pyramid Model (Social Emotional Foundations for Early Learners) certificate training offered after hours.

**Addition from MSDE Feedback:** HCPS Office of Early Childhood works directly with school administrators and private providers on individualized training. HCPS also invites administrators and private providers to all early childhood professional development opportunities. Parent survey data on programing, MSDE accreditation self-appraisals, teacher requests, district initiatives, teacher observations and evaluations will be utilized to guide professional development needs. The professional development will be monitored and assessed through teacher input/evaluation and through formal observation and classroom walk-throughs of teacher implementation/performance in classroom of gained knowledge.

The artifacts below provide additional information about HCPS training and professional development, partnerships, resources, and activities to support both HCPS pre-K professionals and private providers.

**Linked Artifacts:**

- [Childcare SEFEL TRAINING](#)
- [Childcare training invite](#)
- [Importance of Literacy Presentation sign in- Providers](#)
- [Pre-k PD Family and Community Partnerships Agenda and Sign in](#)
- [Universal Supports Provider Workshop 9.22](#)
- [Value of Play Provider Workshop and attendance](#)
- [Joint professional Development Invite emails to HCPS Teachers and Providers](#)
- [Pre-k PD Family and Community Partnerships Agenda and Sign in](#)
- [Early Childhood Math Specialist School Support 2021-2022](#)
- [Educator evaluation](#)

**Blueprint Requirement (MD Code, Educ §7-1A-04)**

**20. Teacher Pipelines:** Pillar 2: High-Quality and Diverse Teachers and Leaders, Subsection 2.4.1 requires school systems to describe their plans to build teacher pipelines for all grade levels, and includes the following:

- Teacher hiring data
- Hiring trends and needs
- Partnerships with institutions of higher education and educator preparation programs
- Grow your own programs
- Diverse environments for observations and practica
- Mentor teacher assignments for observations and practica

Considering the school system's plans discussed in Pillar 2, how will the school system initially work with private providers and educator preparation programs in developing early plans to build teacher pipelines for early childhood teachers that will serve both public and private Pre-K programs? How will the LEA communicate these opportunities to current and prospective employees?

To recruit Early Childhood providers, including Early Childhood Special Educators, the Coordinator of Special Education (Birth to 5) collaborates with Towson University to provide internships in the Infants and Toddlers program, community support and regional preschool programs. The Coordinator of Special Education (Birth to 5) meets with all the interns at least



once per year in class to share evidence-based developmentally appropriate practices and the continuum of services for special education. HCPS wants to continue this partnership and expand to other colleges/universities to train and recruit high quality, diverse providers for community and public birth to 5 programs.

HCPS posts positions on the HCPS website, on the online application, as well as our social media channels. Several job boards such as Indeed and SchoolSpring pull our postings for their listings as well. Teacher specific postings are listed on the college job board hosted by Handshake. Diversity in Ed has been used this year to post our positions. On a case-by-case basis, we pay for sites to list our posting to generate a specific audience.

HCPS high school students interested in a career in education may choose to enroll in our Teacher Academy of Maryland (TAM) program. The TAM program offers students interested in the education profession an MSDE CTE program in the Education pathway of the Health and Human Services Career Cluster. This program is for students who are college bound. Students completing all four courses in the sequence will be eligible for college credits. This course focuses on the profession of teaching - its history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical, and social perspectives of American education, including trends and issues. This culminating course provides the students with first-hand knowledge of the classroom from the teacher's perspective. Students have field experience in a classroom relating to their area of interest where they will work with a master teacher in various capacities.

The HCPS Talent Pathways Project is an innovative employee development campaign and recruitment strategy that will be developed and implemented to aggressively build strong talent pathways for all positions with the organization for future hiring needs. This will include defining, creating, and implementing people programs that focus on talent acquisition and talent development from a variety of sources externally and internally. Our focus is on Grow Your Own (GYO). As part of this initiative the district will design and launch its own Model school program intended to attract and train young people (and non-traditional staff) for careers in education, while also testing innovative models to increase equitable education outcomes for our students. The planned model school will include pre-k classrooms and recruitment. This effort will be implemented in partnership with public, private, and higher education partners. The Model school will be integrated into the new elementary school (including pre-k classrooms) and special education school (Harford Academy at Campus Hills) set to open in Fall 2026.

The artifacts below provide additional information about the Talent Pathways project, TAM program, and Model school development.

**Linked Artifacts:**

- [Video: Talent Pathways Real Talk](#)
- [Talent Pathways Website](#)
- [Video: HCPS Stories Teacher Academy of Maryland](#)
- [TAM Brochure](#)
- [HCPS Job Opportunities](#)
- [Model school BOE Presentation](#)
- [Harford Academy at Campus Hills - Feasibility Study](#)
- [HCPSModelSchoolPresentation 12.19.2022](#)
- [Model school Design 2022](#)
- [Talent Pathways Update 11.21.2022](#)

**21. Developing Teaching Assistants:** Discuss how the school system will work with providers and educator preparation programs to support teaching assistants in obtaining the necessary certificate or degree to meet the credentialing requirements set forth by the Blueprint by the beginning of SY 2025-26? How will the LEA communicate these opportunities to current and prospective employees?

*Examples may include:*

- *Creating cohort models to support staff to complete CDA coursework and meet certification requirements*



- *Partnering with institutions of higher education to develop programs designed to support staff in obtaining associate degrees, especially institutions that will award college credit for work experiences within the field*
- *Leveraging high school CTE programs to provide aspiring teachers the opportunity to work as CDA certified teaching assistants*

The HCPS Office of Early Childhood is working on the following plan.

- Identifying HCPS oversight for the CDA or AA process.
- Identifying Instructional Assistants in need of CDA training or wish to obtain an AA degree.
- Revising the Instructional Assistant job description to include CDA qualification or AA degree.
- Identifying a training venue. (Maryland Family Network and Harford Community College)
- Providing CDA/AA degree requirement and process information to Instructional Assistants and school leadership teams.
- Collaborating with CTE on options for high school students to obtain a CDA.
- Creating individualized plans for each pre-k assistant.
- Supporting the registration process and course work for completing the Child Development Associate Certificate.
- Providing KRA grant funding of approximately \$399.00 for an estimated 60 Instructional Assistants for the CDA coursework or towards an AA degree.

**Addition from MSDE Feedback:**

<b>August 10 and/or 17</b>	Principal Informational Session
<b>August 30, 2022</b>	Prekindergarten paraeducator informational session with Office of Early Childhood 8-10 am BAMS
<b>August 30, 2022-September 6, 2022</b>	Prekindergarten paraeducator submit Microsoft Forms Prekindergarten Para Intent form
<b>September 7, 2022</b>	Customized support sessions to craft pd plan (HR/EC tables) 8:30am -3:00pm HCPS Transportation Office 1304 Enterprise Court Bel Air 21015
<b>September 2022-August 2023</b>	Complete 120 hours of coursework/professional development <ul style="list-style-type: none"> <li>● HCPS designated professional learning time/opportunities 9/23, 11/4, 1/27, 3/10 Time allotted 90 min each date 2/17 CDA informational session on portfolio 4/3 and 4/4 Time allotted 9 hours for both dates 6/13 and 6/14 Time allotted 6 hours for both dates</li> </ul>
<b>February 17, 2022</b>	CDA application process information session Location TBD
<b>April 2023-August 2023</b>	Complete portfolio
<b>August 30, 2023-January 30, 2024</b>	Complete Application and Test

HCPS is also partnering and promoting Towson University **NEW** Early Childhood-Special Education (ECSE) Bachelor's degree Pathway: ECSE Access for Maryland Child Care Workers and Harford Community College coursework geared for pre-k assistants and childcare professionals to receive their SDA. The artifacts below provide additional information about the Talent Pathways project and paraeducator supports.

**Linked Artifacts:**

- [Video: Talent Pathways Real Talk](#)
- [Talent Pathways Website](#)
- [HCPS Job Opportunities](#)
- [Paraeducator List of Certification Status SY 22-23](#)
- [HCEA-ESP MOU Para AA.CDA](#)
- [Para Flow Chart for AA.CDA](#)
- [Para Sign-in 8-30-22 CDA Info Session](#)
- [Paraeducator List SY 22-23 and status for CDA AA](#)
- [Paraeducator-PreK Job description](#)
- [HCC flyer CDA](#)
- [HCC flyer CCCPDF](#)
- [Towson ECSE Flyer](#)



## 22. Developing High-Quality ECE Staff Projections

Use the information from “Pre-K Enrollment Projections” to complete the first row of each of the tables below. Using the student enrollment numbers, complete Table 1 to identify the hiring needs for teaching assistants and Table 2 to identify the hiring needs for teachers based on an expansion of Pre-K. For each table, disaggregate the data by provider type.

**Table 1: Current and Projected Number of Pre-K Teaching Assistants (TA)**

	2021-2022		2022-2023		2023-2024	
	Public	Private	Public	Private	Public	Private
Student Enrollment	464	N/A	546	9	680	20
Total TA Positions	31	N/A	37	1	45	2
Filled TA Positions	31	N/A	37	1	N/A	2
Vacant TA Positions	0	N/A	0	0	N/A	0

**Table 2: Current and Projected Number of Pre-K Teachers**

	2021-2022		2022-2023		2023-2024	
	Public	Private	Public	Private	Public	Private
Student Enrollment	464	N/A	546	9	680	20
Total Teacher Positions	25	N/A	28	2	34	2
Filled Teacher Positions	25	N/A	28	2	N/A	2
Vacant Teacher Positions	0	N/A	0	0	N/A	0

### 1.2.1: Administer an unbiased Kindergarten Readiness Assessment to all incoming kindergarten students

**23. Administration of the Kindergarten Readiness Assessment (KRA):** Discuss how the LEA consults with kindergarten teachers in developing guidelines and training to ensure an unbiased administration of the KRA. How does the LEA ensure staff responsible for administering the KRA receive the training?

The HCPS Office of Early Childhood works with the Accountability Office, Professional Development Office, elementary principals, and kindergarten teachers in developing KRA guidelines and training options. Annually, in the spring, the HCPS Office of Early Childhood and Accountability Office provides a memo to all kindergarten staff and elementary leadership members describing the background of KRA and mandatory training date options for KRA guidelines, administration, and test security. Kindergarten teachers have the option of selecting from multiple training dates for virtual or in person KRA training for properly administering the KRA assessment. Please see the linked KRA HCPS memo for SY 22-23.

Linked Artifacts: [KRA Memo SY 22-23](#)





## 24. Kindergarten Readiness Assessment Projections

Use the tables below to indicate current and projected levels of kindergarten readiness using the Kindergarten Readiness Assessment (KRA). Use the first table to disaggregate overall readiness by level (emerging, approaching, and demonstrating) for each of the demographic and service groups listed. Use the second table to provide the average scale score by individual domain.

**Table 1: Current and Projected KRA Levels with Demographic Distribution**

	2021-2022			2022-2023			2023-2024		
	ER	AR	DR	ER	AR	DR	ER	AR	DR
All Students (Number)	267	345	362	601	1013	1104	580	995	1143
All Students (Percentage)	23%	36%	41%	22.1%	37.3%	40.6%	21%	37%	42%
% Female	22.1%	36.1%	41.9%	15.2%	36.6%	48.1%	15%	37%	48%
% Male	32.7%	34.8%	32.5%	28.3%	37.8%	33.8%	28%	37%	35%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% American Indian/Alaska Native	50.0%	25.0%	25.0%	33.3%	50.0%	16.7%	32%	49%	19%
% Asian	14.3%	31.4%	54.3%	25.6%	30.0%	44.4%	25%	29%	46%
% Black/African American	40.8%	34.6%	24.6%	33.2%	36.3%	30.5%	32%	35%	33%
% Hispanic/Latino	29.9%	46.0%	24.1%	33.6%	35.9%	30.5%	33%	34%	33%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	100.0%	NA	NA	NA
% Two or more	45.6%	36.8%	17.5%	24.2%	39.8%	36.1%	23%	38%	39%
% White	20.4%	34.3%	45.3%	16.2%	37.8%	46.0%	15%	37%	48%
% Economically Disadvantaged	52.5%	31.4%	16.1%	30.9%	39.4%	29.8%	30%	38%	32%
% English Learner	57.1%	35.7%	7.1%	73.5%	20.5%	6.0%	72%	20%	8%
% Special Education	61.5%	31.5%	6.9%	53.6%	31.1%	15.2%	53%	30%	17%

ER = Emerging Readiness, AR = Approaching Readiness, DR = Demonstrating Readiness

**Table 2: Current and Projected Average KRA Scale Score by Domain**

Domain	2021-2022	2022-2023	2023-2024
Language and Literacy	267	267	269
Mathematics	267	266	268
Social Foundations	270	271	273
Physical Well-being and Motor Development	273	273	275

**Linked Artifacts:**

- [3.22.22 Readiness Matters KRA Data Press Release](#)
- [SY21.22 KRA Readiness Matters KRA data](#)



## Pillar 1, Objective 3: Expand family supports

### 1.5.1: Judy Centers

#### Blueprint Requirement (MD Code, Educ §5-230)

**25. Expanding Access for Families:** Describe the LEA's plans for expanding support for families through Judy Centers. Include the current number of centers and the number of families served as well as the community's need and whether additional centers are needed. Consider the geographic distribution of centers to meet the needs of the community.

HCPS currently has three Judy Centers located at Deerfield, Hall's Cross Roads, and Magnolia elementary schools. The number of families served at each Judy Center is below.

- Deerfield – 221 families enrolled
- Magnolia – 234 families enrolled
- Hall's Cross Roads – 271 families enrolled

**Addition from MSDE Feedback:** HCPS has 3 JCELH sites that are purposefully placed in Title 1 schools to target families experiencing poverty. The 3 sites serve 281 families and 471 children with the highest population served being African Americans. The breakdown of ages is as followed: 28-1yrs, 50-2yrs, 32-3yrs, 197-4yrs, and 2695yrs. According to the 2022 Maryland Child Care Resource Network Childcare Demographics for the Harford County child population for children under 5 years of age was 14.982 and families with children under 6 years living in poverty was recorded as 6300. There is a need to provide high-quality early childhood programming and early interventions by establishing more JCELH sites for HC for those at-risk children. This will increase the number of children that will have school-readiness skills upon entering Kindergarten. HCPS will conduct site studies during the 2023-2024 school year to identify need and building space to hopefully add one JCELH a year thereafter to service each Title One school in the district.

HCPS will be conducting studies to identify sites for expansion based on space, school catchment area, and community needs. With the increase of homelessness and poverty across the county additional Judy Center sites would benefit families and children birth through five to increase school readiness. We are seeing the greatest need along our route 40 corridor. Many of these schools are Title One and Community Schools. In Aberdeen, we have a high concentration of Title One schools therefore there is a large population of families living below the poverty level and one Judy Center is restricted by catchment area and cannot serve all the families that need access.

In addition, there is a high mobility rate among families who move within the Aberdeen area but may drop in and out of services by the Judy Center when they move to a different location within the city. Adding an additional center in the Aberdeen area would increase services for families in the area to build school readiness skills for our youngest students. Additionally, Old Post Road Elementary would benefit from a Judy Center because they are a Title One school and serve a similar population to our three current Judy Centers. Old Post Road Elementary is a large school that has 100 pre-k students and therefore the school serves a large number of students ages birth to five who would qualify and benefit from having access to the Judy Center services.

The artifacts below provide additional information about Judy Centers and early childhood resources at HCPS.



**Linked Artifacts:**

- [HCPS Blueprint One-page Overview: Early Childhood](#)
- [Judy Center ECAC Members 22-23](#)
- [Early Childhood Parent Resources/Registration/Applications Resources](#)
- [Early Childhood Family Resources](#)
- [Early Childhood FAQ](#)
- [HCPS JC flyer one page 2022](#)
- [EC Benefits Blueprint One Pager](#)

## Pillar 1: (OPTIONAL) Proposed Regulatory Revisions and Waivers

26. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

As HCPS continues to work towards the expansion of pre-k seats for 3- and 4-year-old children in the community, there are two key areas of COMAR that raise significant obstacles. The first is 13A.06.02.05, paragraph A6 which outlines the required degrees and/or credentials that a paraprofessional in a pre-k classroom must have. With the changes mandated under the Blueprint for Maryland's Future, all pre-k paraprofessionals must hold, by 2025, an Associate's Degree (AA) or a Child Development Associate (CDA) credential. This new requirement may impede districts, including HCPS, from being able to staff pre-k classrooms in the near term and cause a significant financial burden to districts as they are compelled to fund the needed degree and/or trainings, and compensate for time paraprofessionals must engage in additional CDA or AA related activities. With required additional degree and trainings, beyond what other paraprofessionals require, an additional financial burden of higher wage compensation becomes an additional burden on districts. A consideration of alternate pathways may provide options for districts and individuals. For example, grandfathering in paraprofessionals who have significant time serving this age group and/or allowing the para-pro or other one-time assessment measures to serve as acceptable criteria options for individuals may help.

Another challenge is the cycle for accreditation. Extending the timeframe of accreditation from three years to five years would provide individuals and centers adequate time for the extensive documentation and artifacts that are required. This would also provide districts with more flexibility in providing support to both private providers working towards EXCELS and our own classrooms maintaining accreditation. The additional time would allow for professional development, a sustainable cycle of observations, and on-going support.

## Pillar 1: Stakeholder Engagement

27. Identify the key stakeholder groups that the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the Early Childhood Education Pillar. Describe the anticipated contributions of each group and how frequently the team will engage with them.

*Examples may include:*

- *County-based governmental offices such as Health, Human Services, Housing, etc.*
- *Local Early Childhood Advisory Council (ECAC)*
- *Organizations supporting specific student groups such as multilingual learners*



Stakeholder Group	Contributions ( <i>Replacement Language based on MSDE feedback in dark blue</i> )	Frequency of Engagement
Blueprint Early Childhood Sub-committee (Pillar 1)	Collaboration of stakeholders primarily focused on expanding pre-k seats in the county, public/private partnerships, and outreach to all stakeholders about the Blueprint. Memberships includes private providers, parents, business, and more. Note, HALF of this committee is comprised of community-based stakeholders. The Early Childhood Blueprint Committee meets every six weeks to collaborate with internal and external stakeholders including Harford County Childcare Directors association and other providers. Committee input and feedback is utilized for improvement and execution. The committee reviews the Blueprint legislation, problem solves the barriers and identifies supports to move forward with the Maryland Blueprint deliverable for pre-kindergarten expansion.	Every six weeks
Judy Center Steering Committee	Multiple organization collaboration, school readiness, outreach, resources, family engagements, wrap around services. The Judy Center Steering Committee meets monthly to advise on school readiness, family support, resources and available assistance on a case by case basis and as the catchment area. Committee members assist with parent workshop sessions for school readiness and provides family resources and outreach to family to enroll in pre-kindergarten programs. Committee input and feedback is utilized for improvement and execution.	Monthly meetings
Early Childhood Citizen's Advisory Council	Multiple organization collaboration, school readiness, outreach, resources, family supports, family services. Early Childhood Citizens' Advisory Council meets monthly to advise on school readiness and assist with parent workshop sessions for school readiness and provides outreach to family to enroll in pre-kindergarten programs. Committee input and feedback is utilized for improvement and execution.	Monthly meeting
Harford County Child Care Directors Association	School readiness, collaboration, mixed delivery services. Monthly meetings during the school year for providers and HCPS to collaborate, problem solve and build relationships to support school readiness, family workshops, family and provider resources accreditation, Maryland EXCELS and pre-k expansion. Committee input and feedback is utilized for improvement and execution.	Monthly/bimonthly meetings
Local Interagency Coordinating Council (LICC)	Collaboration of stakeholders (pediatrician, HCPS, Department of Health, Department of Social Services, Abilities Network, Department of Disabilities, Upper Chesapeake Hospital etc.) to discuss and implement Birth to 5 supports in community, homes, and preschools. The Local Interagency Coordinating Council (LICC) meets quarterly with stakeholders to discuss and implement Birth to 5 supports in community, homes, and preschools. Members share services and needs. The committee provides input and feedback to enhance the student supports that are executed.	Quarterly

The Local Management Board for Children and Youth, an interagency council focuses on positive outcomes for children and youth, has a standing agenda item focused on early childhood. Quarterly, the Manager of Family and Community Partnerships, the designee for the Superintendent, provides updates on action items, and requests for feedback and support on expansion of school readiness in Harford County. The Local Management Board for Children and Youth meets quarterly. The committee also plans and partners for early childhood and youth family events throughout the county. The feedback is utilized for improvement.

The linked artifacts below support the plethora of data, committees, feedback, and stakeholder engagement efforts for HCPS for the implementation of pillar one in the Blueprint.

**Linked Artifacts:**

- [HCPS Committee and Implementation Structure](#)
- [HCPS Blueprint Newsletter Archive](#)
- [HCPS Feedback Analysis - February 2, 2022](#)
- HCPS reports required by the Blueprint are publicly available: [Here](#)
- [Early Childhood Agenda Minutes CY2022](#)
- [Blueprint Committee Meetings Feedback - 2021-2022](#)
- [Blueprint Committee Meeting Feedback - 2022-2023 through Jan 2023](#)
- [Video: Blueprint Overview - May 29, 2022](#)
- [Video: Feedback Analysis Report - February 2, 2022](#)
- [Video: Committee Structure - December 14, 2021](#)
- [November 10, 2022 Testimony to the AIB](#)
- [Video: Partnering with the Family Childcare Alliance](#)
- [Video: Introducing the Blueprint Early Childhood Sub-committee](#)
- [EC Benefits Blueprint One Pager](#)
- [Judy Center ECAC Members 22-23](#)
- [HCPS JC flyer one page 2022](#)
- [Harford County Childcare Directors Association Paid Members 22-23](#)
- [Local Interagency Coordinating Council Members](#)
- [Local Management Board Members and Meeting agenda link](#)
- [SY 22.23 ECAC.JC Meeting Dates](#)
- [HC Childcare directors Meeting 1.2023](#)
- [Board of Education Strategic Plan](#)
- [HCPS Parent Academy](#)
- [Parent and Community Engagement Newsletter](#)
- [HCPS Parent Engagement Survey English & Spanish](#)



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



**Co-Chairs of “Elevating Educators” Committee:** Dr. Rebecca Gault, Teacher  
Dr. Lisa Tittle, Harford Community College, Professor of Reading and English







## Pillar 2, Objective 1: Recruit and support high-quality and diverse teachers to meet workforce needs

### 2.1.5: Monitor the quality and diversity of State teacher candidates and existing teacher workforce

**28. Teacher Hiring Data:** Use historical hiring data to identify the number of new teachers the LEA will need going into future years by grade band and subject area.

Grade Band	Certification	2021-2022	2022-2023	2023-2024
Pre-K - 5th Grade	Early Childhood	12	4	5
	Elementary	97	101	100
	World Languages	0	0	0
	Physical Education	5	5	4
	Health	0	0	0
	Fine Arts	11	12	10
	Career and Technical Education	0	0	0
	Special Education	49	39	36
	ESOL	1	3	1
	Other	0	0	0
6th - 8th Grade	Math	16	7	8
	English Language Arts	16	25	19
	Science	15	8	10
	Social Studies	14	8	8
	World Languages	2	0	1
	Physical Education	5	6	5
	Health	2	4	2
	Fine Arts	4	5	4
	Career and Technical Education	0	1	1
	Special Education	19	18	16
	ESOL	0	0	0
	Other	8	3	4
	9th - 12th Grade	Math	9	9
English Language Arts		16	5	8



Science	10	12	9
Social Studies	6	7	7
World Languages	4	2	3
Physical Education	1	1	3
Health	1	2	1
Fine Arts	4	3	4
Career and Technical Education	13	15	13
Special Education	15	15	12
ESOL	1	0	1
Other	2	3	2

**29. Hiring Trends and Needs:** Using historical hiring data and additional relevant context, in what grade levels and subject areas has the school system struggled to recruit prospective teachers? Discuss the challenges associated with hiring for these areas.

- Secondary Mathematics
- Secondary English
- Secondary Science
- Special Education
- Library Media Specialists
- Foreign Language
- Technology Education
- Business Education
- Trades and Industry
- Fine Arts
- Family and Consumer Science

Maryland is an import state for educators, as there are not enough certified educators produced in the institutions of higher education to satisfy the need of all the local education agencies in the state of Maryland. In the past, we have been able to travel to states like Pennsylvania who produced more supply than their demand. However, this is no longer the case. Other states are now struggling as well to produce enough teachers to meet their demand, leading to less exports available for us to hire in Harford County. In Harford County, we are directly impacted by the lack of educators coming from Maryland Institutes of Higher Education. As an example, only 157 teachers hired came to HCPS from a Maryland IHE out of the 281 teachers hired during the 2021-2022 MSDE reporting year.

When we do not have enough certified educators to fulfil our needs, we are having to use creative measures to fill our classroom vacancies. Those include misassigning teachers outside of their field, hiring conditional teachers, and spending much more time, money, and effort to recruit certified teachers that are available.

In order to compete with other local education agencies, we are also having to hire much earlier than in the past. We are hiring students while they are early in their internship year, which does not allow us to fully evaluate their skillset and fit for our students.



Due to this shortage, we have also created several Talent Pathways/Grow Your Own initiatives in an attempt to grow our own future educators. Through the Maryland Leads Grant a talent pathways needs assessment is underway with expected completion in April 2023.

The following artifact links provide information to support the Talent Pathways Project and recruitment efforts.

**Linked Artifacts:**

- [Employment Opportunities](#)
- [Talent Pathways Website](#)
- [Video: Talent Pathways Real Talk](#)
- [2019-2020 Recruitment and Retention Informational Report 2-8-21 complete](#)
- [2020-2021 Recruitment and Retention Informational Report 3-14-22](#)
- [Board Report 2020- 2021 3-14-2022](#)
- [Talent Pathways Update 11.21.2022](#)
- [DRR Email Newsletter - January 2023](#)

### [Blueprint Requirement \(Section 5 of Chapter 36\)](#)

**30. Recruiting and Hiring a Diverse Workforce:** What challenges exist for the LEA in hiring staff that matches the diversity of its student population? Describe the strategies the school system will use to recruit and hire diverse teachers and leaders. How will the school system ensure:

- Recruitment practices intentionally build a pipeline of diverse candidates that represent the demographics of the student population and
- Hiring practices include interview protocols, questions, and performance tasks that reveal candidates' knowledge, strengths, and experience while mitigating and eliminating opportunities for implicit bias?

Note: Utilize and reference the data and information shared in the annual diversity report submitted to AIB and link the report as an artifact.

**Additions from MSDE Feedback:** HCPS has deployed a myriad of strategies to address teacher pipeline needs as well as in response to goals to diversify the demographics of teaching staff. While the district has seen improvement in pipeline generally, diversity remains an area of improvement. Similar to the demographics of districts throughout the country, teachers of color represented only 7-8% of all teachers employed by HCPS between the 18-19 school year and the 22-23 school year. HCPS seeks to leverage the findings of their talent pathways needs assessment to set program and district goals, strengthen strategies, develop responsive implementation plans, and communication strategies to engage the community at large in ongoing progress. The data analysis conducted as a component of the needs assessment will serve as a baseline and foundation for ongoing program evaluation and data-informed decision making to retain existing levels of diversity and future growth in that area. The needs assessment is in final revision stages and will include action items for the Blueprint Elevating educators sub-committee and the Talent Pathways workgroup to accomplish. Additionally, the following are specifically employed to address implicit bias:

- Providing annual training to administrative and instructional leadership staff on best hiring practices to include: structured interviews, use of diverse interview panels, removing implicit bias during the screening, interview and select on process.
- Use of a diverse recruitment team
- Aligning hiring practices and diversity related hiring goals with the HCPS Edu. Equity Plan
- Continuous review of job descriptions to eliminate any remaining implicit bias language



### Challenges include:

- Not enough diverse candidates to fulfill our needs, let alone the state's needs
- We have been most successful hiring diverse candidates as conditional candidates (career changers), who require much more professional development and time on the system to track progress. The conditional process is also very strenuous for those learning the craft of teaching.
- When recruiting diverse candidates, we are in competition with all LEAs who are trying to meet the same goal.

### Protocols: Recruitment Practices

As part of the HCPS equity policy, the school system uses an equity lens in all staff recruiting, hiring, retention, and promotional processes. A comprehensive recruitment plan is in effect to attract diverse and highly qualified teachers to HCPS. The HCPS Equity Policy defines "equity lens" as meaning that for any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups.

The plan focuses efforts among local and regional colleges and universities as well as planned visitation to locations where the pool of candidates further supports attraction to difficult-to-fill positions.

Our outreach this past year has included both in-person and virtual recruitment events reaching national audiences in Maryland, Pennsylvania, South Carolina, Delaware, Virginia, Washington DC, Florida, North Carolina, Ohio, West Virginia, Michigan, Georgia, New York, Texas, and New Jersey. Amongst these events, HCPS participated in events that were sponsored by a Historically Black College/University or a diversity centered event, to include the Diversity and Inclusion Virtual Career Fair hosted by CareerEco Virtual Events, Diversity in Education Recruitment Fair hosted by Diversity in Education, The HBCU NACE Summit, and National Teachers of Color Job Fair.

The COVID-19 pandemic certainly impacted our recruitment efforts this past year. While virtual events allow us to cast a wider outreach net and reach a broader list of states without travel expenses, we have found that attendance was exceptionally low at many of these virtual events. HCPS also hosted several events to speak to our teacher interns and held a Virtual HCPS Expo in which candidates could visit virtual school booths, as well as meet with school administrators and Human Resources team members.

Advertising through targeted websites and social media has continued to be used to attract viable instructional and support candidates for the school system, including those dedicated to promoting diversification in educational professions.

To further support our plan, HCPS created a position to solely support the retention and recruitment of diverse teacher candidates. The Diversity Retention and Recruitment Specialist provides vision and direction for retention initiatives with a particular focus on the retention of teachers of color. In addition, the position collaborates and coordinates with local and online university partners to support teachers of color candidates who are conditionally certified seeking teacher certification through MSDE. This position delivers professional development, provides formal and informal mentoring, and supports the retention of teachers of color. The position collaborates with local businesses and external stakeholders to create and coordinate external partnerships to provide community supports to newly hired candidates. In addition, this position provides supports to the Curriculum Office to support the Teacher Academy of Maryland Magnet program and Educators Rising student groups in all middle and high schools in order to promote the teaching profession, especially with a focus on diverse student populations.

Due to the low number of diverse candidates graduating from traditional teacher preparation programs, HCPS has worked to promote the education profession to career changers through



conditional certification by hosting regional job fairs, as well as virtual events. This strategy has afforded us the opportunity to hire a larger pool of diverse teacher candidates which are supported by Diversity Retention and Recruitment Specialist, our Curriculum, Instruction, and Assessment Office, and our Certification Department.

The HCPS Talent Pathways Project is an innovative employee development campaign and recruitment strategy that will be developed and implemented to aggressively build strong talent pathways for all positions with the organization for future hiring needs. This will include defining, creating, and implementing people programs that focus on talent acquisition and talent development from a variety of sources externally and internally. Our focus is on Grow Your Own (GYO).

As part of this initiative the district will design and launch its own Model school program intended to attract and train young people (and non-traditional staff) for careers in education, while also testing innovative models to increase equitable education outcomes for our students. This effort will be implemented in partnership with public, private, and higher education partners. The Model school will be integrated into the new elementary school and special education school (Harford Academy at Campus Hills) set to open in Fall 2026.

The school system also has in place two GYO programs to increase our diverse candidate pool to include the Teacher Academy of Maryland and the Growing Exceptional Teachers (GETMore) program to advance support professionals into teaching positions. Both programs focus on eliminating barriers and providing supports for interested students and/or employees in our school system who want to become teachers.

Through the Maryland Leads Grant a talent pathways needs assessment is underway with expected completion in April 2023.

### **Protocols: Interview Practices**

HCPS teacher candidates are first screened by a Human Resources team member, Curriculum Supervisor, or a member of the recruitment team. Interviews are either conducted in-person, via Microsoft Teams, or a one-way recorded interview. Once a candidate has been screened and identified as meeting initial eligibility criteria, candidates are then released to school administrators to review and interview if appropriate. While our applicant pool of diverse candidates is low, the initial screening process focuses on expediting diverse candidates to school administrators. The candidate selection process includes several factors to include a review of all candidates to ensure there is diverse representation. However, our candidate pool of diverse candidates is often limited.

Leadership positions are conducted in a panel interview process to include a diverse interview panel. Leadership interviews are often tiered with a multistep interview process starting with a larger panel to identify candidates to move forward before moving into final stages of the selection process that could include an additional interview, demonstration of skill set, presentation, etc.

All participating in an individual interview or panel are provided with training on using a county created screening tool to assess candidates' fit for the position. The screening tools include diversity and equity centered questions to ensure a candidate's ability to serve a diverse population, even though they may not be considered diverse themselves. Members of the recruitment team are also trained on diversity centered recruitment at the beginning of each recruitment season.

Additionally, new screening tools have been created to capture applicable skills of candidates who lack prior instructional experience. This new tool is used for candidates applying for provisional teaching positions and has been designed to document the candidate's professional skill set that may apply to the requirements associated with the position for which they have





applied. This tool allows screeners and supervisors an opportunity to consider candidates previously not considered due to lack of experience thereby increasing our applicant pool.

### Protocols: Selection Practices

The Human Resources team provides an annual report to the Board of Education of Harford County highlighting hiring trends and demographics in comparison to our student population. It has continued to be a goal of the Human Resources team to continue to diversify our staff, as well as educate the hiring managers of this goal and the significance of this goal and its impact to our students.

In HCPS, school-based employees are selected by school administrators once screened by the Human Resources team. School administrators are always working to diversify their staff and while the pool of diverse candidates is limited, it is a priority to interview candidates who would assist in achieving this goal. In an effort to increase diversity on a staff, school administrators have even taken the option to hire a candidate who can receive conditional certification to increase diversity of their staff over a candidate who is not diverse but is fully certified. Leadership position selections are made by recommendation of the panel and selection is made by the hiring manager. All position offers are made by the Human Resources team to ensure an equitable process has been followed in the selection process. All interview notes are collected and archived for future reference should it be required.

In collaboration with various school system stakeholders, the Human Resources team implemented a priority hiring window for identified schools this past year. A variety of data sources were analyzed, and other criterion information was reviewed to determine which schools would be provided access to the priority hiring window in order to address hiring challenges. The established priority hiring window provided our identified schools an opportunity to access the interview and hiring process and available candidates prior to our schools who did not meet this criterion. The schools identified also have a high population of diverse students, which allows the school administrators to seek diverse teachers to fill their vacancies in advance of other schools in the district.

The following artifact links provide information to support HCPS efforts in the recruitment and retention of a high-qualified and diverse workforce.

#### Linked Artifacts:

- [Hiring Practices and Diversity Report June 30, 2022](#)
- [HCPS Blueprint Elevating educators One-pager](#)
- [Talent Pathways Website](#)
- [Video: Talent Pathways Real Talk](#)
- [GET MORE Application 2023](#)
- [So You Want To Be a Teacher PD - April 6, 2021](#)
- [Recruitment Radio Advertisement](#)
- [Recruitment Schedule SY23-24](#)
- [Recruitment Team for 22-23](#)
- [SHINE BRIGHTER with HCPS! Sample Recruitment Tool](#)
- [Board of Education Strategic Plan](#)
- [Video: HCPS Stories Teacher Academy of Maryland](#)
- [TAM Brochure](#)
- [Your Best Life Wellness Series 2022-23](#)
- [2022-23 Virtual Chat & Chew Series](#)
- [Handbook for Conditionally Certified Teachers 22-23](#)
- [HCPS Equity Update Feb 2023](#)
- [DRR Email Newsletter - January 2023](#)
- [Recruit to Hire Leadership Presentation 2-24-23](#)

**31. Evaluation of Recruiting and Hiring Practices:** How will the school system and board of education evaluate its hiring practices and recommend changes to ensure teachers and leaders match the diversity of the student population?

- HCPS stakeholders will review the available data annually in alignment with the required MSDE Annual Staffing report that runs October 16<sup>th</sup> through October 15<sup>th</sup> of any given school year.



- The available data will be analyzed and shared with the Board of Education (BOE) during the Human Resources Staffing and Retention Report that is provided each winter to the BOE.
- The available data will be shared and discussed with the Superintendent's Equity Task Force, Career Ladder Diversity Recruitment and Retention Subgroup, and the Talent Pathways Task Force where a continued conversation on recruitment and retention initiatives related to hiring practices and diversity occurs in an on-going manner.
- On-going training is provided by Human Resources to all HCPS hiring managers to ensure that equitable hiring practices are being implemented with fidelity.
- The HCPS Elevating Educators Blueprint Sub-committee has begun a workgroup dedicated to diversity recruitment and retention.
- While the shortage of a diverse workforce continues, it is a challenge to truly evaluate our hiring practices due to the limited number of available candidates in the current labor market.
- HCPS is committed to recruiting and retaining effective and diverse educators and staff to build a climate of student success and encourage learning experiences for every child in every classroom. This has been our focus for the past several years and will continue to be our focus moving forward.
- Through the Maryland Leads Grant and the Talent Pathways Project, HCPS has conducted a needs assessment that includes information about diversity, recruitment, and retention. This report will be available in April 2023.

The following artifact links provide information to support HCPS framework in the evaluation of recruitment and retention of a high-qualified and diverse workforce.

**Linked Artifacts:**

- [HCPS Committee and Implementation Structure](#)
- [HCPS One-page Blueprint Overview: Elevating Educators](#)
- [HCPS Feedback Analysis - February 2, 2022](#)
- [HCPS Research & Program Evaluation](#)
- [Recruit to Hire Leadership Presentation 2-24-23](#)





## 32. Teacher Diversity Projections

Use the table below to indicate the current and projected total number of students and teachers within the school system, including the percentage by gender and race/ethnicity. If gaps exist between the diversity of the school system's students and teaching staff, develop projections to narrow those gaps. If no gaps exist, set projections to ensure the school system will maintain a diverse teaching corps.

Note: Use the data submitted from the 2022 diversity report submitted to AIB as a resource and linked artifact.

**Demographic Comparison of Teaching Corps to Student Population**

	2021-2022		2022-2023		2023-2024	
	S	T	S	T	S	T
Total (Number)	37,107	3,198	37,849	3,257	37,900	3250
% Female	49.2%	81.6%	48.8%	81.3%	49%	81.11%
% Male	50.8%	18.4%	51.2%	18.7%	51%	18.80%
% Nonbinary	NA	NA	NA	NA	NA	NA
% American Indian/Alaska Native	0.3%	0.1%	0.3%	0.1%	0.30%	0.20%
% Asian	3.5%	0.8%	3.6%	0.8%	4%	0.90%
% Black/African American	20.6%	4.5%	21.3%	4.5%	21.50%	5.00%
% Hispanic/Latino	8.1%	1.7%	8.8%	1.8%	9%	2.00%
% Native Hawaiian/Pacific Islander	0.2%	0.0%	0.2%	0%	0.20%	0.10%
% Two or More	6.7%	0.9%	6.5%	1.0%	6.60%	1.00%
% White	60.5%	91.9%	59.4%	91.8%	58.40%	90.80%

S = Student Population, T = Teacher Population

**Linked Artifacts:** [Hiring Practices and Diversity Report June 30, 2022](#)

## Pillar 2, Objective 2: Increase rigor of teacher preparation programs and licensure requirement

### 2.2.2: Revise teacher prep programs to meet new requirements

#### 33. Partnerships with Institutions of Higher Education and Educator Preparation

**Programs:** How do you intend to partner with institutions of higher education and educator preparation program(s) to increase the number of candidates in the subject areas and/or grade bands previously identified? How will the school system collaborate with institutions of higher education and educator preparation programs to ensure:



- Students recruited into teaching programs obtain certifications in the subjects and grade levels the school system needs and
- Standards and practices students are taught in teaching programs align with the standards and practices they will be responsible for implementing as teachers in the LEA's classrooms?

**Additions from MSDE Feedback:** Harford County Schools has a unique challenge because, with the exception of the Towson satellite campus (TUNE Center) at Harford Community College, there are no brick-and-mortar four-year institutions of higher education within the borders of the district. This means that many of the teacher candidates that are from Harford County pursue college programs outside of the district and, often, stay in those districts to pursue teaching. However, the district is already coordinating with over 30 institutions of higher education to include 100% virtual programs, hybrid programs, in-state and out-of-state institutions, HBCUs and large comprehensive college campuses to provide a wide diversity of offerings to satisfy the needs of the growing number of conditional teachers (currently serving over 150 this year in the hardest to fill subject areas/grade levels) and teachers pursuing their Master's degrees. The district, through its teacher pathways work, has determined that refining its process and providing more support to IHEs to respond to HCPS RFQs to facilitate higher numbers of teacher candidates in general is the first step to improve. In addition, the district has identified that in order to begin diversifying its teacher population and target specific areas of need for the district (i.e., teachers serving moderate to severely disabled students), it has to begin to look for and leverage strategic partnerships with IHEs that will work collaboratively with HCPS to create cohorts of teacher candidates for high need areas (subject, grade level, and diverse and underrepresented groups). The district's pathways work group is in the process of evaluating each partnership to assess the capacity to support in each of these areas and will begin to engage more intentionally with existing partners to facilitate the recruitment, selection, training, and induction of candidates to meet the highest need areas in the district as well as grow the representative diversity of candidates and teachers in HCPS.

Through partnership with our community college and satellite Towson University campus, Towson University in Northeastern Maryland (TUNE), HCPS is growing its TAM+ program to recruit current students into the education field and remove barriers to help them achieve certification. The TUNE campus houses dual special education certification programs, filling a significant need in our system. Through these close partnerships, HCPS is able to influence the content within the teacher prep program to ensure alignment with current standards and teaching practices.

Current TAM seniors were surveyed in January 2023 about their interest in pursuing teaching, with half of the respondents feeling strongly that they will pursue a teacher preparation program.

1. I am considering entering a teacher/education preparation program in the near future.

[More Details](#)

● Definitely	13
● Highly Likely	2
● Still on the fence	6
● NO	7



In addition, our Supervisor of Teacher Preparation sits on the PDS Council at Towson University. The purpose of this group is to align practices between the University's teacher prep programs/expectations and the current needs and trends of the local school systems. It also



ensures we are both striving to meet the goals and expectations of Maryland's Blueprint Legislation.

As part of the HCPS Talent Pathways project initiative, the district will design and launch its own Model school program intended to attract and train young people (and non-traditional staff) for careers in education, while also testing innovative models to increase equitable education outcomes for our students. This effort will be implemented in partnership with public, private, and higher education partners. The Model school will be integrated into the new elementary school and special education school (Harford Academy at Campus Hills) set to open in Fall 2026.

The Talent Pathways project initiative is also researching ways to market career paths within HCPS outside of teaching (i.e. accounting, electricians, facilities, etc.) to our high school students who may select specialized program offerings and internships as they pursue their education. Through the Maryland Leads Grant a talent pathways needs assessment is underway with expected completion in April 2023. (Refer to #36)

The following artifact links provide information to support HCPS partnerships, Talent Pathways Project, and Model school development.

**Linked Artifacts:**

- [IHE Partnerships](#)
- [PDS Council Meeting](#)
- [HCPS JHU Letter of Intent MAAPP 1-27-23](#)
- [Talent Pathways Website](#)
- [MD Leads Grant MOU RTI - NBC Support & GYO](#)
- [MD Leads Grant Application Narrative 041222](#)
- [MD Leads Grant LEA Notification Letter Harford](#)
- [MD Leads Grant MOU ILO GYO](#)
- [MD Leads Grant MOU ILO GYO 2](#)
- [Video: HCPS Stories Teacher Academy of Maryland](#)
- [TAM Brochure](#)
- [Model school BOE Presentation](#)
- [Harford Academy at Campus Hills - Feasibility Study](#)
- [HCPSModelSchoolPresentation 12.19.2022](#)
- [Model school Design 2022](#)

### [Blueprint Requirement \(MD Code, Educ §6–120\)](#)

**34. Diverse Learning Environments for Observations and Practica:** Discuss the LEA's process for identifying schools with diverse populations and supportive school environments for teacher candidates to complete observations and practica. Include a description of the characteristics of a supportive school environment and the criteria the school system uses to identify a school as having a diverse student population.

Schools with diverse populations are identified by State and Federal criteria, such as Title I Schools, Priority Schools, and Low Performing Schools. In addition, schools with a higher percentage of a specific student group (i.e., EL, special education) may also be considered based on the goals and/or requirements of the teacher prep certification program.

We strive to place all interns at schools that have supportive school environments. We currently have Professional Development School partnerships with Towson University (10 schools across elementary, middle, and high) and Notre Dame of Maryland University (elementary school). The PDS schools have accepted a commitment to providing a positive, enriching experience that welcomes interns into the school community and provides supports to be successful. Additional schools are identified by school climate survey data, discussions with the Executive Directors of Education Services, and the principal's commitment to the programs. The specific characteristics include: a welcoming environment, respect between and among staff and administrators, intentional focus on high quality instruction, a blend of new and experienced staff, additional support roles (i.e., literacy coach, math specialist), and the administrator's commitment to





supporting interns (i.e. observing, providing feedback, including in school-based professional development).

At the launch of the Harford Academy at Campus Hills Model school in 2026, all teacher candidates will have a placement for a portion of their internships at this school, as the intent of the school is to create a supportive, dynamic, and innovative space for teacher candidates to experience special education, elementary education, and early childhood education.

The following artifact links provide information to support HCPS diverse school environments, unique school designations, Talent Pathways Project, and Model school development.

**Linked Artifacts:**

- [Unique School Designations \(Including Blueprint Low-performing Schools\)](#)
- [PDS Council Meeting](#)
- [Model school BOE Presentation](#)
- [Harford Academy at Campus Hills - Feasibility Study](#)
- [HCPSModelSchoolPresentation\\_12.19.2022](#)
- [Model school Design\\_2022](#)
- [Talent Pathways Website](#)
- [MD Leads Grant MOU RTI - NBC Support & GYO](#)
- [MD Leads Grant Application Narrative\\_041222](#)
- [MD Leads Grant LEA Notification Letter Harford](#)

**35. Mentor Teacher Assignments for Observations and Practica:** Describe how teacher candidates will be assigned highly effective teacher mentors to supervise them during their observations and practica. Discuss the selection process for teacher mentors, including the data sources for classifying teachers as highly effective, the process for matching teacher mentors to teaching candidates, and how the school system supports teacher mentors in effective mentor practices.

Teacher Mentor selection process:

- University makes a request with specific criteria for the placement.
- Supervisor of Teacher Preparation (STP) reaches out to content supervisors, if applicable, for recommendations of mentors. Criteria include: effective and highly effective evaluations, willingness to serve, ability to communicate and provide feedback, desire to give back to the profession, National Board Certification, etc. A Highly Effective Evaluation is a distinguished and challenging attainment level and thus, we do not have the number of teacher mentors with consistent HE evaluations to accommodate our number of interns, especially when the additional requirement of the school selection is also of utmost importance. This being said, principals (evaluators) are a core member of the selection process and only recommend those who are strongly and consistently Effective. Note, this level of teacher would have HE ratings on components of the observation reports, even if these doesn't fully translate to an overall evaluation rating.
- Once recommendations are made, the STP reaches out to principals to verify if they would also support this teacher to take on a mentoring role.
- Once a list of high-quality mentors is confirmed, the STP reaches out to the teacher mentor to ask if s/he is interested in accepting this responsibility.
- The STP, University Supervisor, and Principals work together to determine the best match for mentors with candidates, as appropriate. This may be based on personality, level of experience, strength of the candidate, etc.

Supports for Teacher Mentors:

- Universities provide mentor training to support interns within their programs.
- HCPS provides access to a mentor orientation online module that supports teacher mentors.
- Mentors complete a daily log of activities and an overall reflection at the end of the experience. This information is reviewed by the STP for the purpose of determining the strength of the mentor teacher and our intern experience. It also awards MSDE credit to our mentor teachers as an incentive to serve.



- New this year, the STP will be coordinating training sessions for teacher mentors on important peer leadership skills, such as working with adult learners, providing meaningful feedback, understanding the evaluation rubric, holding courageous conversations, etc.

The following artifact links provide information to support mentor teachers.

**Linked Artifacts:**

- [Mentor Reflection](#)
- [Mentor Training](#)
- [Towson University PDS Sites](#)
- [Unique School Designation](#)

## 2.2.6: Develop and implement pathways for paraprofessionals to become certified teachers

- 36. Grow Your Own and Alternative Preparation Programs:** What types of programs or initiatives does the school system currently have or plan to launch to leverage Grow Your Own strategies and Alternative Preparation Programs to expand the teacher pipeline? Discuss each of the individual groups below.

### High School Students

HCPS has launched a Talent Pathways Project, which is an innovative employee development campaign and recruitment strategy that is being developed and implemented to aggressively build strong talent pathways for all positions with the organization for future hiring needs. HCPS has committed five million dollars over five years and hired a project manager to spearhead this effort. The project includes defining, creating, and implementing people programs that focus on talent acquisition and talent development from a variety of sources externally and internally. Our focus is on GYO and **includes pathways for high school students.** HCPS high school students interested in a career in education may choose to enroll in our TAM program. The TAM program offers students interested in the education profession an MSDE CTE program in the education pathway of the health and human services career cluster. This program is for students who are college bound. Students completing all four courses in the sequence will be eligible for college credits. This course focuses on the profession of teaching - its history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical, and social perspectives of American education, including trends and issues. This culminating course provides the students with first-hand knowledge of the classroom from the teacher's perspective. Students have field experience in a classroom relating to their area of interest where they will work with a master teacher in various capacities.

Current TAM seniors were surveyed in January 2023 about their interest in pursuing teaching, with half of the respondents feeling strongly that they will pursue a teacher preparation program.

1. I am considering entering a teacher/education preparation program in the near future.

[More Details](#)

Definitely	13
Highly Likely	2
Still on the fence	6
NO	7





HCPS's Growing Exceptional Teachers (GET) Program provides scholarships to graduating seniors planning to attend college and attain their teacher certification in a critical shortage area and ultimately return to work as a teacher in Harford County. This program started in 2017 and funding has recently depleted for new candidates.

Several members of the Talent Pathways workgroup are participating in the Next Education Workforce Summit focused on team-based school staffing models that: 1) provide all students with deeper and personalized learning by building teams of educators with distributed expertise and 2) empower educators by developing better ways to enter the profession, specialize and advance. Learnings from this summit will be used to inform the training model pilot in fall 2024 at Roye-Williams Elementary School.

As part of the Talent Pathways needs assessment, funded through the Maryland Leads Grant, HCPS is developing a long-term strategy to leverage current resources and partnerships, identify needed resources and partnerships, and align all Talent Pathways efforts with common vision and goals. The needs assessment report will be complete in April 2023. The following artifact links provide information to support the HCPS Talent Pathways Project, TAM program, and Model school development.

**Linked Artifacts:**

- [Talent Pathways Website](#)
- [Talent Pathways Project Manager Job Description](#)
- [MD Leads Grant MOU RTI - NBC Support & GYO](#)
- [MD Leads Grant Application Narrative\\_041222](#)
- [MD Leads Grant LEA Notification Letter Harford](#)
- [MD Leads Grant MOU ILO GYO](#)
- [MD Leads Grant MOU ILO GYO 2](#)
- [Video: HCPS Stories Teacher Academy of Maryland](#)
- [TAM Brochure](#)

### LEA Employees without Degrees (e.g., teaching assistants, support personnel, etc.)

HCPS has launched a Talent Pathways Project, which is an innovative employee development campaign and recruitment strategy that is being developed and implemented to aggressively build strong talent pathways for all positions with the organization for future hiring needs. HCPS has committed five million dollars over five years and hired a project manager to spearhead this effort. The project includes defining, creating, and implementing people programs that focus on talent acquisition and talent development from a variety of sources externally and internally. Our focus is on GYO and **includes pathways for current HCPS employees without degrees.**

Funded through the Maryland Leads Grant, HCPS has hired a Career Change Specialist to guide all HCPS professionals seeking to elevate their qualifications for a new role in the organization. Also, through Maryland Leads, the Talent Pathways needs assessment (available April 2023) is developing a long-term strategy to leverage current resources and partnerships, identify needed resources and partnerships, and align all the offices working on all Talent Pathways efforts with common visions and goals.

To support current employees without degrees, HCPS has consistently expanded and honed a GETMore Program to target current paraprofessionals who want to become a teacher. Benefits of this program include tuition reimbursement and paid leave for student teaching. HCPS strives to encourage and promote people by developing their skill set to be able to explore and elevate their capacity.

The following artifact links provide information to support the HCPS Talent Pathways Project, Career Counseling for Employees, and resources for employees seeking to become a teacher.

**Linked Artifacts:**

- [Talent Pathways Website](#)
- [Talent Pathways Project Manager Job Description](#)
- [MD Leads Grant MOU ILO GYO](#)
- [MD Leads Grant MOU ILO GYO 2](#)
- [Career Counseling Specialist - Job Description](#)
- [GET MORE Application 2023](#)



- [MD Leads Grant MOU RTI - NBC Support & GYO](#)
- [MD Leads Grant Application Narrative 041222](#)
- [MD Leads Grant LEA Notification Letter Harford](#)
- [So You Want To Be a Teacher PD - April 6, 2021](#)
- [Career Counseling 411 Advertisement](#)

### Individuals with Degrees in Other Fields (e.g., career changers)

HCPS has launched a Talent Pathways Project, which is an innovative employee development campaign and recruitment strategy that is being developed and implemented to aggressively build strong talent pathways for all positions with the organization for future hiring needs. HCPS has committed five million dollars over five years and hired a project manager to spearhead this effort. The project includes defining, creating, and implementing people programs that focus on talent acquisition and talent development from a variety of sources externally and internally. Our focus is on GYO and **includes pathways for individuals with degrees in other fields.**

The Office of Certification and our Career Change Specialist meet with each conditionally certificated teacher to plan a pathway for achieving certification and monitor their progress until completion.

HCPS values and looks for innovative ways to partner with institutions of higher education. And we know that not all individuals who find their way to the classroom take the traditional route by obtaining a degree in education. HCPS looks to launch in the Fall of 2023 a program with Johns Hopkins University that will allow career changers to obtain their master's degree free of charge with the commitment to teach at HCPS for a minimum of four years. In addition, HCPS provides internal career counseling to all career changers to help them navigate successfully.

As part of the Talent Pathways needs assessment, funded through the Maryland Leads Grant, HCPS is developing a long-term strategy to leverage current resources and partnerships, identify needed resources and partnerships, and align all Talent Pathways efforts with common vision and goals. The needs assessment report will be available in April 2023. The following artifact links provide information to support the HCPS Talent Pathways Project, Career Counseling for Employees, supports for conditional teachers, diversity recruitment and retention, and resources for employees seeking to become a teacher.

#### Linked Artifacts:

- [Talent Pathways Website](#)
- [Talent Pathways Project Manager Job Description](#)
- [MD Leads Grant MOU RTI - NBC Support & GYO](#)
- [MD Leads Grant Application Narrative 041222](#)
- [MD Leads Grant LEA Notification Letter Harford](#)
- [MD Leads Grant MOU ILO GYO](#)
- [MD Leads Grant MOU ILO GYO 2](#)
- [Career Counseling Specialist - Job Description](#)
- [Graduate Course Direct Payment Form - Conditional Teachers](#)
- [Your Best Life Wellness Series 2022-23](#)
- [2022-23 Virtual Chat & Chew Series](#)
- [Handbook for Conditionally Certified Teachers 22-23](#)
- [HCPS Equity Update Feb 2023](#)
- [DRR Email Newsletter - January 2023](#)
- [Sample Conditional Meeting Follow-up](#)
- [GET MORE Application 2023](#)
- [So You Want To Be a Teacher PD - April 6, 2021](#)
- [HCPS JHU Letter of Intent MAAPP 1-27-23](#)
- [Recruitment Radio Advertisement](#)
- [Recruitment Schedule SY23-24](#)
- [Recruitment Team for 22-23](#)
- [Video: HCPS Stories Teacher Academy of Maryland](#)
- [TAM Brochure](#)

### Diverse Teacher Candidates (e.g., gender, race, hard-to-fill areas such as multilingual teachers)

HCPS has launched a Talent Pathways Project, which is an innovative employee development campaign and recruitment strategy that is being developed and implemented to aggressively build strong talent pathways for all positions with the organization for future hiring needs. HCPS has committed five million dollars over five years and hired a project manager to spearhead this effort. The project includes defining, creating, and implementing people programs that focus on



talent acquisition and talent development from a variety of sources externally and internally. Our focus is on GYO and **includes goals of improving diversity of teacher candidates.**

HCPS is exploring partnerships with Historically Black Colleges and Universities (HBCU's) to help diversify teacher candidates thereby increasing the number of teachers of color to mirror the population growth in our school district of African Americans, Hispanic, and Asians. The Talent Pathways needs assessment (available in April 2023) has a particular focus on ways to recruit and retain diverse teachers since that is an area where our district can greatly improve.

Additionally, a comprehensive recruitment plan is in effect to attract diverse and highly qualified teachers to HCPS. The plan focuses efforts among local and regional colleges and universities as well as planned visitation to locations where the pool of candidates further supports attraction to difficult-to-fill positions. HCPS is currently engaged in partnerships with area HBCUs to participate in specialized campus events designed to highlight the merits and opportunities available in a career in education to education and non-education majors. These specialized events focus on recruitment and professional mentoring for potential candidates.

Our outreach this past year has included both in-person and virtual recruitment events reaching national audiences in Maryland, Pennsylvania, South Carolina, Delaware, Virginia, Washington, D.C., Florida, North Carolina, Ohio, West Virginia, Michigan, Georgia, New York, Texas, and New Jersey. Amongst these events, HCPS participated in events that were sponsored by a HBCU or a diversity centered event, to include the Diversity and Inclusion Virtual Career Fair hosted by CareerEco Virtual Events, Diversity in Education Recruitment Fair hosted by Diversity in Education, The HBCU NACE Summit, and National Teachers of Color Job Fair.

As part of the Talent Pathways needs assessment, funded through the Maryland Leads Grant, HCPS is developing a long-term strategy to leverage current resources and partnerships, identify needed resources and partnerships, and align all Talent Pathways efforts with common vision and goals.

**Additions from MSDE Feedback:** Harford County Public Schools entire grow your own plan is predicated on goals to raise teacher diversity to the match the demographics of the HCPS student population. Work with the Teacher Pathways strategy, and in particular with the “lab school” project (now called a model teacher preparation program) is designed to engage Harford County high school students in exploration activities of the teaching profession and progress to participating in student instruction through tutoring, small group instruction, and where possible more significant experiences through structured internships during their junior and senior years. The TAM/TAM+ (early college model), and high school programs are intentionally recruiting representatively diverse students from Harford County’s high school student population taking special care to ensure that students have multiple pathways to begin exploring and receive supports to pursue education early in their high school career (through TAM/TAM+) and for those who have other diverse interests and want to explore education while continuing on other paths they choose (such as cultural arts, advanced coursework, specific extracurricular programs at their home schools which may not offer TAM/TAM+). Both of these approaches enable the district to cast a wider net to secure more representative diversity in the students participating in any given path. Goals include annual targets to improve the representative diversity of students in these programs who are completing and moving on to post-secondary programs to pursue education.

Pathways to the profession for Harford’s own high school students as well as local college students will be organized in ways (i.e., using cohorts of students) to create community around our potential educators and provide support using affinity groups for social and educational support through their exploration and path to teach in Harford County. Finally, the district is exploring and working to secure additional financial supports to keep Harford’s students in Harford County through their educational progression from high school to college through targeted summer programs to provide financial support facilitating their ability to continue their connection to the district and to communicate the value the district places in their training and





development. HCPS is working to design opportunities for college students, in cohorts supported by Harford County/IHE partner agreements, to have access to part-time or full-time work with the system coupled with flexible coursework schedules and authentic teaching experiences that align with their work opportunities to achieve degree requirements and financial security. These strategies are being pursued to support the most underrepresented groups in our district's teaching force so that financial barriers are removed freeing them to pursue the path to become educators in their home communities. Again, long-term goals to ensure that student cohorts reflect the representative diversity of the district have annual targets and reporting of results to facilitate continuous improvement.

The following artifact links provide information to support the HCPS Talent Pathways Project, Career Counseling for Employees, and resources for employees seeking to become a teacher.

**Linked Artifacts:**

- [Talent Pathways Website](#)
- [Talent Pathways Project Manager Job Description](#)
- [MD Leads Grant MOU RTI - NBC Support & GYO](#)
- [MD Leads Grant Application Narrative\\_041222](#)
- [MD Leads Grant LEA Notification Letter Harford](#)
- [MD Leads Grant MOU ILO GYO](#)
- [MD Leads Grant MOU ILO GYO 2](#)
- [GET MORE Application 2023](#)
- [So You Want To Be a Teacher PD - April 6, 2021](#)
- [Recruitment Radio Advertisement](#)
- [Recruitment Schedule SY23-24](#)
- [Recruitment Team for 22-23](#)
- [Recruit to Hire Leadership Presentation 2-24-23](#)

## Pillar 2, Objective 3: Establish new statewide educator career ladder and professional development system

Note: When developing plans in this section, LEAs should consider requirements related to collective bargaining.

### 2.4.1: LEAs and MSDE shall implement a new program to support and encourage teachers to obtain and maintain NBC, particularly teachers from historically underrepresented populations

Note: The NBC data requested in this section is for reporting purposes and to allow MSDE and AIB to track Blueprint implementation progress related to NBC areas of the career ladder. These data may not tie to or reflect final counts used in career ladder State Aid calculations. LEAs will continue to work with MSDE for annual NBC data submissions specifically for the purposes of State aid calculations.

**Blueprint Requirement (MD Code, Educ §6–1008)**

**37. Local National Board Coordinator:** Identify the name and contact information of the individual(s) serving as the school system's Local National Board Coordinator.

Name	Position	Responsibilities
Rebecca Spencer	Supervisor of Teacher Preparation & Professional Development	<ul style="list-style-type: none"> <li>• National Board Certification Process</li> <li>• University Partnerships – Teacher Preparation/Placements</li> <li>• New Teacher Induction Program</li> <li>• Supervision of Instructional Coaches to support teachers</li> <li>• Oversight of HCPS System-level Professional Development</li> </ul>

**Linked Artifacts:** [Supervisor - Teacher Preparation and Professional Development Job Description](#)



### Blueprint Requirement (MD Code, Educ §6–1008)

**38. National Board Certification Program:** Describe how the school system's NBC Coordinator will develop and implement a program that encourages and supports candidates pursuing National Board Certification. Discuss both virtual and in-person opportunities and how the school system will train and support National Board Facilitators as well as National Board Candidates.

The NBC Support Program has evolved over the years to include its current offerings for both new candidates and Maintenance of Certification (MOC) renewals:

- In-person and virtual monthly support sessions for candidates pursuing NBC
- Canvas online modules and discussion board
- Feedback on entries from qualified NBCT readers
- Ongoing Q&A support
- FAQ documents for before/during/after the process
- Communication between HCPS, National Board Certification for Professional Teaching Standards (NBPTS), and MSDE for candidate coordination

A curriculum with key topics has been developed for the NBC support sessions. Experienced NBC Support Teachers provide training to new NBC Facilitators, which includes facilitating the candidate support sessions and reading candidate entries to provide meaningful feedback. Both of these trainings emphasize the NBPTS ethical standards for practice. Most importantly, the support program understands the demanding rigor of the program and provides encouragement and emotional support throughout the process from NBCTs who have experienced it.

We are currently working with the RTI Consulting Firm, paid for through the Maryland Leads Grant, to assist us in creating a robust, sustainable program as we exponentially expand our number of candidates pursuing national board certification. We meet frequently with a variety of stakeholders in order to develop valuable and attainable goals for the program. These goals focus on recruiting and offering thorough training for NBCT support providers, providing face-to-face and virtual options for candidates to engage with experienced NBCTs, receiving feedback on entries from NBCTs and peer candidates, having clear communication systems for asking questions and receiving timely responses, tracking/monitoring the administrative tasks related to the process, increasing support cohorts at the school level with administrators and current NBCTs, and marketing the process to entice new candidates to pursue.

The following artifact links provide information to support the HCPS NBC support initiatives.

**Linked Artifacts:**

- [MD Leads Grant MOU RTI - NBC Support & GYO](#)
- [MD Leads Grant Application Narrative 041222](#)
- [MD Leads Grant LEA Notification Letter Harford](#)
- [HCPS Video: Supporting National Board Certification](#)
- [HCPS Career Ladder/NBCT Frequently Asked Questions](#)
- [NBC Canvas Support Module Snapshot](#)
- [NBC Support Kick Off](#)
- [RTI Agenda Notes 12-16-22](#)
- [RTI Project Feedback](#)
- [Unique School Designations \(Including Blueprint Low-performing Schools\)](#)
- [HCPS Blueprint Elevating educators One-pager](#)
- [NBC as a Professional Development Tool Feb 2023](#)

**39. Recruiting from the Existing Teaching Corps:** Describe how the school system will encourage and incentivize current teachers to pursue National Board Certification, including teachers from groups historically underrepresented in the teaching profession.

The following strategies are being or will be employed:



- Maintain a strong partnership with NBPTS and MSDE to ensure clear and timely communication and problem-solving as well access to this resource.
- Explore and access the free resources provided by NBPTS including virtual introductory courses for facilitators, a Cohort Planning Toolkit, regular webinars, and examples of best practices.
- Refine our NBC support program to ensure a robust and sustainable model based on the needs expressed by current and past candidates. (See #38 above)
- Provide professional development to school-based administrators on the value of their teachers pursuing NBC as well as ways to create school-based cohorts and systems of support to augment the systemwide support program.
- Visit schools during already scheduled staff meetings to share information about the NBC process, answer questions, and encourage applications. This will put the information directly in front of teachers who may otherwise choose not to attend/engage in informational sessions.
- Market through the weekly systemwide staff newsletter, providing information about the process, how to apply, and optional virtual information workshops offered outside of the duty day.
- Ensure promotional materials represent diversity and utilize a variety of methods to reach large audiences (social media, systemwide staff newsletters, and website)
- Offer the scholarship to applicants who meet the criteria, which is funded jointly by MSDE/HCPS.
- Provide the \$10,000 stipend to all NBCTs in the system (not just those classified in MSDE's definition of teacher) and an additional \$7,000 to those teaching in an identified Blueprint Career Ladder Low Performing School. These stipends will remain in place until negotiations occur for the Career Ladder.
- As part of our work with RTI through the Maryland Leads Grant, we are discussing additional ways to recruit a more diversified candidate group, including eliciting feedback from teachers choosing not to pursue. This will help us identify and, hopefully, overcome barriers to the process.

The following artifact links provide information to support the HCPS NBC support and recruitment initiatives.

**Linked Artifacts:**

- [Admin Presentation](#)
- [FAQs for NBCs](#)
- [NBC Recruitment](#)
- [NBC Recruitment Presentation](#)
- [Why Certify](#)
- [HCPS Video: Supporting National Board Certification](#)
- [HCPS Career Ladder/NBCT Frequently Asked Questions](#)
- [Unique School Designations \(Including Blueprint Low-performing Schools\)](#)
- [HCPS Blueprint Elevating educators One-pager](#)
- [MD Leads Grant MOU RTI - NBC Support & GYO](#)
- [MD Leads Grant Application Narrative 041222](#)
- [MD Leads Grant LEA Notification Letter Harford](#)
- [HCPS JHU Letter of Intent MAAPP 1-27-23](#)
- [NBC as a Professional Development Tool Feb 2023](#)

#### **40. Recruiting Teachers to the School System:** What strategies will the school system utilize to recruit experienced teachers with National Board Certification to the school system?

In the past, we did not have any additional salary related incentives to entice NBC Teachers to our school system. With the additional salary increase already implemented and with the Career Ladder implementation, we will market these incentives throughout our recruitment practices. Capitalizing on Maryland's close proximity to neighboring states such as Delaware and Pennsylvania, affords HCPS the opportunity to focus our recruitment efforts on National Board-Certified Teachers (NBCT) from neighboring states. Recruiters attending events in neighboring states, will be deliberate in sharing information on the additional funding afforded for NBC teachers in Maryland as a recruitment strategy for Harford County Public Schools.



The following artifact links provide information to support the HCPS recruitment initiatives.

**Linked Artifacts:**

- [Recruitment Radio Advertisement](#)
- [Recruitment Schedule SY23-24](#)
- [Recruitment Team for 22-23](#)
- [SHINE BRIGHTER with HCPS! Sample Recruitment Tool](#)
- [HCPS Benefits](#)
- [Employment Opportunities](#)
- [Unique School Designations \(Including Blueprint Low-performing Schools\)](#)
- [HCPS Career Ladder/NBCT Frequently Asked Questions](#)
- [HCPS Blueprint Elevating educators One-pager](#)
- Video: [Supporting National Board Certification - November 2022](#)
- [MD Leads Grant MOU RTI - NBC Support & GYO](#)
- [MD Leads Grant Application Narrative 041222](#)
- [MD Leads Grant LEA Notification Letter Harford](#)
- [Recruit to Hire Leadership Presentation 2-24-23](#)



## 41. National Board Certified Teacher Projections

Use the tables below to indicate the current and projected National Board Certified teachers in the school system. Use the open response field below to describe how the school system will increase the number of NBCT in the future, including among historically underrepresented groups. Teachers holding multiple certifications or teaching multiple grades may be counted more than once.

Currently, most of our NBC Teachers are white females. To increase the number of underrepresented groups pursuing NBCT, HCPS must be proactive in its efforts to recruit males and teachers of color in the program. A campaign to promote awareness of the NBCT benefits and incentives is needed, with a focus on teachers in low performing schools and schools with a more diverse teacher population. School administrators, when meeting with underrepresented teachers, should develop a plan for growth with an emphasis on NBCT as a means for advancement. Historically, to maintain certification, teachers were advised that they must obtain a master's degree within ten years of employment but since the NBCT and 12 graduate credits is a route to maintaining certification, this should be emphasized. Since NBCT is a rigorous process, a support team is needed that consists of those who have already gone through the process. This would be an extension of the program that already exists. Offering an incentive or stipend for teachers to serve in this role would increase the number of participants, because having support within the same building would increase collaboration. The following artifact links provide information to support the HCPS NBC support and recruitment initiatives.

**Linked Artifacts:**

- [MD Leads Grant MOU RTI - NBC Support & GYO](#)
- [MD Leads Grant Application Narrative 041222](#)
- [MD Leads Grant LEA Notification Letter Harford](#)
- [HCPS Video: Supporting National Board Certification](#)
- [HCPS Career Ladder/NBCT Frequently Asked Questions](#)
- [Unique School Designations \(Including Blueprint Low-performing Schools\)](#)
- [HCPS Blueprint Elevating educators One-pager](#)
- [Recruitment Radio Advertisement](#)
- [Recruitment Schedule SY23-24](#)
- [Recruitment Team for 22-23](#)
- [SHINE BRIGHTER with HCPS! Sample Recruitment Tool](#)
- [NBC as a Professional Development Tool Feb 2023](#)



**Table 1: National Board Certified Teachers by Certification Area**

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	2089	-	2151	-	2124	-
Art, Early and Middle Childhood	0	0	1	.05	1	.05
Art, Early Adolescence through Young Adulthood	0	0	0	0	2	.09
Career and Technical Education	4	.19	4	.19	8	.38
English Language Arts, Early Adolescence	6	.29	6	.28	13	.61
English Language Arts, Adolescence and Young Adulthood	15	.72	15	.70	22	1
English as a New Language, Early and Middle Childhood	0	0	0	0	0	0
English as a New Language, Early Adolescence through Young Adulthood	0	0	0	0	0	0
Exceptional Needs Specialist	3	.14	5	.23	16	.75
Generalist, Early Childhood	5	.24	6	.28	10	.47
Generalist, Middle Childhood	5	.24	4	.19	16	.75
Health Education	2	.10	2	.09	4	.19
Library Media**	0	0	1	.05	4	.19
Literacy: Reading-Language Arts	15	.72	16	.74	20	.94
Mathematics, Early Adolescence	3	.14	5	.23	9	.42
Mathematics, Adolescence and Young Adulthood	5	.24	5	.23	9	.42
Music, Early and Middle Childhood	6	.29	7	.33	10	.47
Music, Early Adolescence through Young Adulthood	1	.05	1	.05	4	.19
Physical Education, Early and Middle Childhood	1	.05	1	.05	2	.09
Physical Education, Early Adolescence through Young Adulthood	3	.14	3	.14	3	.14
School Counseling**	1	.05	1	.05	2	.09
Science, Early Adolescence	5	.24	6	.28	7	.33
Science, Adolescence and Young Adulthood	10	.48	8	.37	13	.61
Social Studies-History, Early Adolescence	0	0	0	0	3	.14
Social Studies-History, Adolescence and Young Adulthood	10	.48	11	.51	13	.61
World Languages	1	.05	1	.05	4	.19

\*This is the number of all Pre-K-12 teachers eligible to apply for National Board Certification, including those teachers already NBCT.

\*\*May be applicable to staff at the elementary level







## 41. National Board Certified Teacher Projections

**Table 2: National Board Certified Teachers by Grade Level**

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	2089	-	2151	-	2124	-
Pre-K	2	.10	3	.14	3	.14
Kindergarten	6	.29	6	.28	6	.28
1	2	.10	2	.09	4	.19
2	5	.24	5	.23	7	.33
3	5	.24	5	.23	7	.33
4	8	.38	7	.33	14	.66
5	9	.43	8	.37	10	.47
6	6	.29	6	.28	29	1.4
7	9	.43	8	.37	31	1.5
8	7	.34	6	.28	31	1.5
9	27	1.3	29	1.3	59	2.8
10	34	1.6	36	1.7	68	3.2
11	36	1.7	38	1.8	71	3.3
12	38	1.8	40	1.9	70	3.3

\*This is the number of all Pre-K-12 teachers eligible to apply for NBC from across the school system, including those teachers already NBCT.

**Table 3: Demographic Comparison of National Board Certified Teachers to Student Population**

	2021-2022		2022-2023		2023-2024	
	S	NBCT	S	NBCT	S	NBCT
Total (Number)	37,107	102	37,849	109	37,900	195
% Female	49.2	91.2	48.8	91.7	49%	92.3
% Male	50.8	8.8	51.2	8.3	51%	7.7
% Nonbinary	NA	NA	NA	NA	NA	NA
% American Indian/Alaska Native	.3	0	.3	0	0.3%	.5
% Asian	3.5	0	3.6	0	4%	.5
% Black/African American	20.6	.98	21.3	.92	21.5%	1
% Hispanic/Latino	8.1	0	8.8	0	9%	0
% Native Hawaiian/Pacific Islander	.2	0	.2	0	0.2%	0
% Two or More	6.7	0	6.5	0	6.6%	0
% White	60.5	99	59.4	99.1	58.4%	97.4

S = Student Population, NBCT = National Board Certified Teacher



**42. Supporting National Board Certified Teacher Candidates:** Identify the barriers that may discourage or prevent teachers from pursuing a National Board Certification and describe how the school system intends to overcome these barriers, including plans for progress monitoring to ensure teachers earn their certifications.

*Examples may include:*

- *Creating a cohort experience with structured support for teachers throughout the certification process*
- *Assigning NBCT candidates peer mentors who have gone through the same process and obtained their National Board Certification*
- *Developing a model for school leaders, ensuring NBCT candidates have resources and support from their school leaders and communities*

The barriers to pursuing NBC include the following:

- Lack of understanding of the process or the supports that are in place within HCPS
- A fear of not achieving
- The time commitment needed to pursue NBC, as not everyone is able to pursue based on current life circumstances
- Missing the fee incentive window for scholarship
- Position does not meet the MSDE definition of “teacher”

In addition, HCPS has identified a need for greater diversity across our NBCTs by level, certificate area, gender, and race. Our Listen & Learn feedback sessions with the consulting firm, RTI, are helping us uncover these barriers and how we can address them moving forward.

Our strategies to address and overcome these barriers include:

- Expanding the current support system (Refer to #38 for specifics)
- Recruiting more diverse support facilitators from among our current NBCTs (Refer to #41)
- Promoting cohorts with administrators in schools with clusters of candidates (Refer to #39)
- Recruiting at all school levels (elementary, middle, and high), including presentations to administrators and teachers
- Refine process of communication and tracking administrative procedures—this is one of the areas we are partnering with RTI, to identify and develop tools that will allow us to monitor, track, and communicate in a timely and clear manner with candidates throughout the process
- Provide support sessions during systemwide scheduled professional development days

The following artifact links provide information to support the HCPS NBC support and recruitment initiatives.

**Linked Artifacts:**

- [MD Leads Grant MOU RTI - NBC Support & GYO](#)
- [MD Leads Grant Application Narrative 041222](#)
- [MD Leads Grant LEA Notification Letter Harford](#)
- [RTI Agenda Notes 1-20-23](#)
- [HCPS Video: Supporting National Board Certification](#)
- [HCPS Career Ladder/NBCT Frequently Asked Questions](#)
- [Unique School Designations \(Including Blueprint Low-performing Schools\)](#)
- [HCPS Blueprint Elevating educators One-pager](#)
- [NBC as a Professional Development Tool Feb 2023](#)

**[Blueprint Requirement \(MD Code, Educ §6–1002\)](#)**



## 43. National Board Certified Teachers in Low-Performing Schools Projections

Use the tables below to indicate the current and projected National Board Certified teachers assigned to low-performing schools in the school system. Use the open response field below to describe how the school system will increase the number of NBCT at low-performing schools in the future, including among historically underrepresented groups. Teachers holding multiple certifications or teaching multiple grades may be counted more than once.

Note: When developing plans for low-performing schools, use the State's Framework for National Board Certified Teachers and Low-Performing Schools which can be found at [MSDE's site for the National Board Certified Teacher Program](#).

As noted in question #41, awareness of the NBCT program is essential and is the first step in increasing the number of NBCT teachers in low-performing schools. In addition to increasing awareness, barriers to achieving the NBCT must be eliminated. One way to do this is to give teachers in low performing schools preference for the NBCT scholarship offered by the State. As a part of the evaluation process teachers should set goals and develop a plan for advancement within HCPS that includes working toward the NBCT, for those interested. A support plan for those pursuing the NBCT is also needed so they will be successful in achieving. As a part of the support plan, teachers pursuing NBCT should have a mentor who has gone through the process and is preferably in their building.

The following artifact links provide information to support the HCPS NBC support and recruitment initiatives.

### Linked Artifacts:

- [MD Leads Grant MOU RTI - NBC Support & GYO](#)
- [MD Leads Grant Application Narrative 041222](#)
- [MD Leads Grant LEA Notification Letter Harford](#)
- [HCPS Video: Supporting National Board Certification](#)
- [HCPS Career Ladder/NBCT Frequently Asked Questions](#)
- [Unique School Designations \(Including Blueprint Low-performing Schools\)](#)
- [HCPS Blueprint Elevating educators One-pager](#)





**Table 1: National Board Certified Teachers by Certification Area**

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	269	-	281	-	275	-
Art, Early and Middle Childhood	0	0	0	0	1	.36
Art, Early Adolescence through Young Adulthood	0	0	0	0	0	0
Career and Technical Education	0	0	0	0	1	.36
English Language Arts, Early Adolescence	0	0	0	0	5	1.8
English Language Arts, Adolescence and Young Adulthood	4	1.5	6	2.1	5	1.8
English as a New Language, Early and Middle Childhood	0	0	0	0	0	0
English as a New Language, Early Adolescence through Young Adulthood	0	0	0	0	0	0
Exceptional Needs Specialist	0	0	0	0	5	1.8
Generalist, Early Childhood	1	.37	1	.36	0	0
Generalist, Middle Childhood	0	0	0	0	0	0
Health Education	0	0	0	0	0	0
Library Media**	0	0	0	0	0	0
Literacy: Reading-Language Arts	0	0	0	0	0	0
Mathematics, Early Adolescence	0	0	1	.36	2	.73
Mathematics, Adolescence and Young Adulthood	0	0	0	0	0	0
Music, Early and Middle Childhood	0	0	0	0	0	0
Music, Early Adolescence through Young Adulthood	1	.37	1	.36	0	0
Physical Education, Early and Middle Childhood	0	0	0	0	0	0
Physical Education, Early Adolescence through Young Adulthood	0	0	0	0	0	0
School Counseling**	0	0	0	0	0	0
Science, Early Adolescence	0	0	0	0	3	1.1
Science, Adolescence and Young Adulthood	4	1.5	3	1.1	0	0
Social Studies-History, Early Adolescence	0	0	0	0	1	.36
Social Studies-History, Adolescence and Young Adulthood	0	0	0	0	2	.73
World Languages	0	0	0	0	1	.36

\*This is the number of all Pre-K-12 teachers assigned to low-performing schools and eligible to apply for National Board Certification, including those teachers already NBCT.

\*\* May be applicable to staff at the elementary level





## 43. National Board Certified Teachers in Low-Performing Schools Projections

Table 2: National Board Certified Teachers in Low-Performing Schools by Grade Level

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	269	-	281	-	275	-
Pre-K	1	.37	0	0	0	0
Kindergarten	0	0	0	0	0	0
1	0	0	1	.36	2	.73
2	0	0	1	.36	2	.73
3	0	0	1	.36	1	.36
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	1	.37	0	0	5	1.8
7	1	.37	0	0	10	3.6
8	0	0	1	.36	9	3.3
9	3	1.1	2	.71	8	2.9
10	5	1.9	5	1.8	15	5.5
11	6	2.2	5	1.8	15	5.5
12	6	2.2	5	1.8	15	5.5

\*This is the number of all Pre-K-12 teachers assigned to low-performing schools and eligible to apply for National Board Certification, including those teachers already NBCT.

Table 3: Demographic Comparison of National Board Certified Teachers in Low-Performing Schools to Student Population

	2021-2022		2022-2023		2023-2024*	
	S	NBCT	S	NBCT	S	NBCT
Total (Number)	5077	13	4637	13	4927	38
% Female	50.19	92.3	49.9	100	49	84.2
% Male	49.9	7.6	50.1	0	51	15.8
% Nonbinary	NA	NA	NA	NA	NA	NA
% American Indian/Alaska Native	.4	0	.4	0	.4	0
% Asian	2.1	0	2.1	0	2.3	2.6
% Black/African American	48	0	48.4	0	49.4	0
% Hispanic/Latino	12.1	0	13.2	0	13.8	0
% Native Hawaiian/Pacific Islander	.2	0	.3	0	.5	0
% Two or More	9.5	0	8.9	0	8.9	0
% White	27.6	100	26.6	100	24.7	97.4

\*The list of low-performing schools for 2023-24 will not be provided to LEAs until late February.  
S = Student Population, NBCT = National Board Certified Teacher

The student population in this table should be the students enrolled in the district's low-performing schools.

Linked Artifacts: [Unique School Designations \(Including Blueprint Low-performing Schools\)](#)





**44. Strategic Assignment of National Board Certified Teachers:** As part of the implementation of the Career Ladder, what systems and structures will the school system put into place to increase the impact of and teacher leadership opportunities for National Board certified teachers?

*Examples may include:*

- *How teaching assignments will be made to match the subject area for which teachers received their National Board Certification*
- *Opportunities for NBCT to serve as model teachers for peer observations, peer coaches, or mentors to NBCT candidates*
- *Priority status in initial hiring or transfers to low performing schools*

NBCTs are encouraged to give back to the profession in a variety of ways, including the following experiences:

- Hosting demonstration classrooms for new teachers
- Mentoring interns and those new to the profession
- Applying for teacher leadership roles, i.e., Department Chair/Teacher-in-Charge
- Mentoring NBC candidates formally and informally (ref. NBC Support Program)
- Participating in systemwide work groups (i.e., curriculum writing)
- Providing professional development sessions for colleagues
- Supporting conference attendance for NBCTs to renew and share learning

The Career Ladder workgroup and the Blueprint Elevating Educators sub-committee will include planning and leveraging opportunities for teachers with NBC. The final version of the Career Ladder will be developed and negotiated between HCPS and its respective teacher bargaining unit during the 2023-2024 school year.

The following artifact links provide information to support the HCPS structures and systems working towards increasing the impact of national board teachers.

**Linked Artifacts:**

- [HCPS Committee and Implementation Structure](#)
- [HCPS Video: Supporting National Board Certification](#)
- [HCPS Career Ladder/NBCT Frequently Asked Questions](#)
- [NBC Readers Training](#)
- [NBCT Request for Support](#)
- [NBCT Facilitator Reader DRAFT](#)
- [Unique School Designations \(Including Blueprint Low-performing Schools\)](#)
- [HCPS Blueprint Elevating educators One-pager](#)

## 2.4.2: LEAs shall implement an educator career ladder on or before 7/1/24

**45. (OPTIONAL) Establishment of a Career Ladder Development Board:** Indicate whether the school system intends to establish a local Career Ladder development board that will set standards for teachers to achieve each tier in the teacher leadership track in the county. Describe the process and timeline the school system will use to recruit and establish the board.

HCPS has created a Blueprint Elevating Educators sub-committee that has one-third central office stakeholders, one-third school-based stakeholders, and one-third community stakeholders. This committee includes advanced teachers, teachers not meeting the state definition,



administrators, union representation, higher education, and more. The committee has three work groups: career ladder development, diversity, recruitment and retention, and talent pathways.

The following artifact links provide information about the HCPS Blueprint committee structure for “Elevating educators.”

**Linked Artifacts:**

- [HCPS Committee and Implementation Structure](#)
- [HCPS Video: Introducing the Career Ladder](#)
- [HCPS Blueprint Elevating educators One-pager](#)
- [Video: Committee Structure - December 14, 2021](#)

**46. (OPTIONAL) Membership of the Career Ladder Development Board:** Identify the name and contact information of the individual(s) serving on the local Career Ladder development board, including advanced teachers and other stakeholders.

N/A





**Blueprint Requirement (MD Code, Educ §6–1002)**



## 47. Phasing in the Career Ladder – Activity Projections

Describe the essential activities that will drive the school system’s efforts to phase in the implementation of the Career Ladder. The LEA will assess and report its progress in completing activities annually as outlined in the table below.

Note: Add as many rows to the table as necessary for the activities planned.

**Essential Activities for Phasing in the Career Ladder**

Activity	2021-2022	2022-2023	2023-2024
Formed the Pillar 2 "Elevating Educators" Subcommittee	X		
Provided educational information to subcommittee regarding the Blueprint legislation regarding career ladders, recruiting to increase diversity, and NBC certification	X		
Provided educational information regarding the needs for the actual recruiting activities regarding hiring a diverse workforce	X		
Submit the hiring practices and diversity report to the AIB	X		
Form a smaller workgroup to start developing career ladder parameters for negotiations		X	
Hired a consultant from PKLaw to help guide the workgroup discussions regarding statues within the legislation that must be considered when developing career ladder parameters		X	
Develop career ladder parameters that reward and incentivize teacher growth, innovation, and initiatives that support student learning.		X	
Develop a communication plan for all employees to explain the Blueprint and the work that is underway to develop and negotiate the career ladder.		X	
Create a negotiations team to represent the BOE in career ladder negotiations with the teacher's union.		X	
Negotiate with the teacher's union to create a career ladder		X	X
Develop a plan to educate teachers about the negotiated career ladder and the benefits of moving to the career ladder			X
Hire Consulting Group through Maryland Leads for long-term NBC Support Plan		X	
Engage with Stakeholders for the long-term NBC support plan.		X	
Implement NBC Support plan.		X	X
Provide education opportunities for employees to learn more about NBC	X	X	X



**Question 47 Additions from MSDE Feedback:** The Elevating Educators workgroup established a career ladder workgroup to work together to establish the framework for the career ladder parameters to be negotiated with the teacher's union. The workgroup meets every three weeks to develop this framework. The career ladder framework will now be presented to the Blueprint Steering committee for review and feedback and then will move to the Board of Education's Senior Leadership Team for review. Once these reviews are completed this summer (2023) we will move forward with negotiations.

We would like to negotiate the details of the first three tiers of the career ladder this summer and fall to include:

1. Placing new teachers on the first tier of the career ladder effective 7/1/2024
2. Incentivizing the career ladder to entice current teachers to want to move to the career ladder.
3. Placing all NBC "teachers" on tier 3 of the career ladder
4. Establishing criteria to allow teachers to move within a career ladder tier.

Concerns anticipated for negotiation.

1. Lack of funding to be able to develop and incentivize a career ladder that will provide meaningful incentives for teachers to choose to move to the career ladder. *Plan: Advocacy at local and state level. Regular staffing and budget meeting. Inclusion of budget and union stakeholders on the Elevating educators Blue-print sub-committee.*
2. Build a career ladder that accounts (provides grace) for employee needs and life changes during their time on the career ladder if salary and advancement each year are tied to more than successful teaching. *Plan: Use parameters that have these values in negotiation, and ongoing collaboration with the unions and Elevating Educators Blueprint Sub-Committee.*
3. Determine what to do to address teacher unit members who do not meet the definition of teacher. Determining if there is a need to be a second career ladder, traditional salary scale, etc., that will convey their value and importance to the mission of the district. *Plan: Use parameters that have*
4. Ability to afford enough new positions to allow teachers to only teach 20-60% of their day. *Plan: Advocacy at local and state level. Regular staffing and budget meeting. Inclusion of budget and union stakeholders on the Elevating educators Blueprint sub-committee.*
5. The need to restructure current teacher leadership positions (job duties) to allow these teachers to teach part of their day without needing new positions to continue the support they are currently providing to teachers and students. *Plan: Work with Education Services to redesign these positions. Have regular staffing meetings. Inclusion of administrator, elementary education services, and union stakeholders on the Elevating Educators Blue-print sub-committee.*
6. Determining how to continue with teacher leadership positions when the employees currently holding these positions do not hold their NBC. *Plan: Inclusion of administrator, elementary education services, and union stakeholders on the Elevating Educators Blue-print sub-committee.*
7. Concerns about communicating specifics about the career ladder parameters before we negotiate with our teacher's union. *Plan: Utilize the forum of the Blueprint Steering Committee for stakeholder direction.*
8. Lack of clear guidance from MSDE and the AIB to ensure our proposed career ladder (negotiated parameters) adequately meet the spirit and intent of the legislation. *Plan: Advocacy at state level in concert with MNS, PSSAM, and Blueprint coordinators.*

2.4.6: LEAs shall encourage teachers to obtain Master's degrees in fields that require special expertise, have shortage areas, and enhance the teacher's professional skills and qualifications so that teachers are able to teach dual-enrollment courses as adjunct faculty at postsecondary institutions, including by providing additional compensation as appropriate and through collective bargaining



**Blueprint Requirement (MD Code, Educ §6–1008)**

**48. Promotion of Advanced Degrees:** What methods will the school system use to encourage or incentivize teachers to obtain master’s degrees in fields that require special expertise or have shortage areas? Identify the areas and discuss the LEA’s challenges in recruiting for those areas.

Examples may include:

- Provide resources and leverage partnerships to reduce costs for program participants
- Maximize teachers’ time by ensuring that coursework is tightly aligned to teachers’ daily work and when possible, assignments fulfill the need of both work and school
- Work with institutions of higher education to ensure college classes are scheduled with teachers in mind (e.g., time of day, length of classes, as a cohort for built-in support, etc.)

**Additions from MSDE Feedback:** Two years of projections related to the need for teachers with advanced degrees in areas of highest priority and difficulty to recruit:

Shortage Area	SY 23-24	SY 24-25
Special Education	68	70
Secondary Math	16	20
English	27	30
Science	19	20
Library/Media	4	5

HCPS has several university partnerships that provide graduate-level courses across several certificate areas with the following benefits: third party billing, reduced tuition cost, online coursework, and/or system-specific cohorts. These allow HCPS to negotiate classes that are more closely aligned to our teacher’s schedule and needs.

In addition to the course-level incentives, HCPS also provides tuition reimbursement as well as salary increases upon completion of the degree.

Due to the increase in conditionally certificated teachers to fill shortage areas (special education, secondary math, English, science, library/media, etc.) or those with special expertise, there is a higher demand for employees to have access to coursework that teach content and/or pedagogy. Here again, HCPS has partnered with the local community college and other institutions of higher education to promote streamlined programs which allow a more cohesive alignment to schedules, relevant coursework, and flexibility.

The HCPS Office of Professional Development is continuing to research other university and/or alternative education pathway programs to add to what we’re able to provide to staff. In addition, HCPS is considering expanding the number of offerings for dual enrollment classes for our high school students, which is discussed further in #50 below.

Graduate programs are promoted through our weekly HCPS staff newsletter which provides information on orientation, application, and FAQs. This information is also posted to our internal SharePoint site where teachers can access current offerings. When a specific content area or teacher is encouraged to pursue, the Content Supervisor in our Curriculum, Instruction, & Assessment office will reach out directly to those individuals to promote the opportunity.





Additionally, HCPS has a Planned Program Beyond the Master's Degree (M30) and Master's Plus 60 (M60). The Planned Program Beyond the M30 and M60 programs recognize and compensate eligible employees who have completed coursework that bring value to themselves and HCPS.

To be eligible for the M30, the following requirements must be met:

- Courses must be taken following the completion of the master's requirements.
- A minimum of fifteen (15) credits must be graduate and the remaining fifteen (15) credits can be graduate or undergraduate, of which a maximum of six (6) credits can be MSDE Continuing Professional Development (CPD) credits.

The M60 Requirements are as follows:

- Employees must have completed M30 requirements prior to submitting a M60 application.
- Courses for consideration must be completed post M30
- Courses completed within the recent five (5) years from the date of application may be considered.

The following artifact links provide information about the HCPS "Elevating educators" efforts to include university partnerships, support for conditional teachers, support for masters degrees, and diversity recruitment and retention.

**Linked Artifacts:**

- [HCPS Blueprint Elevating educators One-pager](#)
- [Teachers earning new certifications & degrees - 5-year review](#)
- [IHE Cohort Partners](#)
- [University Partnerships](#)
- [Your Best Life Wellness Series 2022-23](#)
- [2022-23 Virtual Chat & Chew Series](#)
- [Handbook for Conditionally Certified Teachers 22-23](#)
- [HCPS Equity Update Feb 2023](#)
- [DRR Email Newsletter - January 2023](#)
- [M60 Application 2023](#)

**49. Collaboration with Institutions of Higher Education:** Describe how the LEA will work with institutions of higher education to ensure that coursework & degree programs are aligned to:

- The district's curriculum and instructional program,
- College and career readiness standards, and
- Specialized coursework teachers may be responsible for teaching in post-CCR pathways.

When establishing cohorts with university partners, the HCPS Office of Professional Development collaborates with the university to discuss the goals of the program and the expectations and needs for our HCPS teachers. This ensures alignment between course content and our MD College and Career Readiness Standards. Since most of our partnerships are with local universities in Maryland, many are already aware of and aligned to these standards. If the program is not able to be aligned, we decline these as options for our HCPS staff.

The HCPS Supervisor of Professional Development is a member of the PDS Council with Towson University. These conversations allow collaboration between the school system and university to ensure coursework is aligned to current educational standards and practices. In addition, HCPS staff members serve in adjunct roles with several Maryland universities, allowing them to provide direct feedback and recommendations on current and future trends and how these should inform course offerings.

The Talent Pathways project has selected its first Higher Education partner, Harford Community College (HCC). A committee comprised of stakeholders from Harford County Public Schools (HCPS) and HCC will select a Dual Enrollment Coordinator, through HCPS Talent Pathways



funding, to be the liaison with HCPS' Talent Pathways initiative. The Talent Pathways project is committed to using this partnership model with at least two other higher education partners.

The following artifact links provide information about university partnerships.

**Linked Artifacts:**

- [IHE Cohort Partners](#)
- [IHE Partnerships](#)
- [PDS Council Meeting](#)
- [Global Citizenship Option](#)
- [HCC Dual Enrollment Coordinator v.5 09-30-22](#)

**50. Teaching Dual Enrollment Courses:** How will the school system provide professional development or other pathways to enhance teachers' professional skills and qualifications so that they are able to teach dual-enrollment courses as adjunct faculty at institutions of higher education? What additional dual credit offerings will be available to students as a result?

We have a robust relationship with Harford Community College (HCC). Both HCC and HCPS are committed to helping HCPS teachers become eligible for teaching dual enrollment courses.

As HCPS explores the expansion of offerings for dual enrollment classes, our HCPS teachers may be required to have a graduate degree within the content of study in order to teach for the college. If this plan actualizes, HCPS will need to investigate additional partnerships to assist in our teachers obtaining these degrees. Until a plan is finalized, we are unable to predict what additional dual credit offerings will be available.

**51. Teacher Support:** Describe the systems and structures the school system will put in place to support teachers in earning advanced degrees, including progress monitoring tools to support completion.

*Examples may include:*

- *Creating a cohort model to support teachers pursuing the same field of study throughout the degree program*
- *Coordinating with institutions of higher education to schedule courses that align with the school systems schedules and calendars*
- *Providing scholarships or reduced tuition and fees for participating teachers*

As referenced in question #49, HCPS partners with several universities to provide HCPS cohorts for the degree program. This is not only incentivized monetarily but allows us to align the program with our system needs (i.e., scheduling) and provides teachers an internal network of support through their colleagues.

The Office of Certification and our Career Change Specialist meet with each conditionally certificated teacher to plan a pathway for achieving certification and monitor their progress until completion. This benefit is also available for other employees who are struggling to determine their best path forward and/or need support moving through the program.

In partnership with the Office of Certification, the Diversity Retention and Recruitment Specialist provides ongoing support for conditionally certified teachers. This ongoing support includes providing information on IHE offerings for course and degree completion, ordering of Praxis study materials, as well as mentoring opportunities with former conditionally certified teachers offering support for current conditionally certified teachers. Many of the resources available for conditionally certified teachers are housed in the newly created *Handbook for Conditionally*



*Certified Teachers.* This resource is routinely updated to ensure teachers are provided the most relevant, up-to-date information and resources.

In an effort to support the professional and personal development of our new teachers and staff, the Diversity Retention and Recruitment Specialist has introduced two optional evening professional development series. The Chat & Chew series is held quarterly and seeks to share important and timely resources while building a sense of community among those new to HCPS. This series invites teachers and staff within their first three years with HCPS to join the optional evening event. Events are conducted virtually through Microsoft Teams. Topics addressed during these events include Navigating the World of Certification, Positive Behavioral Interventions & Supports, Classroom Management Strategies, Special Education Tips, Tricks, and Strategies, as well as an end-of-the-year panel discussion with seasoned educators entitled, If I Knew Then What I Know Now. During the panel discussion, our seasoned educators share lessons they've learned over the years in an effort to better equip our new educators with the benefits of their collective years of experience. The panel includes a diverse offering of professionals and includes general educators, special educators, school counselors, social workers, and more. During each event, new staff members are afforded the opportunity to ask questions that directly relate to their professional experiences. With ongoing support from community partners, participants also enjoy fun giveaways to echo the community's appreciation for our educators.

The Your Best Life Series focuses on elements of wellness to support the personal development of our new teachers and staff. This optional evening event is held quarterly via Microsoft Teams and highlights specific elements of wellness such as financial wellness, personal wellness, professional wellness, and interpersonal wellness. Each year, the Diversity Retention and Recruitment Specialist partners with district and community supporters such as the Office of Equity, Office of Student Services, Human Resources, and Aberdeen Proving Ground Federal Credit Union to provide a wide range of information and resources. Topics such as Financial Tools for Educators, Self-Care for Today's Educator, Understanding Your HCPS Benefits Package, Understanding Your Contractual Agreement, and Building Your Network have been shared. Following each event, participants are provided a brief follow-up document highlighting the resources shared and the main points addressed in each session. Participants are also invited to respond to a brief survey to determine their overall impression of the session as well as solicit suggestions for future sessions. As with the Chat & Chew series, prizes and giveaways are also incorporated in this series.

To ensure our new teachers and staff are aware of the many opportunities provided to support their overall growth and development, the Diversity Retention and Recruitment Specialist employs a variety of methods to share this information with stakeholders. A monthly Diversity Retention and Recruitment email newsletter has been created to share this information as well as regular postings in the HCPS 411 Update weekly newsletter. Regular meetings are also held between the Diversity Retention and Recruitment Specialist and the Career Counseling Specialist to ensure new teachers and staff are informed regarding our ongoing support initiatives. At the school level, routine communication is provided with our Instructional Coaches to ensure they are informed about the district level supports to share them with the teachers and staff in their individual school settings.

Additionally, HCPS has a Planned Program Beyond the M30 and M60. The Planned Program Beyond the M30 and M60 programs recognize and compensate eligible employees who have completed coursework that bring value to themselves and HCPS.

To be eligible for the M30, the following requirements must be met:

- Courses must be taken following the completion of the master's requirements.
- A minimum of fifteen (15) credits must be graduate and the remaining fifteen (15) credits can be graduate or undergraduate, of which a maximum of six (6) credits can be MSDE Continuing Professional Development (CPD) credits.



The M60 Requirements are as follows:

- Employees must have completed M30 requirements prior to submitting a M60 application.
- Courses for consideration must be completed post M30.
- Courses completed within the recent five (5) years from the date of application may be considered.
- Coursework must consist of: a minimum of 24 graduate credits (on an official college/university transcript) and six (6) MSDE CPD credits, undergraduate credits, or additional graduate credits.
- Personalized learning courses where credits earned are based on logging hours for work previously completed will not be accepted.

**Additions from MSDE Feedback:** Two years of projections related to the need for teachers with advanced degrees in areas of highest priority and difficulty to recruit:

Shortage Area	SY 23-24	SY 24-25
Special Education	68	70
Secondary Math	16	20
English	27	30
Science	19	20
Library/Media	4	5

The following artifact links provide information about the HCPS “Elevating educators” efforts to include university partnerships, support for conditional teachers, support for masters degrees, and diversity recruitment and retention.

**Linked Artifacts:**

- [IHE Partnerships](#)
- [Graduate Course Direct Payment Form - Conditional Teachers](#)
- [M60 Application 2023](#)
- [Your Best Life Wellness Series 2022-23](#)
- [2022-23 Virtual Chat & Chew Series](#)
- [Handbook for Conditionally Certified Teachers 22-23](#)
- [HCPS Equity Update Feb 2023](#)
- [DRR Email Newsletter - January 2023](#)

## Pillar 2, Objective 5: Improve educator compensation

Note: When developing plans in this section, LEAs should consider requirements related to collective bargaining.

**52. Allocation of Resources:** The Blueprint assumes LEAs will spend \$617 of the target foundation per pupil increase to implement the new 10% salary increase for all teachers and the new minimum salary requirement of \$60,000. The target foundation per-pupil amount is phased in over time to support LEAs in meeting the Blueprint requirements. Discuss the challenges the LEA has identified related to implementing the Blueprint requirements for teacher compensation, including fluctuating enrollment and the increased contribution rates for the Maryland State Retirement and Pension System (MSRPS). Describe the LEA’s plans for overcoming the identified challenges and the types of reprioritization or reallocation of resources that may need to occur.

**HCPS has met the 10% salary increase and is on target to meet the minimum starting salary of \$60,000.**



The challenges ahead will be any unfunded incentives negotiated in the career ladder, the cost related to the growing number of NBC teachers and the portion of local responsibility, negotiations and costs associated with teachers not meeting the state definition, costs related to continuing GYO efforts, inflation, increased contribution to the Maryland State Retirement and Pension Systems, increased health benefits costs, and the increased number of higher qualified early educators, teachers, administrators, and central office staff that will be needed to implement the Blueprint with fidelity. The linked artifact details the HCPS progression to meet the 10% salary increase.

**Linked Artifacts:** [FY19-FY23 Teacher's Salary Scale Comparison 10%](#)

**[Blueprint Requirement \(MD Code, Educ §6–1009\)](#)**

**2.5.4: Implement initial 10% salary increase for teachers by 6/30/24**



**53. Mandatory 10% Teacher Salary Increase Projections**

The Blueprint requires that teachers within the LEA receive a 10% salary increase above the negotiated schedule of salary increases documented in the LEA's Negotiated Agreement as of July 1, 2019. LEAs must meet this increase between the period of July 1, 2019 and June 30, 2024. Complete the table below to show the school system's progress and planned increases for meeting this requirement.

Note: The percentages should reflect the increase over the base each year and not the year-to-year increase.

**Percentage Increase in Teacher Salary Per Year for All Teachers  
Over the Maximum Planned Increase Documented in the LEA's Negotiated Agreement as of July 1, 2019**

SY 2019-2020			SY 2020-2021			SY 2021-2022			SY 2022-2023			SY 2023-2024		
Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max
5.60%	4.60%	3.90%	8.69%	7.74%	9.07%	9.78%	8.82%	12.3%	17.4%	16.4%	17.2%	Must be negotiated.		

HCPS used the 190 day teacher scale minimum starting, the mid-range and the highest salary cumulative percentage increase from the base year. HCPS's base salary went from \$46,138 to \$54,195 a \$8,057 or 17.46% increase. HCPS's mid-range salaries went from \$69,786 to \$81,255 a \$11,469 or 16.43% increase and the highest salary went from \$89,499 to \$104,907 a \$15,408 or 17.22% increase.

**Linked Artifacts:** [FY20-FY23 Teachers Meet the 10% Increase](#)

**2.5.5: Implement minimum \$60,000 starting teacher salary by 7/1/26**





54. The Blueprint requires a minimum starting salary of \$60,000 for any teacher by July 1, 2026. Discuss how the LEA is preparing to meet this requirement.

We need to average 2.6% each year for four years				
Fiscal Year Begins	Prior June 30 Salary	Percentage Increase	Dollar Increase	July 1 Starting Salary
July 1, 2023	54,195	2.6%	1,409	55,604
July 1, 2024	55,604	2.6%	1,446	57,050
July 1, 2025	57,050	2.6%	1,483	58,533
July 1, 2026	58,533	2.6%	1,522	60,055

## Pillar 2: (OPTIONAL) Proposed Regulatory Revisions and Waivers

55. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

None.

## Pillar 2: Stakeholder Engagement

56. Identify the key stakeholder groups, including the local teachers' organization, that the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the High-Quality Diverse Teachers and Leaders Pillar, particularly in negotiating the development of the Career Ladder. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement
Blueprint Elevating Educators Subcommittee (Pillar 2)	Collaboration of stakeholders primarily focused on expanding pre-k seats in the county, public/private partnerships, and outreach to all stakeholders about the Blueprint. Memberships includes union representation, teachers, businesses, community partners, and more. Committee list included as artifact.	Every six weeks
Career Ladder Workgroup	The workgroup is undertaking the specific task of creating negotiation parameters and career ladder structure models.	Monthly
Diversity, Recruitment, and Retention Workgroup	This workgroup combines the forces of our staffing leader and diversity retention leader to review the annual diversity report and work with diverse stakeholders to creatively and substantive improve our outcomes.	Monthly

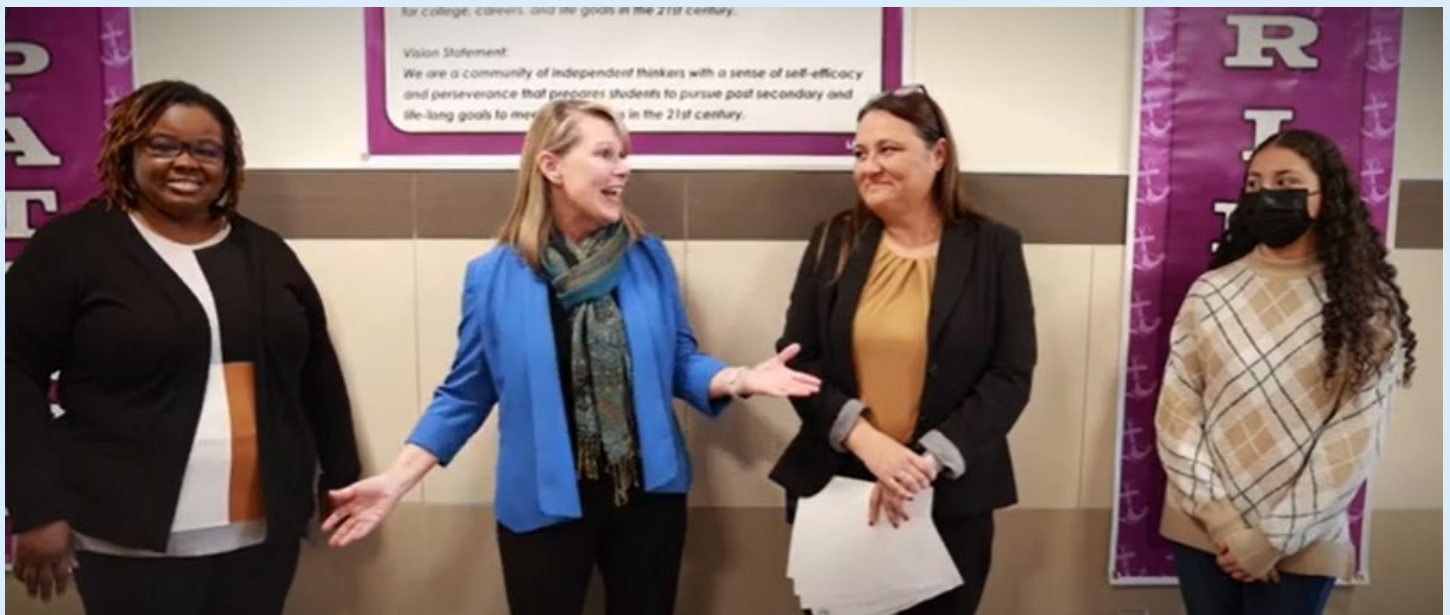


Talent Pathways Taskforce	The Talent Pathways Project is an innovative employee development campaign and recruitment strategy that will be created and implemented to aggressively build strong talent pathways for all positions within the organization for future hiring needs. Needs assessment stakeholders included parents, school staff, central office stakeholders, and community members. Contributing consulting firms are RTI and ILO.	Monthly
Model school Workgroup	As part of this initiative the district will design and launch its own Model school program intended to attract and train new and non-traditional jobseekers for careers in education, while also testing innovative models to increase equitable education outcomes for our students. This effort will be implemented in partnership with public, private, and higher education partners. Contributing consulting firms are RTI and ILO.	Monthly
Association Leadership Meetings	The executive leadership of HCPS, the Director of Staff and Labor Relations, and the HCPS union presidents meet.	Monthly

The linked artifacts support the plethora of data, committees, feedback, and stakeholder engagement efforts for HCPS for the implementation of pillar two in the Blueprint.

**Linked Artifacts:**

- [HCPS Committee and Implementation Structure](#)
- [HCPS Feedback Analysis - February 2, 2022](#)
- HCPS reports required by the Blueprint are publicly available through the Department of Legislative Services: [Here](#)
- [HCPS Blueprint Newsletter Archive](#)
- [HCPS One-page Blueprint Overview: Elevating Educators](#)
- [Career Ladder Agenda Minutes CY 2022](#)
- [Blueprint Committee Meetings Feedback - 2021-2022](#)
- [Blueprint Committee Meeting Feedback - 2022-2023 through Jan 2023](#)
- [Talent Pathways Project Details Membership](#)
- [Board of Education Strategic Plan](#)





## Pillar 3: College and Career Readiness



### Co-Chairs of “North Star” Committee:

Mike O’Brien, HCPS Executive Director of Middle School & High School Performance  
William Securro, Chair of the Harford Business Roundtable for Education





**Blueprint Requirement (MD Code, Educ §1-303)**

Note: This Pillar was developed to support LEAs in planning across the Pre-K-12 continuum. For the March 2023 submission of the Initial Blueprint Implementation Plan, LEAs are only required to address Pre-K through fifth grade when answering the questions for Objectives 1 and 2. Grades 6-12 will be addressed in the March 2024 submission.

**Pillar 3, Objective 1 (English Language Arts): Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate**

3.1.3 (English Language Arts): LEAs shall implement a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence

**Blueprint Requirement (MD Code, Educ §7-205.1)**

**Comprehensive Literacy Plan for English Language Arts**

**57. Comprehensive Literacy Plan:** Does the school system have a comprehensive literacy plan for English language arts that is aligned to the science of reading and that will prepare students for college-level credit-bearing course work upon graduation, including:

- All pre-kindergarten students demonstrating readiness for kindergarten,
- All third graders reading proficiently by the end of third grade, and
- Continued support for struggling readers in grades 4-12?

If yes, link the plan as an artifact below and use the open response field to discuss when and how it was developed. If the plan does not exist or needs to be refined to align to the Blueprint's intent, discuss the anticipated timeline and process for development and/or revision.

HCPS has an Integrated Language Arts Handbook outlining our program components, instructional approaches, vision, beliefs, and curriculum schedule. See linked artifact (HCPS ELA Handbook).

HCPS has also identified the curriculum pathway and instructional materials best matched to each individual student based on screening and formative assessment data. The plan can be found in the HCPS Comprehensive Literacy Plan (artifact linked below).

To ensure that all third graders are reading proficiently by the end of third grade, an HCPS Assessment and Intervention Plan has been established in order to assess student readiness and to place students in appropriate intervention programs. The plan can be found in the DIBELS Branching Rules K-3 (linked below).

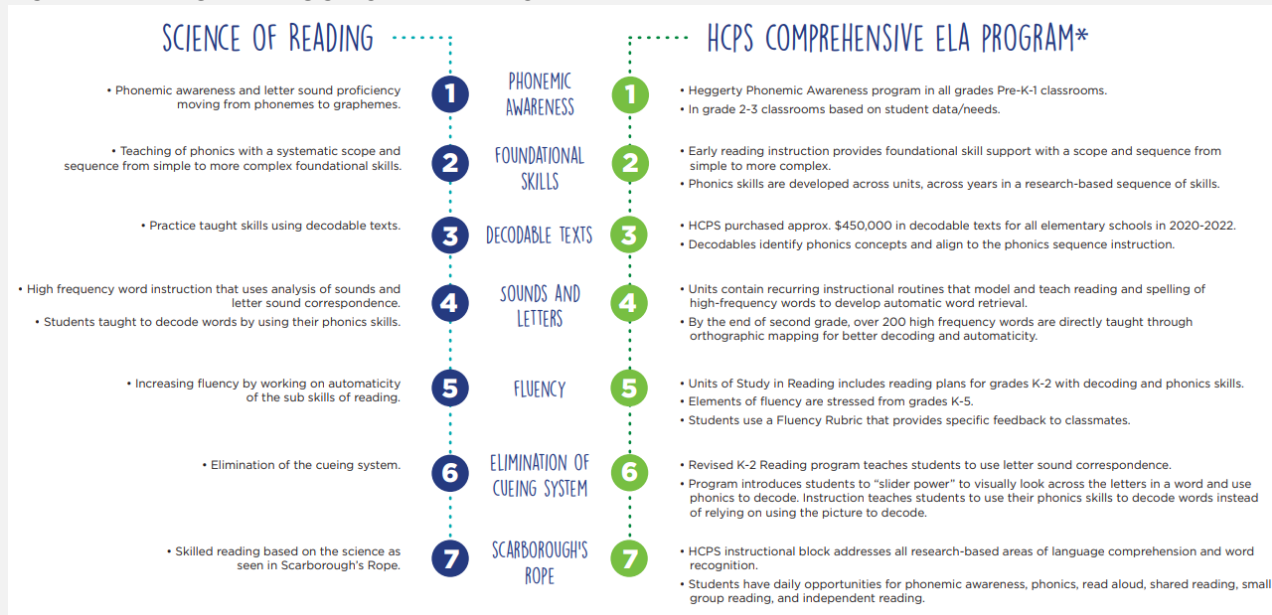




Pre-K students take part in a comprehensive literacy program that includes explicit instruction in phonological awareness, phonics (letter names and sounds), comprehension, and writing.

All pre-k students are administered the HCPS pre-k skills checklist in the fall, winter, and spring. The assessment was developed to assess Maryland College and Career Readiness Standards (MCCRS) skills and early learning standards and other research/evidence-based assessments. The checklist monitors upper- and lower-case letter identification, letter/sound correspondence, phonemic awareness, predicting/retelling, tracking print, and sight word recognition of taught words.

### HCPS READING INSTRUCTION SNAPSHOT



HCPS is committed to using early reading screening data to match students to an instructional program that best meets their needs. HCPS implements the following options: Units of Study in Phonics, Wilson Foundations, Orton Gillingham Plus, and SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words).

On February 27, 2023 the ELA office provided a thorough review of the HCPS comprehensive literacy plan, which along with the ELA handbook, detailed plan, and science of reading visual is linked in the artifacts below. Additionally, on February 27, 2023, Superintendent Bulson, provided the linked memo below to all principals signaling allowance for piloting additional reading programs based on the schools' needs and experience. In the 2023-2024 school year HCPS is committed to piloting a new program or programs depending on the results of a stakeholder engagement process.

#### Linked Artifacts:

- [HCPS ELA Handbook](#)
- [HCPS Comprehensive Literacy Plan](#)
- [DIBELS Branching Rules K-3](#)
- [Reading Instruction at HCPS – Science of Reading Visual](#)
- [Board of Education Presentation Feb 27, 2023](#)
- [Board of Education Presentation Feb 27, 2023 Video](#)
- [HCPS Comprehensive Reading Program Memo to Principals Feb 28, 2023](#)

**58. Vision, Mission, and Goals for Literacy:** Describe the district's vision, mission, and goals for literacy in English language arts.





The mission of the HCPS English/language arts curriculum, kindergarten through grade twelve, is to provide a structured literacy program that is based on the Science of Reading and recognizes the authentic relationships among reading, writing, listening, and speaking in the real world.

The vision is to create a child-centered, positive learning environment, whereby students strive to master developmental and sequential learning expectations to become self-directed, productive life-long learners.

In the elementary Integrated Language Arts program, we believe every child should receive systematic and sequential daily phonological awareness and explicit phonics instruction. Additionally, students deserve opportunities to build oral language, vocabulary, and comprehension skills with a variety of texts. Texts may include decodables and a wide range of genres and text types within grade level text complexity bands with scaffolding as needed at the higher end of the range. Teachers model the processes of reading, writing, listening, and speaking while integrating instruction which supports appropriate expectations for the development of basic skills as well as higher level thinking and learning skills.

Teachers, students, and parents work collaboratively to accomplish instructional goals that prepare students to move on to the middle school experience.

The secondary English language arts program continues to focus on the development of student skills in the areas of reading, writing, listening, and speaking. Through an integrated, thematic approach, students explore the richness of human literacy experience.

They refine basic skills and strive to accomplish a higher level of literacy development in all areas of English language arts. Instruction targets success for all students by the time they leave middle school and enter high school. High school literacy instruction further refines students' ability to be college and career ready. Students' level of success is measured by proficient or advanced Reading Inventory performance and MCAP ELA scores in grades 6-10.

HCPS Goals for a Comprehensive Literacy Plan include:

- 1 Ensure that instruction in grades K-3 is aligned with Science of Reading.
- 2 Align Early Childhood Readiness initiatives (public and private pre-k programs, Judy Center, Early Learner program) to ensure kindergarten readiness.
- 3 Implement intentional screening to identify students at risk for reading difficulties and place them in research-based intervention programs in grades K-12.

HCPS also has a systemic goal of identifying the most effective and clear methods of measuring reading for our students. The Office of Strategic Initiatives began in January a focus group series with diverse stakeholders to update how HCPS will measure reading in the future. A report will be available in May 2023.

On February 27, 2023 the ELA office provided a thorough review of the HCPS comprehensive literacy plan, which along with the BOE Strategic Plan, North Star Initiative, and Strategic focus groups is linked as artifact. Additionally, on February 27, 2023, the Curriculum office provided the linked memo below to all principals signaling allowance for piloting additional reading programs based on the schools' needs and experience. In the 2023-2024 school year HCPS is committed to piloting a new program or programs depending on the results of a stakeholder engagement process.

**Linked Artifacts:**

- [Board of Education Strategic Plan](#)
- [HCPS North Star Initiative](#)
- [Strategic Initiatives Focus Group on Reading 2023](#)
- [MCAP ELA Gr 3-5 HCPS Comparison to other LEAs](#)

- [Board of Education Presentation Feb 27, 2023](#)
- [Board of Education Presentation Feb 27, 2023 Video](#)
- [HCPS Comprehensive Reading Program Memo to Principals Feb 28, 2023](#)



## 59. College and Career Readiness in English Language Arts – Achievement Projections

Use the following tables to indicate the current and projected achievement levels in reading for the designated groups by gender, socioeconomic status, service group, and race/ethnicity for each of the designated grade levels (3<sup>rd</sup>, 6<sup>th</sup>, 10<sup>th</sup>).

**Table 1: 3<sup>rd</sup> Grade Student Achievement in Reading by Gender, Socioeconomic Status, and Service Group**

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	8.4%	37.6%	49.5%	4.5%	7%	37%	49%	7%	5%	35%	51%	9%
M	8.8%	41.4%	47%	2.8%	8%	41%	47%	4%	6%	39%	49%	6%
F	8%	33.6%	52.2%	6.2%	8%	33%	52%	7%	6%	31%	54%	9%
NB	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ED	16.2%	52.2%	30.9%	0.7%	16%	51%	32%	1%	14%	49%	34%	3%
EL	16%	51.9%	32.1%	0%	15%	51%	33%	1%	13%	49%	35%	3%
SE	27.9%	55.5%	16.1%	0.5%	26%	54%	19%	1%	24%	52%	21%	3%

**Column Headers**

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

**Row Headers**

- All = All Students
- F = Female
- M = Male
- NB = Nonbinary
- ED = Economically Disadvantaged
- EL = English Learner
- SE = Special Education

**Linked Artifacts:** [MCAP ELA Gr 3-5 HCPS Comparison to other LEAs](#)





## 59. College and Career Readiness in English Language Arts – Achievement Projections

Table 2: 3<sup>rd</sup> Grade Student Achievement in Reading by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	8.4%	37.6%	49.5%	4.5%	8%	37%	50%	5%	6%	35%	52%	7%
AI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
A	1.3%	23%	60.8%	14.9%	1%	22%	61%	16%	0%	19%	63%	18%
B	16.3%	52.4%	29.8%	1.5%	16%	51%	30%	3%	14%	49%	32%	5%
H	13.7%	41.6%	43.8%	0.9%	13%	40%	45%	2%	11%	38%	47%	4%
NH	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2+	7.6%	41.7%	45.5%	5.2%	6%	40%	48%	6%	4%	38%	50%	8%
W	5.7%	32.5%	56.4%	5.5%	5%	31%	57%	7%	3%	29%	59%	9%

**Column Headers**

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

**Row Headers**

- All = All Students
- AI = American Indian / Alaska Native
- A = Asian
- B = Black / African American
- H = Hispanic / Latino
- NH = Native Hawaiian / Pacific Islander
- 2+ = Two or More
- W = White

Linked Artifacts: [MCAP ELA Gr 3-5 HCPS Comparison to other LEAs](#)

Table 3: 6<sup>th</sup> Grade Student Achievement in Reading by Grade Level, Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	9.9%	43.4%	41.7%	5%	8%	42%	44%	6%	6%	40%	46%	8%
M	12.7%	48%	36.4%	2.9%	12%	47%	37%	4%	10%	45%	39%	6%
F	6.9%	38.7%	47.2%	7.2%	6%	37%	51%	6%	4%	35%	53%	8%
NB	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ED	21.6%	59.4%	18.7%	0.3%	20%	58%	21%	1%	18%	56%	23%	3%
EL	46.3%	51.2%	<5%	<5%	45%	50%	4%	1%	43%	48%	7%	2%
SE	38%	52.7%	9.3%	0%	37%	52%	10%	1%	35%	50%	13%	2%

**Column Headers**

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

**Row Headers**

- All = All Students
- F = Female
- M = Male
- NB = Nonbinary
- ED = Economically Disadvantaged
- EL = English Learner
- SE = Special Education





## 59. College and Career Readiness in English Language Arts – Achievement Projections

Table 4: 6<sup>th</sup> Grade Student Achievement in Reading by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	9.9%	43.4%	41.7%	5%	8%	42%	44%	6%	6%	40%	46%	8%
AI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
A	2.8%	30.6%	59.7%	6.9%	2%	29%	61%	8%	0%	27%	63%	10%
B	19.9%	58.2%	20.8%	1.1%	18%	58%	22%	2%	16%	60%	24%	4%
H	17.3%	48.5%	33.3%	0.9%	16%	47%	35%	2%	14%	45%	37%	4%
NH	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2+	11.5%	47.7%	35.6%	5.2%	10%	48%	37%	5%	8%	46%	39%	7%
W	5.6%	37.9%	49.7%	6.8%	5%	35%	52%	8%	3%	33%	54%	10%

**Column Headers**

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

**Row Headers**

- All = All Students
- AI = American Indian/Alaska Native
- A = Asian
- B = Black/African American
- H = Hispanic/Latino
- NH = Native Hawaiian/Pacific Islander
- 2+ = Two or More
- W = White

Table 5: 10<sup>th</sup> Grade Student Achievement in Reading by Grade Level, Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	6.2%	37%	49.3%	7.6%	5%	36%	51%	8%	3%	34%	53%	10%
M	8.3%	43.6%	43.1%	5%	7%	42%	45%	6%	5%	40%	47%	8%
F	3.7%	29.5%	56.3%	10.5%	3%	29%	57%	11%	1%	27%	59%	13%
NB	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ED	13.3%	57%	28.6%	1.1%	13%	55%	30%	2%	11%	53%	32%	4%
EL	35.4%	60.4%	<5%	<5%	33%	64%	2%	1%	31%	62%	4%	3%
SE	25%	64.3%	10.1%	0.6%	23%	64%	12%	1%	21%	62%	14%	3%

**Column Headers**

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

**Row Headers**

- All = All Students
- F = Female
- M = Male
- NB = Nonbinary
- ED = Economically Disadvantaged
- EL = English Learner
- SE = Special Education







## 59. College and Career Readiness in English Language Arts – Achievement Projections

Table 6: 10<sup>th</sup> Grade Student Achievement in Reading by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	6.2%	37%	49.3%	7.6%	5%	35%	51%	9%	3%	33%	53%	11%
AI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
A	0.9%	14.9%	64.9%	19.3%	1%	13%	66%	20%	0%	10%	68%	22%
B	12.1%	50%	34.6%	3.3%	11%	48%	37%	4%	9%	46%	39%	6%
H	10.1%	46.8%	39.2%	3.9%	9%	45%	41%	5%	7%	43%	43%	7%
NH	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2+	8.1%	43.6%	42.7%	5.7%	7%	42%	44%	7%	5%	40%	46%	9%
W	3.5%	31.4%	56%	9.1%	3%	30%	57%	10%	1%	28%	59%	12%

### Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

### Row Headers

- All = All Students
- AI = American Indian/Alaska Native
- A = Asian
- B = Black/African American
- H = Hispanic/Latino
- NH = Native Hawaiian/Pacific Islander
- 2+ = Two or More
- W = White

## Literacy Training and Professional Development

**60. Identifying Training Needs:** Discuss the systems for identifying which employees need literacy training aligned to the science of reading and if it was completed, including existing staff, those new to the profession, and those new to the school system.

Examples may include:

- *Assessing when teachers new to the profession may have received the training through educator preparation programs*
- *Identifying training needs for staff when they are new to a position or assignment (e.g., moving from one grade level to another, new principals, etc.)*
- *Determining when teachers may have started a training series that was not completed for varying reasons; therefore, they require additional training opportunities (e.g., A teacher who begins training and goes on a leave of absence before it's completed)*

HCPS has identified the need for all K-3 teachers to receive literacy training aligned to the Science of Reading. In addition to county and school-based professional development sessions, HCPS will develop an online Canvas Course for teachers to complete. A course assessment will be used to evaluate teacher's mastery of the content. Once teachers enroll in the course and complete the evaluation, attendance records will be monitored.

All K-2 teachers are also required to complete the 8-hour course on DIBELS prior to administering the assessment. The vendor, Amplify, can supply certificates and course completion requirements for the district. Pre-K–2 teachers have received training on phonological awareness from Heggerty.



In future years, the Supervisor of Teacher Preparation and Professional Development will provide a list of all new hires so they can be properly trained in the Science of Reading. Annually, school-based reading specialists will provide a list of all teachers who have moved from grades 4-5 to a K-3 teaching position so those teachers can receive training in Science of Reading. This would also include a teacher who started a training series that was not completed due to a leave of absence before training was completed.



## 61. Training Aligned to the Science of Reading for Early Literacy (Pre-K-3) Projections

Use the table below to indicate the current and projected number and percentage of staff who have been or will be trained in instructional practices related to the science of reading for each of the employee groups listed. The school system should plan to have 100% of Pre-K-3 staff trained within three years with subsequent years dedicated to maintaining that number and ensuring teachers new to the system or to the grade level receive training at their earliest opportunity.

Note: Training must consist of a coherent sequence of training courses to ensure staff develop a comprehensive set of skills and knowledge related to literacy instruction aligned to the science of reading. For example, when a teacher completes the entire LETRS training series, they should be included in the “% Trained” number.

Numbers of Pre-K-3 Staff Trained in the Science of Reading for Early Literacy

	2021-2022		2022-2023		2023-2024	
	# All Teachers	% Trained	# All Teachers	% Trained	# All Teachers	% Trained
Pre-K Teachers	34	100	43	100	43	100
Kindergarten Teachers	140	100	156	100	156	100
1 <sup>st</sup> Grade Teachers	140	100	145	100	145	100
2 <sup>nd</sup> Grade Teachers	138	100	142	100	142	100
3 <sup>rd</sup> Grade Teachers	115	100	120	100	120	100
Pre-K-3 Special Education Teachers	168	100	170	100	176	100
Pre-K-3 ESOL Teachers	10	100	10	100	20	100
Pre-K-3 Principals	34	100	34	100	34	100
Other Relevant Staff	8	100	8	100	8	100

**Trained** = All teachers who have completed training. Linked artifact “Training Aligned to Science of Reading” demonstrates how all (100%) teachers have received initial training. This year the RELA office had four professional development half-day allotments and August county-wide professional development for literacy focused training.

**All** = All teachers eligible for training

**Linked Artifacts:**

- [Early Literacy Reading Intervention Data \(SY 2021-2022 and 2022-2023\)](#)
- [Reading Instruction at HCPS – Science of Reading Visual](#)
- [HCPS Professional Development Plan](#)
- [HCPS Types of Training](#)
- [Training Aligned to the Science of Reading for Early Literacy \(Pre-K-3\)](#)



**62. Types of Training Provided:** List the type(s) of initial and ongoing literacy training provided for different employee groups (general education teachers, special education teachers, principals, reading specialists, and other relevant staff), including the total number of hours and time period for completion. Classify training as initial if it is intended to provide foundational knowledge and skills and ongoing if it's intended to increase knowledge and skills and support the implementation of the initial training.

*Examples may include:*

- *Core (Tier 1) reading instruction in grades Pre-K-3*
- *Intervention instruction in grades Pre-K-12 or grade bands (e.g., Pre-K-K, 1-3, 4-5, 6-8, 9-12)*
- *Topic specific (e.g., comprehension, supporting struggling readers in high school, strategies for EL students, etc.)*

Employee Group	Grade Level(s)	Name of Training	Training Type (Initial or Ongoing)	Total Number of Hours	Time Period for Completion
General educators/ special educators	Pre-K-1	Heggerty Phonemic Awareness Program	Initial	2	June 2020
General educators/ special educators	K-2	HCPS Phonics Institute	Initial	30	Summer 2020
General educators/ special educators	K-2	Teachers College Phonics Institute	Initial	30	Summer 2021
General educators/ special educators	K-2	Teachers College Early Literacy Institute	Initial	30	Summer 2022
General educators/ special educators	K-2	HCPS County Professional Learning: Science of Reading Foundations	Initial	3	August 31, 2022
General educators/ special educators	K-2	HCPS County Professional Learning: Using Decodable Text to Support Early Readers K-2	Initial	2	September 23, 2022
General educators/ special educators	K-2	HCPS County Professional Learning: Growing Knowledge of Vocabulary	Initial	2	November 4, 2022
General educators/ special educators	K-2	HCPS County Professional Learning: Bridging the Gap between Research and Classroom Practices; Decoding & Sight Recognition	Initial	2	January 27, 2023
General educators/ special educators	K-2	HCPS County Professional Learning: Bridging the Gap between Research and Classroom Practices; Language Comprehension	Initial	2	March 10, 2023
General educators/ special educators	K-2	Science of Reading Foundations: Ehri's Stages of Reading, Scarborough's Rope	Initial	3	Not recorded
General educators/ special educators	K-2	Early Screener Training (DIBELS)	Initial	8	Annual training, as needed
General educators/ special educators	Pre-K-12	School-Based Job Embedded Learning and Coaching	Ongoing	Not applicable	Ongoing
Special educators	PreK-2	Wilson Foundations Training	Initial	6	Annual training, as needed
Special educators/ reading specialists	K-5	Orton Gillingham Plus (OG Plus) Training	Initial	60	Annual training, as



					needed
Special educators	K-5	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) Training	Initial	3	Annual training, as needed
Special educators	K-5	Leveled Literacy Instruction (LLI) Training	Initial	3	Annual training, as needed
Special educators/ reading specialists	2-5	Wilson Reading Systems	Initial	18	Annual training, as needed
Reading specialists	K-5	Professional learning to build their knowledge, skill, and capacity as building leaders	Ongoing	54	2022-2023
Literacy specialists	K-8	Professional learning to build their knowledge, skill, and capacity as building leaders	Ongoing	54	2022-2023
Principals	K-5	All principals are invited to attend all Professional Learning opportunities throughout the school year	Ongoing	Not applicable	2022-2023
Literacy specialists/ English teachers/ special educators	6-7	Making Meaning	Initial	2	Annual training, as needed
Literacy specialists/ English teachers/ special educators	8	Plugged Into Reading	Initial	2	Annual training, as needed
English teachers/ special educators	9-10	Strategic Reading	Initial	2	Annual training, as needed

**Linked Artifacts:**

- [Reading Instruction at HCPS – Science of Reading Visual](#)
- [HCPS Professional Development Plan](#)
- [HCPS Types of Training](#)
- [Training Aligned to the Science of Reading for Early Literacy \(Pre-K-3\)](#)

**63. Fidelity of Implementation:** How does the school system assess participants' mastery of the literacy training content? Discuss how implementation is monitored and assessed, including how data is used to inform continued professional development.

*Examples may include:*

- *Developing a walkthrough tool reflective of the components aligned to the science of reading that are taught during training to collect data on the use of those components*
- *Creating a process or using a specific protocol for identifying, collecting, and analyzing data at different levels of implementation (e.g., district, school, classroom)*
- *Use of surveys to assess teachers' perceptions of training, implementation, and success with students*

Each school participates in walkthroughs coordinated by the Reading, English, Language Arts Office (RELA) and the Office of Accountability. A walkthrough team involving school-based leadership and members of the RELA and Office of Accountability participate in the walkthroughs and collect data using a walkthrough form developed for reading and phonics instruction. At the conclusion of the walkthroughs, the walkthrough team meets and identifies areas of strength and areas where additional professional learning would be beneficial. This additional professional



learning is coordinated by the school in conjunction with school-based and county-based reading/literacy specialists.

A variety of stakeholders from each school (principals, teachers, students, and parents) take part in focus groups facilitated by the Office of Accountability reflecting on the implementation of the current literacy program and identifying continued needs for professional development.

HCPS has contracted with an outside company, The Shaffer Group, to conduct an evaluation on the implementation and effectiveness of the language arts program. Data from reading assessments is an indicator of the level of effectiveness the professional development and training has had on impacting teacher instructional practices.

When county-based literacy specialists work at a school to provide professional learning, each teacher completes a survey at the conclusion of the day in order to gain insights into their perceptions of the training and how it will be beneficial to their students. When outside consultants work in the district, teachers also complete a survey to gain insights into their perceptions of the training and how it will be beneficial to their students and how it impacted their pedagogy in the teaching of reading. After whole system professional learning, teachers also complete a survey to gather information on the usefulness of the learning experience to build both their knowledge of practices aligned with the science of reading and their instruction with students. An example of the survey given to teachers is included in the linked artifacts.

At the secondary level, periodic walkthroughs are conducted by a team consisting of members of the RELA Office and a school-based teacher leader such as a department chair. During the walkthroughs, data is collected regarding the effectiveness of the reading and writing instruction provided to students. At the conclusion of the walkthroughs, the walkthrough team meets and identifies areas of strength and areas where additional professional learning would be beneficial. Feedback is provided to classroom teachers and administrative teams. Additional professional learning and support is coordinated by the RELA Office through school-based coaching and instructional planning, as needed. Furthermore, the RELA Office and school-based administrators use the Danielson Framework to evaluate the level of effectiveness regarding secondary English teachers' instruction to determine specific areas for instructional support and development.

**Linked Artifacts:** [August 2022 K-2 Overview of Science of Reading Professional Learning Survey](#)

**64. Ongoing, Job-Embedded Professional Development:** What types of ongoing, job-embedded professional development does the school system provide to support staff in the implementation of instructional practices aligned to the science of reading?

*Examples may include:*

- *Daily lesson study and planning by grade level, department, or cross-curricular teams*
- *Regular peer coaching cycles, including observations, debriefs, and planning*
- *Support from reading specialists such as model teaching, co-planning, and instructional coaching*

**School-Based Reading/Literacy Specialists:** Each school in HCPS schedules a weekly collaborative planning time in order to provide consistent opportunities for grade level planning and professional learning related to the Science of Reading. Each elementary school has a reading specialist and nine Title 1 schools have an additional school-based literacy specialist position. These staff members with reading specialist certification are able to provide targeted professional development to teachers. Administrators use the Danielson Framework to evaluate teachers and determine specific areas of literacy support. Additionally, school-based reading/literacy specialists also provide demonstration lessons, co-teaching, and instructional coaching (including coaching cycles).



**Secondary English Department Chairs:** Each middle and high school has an English Department Chair. The department chairs support school-based and RELA Office literacy initiatives such as book clubs, differentiated instruction for EL learners, student portfolio use, etc., provide literacy-based professional learning during monthly meetings, and facilitate departmental book studies regarding instructional literacy professional texts.

**County-Based RELA Office Literacy Specialists:** The HCPS RELA Office has three specific positions identified to support professional learning in the science of reading. Two positions are strictly identified to work with pre-k through grade 2 teachers and one literacy specialist position is for kindergarten through grade 5. The county-based RELA Office literacy specialists provide professional learning to schools in the district that is attended by all teachers as well as school-based reading/literacy specialists. The format of this professional learning varies based on topic and school need but can include grade-level lesson planning, demonstration lessons, co-teaching, coaching, and learning about instructional best practices in literacy instruction based on the science of reading tenets.

**School-Based Secondary Literacy Specialists:** Three priority middle schools have an assigned literacy specialist. The literacy specialists provide job-embedded professional learning to English teachers, including demonstration lessons, co-teaching, peer coaching such as coaching cycles, and data analysis support.

**Outside consultants/staff developers:** HCPS has contracted consultants in early literacy to provide in-school targeted training for 8 of our Title 1 schools. These schools have been identified based on poverty rates, teacher turnover and student reading achievement. All teachers K-5 receive five full days of additional professional development on foundational literacy practices/skills aligned to the science of reading.

**County RELA Office:** School-based reading and literacy specialists participate in nine full-day meetings over the course of the school year to grow their own capacity regarding literacy instruction as well as supporting adult learners. At each meeting, instructional practices aligned with the science of reading are shared. Additionally, formats and best practices for grade-level planning, coaching cycles, and instructional coaching are also shared. School-based department chairs and county-based secondary literacy specialists participate in three half-day meetings over the course of the school year to grow their capacity regarding literacy instruction and county-wide initiatives. Additionally, county-based literacy specialists participate in ongoing, monthly half- or full-day meetings to acquire professional learning regarding best practices for grade-level planning, coaching cycles, and instructional coaching.

**Linked Artifacts:**

- [August 2022 K-2 Overview of Science of Reading Professional Learning Survey](#)
- [Sample overview of the Professional Development 22-23 school year](#)
- [Reading Instruction at HCPS – Science of Reading Visual](#)
- [Training Aligned to the Science of Reading for Early Literacy \(Pre-K-3\)](#)

**65. Organizational Structures and Support:** How does the school system leverage talent, time, and resources to support ongoing, job-embedded professional development of staff responsible for reading instruction and intervention?

*Examples may include:*

- *Identifying the most effective reading teachers and increasing their impact beyond their individual classrooms through lesson planning, co-teaching, peer coaching, etc.*
- *Changing the daily schedule to increase collaboration time for teachers during the school day*
- *Hiring district reading specialists and deploying them to campuses to model lessons, observe instruction, and coach teachers*





**Additions from MSDE Feedback:** The time to deliver on-going, high quality staff development is planned at both the county and school-level. HCPS designated 3 hours pre-school and all four district early dismissal days for professional learning opportunities for K-5 teachers around the principles of the Science of Reading. Each elementary school has a designated reading specialist. The HCPS role of the Reading Specialist specifically identifies the need for the position to provide support to teachers. In the elementary schedule, schools allocate PLC time for grade level teams to meet and plan with the reading specialist weekly. District level literacy specialists have designed schedules to provide school-based professional development throughout the school year. Each school receives on average 5 site-based full day professional development sessions from district level literacy specialists. A sample agenda for a day of professional learning is attached. To continue this on-going support, time will need to be identified for the 23-24 school year similar to this school year. The Reading, English and Language Arts Office requires the three-district literacy specialist positions, two of which are specifically identified for Early Childhood in order to increase the amount of professional learning for K-2 teachers. Elementary principals need to continue to develop a schedule that promotes professional learning communities. Grant funds are allocated each year to train teachers new to the district early screener, DIBELS. The Heggerty Company provides yearly training for teachers new to K-2 in the area of phonological awareness. This training is covered by TSI grant funds. HCPS also schedules yearly district level training sessions for Wilson Reading, SIPPS (Systematic Instruction in Phonics, Phonemic Awareness and Sight Words), OG Plus and Istation.

HCPS provides a coherent plan to support staff responsible for reading instruction and intervention. At the elementary level, certified Reading Specialists provide job-embedded professional development of staff through modeling best practice, research-based instruction, co-teaching, instructional grade-level planning, data analysis, and peer coaching. Additional Reading and Literacy Specialists are deployed at priority elementary schools to provide reading instruction, intervention training and delivery, progress monitoring, and job-embedded professional development as specified above. At the middle school level, three literacy specialists provide the same means of job-embedded support to staff at our high priority schools.

Teachers are afforded regular opportunities to plan grade-level instruction and to collaborate with the specialists in both elementary and middle school. Additionally, specialists provide training in specific, research-based interventions at the onset of the school year, monitor its implementation, and provide direct instruction as needed.

Please review questions 75 and 76 for additional intervention information about structures and support in place at HCPS.

[Linked Artifact additions from MSDE Feedback: ELA Blueprint Supplemental Artifacts](#)

## High-Quality, Content-Rich Instructional Materials for English Language Arts

**66. Process for Selecting Materials:** Describe the process the school system uses to select instructional materials for English language arts, including who participates and the types of activities used.

*Examples may include:*

- *Use of committee structures*
- *Pilot programs*
- *Mechanisms for gathering stakeholder feedback*
- *Site visits to school systems implementing the materials being considered*

**Additions from MSDE Feedback:** Two HCPS committees have played an integral role in designing the comprehensive instructional plan for the five areas of reading: phonemic



awareness, phonics, fluency, vocabulary, and comprehension. The first is the North Star Primary Committee. This committee had representation across schools and central office focused on early literacy in grades Pre K-2. Major decisions formulated by this committee included initiatives such as the following: the selection of Heggerty Phonemic Awareness program for full implementation across all Pre-K-1 classrooms, the identification of high quality, diverse and culturally responsive decodable book series to purchase for K-2 classrooms across the district, and the formation of an assessment/curriculum/intervention flow chart to identify student pathways to programs that best meet their needs. The second committee is the HCPS Elementary Reading Program Adoption Committee. This committee convened in order to research and evaluate evidence-based reading curriculum to be adopted and piloted during the 23-24 school year. Attached are artifacts identifying the membership and position of both committees.

For textbooks, online subscriptions, and purchased curricular programs such as the ones used in Mathematics and Reading, English, and Language Arts in the district, HCPS has a formal review and selection process that includes systematized structures and various stakeholders. Approximately one calendar year ahead of an anticipated need of a new program or textbook, a diverse committee is convened. The committee is comprised of a variety of stakeholders including teachers, community members, administrators at both the school and Central Office levels, as well as representatives from the HCPS Office of Technology and HCPS Office of Special Education.

The committee leads, usually the appropriate content Supervisors, arrange formal presentations by vendors. Vendors are selected for review using information obtained from other school districts, research, and resources such as EdReports. The committee participates in the presentations and reviews each program and/or textbook using a nationally recognized, universal rubric. As appropriate, individual teachers and/or schools may then pilot one or multiple programs and provide data and feedback to the committee before a final selection to go districtwide is made.

Several HCPS Board of Education policies help articulate the process: Board of Education Policies 0002-000 Curriculum Development Oversight, 0003-000 Curriculum Development Implementation, and 0005-000 Review and Selection of Instructional Materials. Artifacts linked below include access to the referenced policy and procedure, details of the reading committee, material selection included in the February 2023 Board of Education presentation, and a February 2023 memo to principals for reading program pilots.

**Linked Artifacts:**

- [Board of Education of Harford County Policies and Procedures](#)
- [HCPS Elementary Reading Ad-Hoc Committee Members](#)
- [Reading Instruction at HCPS – Science of Reading Visual](#)
- [Board of Education Presentation Feb 27, 2023](#)
- [Board of Education Presentation Feb 27, 2023 Video](#)
- [HCPS Comprehensive Reading Program Memo to Principals Feb 28, 2023](#)
- [Additions from MSDE Feedback: ELA Blueprint Supplemental Artifacts](#)

**67. High-Quality and Content-Rich:** Discuss how the school system determines if materials are high-quality, content-rich, and aligned to the science of reading. Discuss how the LEA ensures materials collectively provide instruction in all five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. If one resource is inadequate or incomplete in addressing all five areas, how will the school system ensure there is a collection of high-quality materials to address all areas? The Maryland State Department of Education utilizes Ed Reports as a primary source in assessing the quality of instructional materials so it should be included in the response. Additionally, the selection of materials for other content areas such as science and social studies may also be included if that is a consideration in leveraging those subjects to build



student knowledge while reinforcing literacy acquisition skills through cross-curricular connections.

In order to determine if the materials are high-quality and content rich, and aligned to Science of Reading, HCPS utilized the MSDE Vetting Rubric to review, evaluate and select instructional materials. To ensure that all key areas of reading are addressed, HCPS utilizes a Comprehensive Literacy Plan (see Linked Artifacts) in order to align programs to student needs. Each program provides specific resources to support students as readers. For example, HCPS has a districtwide license for all students for Common Lit. This program was added as a way to provide additional lesson plans and resources to support instruction in comprehension and vocabulary. In Social Sciences, we provide leveled texts in the curriculum and recommend close reading strategies to support student reading comprehension. Content-specific vocabulary instruction is embedded in Social Sciences instructional procedures. Additionally, instructional procedures provide multiple opportunities for students to process text individually and collaboratively with peers.

HCPS curriculum implemented in the following five areas of reading:

- **Phonological Awareness:** Heggerty Phonological Awareness Program
- **Phonics:** Units of Study in Phonics; Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS); Wilson Foundations; Orton-Gillingham Plus.
- **Fluency:** Units of Study in Reading; Leveled Literacy Intervention; Istation
- **Vocabulary:** Units of Study in Reading; Words Their Way; HCPS Vocabulary Curriculum; Istation; Common Lit
- **Comprehension:** Units of Study in Reading; Common Lit; Leveled Literacy Intervention; Making Meaning; Istation

Artifacts linked below include the curriculum vetting rubric, literacy plan, February 2023 Board of Education comprehensive ELA presentation, and a February 2023 memo to principals for reading program pilots.

**Linked Artifacts:**

- [ELA MSDE Curriculum Vetting Rubric](#)
- [HCPS Comprehensive Literacy Plan](#)
- [Reading Instruction at HCPS – Science of Reading Visual](#)
- [Board of Education Presentation Feb 27, 2023](#)
- [Board of Education Presentation Feb 27, 2023 Video](#)
- [HCPS Comprehensive Reading Program Memo to Principals Feb 28, 2023](#)

**68. Culturally-responsive :** During the selection process, how does the school system assess and select materials that are culturally-responsive ? In instances where materials are high quality but not culturally-responsive , how does the school system supplement materials to ensure they meet the cultural needs of the students?

A committee of stakeholders convenes to review and to select reading instructional materials and curriculum that is high quality, content-rich, and culturally-responsive. The committee uses the ELA MSDE Curriculum Vetting Rubric to assess the quality of the curriculum and the inclusion of diverse cultures and perspectives. The rubric also ensures that the selected curriculum meets criteria aligned to all areas of the science of reading.

A Curriculum Equity Audit will also be conducted facilitated by the Supervisor of Equity and Cultural Proficiency to ensure that HCPS ELA instructional materials are inclusive and culturally-responsive. This will be included in any new program purchased for the 2023-2024 pilot.

Furthermore, the HCPS Novel Review Committee meets regularly to consider additional literature selections including decodable texts to supplement the core curriculum. Many of the novels reviewed and approved for classroom use by the committee are contemporary, culturally-responsive selections that are high-quality and foster inclusivity.



**Linked Artifacts:** [ELA MSDE Curriculum Vetting Rubric](#)

**69. Supplemental and Intervention Materials (Tiers 2 and 3 of Instruction):** What additional considerations or steps are added to the materials selection process when selecting supplemental and intervention materials for use in tiers 2 and 3?

A Reading Intervention Search Committee is convened to review the ESSA reports on available interventions and to meet with selected publishers. A Reading Intervention Scoring Rubric is utilized to evaluate the quality of the instructional materials.

The HCPS North Star Early Primary Committee with a variety of stakeholders (school-based administrators, teachers, special educators, reading specialists, and Central Office representation) has been established to review programs, data, and instructional interventions. The committee makes recommendations on the addition and removal of intervention programs.

HCPS has created and established a comprehensive process for intervention identification, placement, progress monitoring and review. Information is outlined in the HCPS Intervention Handbook. Please review questions 75 and 76 for additional intervention information about structures and support in place at HCPS.

**Linked Artifacts:**

- [Reading Intervention Scoring Rubric](#)
- [HCPS Intervention Handbook](#)

**71. Materials-Specific Professional Development and Support:** What professional development and support does the school system provide to ensure the effective use of instructional materials? Discuss activities to support the implementation of newly adopted materials as well as those designed to leverage materials during instruction over time.

The HCPS North Star Early Primary Committee consisting of representation from the Office of Early Childhood, Office of RELA, Office of Mathematics, Office of Curriculum, Instruction, and Assessment, classroom teachers, reading specialists, special educators, instructional coaches, and birth-5 learning centers, researched and identified best practices and instructional materials aligned to the areas of the Science of Reading. Professional learning opportunities and instructional support will be ongoing through school-based, districtwide, and job-embedded professional development sessions.

**Heggerty Phonemic Awareness Curriculum:** Comprehensive and systematic phonemic awareness instruction. The curriculum was purchased for all teachers pre-k – grade 1 with the option for schools to purchase for grades 2 and 3 based on student need/data. Initial training was provided to all teachers and specialists implementing the program from the Heggerty company consultants. Effective implementation is measured by the rise in DIBELS scores and successful transfer in all areas of literacy.

**Decodable Texts:** A variety of high-quality, content-rich, and culturally-responsive decodable texts were purchased for all grade levels. Teachers were provided with professional development around best practices and planning in order to be responsive to student data. In addition to explicit decoding instruction, decodable texts are also used to teach vocabulary, fluency, and comprehension. School-based leadership invites RELA literacy specialists on site to provide follow-up opportunities for demonstration lessons, planning, and monitoring of effective implementation.

**Classroom Libraries:** A variety of high-quality, content-rich and culturally-responsive classroom libraries were purchased for teachers grades K-5. Classroom library sets are selected in order to



provide a variety of text complexity, genres, diversity, and recent publication dates. Instructional walkthroughs with RELA and school-based leadership examine the quality and use of classroom libraries as instructional materials.

## Pillar 3, Objective 2 (English Language Arts): Keep students on track to meet CCR



### 70. HQIM - English Language Arts: Adoption Projections

Identify the high-quality, content-rich, and culturally responsive instructional materials adopted and used for literacy in English language arts at each grade level (Pre-K-12) and tier of instruction. If a particular material is under review or not yet identified, indicate its status.

Title	Publisher	Grade Level(s)	Instructional Tier(s)	Status (adopted and implementing, under review, piloting)
Heggerty Phonemic Awareness	Heggerty	Pre-K-3	1	Adopted and Implementing
Units of Study in Phonics, Reading, and Writing	Heinemann	K-5	1	Adopted and Implementing
Fundations	Wilson	Pre-K-2	1 and 2	Adopted and Implementing
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Center for the Collaborative Classroom	K-5	1 and 2	Adopted and Implementing
CommonLit	CommonLit	3-12	1	Adopted and Implementing
Wilson Reading System	Wilson	2-12	3	Adopted and Implementing
Leveled Literacy Intervention	Heinemann	K-5	2	Adopted and Implementing
Orton Gillingham Plus	Bowman Educational Services	Pre-K-12	3	Adopted and Implementing
Corrective Reading	SRA	4-12	2 and 3	Adopted and Implementing
Making Meaning	Center for the Collaborative Classroom	3-7	2	Adopted and Implementing
HMH Collections	Houghton Mifflin Harcourt	6-10	1	Adopted and Implementing
Read 180	Houghton Mifflin Harcourt	7-10	2	Adopted and Implementing
Plugged into Reading	Recorded Books	8	2	Adopted and Implementing
Strategic Reading	Houghton Mifflin Harcourt	9-10	1 and 2	Adopted and Implementing

**Linked Artifacts:** [HCPS Comprehensive Reading Program Memo to Principals Feb 28, 2023](#)





### 3.2.1 (English Language Arts): Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade

#### Progress Monitoring in English Language Arts

**72. Systems and Structures for Progress Monitoring:** Describe the systems and structures the school system has put into place to ensure rigorous monitoring of student progress in reading at each grade level.

*Examples may include:*

- *How the instructional schedule is developed to support teacher planning and collaboration in response to student literacy data*
- *A specific model or framework for analyzing literacy data, facilitating a professional learning community, etc.*
- *Creating schedules for ongoing assessment and tracking of student progress throughout the school year*
- *Professional development opportunities to support teachers and administrators in implementing effective progress monitoring*

The HCPS School Performance and Achievement (SPA) is the continuous school improvement process to ensure each student has access to academic opportunities, social-emotional support, and real-world experiences tailored to meet the needs, abilities, and interests of each diverse learner. The SPA process is interval based with checkpoints within each interval. The timeline, plan template, and other resources are designed to reflect the process schools follow with school improvement dividing the year into quarters for progress monitoring. The SPA plan is the tool utilized to document and monitor the focus areas based on the needs of an individual school community while indicating strategies and resources to support improvement within the focus areas.

Areas of Focus are addressed through the SPA process and plan and are aligned with the development of the North Star learner attributes using readiness measures, or milestones, to monitor progress. School teams develop aligned objectives and strategies for identified and targeted students through an equity lens. The HCPS Equity Policy defines “equity lens” as meaning that for any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups.

School teams use data protocols and short-cycle assessment intervals within the SPA process for continuous student progress monitoring. Structures include a variety of teams from grade levels or departments and collaborative planning teams to achievement and goals teams, the SPA Team, and the Instructional Leadership Teams at each school. Additionally, the District Instructional Leadership Team including the Executive Directors and Directors of Elementary and Secondary Performance, Curriculum, Instruction, and Assessment, Student Services, and the SPA Support Team review data and meet regularly with school-based leaders to support the data dialogues and school action plans which are noted within the SPA plan as part of the school improvement process. There is intentional focus for reading and literacy in this process throughout the entire district. Schools at all levels include a focus area of reading, literacy, or English credit attainment dependent upon level. Given this is a focus area for each school in some capacity, professional learning is a requirement to support growth measures. The assessment calendar and progress monitoring intervals designate when students must be reassessed, and progress reported.



HCPS also has a systemic goal of identifying the most effective and clear methods of measuring reading for our students. In January, the Office of Strategic Initiatives began a focus group series with diverse stakeholders on updating how HCPS will measure reading in the future.

**Linked Artifacts:**

- [Early Warning Indicators \(Including Blueprint 9th Grade On-track\)](#)
- [Video: Early Warning Indicator Tool - November 2022](#)
- [Strategic Initiatives Focus Group on Reading 2023](#)
- [MCAP ELA Gr 3-5 HCPS Comparison to other LEAs](#)

**73. Assessments:** List the assessments administered to students and their purpose in progress monitoring, including the use of universal screeners as required by Maryland's Ready to Read Act.

Grade Level(s)	Assessment	Type (diagnostic, formative, summative)	Frequency of Administration	Purpose
<p><b>Addition due to AIB feedback:</b> Harford County Public Schools utilizes a county created prekindergarten assessment for RELA and mathematics. The assessment is entitled Prekindergarten Skills Checklist. The assessment is given to students in the fall, winter, and spring to measure progress. The core RELA skills included in the assessment are as follows: upper and lowercase letter recognition, letter-sound correspondence, rhyming, blending, initial sound, final sound, book and print awareness, comprehension from a read aloud, and sight word recognition. Each student's progress is uploaded to HCPS assessment database and is analyzed to meet each student where they are for future instruction.</p>				
K-3	DIBELS benchmark assessments, 8 <sup>th</sup> edition	Diagnostic	3 times per year for benchmark	Universal screener to determine fluency measures
K-3	DIBELS progress monitoring assessments, 8 <sup>th</sup> edition	Diagnostic, administered to students who score at risk on the DIBELS benchmark assessments	Every 30 days	Progress monitoring to determine student growth on the various subtests of early literacy skills
K-5	Fountas and Pinnell	Diagnostic	Optional assessment for students, based upon need	To identify a student's reading level and progress along a gradient of text levels over time.
2-8	Reading Inventory	Growth	3 times per year	To determine a student's independent reading level

**Linked Artifacts:** [2022-23 HCPS Assessment Calendar](#)

**74. Measures of Success:** Describe the measures of success the school system utilizes to identify students in need of support and intervention in literacy to meet the college and career readiness standard. Explain the rationale for using each of the measures as well as the grade levels to which they apply.

*Examples may include:*

- *Kindergarten Readiness Assessment (KRA) and reading proficiency by the end of 3rd grade*
- *Early warning indicators such as attendance, behavior, and course completion in middle school*
- *Freshmen on-track indicator, cumulative 9th and 10th grade GPA, core subjects GPA, attainment of credits in core content courses, attainment of credits in career and technical education (CTE) courses, or a combination with assessment scores, attendance, or other behavioral metrics*

Measure	Rationale	Grade Level(s)
Kindergarten Readiness Assessment (KRA)	Readiness tool to measure each student's readiness across multiple domains, including mathematics.	Kindergarten



DIBELS, 8 <sup>th</sup> edition (benchmarks and progress monitoring)	Universal screener and progress monitoring components to identify early literacy skills	Grades K-3									
Fountas and Pinnell	Identify a student's reading level and progress along a gradient of text levels over time	Grades K-5									
Early Warning Indicators provided in Performance Matters (the HCPS instructional and assessment system)	Monitor mobility, attendance, and student discipline referrals	Grades Pre-K-12									
Grade 9 on-track early warning indicators	Criteria for adequate progress towards graduation and allows for early intervention and supports to be in place for student success.	Grade 9									
<p><b>Additions from MSDE Feedback:</b> HCPS is in the process of formulating an Assessment Committee under the direction of the Office of Accountability in order to do a review of current publisher reading assessments for pilot during the 23-24 school year.</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>Rationale</th> <th>Grade (s)</th> </tr> </thead> <tbody> <tr> <td><b>Reading Inventory (RI)</b></td> <td>Classroom based assessment designed to monitor a student's reading ability, monitor their reading progress, and identify a Lexile level. Students who are working below grade level are identified for intervention based on their specific needs.</td> <td>Grades 2-9</td> </tr> <tr> <td><b>Decoding Assessment Letter Sound Assessment</b></td> <td>Assessment provides information on student mastery of specific phonics skills based on a systematic scope and sequence. Students who demonstrate an additional need for remedial instruction are identified for a phonics intervention program. Currently, the district utilizes: Wilson, SIPPS and OG Plus.</td> <td>Grades K-3</td> </tr> </tbody> </table>			Measure	Rationale	Grade (s)	<b>Reading Inventory (RI)</b>	Classroom based assessment designed to monitor a student's reading ability, monitor their reading progress, and identify a Lexile level. Students who are working below grade level are identified for intervention based on their specific needs.	Grades 2-9	<b>Decoding Assessment Letter Sound Assessment</b>	Assessment provides information on student mastery of specific phonics skills based on a systematic scope and sequence. Students who demonstrate an additional need for remedial instruction are identified for a phonics intervention program. Currently, the district utilizes: Wilson, SIPPS and OG Plus.	Grades K-3
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## Intervention in English Language Arts

[Blueprint Requirement \(MD Code, Educ §5-226\)](#)

[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)

- 75. Tier 2 and 3 Intervention:** Describe the school system's targeted, evidence-based model for Tier 2 and Tier 3 instruction in reading. Include the following:
- The correlation between how students are identified during progress monitoring and the type of intervention the school system provides
  - The core components and/or major activities for each type of intervention, including details such as the length of time students participate and who may be working with them in addition to the classroom teacher
  - How it's determined that a student no longer requires intervention
  - The method(s) for evaluating the effectiveness of interventions

### Elementary (Pre-K-5)

- Student areas of need are identified through DIBELS and/or Reading Inventory.
- Students are placed in an intervention aligned to their area of need as indicated through screener assessment and progress monitoring.
- Interventions are led by reading specialists, classroom teachers, special educators, and/or trained paraeducators depending on school staffing and scheduling.
- Students' progress is monitored every 30 days to determine continued need or dismissal for intervention support. If students are not making adequate progress, the selected intervention for that child will be reevaluated.
- SIPPS utilizes the framework detailed below. Suggested time is 30-45 minutes daily.



- Phonemic Awareness activity, review of phoneme-grapheme correspondence to work on automaticity, decoding with explicit instruction in a new phonetic or morphological element/concept, structured decoding and encoding practice, high-frequency words, and applying all of the previously listed elements in reading connected text and writing words/sentences with the patterns that have been explicitly taught.
- LLI utilizes two instructional formats detailed below. Suggested time is 30-45 minutes daily.
  - Rereading books for fluency (5 minutes); Phonics/Word Work (5 minutes); New Book at the Instructional Level (15 minutes); Letter/Word Work (5 minutes)
  - Rereading and assessment of one student (5 minutes); Phonics/Spelling (5 minutes); Writing about reading (15 minutes); New book at an independent level (5 minutes)
- Foundations utilizes a structured literacy approach to make learning to read fun while laying the groundwork for lifelong literacy. The program's research-based approach and extensive materials allow K–2 teachers to confidently present a carefully structured reading, spelling, and handwriting curriculum using engaging, multisensory techniques. Foundations is aligned with the science of reading and guides teachers to provide effective instructional practices, such as letter formation and handwriting, phonological and phonemic awareness, sound mastery, phonics, word study, high frequency word instruction, vocabulary, fluency, and spelling. Tier 2 small groups are a 30-minute standard lesson 3-5 times per week.
- Orton-Gillingham Plus (OG Plus) is a systematic, multisensory, structured approach to teaching literacy. OG Plus intentionally teaches phonological awareness skills while systematically teaching the structure of the English language. Through diagnostic and explicit teaching, students develop phonological awareness skills, decoding and encoding skills, and improved reading fluency. Students receive explicit, systematic instruction in the following skills during each lesson of OG Plus: Oral phonological awareness; Phonemic awareness; Decoding and word study; Irregular word recognition; Encoding of words and sentences; Reading fluency. OG Plus group size is one to three students who receive at least three, 45-minute sessions per week. OG Plus instructors are special educators or reading specialists who have completed the 60-hour training.

**Additions from MSDE Feedback:** The goal of a comprehensive literacy program is to have all students receiving Tier 1 instruction. However, we recognize that students often need additional support. The HCPS Assessment Plan includes the required monthly progress monitoring for students identified for intervention, as well as a mid-year and end-of-year assessment window as delineated in the DIBELS implementation manual for students in K-3. If students meet the criteria based on the DIBELS assessment, they exit the intervention. Classroom teachers then flag those students to provide extra small group support during Tier 1 instruction and ensure that the students continue to achieve at grade level standards and expectations. Additionally, each specific intervention program has suggested progress monitoring assessments and success criteria. For students receiving intervention in grades 4-5, the suggested assessments and success criteria for their specific intervention are used to determine when they stop receiving Tier 2 or Tier 3 support.

**Linked Artifacts:** [HCPS Intervention Handbook](#)

### Middle School (6-8)

- Students are identified for reading intervention through the Reading Inventory and/or most current MCAP ELA scores.
- Students are provided with an intervention that is aligned to their area of need as indicated through the assessment.
- Interventions are implemented by literacy specialists, classroom teachers, special educators, and/or trained paraeducators depending on school staffing and scheduling needs.
- Students' progress is monitored through the use of winter and/or spring Reading Inventory scores, embedded intervention progress monitoring assessments, and/or school-based administration of a reading inventory assessment. When the administered assessments



indicate that a student is reading on-grade level the student is dismissed from the intervention.

- Making Meaning integrates research-based, explicit reading comprehension, and vocabulary instruction with social development through classroom discussion. Opportunities for daily individualized, independent reading are included for students to practice skill development. The program guides instructors to provide research-based instructional methods. Instruction occurs in whole group setting, 40 to 45-minute sessions per day.
- Read 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. Read 180 directly addresses individual needs through adaptive instructional software, high-interest literature, and direct instruction in reading and writing skills. Read 180 lesson components follow a three-part rotational model with time for small group instruction, computer adaptive instruction, and self-selected reading time. Instruction occurs with 12 to 20 students, 90-minutes per day. Lessons are designed in a workshop format with nine workshops throughout the year which include a combination of fiction and nonfiction text.
- Corrective Reading lessons include decoding, word recognition, fluency, and reading comprehension skill development. Corrective Reading is intended for students who are reading four years below grade level. Instruction occurs in small groups of four to seven students for 45-minutes for each lesson.
- Plugged Into Reading is designed to improve students' literacy levels through increased reading time, volume, and diversity of reading. Plugged into Reading addresses multiple learning modalities, from whole-class direct instruction, peer-supported cooperative and collaborative groups, and student-directed independent learning. Instruction occurs for 45 to 90 minutes daily depending on scheduling.

Linked Artifacts: [HCPS Intervention Handbook](#)

## High School (9-12)

- Students are identified for reading intervention through the Reading Inventory, teacher recommendation, and/or most current MCAP ELA scores.
- Students are provided with an intervention that is aligned to their area of need as indicated through the assessment.
- Interventions are implemented by classroom teachers, special educators, and/or trained paraeducators depending on school staffing and scheduling needs.
- Students' progress is monitored using winter and/or spring Reading Inventory scores in grade 9, embedded intervention progress monitoring assessments, and/or school-based administration of a reading inventory assessment. When the administered assessments indicate a student is reading on-grade level the student is dismissed from the intervention.
- Read 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. Read 180 directly addresses individual needs through adaptive instructional software, high-interest literature, and direct instruction in reading and writing skills. Read 180 lesson components follow a three-part rotational model with time for small group instruction, computer adaptive instruction, and self-selected reading time. Instruction occurs with 12 to 20 students, 90-minutes per day. Lessons are designed in a workshop format with nine workshops throughout the year which include a combination of fiction and nonfiction text.
- Corrective Reading lessons include decoding, word recognition, fluency, and reading comprehension skill development. Corrective Reading is intended for students who are reading four years below grade level. Instruction occurs in small groups of four to seven students for 45 minutes each lesson.
- Strategic Reading incorporates daily, explicit mini lessons on reading strategies, verbal modeling of reading and thinking skills, cooperative learning teams for text discussion, and extensive independent reading to improve students' reading comprehension and fluency





skills. Strategic Reading instruction is provided 90 minutes per day during first semester to a class of 15 to 25 students.

**Linked Artifacts:** [HCPS Intervention Handbook](#)

**76. Structures and Support for Intervention:** How does the school system support teachers in their implementation of intervention at Tiers 2 and 3 so every student receives reading instruction that is responsive to their individual needs as determined through data collected during progress monitoring? Considerations should include, but are not limited to, the following:

- A framework for intervention that includes evidence-based, high-yield strategies
- Staffing such as campus-based instructional coaches, intervention teachers, etc.
- Strategic use of specific funding such as the Transitional Supplemental Instruction Aid for struggling learners in K-3
- Schedules (classroom or school) that support increased opportunities for small group or individualized instruction, including high-quality school day tutoring

**Additions from MSDE Feedback:** Teachers are supported in implementing intervention through yearly staff developments provided by the specific intervention company. School-based reading specialists as well as county based special education teacher specialists provide follow-up training and coaching to teachers. Reading specialists schedule monthly data reviews in order to track student achievement and monitor for growth. Throughout this process, families/guardians receive formal written notification of the status of their child's individual learning plan.

Tier 2 and 3 interventions are supported within a school's daily schedule by utilizing available staffing, including reading specialists, classroom teachers, special educators, and/or trained paraeducators. Students are screened. Data is then utilized to carefully place students in an intervention that is aligned with their demonstrated area of need based on initial assessments. Frequent progress monitoring (at least every 30 days) is used throughout the intervention to ensure progress is being made or to identify if a different intervention would be more successful for an individual student.

For grades K to 3, 190 minutes are designated daily for a literacy block for all students, with opportunities for individual and small-group instruction for teachers to be responsive to students' individual needs. This time also includes a dedicated time for explicit, sequential phonics instruction. For all students in grades 4 and 5, 160 minutes are designated for the literacy block, which also includes opportunities for individual and small group differentiated instruction.

Based on the strong research on the impact of volume of reading time and having access to rich, diverse, classroom libraries (see links for research), HCPS utilized funds from TSI in order to support the purchase of classroom library text and decodables for all teachers grades K to 3. These texts have provided additional opportunities for our youngest students to have book baggies filled with books to read both in school and to take home for additional reading time.

The following linked artifacts include a variety of resources and programs supporting structures and needs for intervention including information on classroom libraries, FEV tutoring, and use of TSI funds.

**Linked Artifacts:**

- [HCPS Intervention Handbook](#)
- [NCTE Position Statement](#)
- [ASCD on Classroom Libraries](#)
- [ILA on Classroom Libraries](#)
- [HCPS News Alert - FEV Tutoring](#)
- [Video: Tutoring for Students in Partnership with FEV Tutor](#)
- [Reading Instruction at HCPS – Science of Reading Visual](#)
- [Budget narrative and C125 for FY22 TSI Grant application](#)



- [FEV Tutor](#)
- [29141 00 Blueprint TSI SL MSDE #210193](#)
- [29141 A02 FY 21 TSI Struggling Learners Budget](#)

**77. High-Quality School Day Tutoring:** How does the school system leverage time, partnerships, and resources (e.g., Transitional Supplemental Instruction Aid) to support the implementation of the high-leverage strategy, high-quality school day tutoring, to accelerate instruction in reading? How does it evaluate the effectiveness of this intervention?

HCPS began a partnership in January 2023 with FEV Tutor to provide high dosage tutoring during the school day. Schools utilize independent practice time, intervention blocks, and personalized learning time to engage students in one-on-one targeted tutoring. The partnership with FEV Tutor is funded through the Supplemental Instruction and Tutoring Grant. HCPS is using the Reading Inventory assessment to measure the effectiveness of the intervention as well as actively monitor the proficiency levels within the FEV platform.

English Language tutoring is conducted during the school day to help students with specific English development needs. Typically, this tutoring is 1:1 or in small groups. It is not content related but aims to assist the student grow their English proficiency. We pay these tutors from our Title III grant. Additionally, EL summer camp is an opportunity to provide bridging services to EL students, so they don't lose English proficiency over the summer. There are also tutors at summer camp who work with students to reinforce specific language development skills.

**Linked Artifacts:**

- [HCPS News Alert - FEV Tutoring](#)
- [FEV Tutor](#)
- [Video: Tutoring for Students in Partnership with FEV Tutor](#)
- [Tutoring Report to the AIB – December 2022](#)

**78. Transitional Supplemental Instruction Aid:** Use the table below to describe how the LEA has used and will continue to use the Transitional Supplemental Instruction Aid to support K-3 students in reading, beginning with the 2019-2020 school year, and include the impact of the funding and how it has been measured.

School Year Funds Used	Activity How were the funds used?	Impact What was the result?	Evaluation How was the result determined?
2019-2023	Purchase of classroom library materials	Teachers across the district were able to expand their classroom library selections and increase access to rich, diverse, complex text for students.	Reading data indicates that HCPS is decreasing the % of students who are at risk in reading and increasing the % who are proficient and advanced. See artifact below.
2019-2021	Reading coaches to support schools with struggling learners	Teachers in the identified schools had an increase in the amount of support being provided to classroom teachers. Reading coaches were able to offer more opportunities for small group intervention.	Attached is a coach's log outlining the daily work and support provided by this position.
2019-2022	Professional development and/or conference attendance	Building teacher capacity and enhancing their pedagogy in foundational reading is one of the strongest indicators for improving student achievement in reading.	Reading data indicates that HCPS is decreasing the % of students who are at risk in reading and increasing the % who are proficient and advanced.
2019-2020	Ready Rosie early education tool	Parents at the three identified schools had an increase in access to this program that promotes ways parents can work on literacy at home with their children.	At the three identified schools, reading coaches were able to track the number of families who accessed the Ready Rosie site and viewed the learning videos. Attached is a sample of the professional development



			provided to help gain parent participation.
2019-2021	Materials for phonics units	All elementary school teachers grade K-2 received the Units of Study Phonics materials to support foundational reading instruction.	Reading data indicates that HCPS is decreasing the % of students who are at risk in reading and increasing the % who are proficient and advanced.
2020-2023	Purchase of classroom decodable texts	All elementary school teachers grades K-2 received class sets of decodable books from a variety of publishers.	Having access to decodable texts is critical for early readers. The many sets purchased for our schools increases the amount of text students can read successfully using the decoding skills being taught. Reading data indicates that HCPS is decreasing the % of students who are at risk in reading and increasing the % who are proficient and advanced.
2020-2023	Partnership with Teachers College Reading and Writing Project	Eight identified high needs schools partnered with staff developers to provide teachers with additional professional development five times over the school year.	Surveys are shared with teachers to capture their input on the effectiveness and impact of the training. See sample artifact linked below.
2020-2022	Curriculum – virtual mini lessons	Elementary teachers grades K-3 received access to virtual lessons in order to support asynchronous instruction during the COVID closure.	Teachers were able to have the support and models of instruction needed to deliver high quality instruction in a virtual format to students.
2020-2022	Intervention materials for identified students	Each elementary school was able to identify additional materials needed to support school-based intervention in reading.	Additional Foundations, LLI and SIPPS materials were purchased. Reading data indicates that HCPS is decreasing the % of students who are at risk in reading and increasing the % who are proficient and advanced.
2021-2022	Istation seat licenses and professional development	Each elementary school uses data to identify students in need of additional support in reading. Istation licenses are purchased and distributed to schools for identified students. Students can access the site during school and from home for additional practice in early reading skills, vocabulary, fluency, and comprehension.	Istation is a computer based adaptive program. Classroom, school, and district level reports can be generated to show achievement levels, progress monitoring and standards-based achievement.
2021-2022	Units of Study in Reading materials	HCPS purchased the newly revised K-2 Units of Study in Reading. The new edition is aligned to the Science of Reading principles and the materials provide classroom teachers with support in the delivery of whole class and small group reading instruction.	Reading data indicates that HCPS is decreasing the % of students who are at risk in reading and increasing the % who are proficient and advanced.
2022-2023	Teachers College Homegrown Institute	HCPS provided K-2 teachers with the opportunity to attend a four-day summer reading institute on foundational reading skills. This institute helped to prepare teachers for teaching phonics and phonemic awareness and deepened their knowledge and pedagogy around the Science of Reading.	As teachers increase their knowledge regarding the teaching of foundational skills such as phonemic awareness and phonics, their instruction and pedagogy should improve resulting in an increase in reading achievement. Reading data indicates that HCPS is decreasing the % of students who are at risk in reading and increasing the % who are proficient and advanced.
2021-2023	DIBELS early screener system	Senate Bill 734 requires all school systems to screen students in reading beginning in	Reading data indicates that HCPS is decreasing the % of students who are at risk



		kindergarten through grade 3. HCPS reviewed reading assessments and selected DIBELS 8 <sup>th</sup> edition. All students are screened according to the scheduled outlined in Senate Bill 734.	in reading and increasing the % who are proficient and advanced.
2022-2023	DIBELS training	It is a requirement that all teachers participate in eight (8) hours of DIBELS training prior to administering the assessment.	The attached chart indicates the number of teachers who have been trained across our district.
2022-2023	SIPPS intervention training	Each year teachers new to the intervention program are required to participate in training. HCPS contracted with consultants from Collaborative Classroom Inc. to provide training.	The attached chart indicates the number of teachers who have been trained across our district.
2022-2023	Heggerty training	All Pre-K to grade 1 teachers were required to participate in phonological and phonemic awareness training with a contracted consultant from Heggerty.	The attached chart indicates the number of teachers who have been trained across our district.

**Linked Artifacts:**

- [HCPS Reading Measures and Data Review DIBELS and RI](#)
- [MSDE AnnualLEADDataReport2021-2022](#)
- [Ready Rosie PPT](#)
- [Reading Coach Reading Log](#)
- [Deerfield Primary Visit 2 eval summary](#)
- [TC Summer Institute July 2022 Primary level evaluation results](#)
- [Budget narrative and C125 for FY22 TSI Grant application](#)
- [29141 00 Blueprint TSI SL MSDE #210193](#)
- [29141 A02 FY 21 TSI Struggling Learners Budget](#)
- [Reading Instruction at HCPS – Science of Reading Visual](#)
- [MCAP ELA Gr 3-5 HCPS Comparison to other LEAs](#)

**79. Underserved Student Groups:** Describe how the school system eliminates barriers and meets the needs of students who have been underserved. Consider the learning loss caused by the pandemic for specific student groups as well as groups who have been historically underserved. How will the school system minimize or prevent students from continuing to be underserved?

HCPS works collaboratively to ensure students' needs are being met and that barriers are being eliminated that impact student achievement by considering the impact of all decisions, processes, practices, and programs on all students, especially those that have been marginalized. HCPS works to eliminate these barriers in the following ways:

1. Conducting a high-level equity audit of curriculum materials to include a review of the diversity. This will be included in any new program purchased for the 2023-2024 pilot.
2. Engaging in a novel review process that includes staff, students, and parents from different racial and ethnic backgrounds to select and approve novels for use in classrooms.
3. Analyzing participation statistics of students with disabilities and students of color that participate in advanced and honors level classes and developing strategies to invite students in those student groups to participate.
4. Providing open access to honors and other upper-level courses.
5. Providing free tutoring with certified teachers to students.

The Reading, English and Language Arts Office meets regularly with the Office of Special Education, Title 1 Office, and Office of Equity and Cultural Proficiency to establish plans that review data and provide support to schools. One example of the specific work being achieved in Title 1 is linked below.



HCPS utilized the TSI funds for a district-wide initiative to increase access and opportunity for students to rich, diverse text. Funds were used to provide teachers with much needed classroom library texts. The influx of new books provided students with increased opportunities and increased access to books. These books were for students to read both in school and to increase the availability for students to have texts to take home and read. Research has shown that students in poverty often have the least access to high quality texts (see research link). *"We applaud the valiant efforts of educators who recognize it is essential to build a classroom library offering 10-20 books per student that reflect the diverse and unique stories of their students, and that it is central to overcoming the reading level gaps that students, particularly in low-income communities are facing," says Kyle Zimmer, president and CEO, First Book.*

The following linked artifacts support HCPS efforts to eliminate barriers and meet the needs of underserved students including specific initiatives, guiding research, TSI funding, and how resources are utilized for schools with unique designations such as Title 1 or Priority Schools.

**Linked Artifacts:**

- [Books First Initiative](#)
- [Impact on Access to Classroom Libraries](#)
- [Research on the Positive Impact Access to Books for Students of Poverty](#)
- [Research on Classroom Libraries](#)
- [Budget narrative and C125 for FY22 TSI Grant application](#)
- [29141 00 Blueprint TSI SL MSDE #210193](#)
- [29141 A02 FY 21 TSI Struggling Learners Budget](#)
- [Unique School Designations \(Including Title 1 and Priority Schools\)](#)
- [HCPS Equity Update Feb 2023](#)

**80. Leveraging the Concentration of Poverty Grant in Intervention:** Districts receiving the Concentration of Poverty Grant must discuss how they utilize the grant resources to support acceleration and intervention efforts for underserved students in reading. Include how the school system evaluates the effectiveness of its efforts.

Addressing the ongoing learning needs of our most at-risk students is a high priority of HCPS. Based on a thorough needs assessments, end of year (EOY) school data, summer school data, and in some cases, beginning of the year (BOY) data, many of the Concentration of Poverty (COP) Community Schools allocate a portion of their funds to intervention and remediation as well as staffing to facilitate the various interventions. These evidence-based interventions come in the form of (a) school year and summer tutoring, (b) summer response to intervention, and (c) curriculum. Staffing is in the form of Reading Intervention Specialist, additional teaching staff to facilitate small group instruction as well as school day and extended day tutoring and summer intervention programs.

Priority is given to students who had failures during the 2021-2022 school year on report cards and/or met the basic level on district assessments (DIBELS, Reading Inventory, Math Inventory, and/or SNAPS). Also, EOY assessment data and summer school data will be used to establish a baseline and determine who will be the first cohort of targeted interventions. Students receiving targeted interventions will evolve as school level assessments are administered throughout the school year.

Intervention needs and plans will be shared with school support staff and families during various school-level meetings such as instructional leadership meetings, student progress meetings, etc. As ARP/ESSER intervention funds dissipate and more COP Community Schools receive per pupil funding, their intervention options will become more robust.

**Linked Artifacts:** [29541 00 Harford ESSER III NOGA](#)

**81. Family Engagement in Learning:** What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are identified for intervention in reading? Discuss how parents/guardians are





notified and included in the development and implementation of individual student's learning plans.

In accordance with Senate Bill 734, parents/guardians are notified in writing if their child is considered at risk for reading difficulties at the end of each testing window (beginning, middle, and end of year) per the early screener for grades K to 3, DIBELS. The notification includes information about the specific intervention the child will receive. Parents are provided with updates on how to best support their child in reading skills and with progress monitoring reports. Schools host parent/family reading nights in order to deliver helpful information on reading development and the home-school connection. HCPS has also instituted a monthly *Littles University* for young families to promote parent and community engagement.

HCPS Office of Family and Community Partnerships oversees 54 Parent and Community Engagement Liaisons (PACE) staff who have been working with Dr. Steven Constantino's *Engage Every Family Framework*, designed to increase HCPS parents' engagement in their children's academic progress. PACE staff have been working with SPA teams and school-based leadership to implement strategies designed to build family efficacy, providing experiences for parents/caregivers that are meaningful and relevant. PACE staff are supporting school leaders in making an intentional effort to implement strategies that connect parents/caregivers to the specific learning in the classroom, including reading.

The following linked artifacts showcase the HCPS student planning guide and family engagement initiatives.

**Linked Artifacts:**

- [Student Education Planning Guide](#)
- [HCPS Littles University](#)
- [Parent and Community Engagement Newsletter](#)
- [HCPS Parent Academy](#)
- [HCPS Parent Engagement Survey English & Spanish](#)

Note: This Pillar was developed to support LEAs in planning across the Pre-K-12 continuum. For the March 2023 submission of the Initial Blueprint Implementation Plan, LEAs are only required to address Pre-K through fifth grade when answering the questions for Objectives 1 and 2. Grades 6-12 will be addressed in the March 2024 submission.

## **Pillar 3, Objective 1 (Math): Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate**

3.1.3 (Math): LEAs shall implement a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence

### **Comprehensive Plan for Mathematics**

**82. Comprehensive Plan for Mathematics:** Does the school system have a comprehensive plan for mathematics that begins with Pre-K and prepares students for college-level, credit-bearing course work in mathematics upon graduation? If yes, link the plan as an artifact below and use the open response field to discuss when and how it was developed. If the plan does not exist or



needs to be refined to align to the Blueprint's intent, discuss the anticipated timeline and process for development and/or revision.

HCPS has a Mathematics Handbook outlining our program components, instructional approaches, vision, beliefs, and curriculum schedule. See linked artifacts. HCPS has also identified the curriculum pathway and instructional materials best matched to each individual student based on screening and formative assessment data.

All pre-kindergarten students are administered the HCPS Pre-K skills checklist in the fall, winter, and spring. The assessment was developed to assess MCCRS skills and early learning standards and other research/evidence-based assessments.

**Linked Artifacts:**

- [HCPS Math Implementation Guide](#)
- [Math Essential Understandings -Big Ideas in Mathematics](#)
- [Math Office Brochure](#)

**83. Vision, Mission, and Goals for Mathematics:** Describe the district's vision, mission, and goals for mathematics.

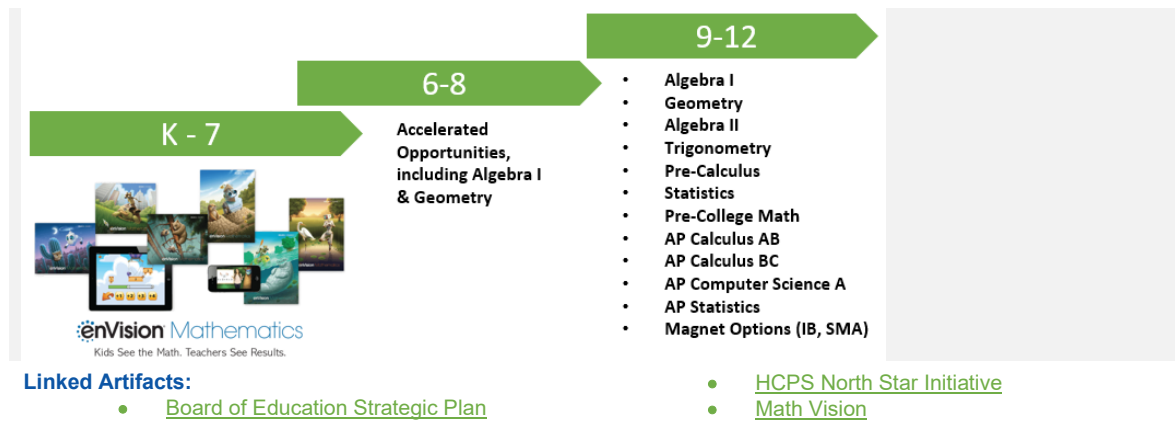
Mathematics education must provide exciting, relevant, and rigorous curriculum for all students. Instruction and assessment will reflect that vision. We must empower students with self-confidence, competence, and enabling skills to solve mathematical problems and be able to apply those skills to real-world contexts, both independently and collaboratively. Students will be able to reason and communicate their reasoning to others. Technology will play a vital role as we prepare our students for an ever-changing society.

This vision is supported by classrooms described in National Council of Teachers of Mathematics Principles to Actions: Ensuring Mathematical Success for All. Mathematical tasks are challenging and relevant to students and give them an opportunity to use mathematics in a meaningful way. Student discourse is essential to describe thinking, organize ideas, work collaboratively, and present information to others orally, in writing, and graphically. Students are encouraged to make and use models and to employ the use of technology where appropriate. The environment fosters the development of each student by allowing students to explore mathematics. Students' ideas are valued and risk taking is encouraged. Teachers model a positive disposition toward learning and mathematics. Finally, teachers must constantly analyze what they and their students do and how that affects what the students are learning. Teachers will use this information not only to assess student achievement, but to appraise how well the task, the discourse, and the environment work together to foster students' mathematical power.

Through opportunities for quality professional development and collegial discourse, HCPS teachers will provide an equitable opportunity for all students to attain the confidence, reasoning power, communication skills, problem solving strategies, and habits of mind to meet the challenges of the future.

**HCPS MATHEMATICS SNAPSHOT**

**Mathematically proficient students:** Make Sense and Persevere to Solve Problems, Reason, Construct Viable Arguments, Model with Mathematics, Use Tools Strategically, Attend to Precision, Look For and Use Structures, Use Repeated Reasoning.



## 84. College and Career Readiness in Mathematics – Achievement Projections

Use the tables below to indicate the current and projected achievement levels in mathematics for the designated groups by gender, socioeconomic status, service group, and race/ethnicity for each of the designated grade levels (3<sup>rd</sup>, 6<sup>th</sup>, 10<sup>th</sup>).

**Table 1: 3<sup>rd</sup> Grade Student Achievement in Mathematics by Gender, Socioeconomic Status, and Service Group**

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	17.5%	37.6%	41.7%	3.2%	17%	37%	41%	5%	15%	35%	43%	7%
M	17.9%	35.8%	42.5%	3.8%	17%	35%	43%	5%	15%	33%	45%	7%
F	17.2%	39.4%	41%	2.4%	17%	39%	42%	2%	15%	37%	44%	4%
NB	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ED	37.4%	42.4%	19.4%	0.8%	37%	42%	20%	1%	35%	40%	22%	3%
EL	36%	44.2%	19.8%	0%	35%	44%	20%	1%	33%	42%	22%	3%
SE	13.2%	37.5%	45.8%	3.5%	13%	37%	46%	4%	11%	35%	48%	6%

**Column Headers**

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

**Row Headers**

- All = All Students
- F = Female
- M = Male
- NB = Nonbinary
- ED = Economically Disadvantaged
- EL = English Learner
- SE = Special Education

**Table 2: 3<sup>rd</sup> Grade Student Achievement in Mathematics by Race/Ethnicity**

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	17.5%	37.6%	41.7%	3.2%	17%	37%	41%	5%	15%	35%	43%	7%
AI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
A	5.4%	23%	59.5%	12.2%	5%	22%	60%	13%	3%	21%	62%	15%
B	39.1%	42.1%	18.1%	0.7%	38%	41%	19%	2%	36%	39%	21%	4%
H	24.9%	46.3%	27.1%	1.7%	23%	45%	29%	3%	21%	43%	31%	5%
NH	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2+	21%	38.1%	38.6%	2.3%	20%	38%	39%	3%	18%	36%	41%	5%
W	10%	35.6%	50.7%	3.7%	9%	34%	53%	4%	7%	32%	55%	6%

**Column Headers**

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

**Row Headers**

- All = All Students
- AI = American Indian / Alaska Native
- A = Asian
- B = Black / African American
- H = Hispanic / Latino
- NH = Native Hawaiian / Pacific Islander
- 2+ = Two or More
- W = White



## 84. College and Career Readiness in Mathematics – Achievement Projections

**Table 3: 6<sup>th</sup> Grade Student Achievement in Mathematics by  
Grade Level, Gender, Socioeconomic Status, and Service Group**

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	30.5%	46.4%	21.5%	1.6%	30%	45%	22%	3%	28%	43%	24%	5%
M	30.9%	44.8%	22.5%	1.8%	30%	43%	24%	3%	28%	41%	26%	5%
F	30.1%	48%	20.4%	1.5%	30%	47%	20%	3%	28%	45%	22%	5%
NB	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ED	56.3%	39.3%	<5%	<5%	55%	41%	2%	2%	53%	39%	4%	4%
EL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SE	58.7%	38.1%	<5%	<5%	55%	42%	2%	1%	53%	40%	4%	3%

**Column Headers**

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

**Row Headers**

- All = All Students
- F = Female
- M = Male
- NB = Nonbinary
- ED = Economically Disadvantaged
- EL = English Learner
- SE = Special Education

**Table 4: 6<sup>th</sup> Grade Student Achievement in Mathematics by Race/Ethnicity**

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	30.5%	46.4%	21.5%	1.6%	30%	45%	22%	3%	28%	43%	24%	5%
AI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
A	11.1%	43.1%	37.5%	8.3%	10%	40%	40%	10%	8%	38%	42%	12%
B	53.3%	40.1%	6.6%	0%	50%	38%	10%	2%	48%	36%	12%	4%
H	44.7%	44.7%	10.2%	0.4%	43%	43%	12%	2%	41%	41%	14%	4%
NH	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2+	40.5%	39.9%	17.9%	1.7%	39%	38%	20%	3%	37%	36%	22%	5%
W	20.7%	49.6%	27.8%	1.9%	19%	48%	30%	3%	17%	46%	32%	5%

**Column Headers**

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

**Row Headers**

- All = All Students
- AI = American Indian/Alaska Native
- A = Asian
- B = Black/African American
- H = Hispanic/Latino
- NH = Native Hawaiian/Pacific Islander
- 2+ = Two or More
- W = White



## 84. College and Career Readiness in Mathematics – Achievement Projections

**Table 5: 10<sup>th</sup> Grade Student Achievement in Mathematics by  
Grade Level, Gender, Socioeconomic Status, and Service Group**

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	40.9%	56.9%	2.1%	0%	40%	55%	4%	1%	38%	53%	6%	3%
M	40.7%	56.5%	2.8%	0%	40%	55%	4%	1%	38%	53%	6%	3%
F	41.3%	57.3%	1.4%	0%	41%	56%	2%	1%	39%	54%	4%	3%
NB	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ED	58.8%	40.9%	0.3%	0%	57%	40%	2%	1%	55%	38%	4%	3%
EL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SE	63.8%	34.8%	1.3%	0%	63%	34%	2%	1%	61%	32%	4%	3%

**Column Headers**

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

**Row Headers**

- All = All Students
- F = Female
- M = Male
- NB = Nonbinary
- ED = Economically Disadvantaged
- EL = English Learner
- SE = Special Education

**Table 6: 10<sup>th</sup> Grade Student Achievement in Mathematics by Race/Ethnicity**

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	40.9%	56.9%	2.1%	0%	40%	55%	4%	1%	38%	53%	6%	3%
AI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
A	22.9%	66.7%	10.4%	0%	21%	65%	13%	1%	19%	63%	15%	3%
B	59.3%	40%	0.7%	0%	58%	38%	3%	1%	56%	36%	5%	3%
H	47.5%	51.3%	1.3%	0%	46%	50%	3%	1%	44%	48%	5%	3%
NH	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2+	46.7%	52.6%	0.7%	0%	45%	51%	3%	1%	43%	49%	5%	3%
W	33%	64.4%	2.7%	0%	32%	63%	4%	1%	30%	61%	6%	3%

**Column Headers**

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

**Row Headers**

- All = All Students
- AI = American Indian/Alaska Native
- A = Asian
- B = Black/African American
- H = Hispanic/Latino
- NH = Native Hawaiian/Pacific Islander
- 2+ = Two or More
- W = White

**Linked Artifacts:**





## Mathematics Training and Professional Development

**85. Identifying Training Needs:** Discuss the systems for identifying which employees need mathematics training and if it was completed, including existing staff, those new to the profession, and those new to the school system.

*Examples may include:*

- *Assessing when teachers new to the profession may have received the training through educator preparation programs*
- *Identifying training needs for staff when they are new to a position or assignment (e.g., moving from one grade level to another, new principals, etc.)*
- *Determining when teachers may have started a training series that was not completed for varying reasons; therefore, they require additional training opportunities (e.g., A teacher who begins a four-part training series on algebraic reasoning and goes on a leave of absence before it's completed)*

**New to the school system:** Teachers attend training sessions during the HCPS New Teacher Orientation (NTO). These teachers are also offered additional training choices prior to the NTO.

**For existing staff:** Teachers new to teaching certain courses, identified by schools, are offered training opportunities during August professional development sessions. Elementary teachers new to a grade level are identified by the school. In August/September, teachers new to kindergarten receive training in the Kindergarten Readiness Assessment (KRA) and numeracy benchmark assessments. Teachers new to Advanced Placement courses are identified by the school. Teachers are provided an opportunity to attend an AP Summer Institute to receive training.

**New to the profession:** The Human Resources Office evaluates candidates' degrees obtained/courses taken. The Human Resources Office identifies conditional certificate status. Candidates are questioned and assessed during the mathematics content interview process (secondary). Those teachers needing guidance will be additionally supported by Instructional Coaches.

**86. Types of Training Provided:** List the type(s) of initial and ongoing mathematics training provided for different employee groups (general education teachers, special education teachers, principals, content specialists, and other relevant staff), including the total number of hours and time period for completion. Classify training as initial if it is intended to provide foundational knowledge and skills and ongoing if it's intended to increase knowledge and skills and support the implementation of the initial training.

*Examples may include:*

- *Core (Tier 1) mathematics instruction in grades Pre-K-3*
- *Intervention instruction in grades Pre-K-12 or grade bands (e.g., Pre-K-K, 1-3, 4-5, 6-8, 9-12)*
- *Topic specific (e.g., problem-solving, facilitating mathematical discourse, strategies for EL students, etc.)*

Employee Group	Grade Level(s)	Name of Training	Training Type (Initial or Ongoing)	Total Number of Hours	Time Period for Completion
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New general and special education teachers	K-5	Teacher Induction – mathematics classroom instruction	Initial	1.5	August 2022
Title I Mathematics Teacher Specialists	K-5	Mathematics specialists' meetings	Ongoing	2 to 6 hours monthly	ongoing
General and special education teachers	K-12	Planning for mathematics instruction - Asynchronous supports	Ongoing	1.5	On demand
General and special education teachers	K-12	Specific PD to address school needs. Examples: small group instruction in math class, demonstration lessons, differentiation, etc.	Ongoing	Varies	ongoing
New Mathematics Teachers	6-12	Teacher Induction – Constructivist teaching philosophy and methods, math office vision and silent hammer, enVision math and Carnegie learning programs, location of curriculum, and the planning of engaging mathematics lessons.	Initial	18	August 2022
All Mathematics Teachers	6-12	Mathematics Professional Learning – Effective Mathematics Teaching Practices (NCTM) and their implementation in the classroom through thoughtful planning.	Ongoing	15	2022-2023
Principals	PK-12	Level Alike Meetings – Provided opportunities for Principals to explore Mathematics Best Practices and Look-fors in the mathematics classroom.	Ongoing	2	2022-2023
General education, special education, mathematics specialists	K – 1	Instructional implications – using data to plan instruction	Ongoing	Varies	On demand

**87. Fidelity of Implementation:** How does the school system assess participants' mastery of the mathematics training content? Discuss how implementation is monitored and assessed, including how data is used to inform continued professional development.

*Examples may include:*

- *Developing a walkthrough tool reflective of the components aligned to the mathematics pedagogy that are taught during training to collect data on the use of those components*
- *Creating a process or using a specific protocol for identifying, collecting, and analyzing data at different levels of implementation (e.g., district, school, classroom)*
- *Use of surveys to assess teachers' perceptions of training, implementation, and success with students*

Schools coordinate with the Mathematics Office to participate in walkthroughs. A walkthrough team involving school-based leadership and members of the Mathematics Office participate in the walkthroughs and collect data using a walkthrough form developed for mathematics. Walkthrough forms using the Danielson Framework for teaching and the 8 Effective Mathematics Teaching Practices are utilized. At the conclusion of the walkthroughs, the walkthrough team meets and identifies areas of strength and areas where additional professional learning would be beneficial. This additional professional learning is coordinated by the school in conjunction with school-based and county-based specialists.



Frequent surveys of future/additional professional learning needs are used following sessions. Title I elementary schools have school-based teacher specialists who provide planning support, model lessons, co-teaching, coaching cycles, and professional development to support the school performance and achievement plan. The Mathematics Office invites school-based administration to reach out to the Mathematics Office specialists for support with school-based professional learning related to school performance and achievement plans. Instructional coaches assigned to schools based on ratio of tenured to non-tenured teachers receive content professional development at monthly meetings. Some instructional coaches are designated content specialists.

Formal and informal observations using the Danielson Framework for Teaching are conducted by school-based and Mathematics Office administrators.

#### Additions from MSDE Feedback:

- **Professional development:** Attendance is taken at each session and principals are notified of any staff absences. During professional development sessions, staff complete assignments, quizzes, or closure forms which are collected and evaluated. Staff provide feedback on the session and provide suggestions for future professional development sessions. Feedback and suggestions are collected, tabulated, and analyzed to inform future professional development planning.
- **Assessment of mastery:** During professional development sessions, staff complete assignments, quizzes, or closure forms which are collected and evaluated. In addition, school administration and the Office of Mathematics walkthrough and formally observe teachers and collect data on implementation of tools, techniques, and pedagogy presented at professional development sessions. During the appraisal process, information is collected from and discussed with teachers regarding next steps and instructional implications.
- **Implementation of training:** Staff provide feedback on the session and provide suggestions for future professional development sessions. Feedback and suggestions are collected, tabulated, and analyzed to inform future professional development planning.

**88. Ongoing, Job-Embedded Professional Development:** What types of ongoing, job-embedded professional development does the school system provide to support staff in the implementation of instructional practices aligned to effective math pedagogy?

*Examples may include:*

- *Daily lesson study and planning by grade level, department, or cross-curricular teams*
- *Regular peer coaching cycles, including observations, debriefs, and planning*
- *Support from content specialists such as model teaching, co-planning, and instructional coaching*

Principals, assistant principals, the mathematics supervisor, and/or the mathematics assistant supervisor use the Danielson Framework to observe and evaluate teachers and provide actionable feedback during observation debriefs and evaluation conferences. Curriculum specialists and Title I teacher specialists of mathematics also provide demonstration lessons, co-teaching, instructional teaching (including coaching cycles), and planning sessions as well as content specific PD. Curriculum specialists, as needed, organize content visits to observe master teachers. The Mathematics Office organizes brown bag planning sessions for early career teachers. The Mathematics Office organizes new teacher visitations of master teachers and facilitates data gathering and discussion.



**89. Organizational Structures and Support:** How does the school system leverage talent, time, and resources to support ongoing, job-embedded professional development of staff responsible for math instruction and intervention?

*Examples may include:*

- *Identifying the most effective math teachers and increasing their impact beyond their individual classrooms through lesson planning, co-teaching, peer coaching, etc.*
- *Changing the daily schedule to increase collaboration time for teachers during the school day*
- *Hiring district math specialists and deploying them to campuses to model lessons, observe instruction, and coach teachers*

Highly effective math teachers, curriculum specialists, and elementary Title I math teacher specialists serve as model teachers for content visits, conduct PD, and assist new teachers with planning lessons during pre-school PD days. The teacher specialist and curriculum specialists lead collaborative planning sessions, conduct walkthroughs, collect data, and provide feedback/coaching to teachers and/or administrators. Master teachers and elementary Title I math teacher specialists are invited to write curriculum/course notes which include suggestions for teaching methods, content pedagogy suggestions, and learning activities. Supervisors, specialists, and master teachers present sessions and provide instruction at mathematics professional learning.

**Additions from MSDE Feedback:** Special education teachers, paraeducators, and inclusion helpers attend professional development sessions. These sessions were held for three hours during preschool week, and then four three-hour sessions on early dismissal days throughout the school year. These sessions were led by master mathematics teachers from across the district, members of the Office of Mathematics, and external industry experts as speakers or webinar leaders.

At a conference-style professional development, two six-hour sessions in April, special education teachers, paraeducators, and inclusion helpers attended sessions on mathematics content, tools, techniques, and pedagogy. These sessions were led by master mathematics teachers from across the district, members of the Office of Mathematics, mathematics department chairs, other central office experts from other offices (accessibility, technology, English Language learning, special education) and external industry experts as speakers or as webinar leaders.

Future professional development will be held on preschool days, early dismissal days, specified professional development days, on days at the request of schools, and opportunities offered optionally beyond the school day.

**Linked Artifacts:**

- [Job Description Teacher Specialist - Mathematics 2-2020 \(1\)](#)
- [Math Curriculum Specialist Job Description](#)
- [Math Curriculum Analysis Tool](#)

## High-Quality, Content-Rich Instructional Materials for Mathematics

**90. Process for Selecting Materials:** Describe the process the school system uses to select instructional materials for mathematics, including who participates and the types of activities used.

*Examples may include:*

- *Use of committee structures*
- *Pilot programs*
- *Mechanisms for gathering stakeholder feedback*



- *Site visits to school systems implementing the materials being considered*

For textbooks, online subscriptions, and purchased curricular programs such as the ones used in mathematics in the district, HCPS has a formal review and selection process that includes systematized structures and various stakeholders. Approximately one calendar year ahead of a needed implementation of a new program or textbook, a diverse committee is convened. The committee is comprised of a variety of stakeholders including teachers, community members, administrators at both the school and Central Office levels, as well as representatives from the Technology Office and Special Education Office.

The committee leads (usually the appropriate content supervisors) arrange formal presentations by vendors. Vendors are selected for review using information obtained from other school districts, research, and resources such as EdReports. The committee participates in the presentations and reviews each program and/or textbook using a nationally recognized, universal rubric such as the one attached below. As appropriate, individual teachers and/or schools may then pilot one or multiple programs and provide data and feedback to the committee before a final selection to go districtwide is made.

**Linked Artifacts:**

- [Board of Education Policies 0002-000 Curriculum Development Oversight, 0003-000 Curriculum Development Implementation, and 0005-000 Review and Selection of Instructional Materials](#)
- [Materials Analysis Tools](#)
- [Math Curriculum Analysis Tool](#)

**91. High-Quality and Content-Rich:** Discuss how the school system determines if materials are high-quality and content-rich. The Blueprint for Maryland's Future requires that curriculum aligns to the CCR standard. The Maryland State Department of Education utilizes Ed Reports as a primary source in assessing the quality of instructional materials so it should be included in the response. Additionally, the selection of materials for other content areas such as science and social studies may also be included if that is a consideration in leveraging those subjects to build student knowledge while reinforcing math skills through cross-curricular connections.

To provide guidance, the Council of Chief State School Officers developed the Mathematics Curriculum Analysis Project. With funding from the Brookhill Foundation and Texas Instruments and support from the Council of Chief State School Officers and National Council of Supervisors of Mathematics, a national team of educators with expertise in mathematics, mathematics education, and school administration developed a set of mathematics curriculum materials analysis tools. This provides a set of tools to assist textbook selection committees, school administrators, and teachers in the selection of curriculum materials.

**92. Culturally-responsive:** During the selection process, how does the school system assess and select materials that are culturally-responsive? In instances where materials are high-quality but not culturally-responsive, how does the school system supplement materials to ensure that they meet the cultural needs of the students?

A committee of stakeholders is convened to review and to select mathematics instructional materials and curriculum that is high quality, content-rich, and culturally-responsive. The committee uses a nationally recognized, universal rubric to assess the quality of the curriculum and the inclusion of diverse cultures and perspectives. The rubric also ensures that the selected curriculum meets criteria aligned to the rigor and expectations of the MCCRS.



A Curriculum Equity Audit (underway) will also be conducted facilitated by the Supervisor of Equity and Cultural Proficiency to ensure that HCPS mathematics instructional materials are inclusive and culturally-responsive.

**93. Supplemental and Intervention Materials (Tiers 2 and 3 of Instruction):** What additional considerations or steps are added to the materials selection process when selecting supplemental and intervention materials for use in tiers 2 and 3?

A committee of stakeholders is convened to review and to select supplemental and intervention mathematics instructional materials that is high quality, content-rich, and culturally-responsive. The committee uses nationally recognized characteristics of effective math intervention programs to assess the quality of the materials and the inclusion of diverse cultures and perspectives. Some common characteristics include: Early detection, Universal screener, Explicit and systematic instructional methods, Data-based decision making, and, Engaging teaching practices and strategies. The committee also ensures that the selected curriculum meets criteria aligned to the rigor and expectations of the MCCRS. A Curriculum Equity Audit will also be conducted facilitated by the Supervisor of Equity and Cultural Proficiency to ensure that HCPS mathematics supplemental and intervention mathematics instructional materials are inclusive and culturally-responsive.



**94. HQIM – Mathematics: Adoption Projections**

Identify the high-quality, content-rich, and culturally responsive instructional materials adopted and used for Math at each grade level (Pre-K-12) and tier of instruction. If a particular material is under review or not yet identified, indicate its status.

Title	Publisher	Grade Level(s)	Instructional Tier(s)	Status (adopted and implementing, under review, piloting)
enVisionmath2.0 Common Core 2016	Savvas Learning Company	K-5	1	Adopted, implementing
Do the Math	Heinemann	K-5	2, 3	Adopted, implementing
DreamBox Learning	Dreambox	K-8	2, 3	Adopted, implementing
First in Math	Suntex	2-8	2	Adopted, implementing
enVisionmath2.0 Common Core Grades 6-8 2017	Savvas Learning Company	6-7	1	Adopted, implementing
Middle School Math Solutions	Carnegie Learning	8	1	Adopted, implementing
High School Math Solutions	Carnegie Learning	HS	1	Adopted, implementing
Geometry/ Algebra 2/ Trigonometry/ Precalculus	UCSMP	MS/HS	1	Adopted, revised, implementing
New High School AGA Textbook		HS	1	Under review
High School Math Solutions Mathia Software	Carnegie Learning	HS	2	Adopted, implementing



**95. Materials-Specific Professional Development and Support:** What professional development and support does the school system provide to ensure the effective use of instructional materials? Discuss activities to support the implementation of newly adopted materials as well as those designed to leverage materials during instruction over time.

Employee Group	Grade Level(s)	Name of Support	Support Type (Initial or Ongoing)	Total Number of Hours	Time Period for Completion
Mathematics Teachers, General educators and special educators	K-8	Introduction to DreamBox Learning	Initial	1	2020-2021
Mathematics Teachers, General Educators, and special educators	2-8	Introduction to First in Math	Initial	1	2020-2021
General educators	K-5	DreamBox Learning publisher provided webinar	Ongoing	1	2021-2022
Mathematics Teachers and Special educators	6-8	DreamBox Learning – general information, student experience, viewing and analyzing data (asynchronous options)	Ongoing	1	2021-2022
General educators and special educators	K-5	DreamBox Learning – general information, student experience, viewing and analyzing data (asynchronous options)	Ongoing	1	2022-2023
Mathematics Teachers and Special Educators	6-8	DreamBox Learning publisher webinars	Ongoing	3	2022-2023
Mathematics Teachers, General Educators, and special educators	2-8	First in math – general information, student experience, viewing and analyzing data (asynchronous options)	Ongoing	1	2021-2023
New Mathematics Teachers	6-12	Teacher Induction –enVisionmath and Carnegie learning programs	Initial	18	August 2022
New Mathematics Teachers	PK-5	Teacher Induction –enVisionmath program	Initial	2	2020-2023
New Mathematics Teachers	PK-12	Brown Bag planning sessions – lesson planning using instructional materials.	Ongoing	6	2022-2023
New Mathematics Teachers	PK-12	Teacher Visitation – observe classes of peers and use of instructional materials	Ongoing	3	Spring 2023
All Mathematics Teachers	PK-5	Elementary commitments – use of specific elements of the enVisionmath program (Solve & Share, Visual Learning, Convince Me)	Ongoing		2022-2023
Principals and school-based leadership	PK-5	Shared expectations for use of instructional materials as well as the expected commitments of elementary teachers.	Ongoing	2	2022-2023
Instructional Coaches, Title I Math Specialists	PK-5	Shared expectations for use of instructional materials as well as the expected commitments of elementary teachers.	Ongoing	12	2022-2023
General and Special Educators	K-5	Demonstration lessons for enVisionmath2.0 – asynchronous support	Initial	On demand	2020-2023
New Kindergarten and new to Kindergarten teachers	K	SNAP (Student Numeracy Assessment Progressions)	Initial	3	2020 – 2023
All Mathematics Teachers	6-12	Mathematics Professional Learning – Effective Mathematics Teaching Practices (NCTM) and their implementation in the classroom through thoughtful planning.	Ongoing	15	2021-2022 2022-2023
Summer School Teachers	K-5	Do the Math training and planning	Initial	6	August 2022

## Pillar 3, Objective 2 (Math): Keep students on track to meet CCR



### 3.2.1 (Math): Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade

#### Progress Monitoring in Math

**96. Systems and Structures for Progress Monitoring:** Describe the systems and structures the school system has put into place to ensure rigorous monitoring of student progress in mathematics at each grade level.

*Examples may include:*

- *How the instructional schedule is developed to support teacher planning and collaboration in response to student math data*
- *A specific model or framework for analyzing math data, facilitating a professional learning community, etc.*
- *Creating schedules for ongoing assessment and tracking of student progress throughout the school year*
- *Professional development opportunities to support teachers and administrators in implementing effective progress monitoring*

HCPS School Performance and Achievement (SPA) is the continuous school improvement process to ensure each student has access to academic opportunities, social-emotional support, and real-world experiences tailored to meet the needs, abilities, and interests of each diverse learner. SPA process is interval based with checkpoints within each interval. The timeline, plan template, and other resources are designed to reflect the process schools follow with school improvement dividing the year into quarterly intervals for progress monitoring. The SPA plan is the tool utilized to document and monitor the focus areas based on the needs of an individual school community while indicating strategies and resources to support improvement within the focus areas.

Areas of Focus are addressed through the SPA process and plan and are aligned with the with the development of the North Star learner attributes using readiness measures, or milestones, to monitor progress. School teams develop aligned objectives and strategies for identified and targeted students through an equity lens. The HCPS Equity Policy defines “equity lens” as meaning that for any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups.

School teams use data protocols and short-cycle assessment intervals within the SPA process for continuous student progress monitoring. Structures include a variety of teams from grade levels or departments and collaborative planning teams to achievement and goals teams, the School Performance and Achievement Team, and the Instructional Leadership Teams at each school. Additionally, the District Instructional Leadership team including the Executive Directors and Directors of Elementary and Secondary Performance, Curriculum, Instruction, and Assessment, and Student Services and the SPA Support Team review data and meet regularly with school-based leaders to support the data dialogues and school action plans which are noted within the SPA plan as part of the school improvement process. Schools may utilize decide to address mathematics as a focus area within the SPA plan or through a mathematics goal team or credit attainment dependent upon level. Professional learning is associated as applicable to support growth measures. The assessment calendar and progress monitoring intervals designate when students must be reassessed, and progress reported.

**Additions from MSDE Feedback:**



**Pre-K:** Every Kindergarten student is assessed using the Kindergarten Readiness Assessment (KRA). Teachers and school grade-level teams analyze the data, determine instructional implications, and implement appropriate student supports. Supports may include differentiation in the classroom, small-group instruction, and targeted instruction based on individual student needs.

**Kindergarten:** Every Kindergarten student is assessed using the Student Numeracy Assessment Progression (SNAP). The Office of Mathematics reviews and analyzes student scores and overall trends for student success on kindergarten major content. Teachers and school grade-level teams also analyze the data, determine instructional implications, and implement appropriate student supports. The Office of Mathematics provides data implication resources to kindergarten teachers. Mathematics specialists provide school-specific support to teachers and school teams to analyze SNAP data, determine instructional implications, and implement instructional strategies.

**Grade 1:** District-provided Mathematics Benchmarks are given in multiple windows over the course of the school year. The Office of Mathematics reviews and analyzes student scores and overall trends for student success on grade 1 major content. They then provide resources based on the implications of the data. Teachers and school grade-level teams also analyze the data, determine instructional implications, and implement appropriate student supports.

**Grades 2 – high school:** Mathematics Inventory is given in multiple windows over the course of the school year. Data reports indicate levels of student success compared to expected grade level readiness. Teachers and school grade-level teams analyze the data, determine instructional implications, and implement appropriate student supports.

Teachers engage students in an ongoing balanced assessment program of both formative and summative assessments and gather evidence of student learning in additional ways, including high-cognitive level question-driven classroom conversations. Teachers use this assessment data to organize students into groups for the purposes of making instructional decisions and differentiating instruction.

Data from MCAP scores will also be used to identify students in need of additional mathematics support. This data will be analyzed by the Office of Mathematics, by school performance teams, by instructional leadership teams, and by teachers. Resources and strategies will be provided to teachers to address needed areas and to organize students into groups for the purposes of making instructional decisions and differentiating instruction.

**Linked Artifacts:**

- [Video: Early Warning Indicator Tool - November 2022](#)
- [Early Warning Indicators \(Including Blueprint 9th Grade On-track\)](#)

**97. Assessments:** List the assessments administered to students and their purpose in progress monitoring, including the use of universal screeners.

Grade Level(s)	Assessment	Type (diagnostic, formative, summative)	Frequency of Administration	Purpose
<p><b>Addition due to AIB feedback:</b> Harford County Public Schools utilizes a county created prekindergarten assessment for RELA and mathematics. The assessment is entitled Prekindergarten Skills Checklist. The assessment is given to students in the fall, winter, and spring to measure progress. The core mathematics skills included in the assessment are as follows: shape identification, color identification, numeral identification, making sets, counting, sorting, and subitizing. Each student's progress is uploaded to HCPS assessment database and is analyzed to meet each student where they are for future instruction.</p>				
K	Student Numeracy Assessment	Diagnostic	3 times per year	To provide diagnostic individual



	Progression (SNAP)			student knowledge of early numeracy skills.
1	Grade 1 mathematics benchmarks	Summative	3 times per year	To monitor mastery of the curriculum.
2 through high school	Mathematics Inventory	Computer-adapted assessment to measure student growth.	3 times per year	To provide student performance data regarding mathematics skills and measure growth over time.

Linked Artifacts: [2022-23 HCPS Assessment Calendar](#)

**98. Measures of Success:** Describe the measures of success the school system utilizes to identify students in need of support and intervention in mathematics to meet the college and career readiness standard. Explain the rationale for using each of the measures as well as the grade levels to which they apply.

Examples may include:

- *Kindergarten Readiness Assessment (KRA) & math proficiency on MCAP by the end of 3rd grade*
- *Early warning indicators such as attendance, behavior, and course completion in middle school*
- *Freshmen on-track indicator, cumulative 9th and 10th grade GPA, core subjects GPA, attainment of credits in core content courses, attainment of credits in career and technical education (CTE) courses, or a combination together with assessment scores, attendance, or other behavioral metrics*

Measure	Rationale	Grade Level(s)
Kindergarten Readiness Assessment (KRA)	Readiness tool to measure each student's readiness across multiple domains, including mathematics.	Kindergarten
Student Numeracy Assessment Progression (SNAP)	To provide diagnostic individual student knowledge of early numeracy skills.	Kindergarten
Grade 1 Mathematics District Benchmarks	To monitor mastery of the curriculum.	Grade 1
Mathematics Inventory (MI)	To provide student performance data regarding mathematics skills and measure growth over time.	Grades 2 through high school
Grade 9 on-track early warning indicators	Criteria for adequate progress towards graduation and allows for early intervention and supports to be in place for student success.	Grade 9

Linked Artifacts:

- [Early Warning Indicators \(Including Blueprint 9th Grade On-track\)](#)
- [Video: Early Warning Indicator Tool - November 2022](#)

## Intervention in Mathematics

[Blueprint Requirement \(MD Code, Educ §5-226\)](#)

[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)





**99. Tier 2 and 3 Intervention:** Describe the school system's targeted, evidence-based model for Tier 2 and Tier 3 instruction in math. Include the following:

- The correlation between how students are identified during progress monitoring and the type of intervention the school system provides
- The core components and/or major activities for each type of intervention, including details such as the length of time students participate and who may be working with them in addition to the classroom teacher
- How it's determined that a student no longer requires intervention
- The method(s) for evaluating the effectiveness of interventions

### Elementary (Pre-K-5)

- Student areas of need are identified through classroom formative and summative assessments and/or Mathematics Inventory.
- Students are placed in an intervention aligned to their area of need as indicated through screener assessment and progress monitoring.
- Interventions are led by specialists, classroom teachers, special educators, and/or trained paraeducators depending on school staffing and scheduling.
- Students' progress is monitored to determine continued need or dismissal for intervention support. If students are not making adequate progress, the selected intervention for that child will be reevaluated.

**Additions from MSDE Feedback:** Assessments used to assess student progress as a result of interventions:

**Grade 1:** District-provided Mathematics Benchmarks are given in multiple windows over the course of the school year. Data indicates levels of student success compared to expected grade level readiness.

**Grades 2 – high school:** Mathematics Inventory is a computer-adaptive assessment that provides a direct measure of students' readiness for math instruction on the Quantile Framework for Mathematics. MI is aligned to the Common Core State Standards and to major math textbooks. Mathematics Inventory is given in multiple windows over the course of the school year. Data reports indicate levels of student success compared to expected grade level readiness.

**Grades 2 – 8:** The First in Math and Dreambox intervention programs provide reports of student levels of success on student levels of mastery of standards and growth in student success.

See the HCPS intervention handbook and additional support for Early Childhood as linked artifacts.

**Linked Artifacts:**

- [Intervention Handbook](#)
- [Early Childhood Math Specialist School Support 2021-2022](#)

### Middle School (6-8)

- Student areas of need are identified through classroom formative and summative assessments and/or Mathematics Inventory.
- Students are placed in an intervention aligned to their area of need as indicated through screener assessment and progress monitoring.



- Interventions are led by specialists, classroom teachers, special educators, and/or trained paraeducators depending on school staffing and scheduling.
- Students' progress is monitored to determine continued need or dismissal for intervention support. If students are not making adequate progress, the selected intervention for that child will be reevaluated.

#### Additions from MSDE Feedback:

**Grades 2 – high school:** Mathematics Inventory is a computer-adaptive assessment that provides a direct measure of students' readiness for math instruction on the Quantile Framework for Mathematics. MI is aligned to the Common Core State Standards and to major math textbooks. Mathematics Inventory is given in multiple windows over the course of the school year. Data reports indicate levels of student success compared to expected grade level readiness.

**Grades 2 – 8:** The First in Math and Dreambox intervention programs provide reports of student levels of success on student levels of mastery of standards and growth in student success.

**Grade 8:** Mathematics 8 interventions include Carnegie Learning Mathia computer-adaptive software. Teachers access detailed reports on student level of mastery of standards. Teachers engage students in an ongoing balanced assessment program of both formative and summative assessments and gather evidence of student learning in additional ways, including high-cognitive level question-driven classroom conversations. Teachers use this assessment data to organize students into groups for the purposes of making instructional decisions and differentiating instruction.

See the HCPS intervention handbook as a linked artifact.

**Linked Artifacts:** [Intervention Handbook](#)

## High School (9-12)

- Student areas of need are identified through classroom formative and summative assessments and/or Mathematics Inventory.
- Intervention is built into the high school Algebra and Geometry courses. These courses are designed to support a variety of levels of learners. Algebra utilizes a differentiated software package aligned to support the classroom lessons.
- Interventions are implemented by classroom teachers, special educators, and/or trained paraeducators depending on school staffing and scheduling needs.
- Students' progress is monitored using Winter and/or Spring Mathematics Inventory scores in grade 9, embedded intervention progress monitoring, and/or school-based administration of assessments.

#### Additions from MSDE Feedback:

**Grades 2 – high school:** Mathematics Inventory is a computer-adaptive assessment that provides a direct measure of students' readiness for math instruction on the Quantile Framework for Mathematics. MI is aligned to the Common Core State Standards and to major math textbooks. Mathematics Inventory is given in multiple windows over the course of the school year. Data reports indicate levels of student success compared to expected grade level readiness.

**High School:** Ramp Up to Algebra is an intervention course for students in grade 9 that builds a deep understanding of the concepts needed for success in Algebra. Students engage in daily skills practice, problem-solving, and mathematical reasoning. Students are identified based on earning D or E in each quarter of Mathematics 8, poor scores on Mathematics Inventory, and lack



of proficiency on MCAP assessments.

To assess student progress in Ramp Up to Algebra, teachers engage students in an ongoing balanced assessment program of both formative and summative assessments and gather evidence of student learning in additional ways, including high-cognitive level question-driven classroom conversations. Teachers use this assessment data to organize students into groups for the purposes of making instructional decisions and differentiating instruction. In addition, the district provides a final exam for Ramp Up to Algebra.

In Ramp Up to Algebra, the Mathematics Inventory is given in multiple windows over the course of the school year. Data reports indicate levels of student success compared to expected grade level readiness. Introduction to Algebra and Algebra I interventions include Carnegie Learning Mathia computer-adaptive software. Teachers access detailed reports on student level of mastery of standards. Teachers engage students in an ongoing balanced assessment program of both formative and summative assessments and gather evidence of student learning in additional ways, including high-cognitive level question-driven classroom conversations. Teachers use this assessment data to organize students into groups for the purposes of making instructional decisions and differentiating instruction. In addition, the district provides final exams for Ramp Up to Algebra, Introduction to Algebra, and Algebra I courses.

Even if students see success in the intervention program(s), they may practice and continue in the program(s) throughout the school year to fine tune skills to address unfinished learning. In Introduction to Algebra and in Algebra I, the Mathematics Inventory is given in multiple windows over the course of the school year. Data reports indicate levels of student success compared to expected grade level readiness.

See the HCPS intervention handbook as a linked artifact.

**Linked Artifacts:** [Intervention Handbook](#)

- 100. Structures and Support for Intervention:** How does the school system support teachers in their implementation of intervention at Tiers 2 and 3 so that every student receives math instruction that is responsive to their individual needs as determined through data collected during progress monitoring? Considerations should include, but are not limited to, the following:
- A framework for intervention that includes evidence-based, high-yield strategies
  - Staffing such as campus-based instructional coaches, intervention teachers, etc.
  - Strategic use of specific funding such as the Transitional Supplemental Instruction Aid for struggling learners in K-3
  - Schedules (classroom or school) that support increased opportunities for small group or individualized instruction, including high-quality school day tutoring

Intervention, enrichment options are clearly identified in the mathematics textbook series for grades K-7. Each lesson has differentiation options based on formative assessment. This feature provides a structure so that student grouping is based on data, rather than perception. General education and special education students will have equal access to intervention or enrichment. The core program lesson structure provides formative assessment and guiding questions to allow the teacher to differentiate instruction based on performance. Each lesson includes an intervention activity, guidance to prevent misconceptions, error intervention, and reteaching for understanding. See the HCPS intervention handbook as a linked artifact.

**Linked Artifacts:** [Intervention Handbook](#)



**101. High-Quality School Day Tutoring:** How does the school system leverage time, partnerships, and resources to support the implementation of the high-leverage strategy, high-quality school day tutoring, to accelerate instruction in mathematics? How does it evaluate the effectiveness of this intervention?

HCPS began a partnership in January 2023 with FEV Tutor to provide high dosage tutoring during the school day. Schools utilize independent practice time, intervention blocks, and personalized learning time to engage students in one-on-one targeted tutoring. The partnership with FEV Tutor is funded through the Supplemental Instruction and Tutoring Grant. HCPS uses the Math Inventory assessment to measure the effectiveness of the intervention as well as actively monitor the proficiency levels within the FEV platform.

**Linked Artifacts:**

- [HCPS News Alert - FEV Tutoring](#)
- [FEV Tutor](#)
- [Video: Tutoring for Students in Partnership with FEV Tutor](#)
- [Tutoring Report to the AIB – December 2022](#)

**102. Transitional Supplemental Instruction Aid:** Use the table below to describe how the LEA has used and will continue to use the Transitional Supplemental Instruction Aid to support K-3 students in math, beginning with the 2019-2020 school year, and include how the impact of the funding has been measured.

School Year	Activity How were the funds used?	Impact What was the result?	Evaluation How was the result determined?
2021-22 2022-23	Early Childhood Math Specialist	Improve teacher efficacy in number sense through supported planning, co-teaching, data analysis and instructional implications. Develop number sense resources to support teacher planning and instruction	See attached spreadsheet outlining school support

**Linked Artifacts:**

- [Budget narrative and C125 for FY22 TSI Grant application](#)
- [29141 00 Blueprint TSI SL MSDE #210193](#)
- [29141 A02 FY 21 TSI Struggling Learners Budget](#)
- [Early Childhood Math Specialist School Support 2021-2022](#)

**103. Underserved Student Groups:** Describe how the school system eliminates barriers and meets the needs of students who have been underserved. Consider the learning loss caused by the pandemic for specific student groups as well as groups who have been historically underserved. How will the school system minimize or prevent students from continuing to be underserved?

HCPS works collaboratively to ensure students' needs are being met and that barriers are being eliminated that impact student achievement by considering the impact of all decisions, processes, practices, and programs on all students, especially those that have been marginalized. HCPS works to eliminate these barriers in the following ways:

1. Conducting a high-level equity audit of curriculum materials.
2. Analyzing participation statistics of students with disabilities and students of color who participate in advanced and honors level classes and developing strategies to invite students in those student groups to participate.
3. Providing open access to honors and other upper-level courses.
4. Providing free tutoring with certified teachers to students.



The Office of Mathematics meets regularly with the Office of Special Education, Title 1 Office, and Office of Equity and Cultural Proficiency to establish plans that review data and provide support to schools.

**104. Leveraging the Concentration of Poverty Grant in Intervention:** Districts receiving the Concentration of Poverty Grant must discuss how they utilize the grant resources to support acceleration and intervention efforts for underserved students in math. Include how the school system evaluates the effectiveness of its efforts.

Addressing the ongoing learning needs of our most at-risk students is a high priority of HCPS. Based on a thorough needs assessments, end of year (EOY) school data, summer school data, and in some cases, beginning of the year (BOY) data, many of the Concentration of Poverty (COP) Community Schools allocate a portion of their funds to intervention and remediation as well as staffing to facilitate the various interventions.

These evidence-based interventions come in the form of (a) school year and summer tutoring, (b) summer response to intervention, and (c) curriculum. Staffing is in the form of specialists, additional teaching staff to facilitate small group instruction as well as school day and extended day tutoring and summer intervention programs.

For these intervention activities, priority is given to students who had failures during the 2021-2022 school year on report cards and/or met the basic level on district assessments (DIBELS, Reading Inventory, Math Inventory, and/or SNAP). Also, EOY assessment data and summer school data will be used to establish a baseline and determine who will be the first cohort of targeted interventions. Students receiving targeted interventions will evolve as school level assessments are administered throughout the school year.

Intervention needs and plans will be shared with school support staff and families during various school -level meetings such as instructional leadership meetings, student progress meetings, etc.

As ARP/ESSER intervention funds dissipate and more COP Community Schools receive per pupil funding, their intervention options will become more robust.

[Linked Artifacts: 29541 00 Harford ESSER III NOGA](#)

**105. Family Engagement in Learning:** What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are identified for intervention in mathematics? Discuss how parents/guardians are notified and included in the development and implementation of individual student's learning plans.

HCPS works to engage families in all aspects of their children's schooling. Communication is varied and on-going and includes a wide variety of Learn with Me Events that include both during the school day and evening in-person events around learning, newsletters, personal phone calls, invitations to parent conferences, assemblies, field trips, and more. Student progress is also communicated via our Learning Management System (Canvas) and our grading platform (Home Access Center). If a student is placed into a mathematics intervention, the student's teacher contacts the family to explain the reasoning for the intervention including relevant assessment data, the supports being offered, and the time structures of the intervention. Families are engaged in a conversation to help determine the best available option for the individual student.





The linked artifacts provide access to the HCPS education planning guide and sample parent engagement efforts.

**Linked Artifacts:**

- [Student Education Planning Guide](#)
- [HCPS Parent Academy](#)
- [Parent and Community Engagement Newsletter](#)
- [HCPS Parent Engagement Survey English & Spanish](#)

## Pillar 3, Objective 2: Keep students on track to meet CCR



### 106. College and Career Readiness Projections

Use the following tables to indicate the number of current and projected students who will meet the interim standard for college and career readiness (CCR) in English, math, or both by the end of 10<sup>th</sup> grade, 11<sup>th</sup> grade, and 12<sup>th</sup> grade. To be considered ready for college and career, students must meet the interim standard for both English and math. Disaggregate the information by gender, socioeconomic status, race/ethnicity, and service group.

**Table 1: 10<sup>th</sup> Grade Students Meeting the Interim Standard for College and Career Readiness Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

	2021-2022			2022-2023 (Projected)			2023-2024 (Projected)		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	35	609	NA	1734	900	800	1800	950	850
All Students (Percentage)	1.26%	21.99%	NA	58%	30%	27%	64%	34%	31%
% Female	1.03%	19.37%	NA	30%	15%	12%	34%	19%	16%
% Male	1.53%	24.71%	NA	30%	17%	13%	34%	21%	17%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	2.56%	9.2%	NA	36%	10%	7%	40%	14%	11%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Asian	NA	49.54%	NA	77%	60%	55%	81%	64%	59%
% Black/African American	NA	10.09%	NA	45%	35%	30%	49%	39%	34%
% Hispanic/Latino	NA	11.5%	NA	50%	40%	35%	54%	44%	39%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Two or More	NA	15.22%	NA	57%	50%	45%	61%	54%	49%
% White	1.18%	26.31%	NA	70%	60%	50%	74%	64%	54%
% English Learner	0%	0%	0%	4%	2%	1%	6%	4%	2%
% Special Education	1.04%	0.35%	NA	4%	2%	1%	6%	4%	2%

**Linked Artifacts:** [Early Warning Indicators \(Including Blueprint 9th Grade On-track\)](#)



## 106. College and Career Readiness Projections

**Table 2: 11<sup>th</sup> Grade Students Meeting the Interim Standard for College and Career Readiness  
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

	2021-2022			2022-2023 (Projected)			2023-2024 (Projected)		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	1467	975	832	1712	565	470	1850	1000	900
All Students (Percentage)	58.93%	39.17%	33.43%	64%	21%	18%	66%	23%	20%
% Female	63.47%	42.16%	36.69%	64%	38%	30%	66%	40%	32%
% Male	54.38%	36.14%	30.12%	55%	32%	24%	57%	34%	26%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	44.24%	19.74%	14.99%	45%	15%	9%	47%	17%	11%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Asian	73.15%	66.67%	59.26%	74%	55%	45%	76%	57%	47%
% Black/African American	44.62%	16.02%	12.17%	45%	10%	8%	47%	12%	10%
% Hispanic/Latino	45.24%	23.81%	19.64%	45%	18%	15%	47%	20%	17%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Two or More	57.63%	27.97%	24.58%	58%	22%	18%	60%	24%	20%
% White	64.03%	46.79%	40.44%	64%	40%	32%	66%	42%	34%
% English Learner	8.57%	0%	0%	8%	2%	1%	10%	4%	2%
% Special Education	12.4%	1.16%	0.78%	12%	2%	1%	14%	4%	2%

**Table 3: 12<sup>th</sup> Grade Students Meeting the Interim Standard for College and Career Readiness  
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

	2021-2022			2022-2023 (Projected)			2023-2024 (Projected)		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	62	1385	24	1460	882	750	1900	1050	950
All Students (Percentage)	2.29%	51.26%	0.89%	57%	34%	29%	68%	25%	22%
% Female	2.24%	50.97%	0.82%	57%	34%	29%	68%	42%	34%
% Male	2.28%	51.54%	0.96%	57%	34%	29%	59%	36%	28%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	4.76%	26.33%	0.28%	70%	18%	10%	49%	19%	13%
% American Indian/Alaska Native	0%	20%	0%	NA	NA	NA	NA	NA	NA
% Asian	0%	82.2%	0%	68%	54%	48%	78%	59%	49%
% Black/African American	3.72%	25.49%	0.88%	41%	11%	6%	49%	14%	12%
% Hispanic/Latino	3.48%	40.8%	1.49%	35%	21%	16%	49%	22%	19%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Two or More	3.82%	43.51%	2.29%	57%	24%	23%	62%	26%	22%
% White	1.73%	59.88%	0.78%	62%	41%	35%	68%	44%	36%
% English Learner	0%	6.67%	0%	8%	0%	0%	12%	6%	4%
% Special Education	1.4%	7.34%	0%	9%	0%	0%	16%	6%	4%



### 3.2.3: LEAs shall create and implement a 9th grade student tracker system to measure progress toward on-time graduation and report data annually to MSDE



## 107. Freshmen on Track Projections

A freshman who is on track to graduate:

- Earns at least five credits at the end of the 9<sup>th</sup> grade year,
- Fails no more than one semester of a core course, and
- Attends school more than 90% of the time.<sup>1</sup>

Using these criteria, indicate in the table below the current and projected number of students who are on or off track to graduate. In tables two through four, provide current and projected numbers for each of the on-track criteria individually. All tables should disaggregate the information by gender, socioeconomic status, race/ethnicity, and service group. Note: This data does not take the place of previous submissions related to 9<sup>th</sup> graders on track to graduate as individual LEAs may have used locally established criteria.

**Table 1: 9<sup>th</sup> Grade Students on Track to Graduate  
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

On/Off Track to Graduate	2021-2022		2022-2023 (Projected)		2023-2024 (Projected)	
	On	Off	On	Off	On	Off
All Students (Number)	1887	1103	1900	1100	1950	1050
All Students (Percentage)	63.11%	36.89%	65%	35%	67%	33%
% Female	65.35%	34.65%	67%	33%	69%	31%
% Male	61.04%	38.96%	63%	37%	65%	35%
% Nonbinary	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	36.23%	63.77%	38%	62%	40%	60%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA
% Asian	82.05%	17.95%	84%	16%	86%	14%
% Black/African American	51.17%	48.83%	53%	47%	55%	45%
% Hispanic/Latino	52.81%	47.19%	55%	45%	57%	43%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA
% Two or More	57.53%	42.47%	59%	41%	61%	39%
% White	68.98%	31.02%	71%	29%	73%	27%
% English Learner	38.82%	61.18%	40%	60%	42%	58%
% Special Education	40.67%	59.33%	42%	58%	44%	56%

<sup>1</sup>The On-Track Indicator as a Predictor of High School Graduation. Elaine M. Allensworth. Consortium on Chicago School Research at the University of Chicago. 2005. <https://consortium.uchicago.edu/sites/default/files/2018-10/p78.pdf>

**Linked Artifacts:** [Early Warning Indicators \(Including Blueprint 9th Grade On-track\)](#)



## 107. Freshmen on Track Projections

**Table 2: 9<sup>th</sup> Grade Student Credit Accumulation (Total Credits)  
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

	2021-2022			2022-2023 (Projected)			2023-2024 (Projected)		
	0-4	5	6+	0-4	5	6+	0-4	5	6+
Number of Credits									
All Students (Number)	271	96	2623	240	110	2640	220	90	2680
All Students (Percentage)	9.06%	3.21%	87.73%	8%	2%	90%	7%	3%	90%
% Female	5.96%	2.77%	91.27%	5%	3%	92%	4%	2%	94%
% Male	11.95%	3.64%	84.48%	10%	3%	87%	8%	2%	90%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	20.29%	7.25%	72.46%	18%	6%	76%	16%	5%	79%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Asian	1.71%	0.85%	97.44%	1%	1%	98%	1%	1%	98%
% Black/African American	14.40%	6.26%	79.34%	12%	5%	83%	10%	3%	87%
% Hispanic/Latino	15.84%	5.94%	78.22%	13%	4%	83%	11%	2%	87%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Two or More	11.87%	2.74%	85.39%	10%	2%	88%	8%	1%	92%
% White	5.99%	1.76%	92.24%	5%	1%	94%	3%	1%	96%
% English Learner	23.53%	9.41%	67.06%	21%	8%	71%	19%	6%	75%
% Special Education	23.96%	5.85	70.19%	21%	5%	74%	19%	3%	78%

**Table 3: 9<sup>th</sup> Grade Student Semester Course Failure (Core Courses Only)  
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

	2021-2022			2022-2023 (Projected)			2023-2024 (Projected)		
	2+	1	0	2+	1	0	2+	1	0
Number of Courses									
All Students (Number)	264	225	2501	250	200	2540	230	180	2580
All Students (Percentage)	8.83%	7.53%	83.65%	8%	7%	85%	6%	5%	869%
% Female	6.38%	6.58%	87.04%	6%	6%	88%	5%	5%	90%
% Male	11.10%	8.38%	80.52%	10%	7%	83%	8%	5%	87%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	19.86%	14.78%	65.36%	18%	12%	70%	16%	10%	74%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Asian	0.85%	2.56%	96.58%	1%	2%	97%	1%	2%	97%
% Black/African American	13.93%	12.36%	73.71%	12%	11%	77%	10%	9%	81%
% Hispanic/Latino	13.53%	9.24%	77.23%	12%	8%	80%	10%	6%	74%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Two or More	10.50%	7.31%	82.19%	9%	6%	85%	8%	5%	87%
% White	6.35%	5.70%	87.96%	6%	5%	89%	5%	4%	91%
% English Learner	12.94%	11.76%	75.29%	12%	11%	77%	10%	9%	81%



## 107. Freshmen on Track Projections

**Table 4: 9<sup>th</sup> Grade Student Attendance Rates  
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

Attendance Rate	2021-2022		2022-2023 (Projected)		2023-2024 (Projected)	
	≤ 90%	91%+	≤ 90%	91%+	≤ 90%	91%+
All Students (Number)	933	2057	880	2110	850	2140
All Students (Percentage)	31.20%	68.80%	29%	71%	28%	72%
% Female	30.42%	69.58%	30%	70%	30%	70%
% Male	31.95%	68.05%	31%	69%	31%	69%
% Nonbinary	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	56.09%	43.91%	55%	45%	53%	47%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA
% Asian	16.24%	83.76%	15%	85%	14%	86%
% Black/African American	39.75%	60.25%	38%	62%	36%	64%
% Hispanic/Latino	37.29%	62.71%	36%	64%	34%	66%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA
% Two or More	39.73%	60.27%	38%	62%	36%	64%
% White	26.73%	73.27%	25%	75%	23%	77%
% English Learner	49.41%	50.59%	47%	53%	45%	55%
% Special Education	46.80%	53.20%	45%	55%	43%	57%

**Linked Artifacts:**

- [Early Warning Indicators \(Including Blueprint 9th Grade On-track\)](#)
- [Video: Early Warning Indicator Tool - November 2022](#)

**108. Freshmen on Track to Graduate:** Discuss the LEA's plans to ensure all freshmen are on track to graduate. Discuss related challenges and the strategies the LEA will leverage to increase the number of freshmen who are on track to graduate.

HCPS has determined that the following key areas are to be focused upon during quarterly meetings with each of their high school administrations to determine if freshmen are on track to graduate during their freshmen year. These key focus areas (fields) include 90% attendance, grade point average of 2.0, passing the four core classes, and passing six overall credits. To assist with the large number of students in 9th grade at each school and the calculations needed to determine success with each of the focus areas, HCPS designed and built a dashboard. This dashboard, called "Early Warning Indicators", allows for schools to access real-time data relating to their freshmen. This data is used to identify students not on track to graduate based on the focus area (field) chosen. Focus areas can also be combined allowing for a deeper dive into the data. In addition, a demographic field can also be chosen which includes race, gender, students with disabilities, free and reduced, and English language learners. A major challenge of the data being updated daily is the need to track students as they fall on and off the "not on track to graduate" list. School performance and achievement teams create action plans to ensure







- Leveraging elective courses to reinforce CCR skills

**Additions from MSDE Feedback:** Note, one MSDE response indicated that we would add language to the beginning of question 109, but it was actually intended for question 128. See question 128 for the additional language.

A variety of individualized support services will be provided to students who did not meet the CCR standard on time. A tiered level of service model has been developed, which will allow for the personalization of student academic support services. This three-tiered model will allow students access to resources various times during a calendar year depending on needs. This model is designed to provide services as follows:

Tiered Support Options		
Tier I	Tier II	Tier III
Student passed MCAP coursework, but not an assessment – student <i>approached</i> expectations. *	Student passed MCAP coursework, but not an assessment – student <i>partially met</i> expectations. *	Student did not pass MCAP coursework, nor an assessment.
Academic Supports		
<ul style="list-style-type: none"> <li>• Tutoring – low to moderate dose</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded instructional supports</li> <li>• Immersion coursework</li> <li>• Tutoring – moderate to high dose</li> </ul>	<ul style="list-style-type: none"> <li>• Course repeat</li> <li>• Tutoring – as needed</li> </ul>

\*Score ranges will be identified within Tier I and II to best identify the scope of services to be provided. This will be accomplished in partnership with the HCPS Offices of Accountability, Reading/Language Arts, and Mathematics.

The following is a summary of the academic support services identified.

1. **Tutoring:** Low to high dose tutoring will be provided to students utilizing the FEV Tutor program. This resource will be made available to schools for use during the regular school day and in an extended day format (e.g., after school and during the summer). FEV tutoring services will be personalized for each student given areas for growth identified by MCAP results and classroom teachers. The degree of tutoring will be determined by the needs presented by students and the proximity to a passing MCAP result. *Implementation: SY 23-24*
2. **Embedded Instructional Supports:** Students who have not met the CCR standard in either English and/or Mathematics will receive instructional support services embedded within a student's typical coursework progression. For example, if a student has not met the CCR standard for English 10 but has passed the course, the student will proceed to English 11. Within English 11, additional curricular experiences will be embedded which reflect MCAP performance gaps. If a student has not met the CCR standard for Algebra I but has passed the course, the student will proceed to Geometry. Within Geometry, additional curricular experiences will be embedded which reflect Algebra I MCAP performance gaps. The Offices of Mathematics and Reading/Language Arts will oversee the development of curricular additions, in partnership with FEV tutor. FEV tutoring services will be personalized for each student given areas for growth identified by MCAP results and classroom teachers. *Implementation: SY 23-24*
3. **Immersion Coursework:** Immersion coursework will be considered as a support for students who have passed and subsequently earned credit for Mathematics and/or English



coursework, but have not passed an MCAP examination. Immersion coursework is currently envisioned to be equivalent to a one-semester credit bearing course. The qualities of immersion curricula would be identified with instructional experiences that are project-based, of high student interest, and aligned to standards. Furthermore, instructional experiences would target identified areas of student weakness. Academic support skills would also be woven in to further enable student success (e.g. executive functioning, organization, and goal setting). *Consideration: SY 24-25*

**Additions from MSDE Feedback:** The HCPS Blueprint implementation response includes details related to the content and implementation of the support pathway process. The Student Support Pathway Workgroup is finalizing the process, forums, and documentations by which students and parents/guardians will be informed of the identified support pathway for the individual student. HCPS plans to communicate with families during all appropriate steps of the process to ensure that the pathway is provided with clarity and consistency at all schools.

The linked artifacts provide additional information about student education planning, FEV tutoring, and support pathways.

**Linked Artifacts:**

- [North Star: College & Career Readiness One-pager](#)
- [Student Education Planning Guide](#)
- [HCPS News Alert - FEV Tutoring](#)
- [FEV Tutor](#)
- [Video: Tutoring for Students in Partnership with FEV Tutor](#)
- [Student Support Pathways Scenarios](#)
- [Student Support Pathway Update - March 2023](#)

- 110. Student Support Pathways:** Discuss how the school system will design student support pathways to ensure students meet the CCR standard prior to graduation while also meeting graduation requirements. Provide examples of support pathways that include required high school coursework as well as needed CCR support. In developing pathways, consider:
- Students who may not meet the CCR standard in one or more subject areas
  - Opportunities for students to access support during the school day, after school, in the summer, and/or through a fifth year of high school
  - Pathways to provide students with access to post-college and career readiness opportunities such as CTE and dual credit while still working to meet the CCR standard

Note: See MSDE's Report: College and Career Readiness Roadmap to Implementation, Version 2 (August 2022) as a reference.

HCPS has established a Student Support Pathway Workgroup that is comprised of a variety of stakeholders including school-based administrators, content area supervisors, specialists, coordinators, and a community member. This workgroup has developed the vision for the tiered support system addressed in question 109. Additionally, the workgroup has built potential pathways given a variety of scenarios that schools and students may encounter. See "Student Support Pathways" artifact. Note that this artifact addresses potential pathways reflecting immersion coursework, not embedded instructional supports. While this artifact does not capture all scenarios schools may encounter at all grade levels, it represents the initial vision and expected outcomes.

**Linked Artifacts:**

- [Student Support Pathways](#)
- [Student Support Pathway Update - March 2023](#)

- 111. Reassessment Opportunities:** How will the school system ensure students have ongoing opportunities for CCR reassessment throughout 11th and 12th grade?



Students will have opportunities to retake the MCAP assessments during the state-identified windows in the fall, spring, and summer. Communication will be shared with students, parents/guardians, and staff members regarding the additional opportunities for reassessment.

**Additions from MSDE Feedback:** A sub-team of the HCPS Student Support Pathway Workgroup has identified a reassessment plan for students who do not achieve a passing MCAP score in English and/or Mathematics. At present, this plan is going through internal approval processes. Below is a sample of the design, which has been mapped out given a variety of scenarios that will be encountered.

- Grade 10 – student was enrolled in Algebra I and earned credit, but did not meet the passing threshold on the Algebra I MCAP. The student enrolls in Geometry in grade 11. The student will reassess in Algebra I during semester one following supports.
  - Grade 10 – student was enrolled in English II and earned credit, but did not meet the passing threshold on the English MCAP. The student enrolls in English III in grade 11. The student will reassess in English II semester one following supports.
- Multiple reassessment opportunities will be woven into the grade 11 and 12 year to maximize CCR designations.

**Linked Artifacts:**

- [Student Support Pathways](#)
- [Student Support Pathway Update - March 2023](#)

**112. Partner Institutions:** The Blueprint requires school systems to collaborate with institutions of higher education, particularly community colleges, to develop and implement a program of study in the 11th and 12th grade for each student who has not demonstrated progress in meeting the CCR readiness standard by the end of 10th grade. Identify the organizations the school system will partner with and describe how it will work with partners to accomplish this, including the evaluation of implementation and ongoing revision to ensure student success.

HCPS will partner with Harford Community College (HCC) to collaboratively develop immersion coursework for both English and Mathematics. The HCC Deans of each respective division along with select instructional staff, will be invited to participate in future Student Support Pathway Workgroup meetings as coursework undergoes development.

**Additions from MSDE Feedback:** Related to planning for the development/implementation of a phase two program of study, this will begin during summer 2023. Key personnel involved in both HCPS and Harford Community College have now been identified.

The HCPS Supervisors of English, Mathematics, and Accountability will monitor the success of immersion coursework through a variety of means to include classroom walkthroughs, dialogue with instructional staff, monitoring of formative assessment data, and overall MCAP re-assessment success rates. Curriculum evaluation tools ~~will also be developed~~ *are in development* as an additional means of gathering course feedback to support ongoing program revisions, as necessary.

## Individualized College and Career Readiness Plans

**113. Individualized Plans:** Describe how the school system will develop an individualized College and Career Readiness Plan for each student who has not met the CCR standard by the end of 10th grade. What are the key components of the plan? When and how will it be customized for



each student? Discuss inclusion and considerations for student service groups such as Special Education, English learners, and Economically Disadvantaged.

HCPS has established a Student Support Pathway Workgroup that is comprised of a variety of stakeholders including school-based administration, content area supervisors, specialists, coordinators, and a community member. This workgroup has begun to develop a vision for how it will create and implement individualized College and Career Readiness Plans for identified students.

Components of individualized student plans that have been currently identified include:

- areas for improvement reflecting MCAP results and related assessment data,
- a snapshot of academic performance in the identified subject area(s),
- related early warning indicators (GPA, attained credits, attendance),
- related demographic information such as special education status, and
- content progress monitoring (response to the identified tiered intervention).

Individualized student plans will be customized based on the level of intervention required by each student. See question response 109 for a review of the identified tiers of support. The timeline for the creation of student plans will be determined based on when MCAP assessment results are received. Plans will be developed as early as possible in order to afford students the opportunity to participate in summer support options. School-based personnel such as teachers, counselors, and professionals connected to the Offices of Special Education and World Languages will be involved when plans are under development in order to coordinate and align services. Special attention will be given to the IEP process in order to align special education services with the identified student support pathways.

**Additions from MSDE Feedback:** Beginning in May 2023, a comprehensive professional development plan for teachers, in conjunction with School Performance and Achievement Teams, is being developed. Throughout the 23-24 school year, professional development and support will be ongoing, with school-based Counseling, Mathematics and English Department Chairs serving as critical linchpins in the ongoing support system to teachers. Revisions to individualized plans will reflect ongoing progress monitoring that is provided through the FEV tutoring program.

The linked artifact includes a Board of Education presentation that highlights the need for individualized, flexible option for students moving forward with Blueprint implementation.

**Linked Artifacts:** [Graduation Requirements - Aligning with the Blueprint 10.2022](#)

**114. Teacher Support and Student Monitoring:** How will the school system monitor student progress using their individualized College and Career Readiness Plans? Identify the team of individuals responsible as well as the process they will use for monitoring, including:

- Identifying individual teachers to lead and facilitate teams,
- Training and support provided to teachers, and
- The process for revising the plan in response to a student's individual needs.

As part of the School Performance and Achievement (SPA) team, Student Support Team (SST), and other team structures currently in each school, student progress will be monitored through individualized College and Career Readiness Plans. These teams include but are not limited to the following personnel:

- Content experts (classroom-based teachers)
- Special education representatives (as applicable)
- English language learners representatives (as applicable)
- School-based administrators





- School counselors
- Check and Connect mentors

Check and Connect mentors will provide a variety of support services to include:

- one on one support for identified students,
- data management support, and
- communication support for teachers and parents.

Each school team will utilize CCR progress monitoring data reflective of each form of support that is provided (e.g. embedded instructional supports, tutoring, and immersion coursework). Individualized plans will be revised as support pathway data and additional MCAP assessment data are collected and reviewed. The development of student plans and subsequent tracking will take place using an internal platform designed for this purpose.

Professional development will be provided to school-based administration school teams in order to communicate and support the monitoring processes that will be put into place as part of SPA and other current student achievement and support teams. Support will be ongoing, and the process revised as necessary.

**115. Family Engagement in CCR Success:** What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are still struggling to meet the CCR standard in 11th and 12th grade? Discuss how parents are notified and included in the development and implementation of students' College and Career Readiness Plans. What resources will the school system share with families, including resources from public and private agencies?

Upon the release of MCAP student reports, initial parent/guardian contact related to student support pathways will also be provided. Parents/guardians will be invited to participate in school-based meetings, as appropriate, when plans are developed. Communication related to progress reflecting the success of pathway support will also take place. Additional resources from public and private agencies have yet to be identified.

Three important family engagement methods are highlighted in the linked artifacts and include the student education planning guide, the HCPS parent academy, and a family engagement newsletter sample.

**Linked Artifacts:**

- [Student Education Planning Guide](#)
- [HCPS Parent Academy](#)
- [Parent and Community Engagement Newsletter](#)

**3.3.2: Each high school offers post-CCR pathways to all CCR students in grades 11 and 12 to earn early college credits and career and technical education (CTE) credentials at no cost to the student or the student's parents, including the cost of any fees**

**[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)**

## Exploring Post-CCR Pathways

**116. Post-CCR Exploration Activities:** Describe the activities the school system will use to ensure all middle and high school students are aware of the post-CCR pathways, including career



counseling. What experiences will students have to explore and engage in college and career activities that will help them choose the best post-CCR pathway for them? How will the school system ensure:

- Students have experiences that are individualized based on their interests,
- Students have ample opportunities to explore their options firsthand before they must choose a post-CCR pathway,
- Parents/guardians are included in the process, and
- Students who have not met the CCR standard can access post-CCR pathways?

*Examples may include:*

- *Experiences designed to connect students with real-world opportunities such as college and career fairs, guest speakers, field trips to visit different types of institutions of higher education and workplaces across a multitude of industries*
- *Programs to facilitate mentoring, college-bound advising, and career counseling*
- *Specialized coursework in middle school to explore career clusters and practical life skills such as financial literacy, effective organization & study skills, communication and conflict resolution, etc.*

To ensure that all middle and high school students are aware of the post-CCR pathways, the school system engages in multiple activities. For example:

- School counselors reach out to each individual child's family to help map out what is available post-CCR, including dual enrollment options. Principals also provide information to families via newsletters and other written and verbal communication from the school outlining options and necessary steps to be eligible to engage in these opportunities.
- School counselors teach set classroom lessons at the middle and high school level about the pathways and about career exploration.
- School counselors use Naviance, an online resource that allows students to identify their interest areas and aptitude areas.
- Schools offer Parent Nights during registration, so parents are aware of the different programs, opportunities, and post-CCR options for their students.
- Many individual schools hold college and career fairs on site.
- Counselors individually review each student on their caseload to ensure that's students who have potential to be successful in a certain or multiple post-CCR pathways have tailored specific encouragement and conversation about their options. All post-CCR pathways are communicated, but particular attention may be required for students who don't realize their post-CCR potential.
- Counselors will then reach out to individual students and their families to make sure they are aware of all pathways options, options that may be the best fit, and how to navigate accessing these options.
- In addition, HCPS is currently exploring more middle school opportunities for students to explore the pathways. For example, starting this spring, 7<sup>th</sup> grade students will have a field trip to Harford Community College to learn about the campus and dual enrollment. HCPS is also exploring resources such as Skills USA to be used during a middle school advisory period beginning in 2024-2025. Also, as noted in question #130, the Career and Technical Education (CTE) Office actively informs families and students of the various apprenticeship opportunities available.
- In a partnership with Harford Community College (HCC) and the Susquehanna Workforce Network (SWN), HCPS has collaborated on a draft MOU (see artifact), to meet the career counseling requirements of the Blueprint. The MOU will be signed by April 1, 2023. This program will be called "career coaching" and through the program students and families will receive information about post-CCR pathways in diverse communication platforms such as information events, field trips, and individual post-CCR coaching



**Linked Artifacts:**

- [North Star Initiative](#)
- [Post – CCR Workgroup Membership](#)
- [Post CCR Workgroup Sample Meeting Agendas](#)
- [Post CCR Workgroup Sample Meeting Presentations](#)
- [Career and Technology Education \(CTE\) Programs](#)
- [Magnet Programs](#)
- [Parent & Student Information Night Schedule 2022-23](#)
- [Magnet Program Information Night 2022-2023](#)
- [Harford Technical High School YouTube Playlist](#)
- [Other Magnet Programs YouTube Playlist](#)
- [Early Warning Indicators \(Including Blueprint 9th Grade On-track\)](#)
- [HCPS Students Participating in Dual Enrollment Courses at HCC Receive Free Tuition](#)
- [North Star: College & Career Readiness One-pager](#)
- [Video: North Star - May 2022](#)
- [Video: Early Warning Indicator Tool - November 2022](#)
- [Student Education Planning Guide](#)
- [Dual Enrollment Options – Student Planning Guide](#)
- [Graduation Requirements - Aligning with the Blueprint 10.2022](#)
- [DRAFT Career Coaching Agreement & Job Description - SWN, HCC, HCPS](#)

**117. Career Counseling:** Discuss the key components of the career counseling program and how activities and support will be aligned to a student's educational and career goals. Identify the role(s) responsible for providing the career counseling and the type of training and support the LEA will provide. Describe how the LEA will collaborate with local workforce development boards and community colleges to develop the career counseling program.

Note: Include the Local Career Counseling Agreement established by the LEA, community college, local workforce development board, and, if appropriate, an American Jobs Center as a linked artifact.

Currently, school counselors at the middle and high school levels provide career counseling through classroom lessons and individual family and individual student meetings. Counselors utilize Naviance in order to provide classroom lessons and have students individually explore interest areas and areas of aptitude. The Supervisor of School Counselor provides professional development to all school counselors to ensure they are able to effectively deliver both group and individual career counseling to students. The Supervisor is also working to ensure that all middle and high school counselors utilize Naviance to its full potential and will be able to track student use moving forward.

In a partnership with Harford Community College (HCC) and the Susquehanna Workforce Network (SWN), HCPS has collaborated on a draft MOU (see artifact), to meet the career counseling requirements of the Blueprint. The MOU will be signed by April 1, 2023. This program will be called "career coaching" and key plans are highlighted here:

SWN Responsibilities

1. The SWN will work with HCPS and HCC to facilitate the development of the plan for service delivery and subsequent implementation.
2. Work with HCPS and HCC for an agreed upon job description for the Career Coaches.
3. Hire a career coaching coordinator to serve as SWN liaison for the parties.
4. Hire a program manager to support SWN efforts for career coaching
5. Hire 12 career coaches to provide services direct to students, with ten coaches assigned to middle and high schools, and two Spanish language career coaches to support HCPS Spanish-speaking students.
6. Create budget for program supplies, technology, and events.
7. Host interactive sessions to enhance partnership, confirm best practices, and provide a clear vision on the path forward.

HCPS Responsibilities

1. HCPS will communicate and collaborate with HCC and SWN to design a career coaching program and to facilitate the development of a plan for implementation.



2. Hire a career coaching coordinator to serve as HCPS liaison and program manager for the parties.
3. Create restricted grant to fund activities related to this agreement.
4. Support relevant professional development for the school-based staff supporting the career-counseling program.
5. Support the development and distribution of materials and information to inform staff, students, and families of the career-coaching program.
6. Collaborate on the scheduling of regular career coaching partnership meetings to provide the operational leadership of the parties that may include planning, scheduling, implementation of processes, school-based contacts, use of allocated resources, and more as collectively determined by the partners.
7. Facilitate time and access to HCPS to students for either individual coaching or group activities as applicable.
8. Use hcps.org to provide student information, communication, and resources for career coaching.

#### HCC Responsibilities

1. HCC will communicate and collaborate with HCPS and SWN to design a career counseling program and to facilitate the development of a plan for implementation.
2. HCC will host the Workforce Investment program which targets local industry credentialing for HCPS student.
3. HCC will provide professional training to career coaches as applicable.
4. HCC will offer access to a variety of tools, resources, and programming that will support the career planning process and help students identify their career pathways.
5. HCC will link HCPS students who are dually enrolled to experiential opportunities such as internships, service learning, and employment.

#### Linked Artifacts:

- [HCPS & CCPS Joint Meeting - Workforce Advisory Board SWN](#)
- [DRAFT Career Coaching Agreement & Job Description - SWN, HCC, HCPS](#)

## College Preparatory Programs

As indicated in the statutory reference at the top of this section, the Blueprint requires students to have access to at least one of the college preparatory programs listed below. Access refers to a student's ability to participate in college preparatory programs regardless of where they live and should be considered when planning for initial or expanded programming.

- International Baccalaureate (IB) Diploma Programme
- Cambridge AICE Diploma Program
- A comparable program consisting of Advanced Placement courses specified by the College Board

In this subsection, LEAs will have the opportunity to describe their current offerings as well as those planned for future implementation.

**118. IB Diploma Programme:** Describe the LEA's current and anticipated IB Diploma Programme offerings. Describe the challenges associated with implementing an IB program or launching a new one. Discuss how the LEA will overcome the challenges identified.

In the current HCPS IB program, the following course are offered for college credit:



English Literature; French and Spanish; History of the Americas; Biology; Chemistry; Physics; Sports Exercise Health Medicine; Math Applications; Math Analysis; Visual Arts; Music; Film; Theater; World Religions; Psychology; Geography; Theory of Knowledge

In addition to these courses, IB Dance will be offered in the 2023-2024 school year. Sign Language is in the early stages of achieving pilot status for the 2023-2024 or 2024-2025 school year.

There are several challenges to implementing an IB program. For example, new courses require teacher training which can present a cost barrier to schools and/or systems. Retaining teachers, especially after they have received costly training, can also be challenging. In addition, teacher trainings must be updated every three years, so there is a constant recertification cycle that places time and resource burdens on schools, personnel, and the system. In addition to extensive teacher training, a school offering IB programming has to ensure its principal and a school counselor are also trained. The staffing challenges have meant that not all students who apply to the program can be accepted. HCPS would like to expand the program so all eligible, interested students may participate.

The general process of adding courses to any program can be challenging because of the steps and time necessary. For example, within HCPS, any new course proposed must be presented and vetted through the General Curriculum Committee which convenes approximately once per month.

One of the challenges new courses face is the double requirement of meeting both the international standards connected to IB as well as the state standards. For example, IB Biology takes two full school year years for students to complete because the course had to be extended to meet both sets of standards. Therefore, any given IB course must be adapted further before implementation to meet all national and state requirements.

Students have fewer elective choices because of IB requirements, such as the four years in a World Language piece. This can prove to be an obstacle for students as they progress through their schooling and find their peers with more elective choices to explore.

One final challenge for teachers is navigating the teaching of both IB content and the general curriculum courses they also teach to non-IB students. Differences in student populations pose challenges for some teachers.

HCPS handles the challenges in a variety of ways:

- Teachers volunteer to take additional course preparations in order to offer unique IB courses.
- Stipends are paid to IB teachers to help with retention since there are additional duties for mentoring students and attending training.
- Giving teachers IB courses at a high-poverty high school has helped with teacher retention because the students are seen as exceptional, and the content is routinely described as interesting and higher level.

Providing IB staff time together such as through vertical teaming time for 9<sup>th</sup> and 10<sup>th</sup> grade teachers and time for 9<sup>th</sup> and 10<sup>th</sup> grade teachers to visit and observe 11<sup>th</sup> and 12<sup>th</sup> grade teachers has also helped expedite training and increase retention.

**Linked Artifacts:**

- [Student Education Planning Guide](#)
- [EDHS IB Brochure](#)
- [EDHS International Baccalaureate Diploma Programme](#)
- [Video: EDHS IB](#)

**119. Cambridge AICE Diploma Program:** Describe the LEA's current and anticipated Cambridge AICE Diploma Program offerings. Describe the challenges associated with implementing a Cambridge program or launching a new one. Discuss how the LEA will overcome the challenges identified.

HCPS does not have a Cambridge AICE Diploma Program.





**120. Advanced Placement (AP) Program:** Describe the LEA's current and anticipated Advanced Placement offerings, including the AP Capstone Diploma Program. Describe the challenges associated with implementing an AP program or launching a new one. Discuss how the LEA will overcome the challenges identified.

Currently, HCPS offers the following Advanced Placement courses:

AP 2-D Art and Design; AP 3-D Art and Design; AP American Government Politics  
AP Art History; AP Biology; AP Calculus AB; AP Calculus BC; AP Chemistry; AP Computer Science Principles; AP Comparative Government; AP Computer Science A; AP Drawing; AP English Language and Composition; AP English Literature Composition; AP Environmental Science; AP European History; AP French III; AP French Language and Culture; AP German Language and Culture; AP Human Geography; AP Macroeconomics; AP Microeconomics; AP Music Theory; AP Physics C: Electricity and Magnetism; AP Physics C: Mechanics; AP Physics 1; AP Physics 2; AP Psychology; AP Spanish Language and Culture; AP Spanish Literature and Culture; AP Statistics; AP US History; AP World History

HCPS will be piloting AP African American History during the 2023-2024 school year at least one high school.

HCPS does not currently have the AP Capstone Diploma Program and does not have immediate plans to provide this pathway due to costs. Currently, HCPS does not charge students for AP classes and materials, with the exception being the optional AP test. HCPS local and state share of CCR funding is currently depleted by dual enrollment tuition and other CTE pathways. HCPS has budgeted additional funding in 2023-24 proposed budget for additional pillar three costs, which may include AP testing, but our budget has not yet been approved by the local county government. If needed, HCPS will work through the 2024-2025 budget process to include AP testing fees. Currently, all students qualifying for free and reduced meals are able to take AP tests at no cost.

There are unique challenges associated with implementing an AP program. One challenge that has persisted within HCPS centers around logistics, specifically, scheduling. Enrollment at the 10 high schools within the district varies widely. Smaller schools tend to be able to offer fewer AP courses because of less interest/demand by students as well as smaller teaching staffs. To address this problem, HCPS is investigating the cross-school possibilities that remote instruction and a consistent high school bell schedule and rotation affords us since changes made in recent school year.

Another challenge mirrors that of the IB Program, namely the professional development required by staff to effectively deliver AP content. There is a time commitment and cost associated with these trainings. To address the challenges, HCPS has partnered with Goucher College to ensure teachers new to AP have a secured seat in their annual summer AP Institute. Title IV funds have been used at times to offset the cost of this institute.

A more recent challenge has been the community perception of the value of a dual enrolled course at our local community college versus an AP course. Many community members and students have expressed a preference for the 'guaranteed' credit of a dual enrollment course over the need to earn a particular score on an AP test in order to meet college credit requirements at their identified and preferred universities and/or colleges. There is also the additional challenge of cost. There is a fee associated with the AP test whereas all dual enrollment courses are now free of charge to students. HCPS is exploring ways to fund all AP exam fees. There is an added challenge of perception of rigor, as well. Many students anticipate that a semester-long dual enrollment course at the community college, especially if it is virtual, will be less rigorous than a yearlong AP course in their high school building. Having school counselors talk to students about AP options and help families navigate the choices of AP and



dual enrollment, IB or other programs, is a way to address these challenges. Another way to keep AP as a viable option for students is through our North Star program. Students are deemed North Star graduates if they take a college level course, earn an industry credential or apprenticeship, and/or participate in AP and/or IB.

Another challenge remains the passing rates of students in AP courses. HCPS analyzes student score data by student groups, school, teacher, and course to determine what additional supports students may need and what professional development teachers may need. The Supervisor of Innovation in Teaching and Learning who oversees the AP Programming for HCPS is using this data to explore additional systemwide supports for AP teachers including mentoring of new-to-AP teachers, and visits by AP teachers to other AP teachers' classrooms.

**Linked Artifacts:** [Student Education Planning Guide](#)

**121. Recruitment for College Preparatory Programs:** Discuss how the school system ensures all students know about all college preparatory opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics?

To ensure that all students know about college preparatory opportunities, including student service groups, rising 9<sup>th</sup> graders begin getting detailed information during the yearly registration process. This information is built upon during each subsequent year. As mentioned in questions #116 and #117, HCPS school counselors utilize Naviance, which encourages students to explore interest areas and areas of aptitude. Naviance has both career and college components that are used in classroom guidance lessons as early as the middle school grades (6-8) as well as high school grades 9-12. Naviance allows students to research any aspect of college. Many individual schools also have college fairs so students can meet and greet representatives from a wide variety of universities.

All of the general coursework in HCPS is deemed college and career preparatory and is designed to prepare students at the course level for college work. This includes structuring offerings and schedules for interested students to meet the University of Maryland Systems requirements. Having the curriculum designed to prepare students helps ensure open and equitable access to college preparation. Specific magnet programs that are geared towards early college or advanced preparation for college including our Pathways in Technology (PTECH), Teacher Academy of Maryland (TAM), Science and Math Academy (SMA) and International Baccalaureate (IB) program have additional information nights held across the district so families and students can learn more about these opportunities. Demographic data about the applicants to these magnets and signature programs are reviewed to ensure equitable participation. The HCPS Homeless Liaison also meets with individual students to ensure that they are aware of and able to access different opportunities and apply with support for college admittance.

Embedded within the curriculum are service-learning opportunities so all students will graduate with a variety of service experiences. In addition, many of the universities and colleges in Maryland share their service groups and connected scholarship opportunities so HCPS high school students can take advantage of opportunities to volunteer in these areas and become eligible for funding.

The linked artifacts below provide a myriad of student recruitment methods.

**Linked Artifacts:**

- [Parent & Student Information Night Schedule 2022-23](#)
- [Magnet Program Information Night 2022-2023](#)
- [Harford Technical High School YouTube Playlist](#)
- [Other Magnet Programs YouTube Playlist](#)
- [Magnet - Technical Programs Brochure \(2022-2023\)](#)
- [Magnet Program Course Descriptions](#)



**122. Enrollment and Support in College Preparatory Programs:** Describe how students access the above-named college preparatory programs, including the process for entry. How does the school system ensure:

- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate and successfully earn college credits and diplomas?

Students who have not yet met the CCR standard will have options through the Student Support Pathway to continue participating in college preparatory programming while receiving the necessary supports to meet the standard. Curriculum is designed with multi-tiers of support for student success. The district has open access for entry based on individual student interest and goal(s) for college preparatory programming.

The school system is continually evaluating and removing potential barriers due to proximity or scheduling challenges. This may be addressed through flexible staffing, offering transportation, or multiple modalities of instructional delivery.

Multiple intervention programs, frameworks, and courses are offered to ensure students have the necessary supports to participate and successfully earn college credits and diplomas. In addition to students taking courses on the local college campus, students also may participate in courses facilitated by high school instructors in partnership with college instructors. Students also have opportunities to participate in a variety of credit recovery to remain on-track to graduation through school-year courses, as well as summer opportunities.

HCPS does not track students at any grade level which helps to ensure that all students, regardless of CCR status, have access to college preparatory programs. Since all HCPS courses are designed to be college and career preparatory, students are able to participate in rigorous programming. As HCPS continues to build its pathways for students who have not met the CCR standard, pieces are being put into place to make sure that students are still able to access all courses while receiving support for meeting the CCR standard. For example:

- The various content offices are identifying college and career skills around technology literacy, financial literacy, executive functioning, and social emotional wellness to embed within existing coursework. In this way, all students will have on-going education around these key skills which will support CCR success as well as college and career skill success.
- HCPS provides free tutoring to students outside of the school day and throughout the summer. This additional programming, along with the potential for summer immersion programs designed to support students who have not met CCR, do not impact a student's schedule during the regular school year.
- HCPS has also implemented a lottery system for its technical high school to ensure that students who may not meet traditional markers of academic and attendance success still have opportunities to participate in these college and career programs. The concept of a lottery system is one HCPS is exploring for all of its magnet programs.

HCPS partners with Harford Community College (HCC) to create supports for students so they are successful in earning college credits and diplomas. For example, Joppatowne High School, which has the P-TECH program, has an additional school counselor geared completely towards college and career preparation. In addition, HCPS partners closely with HCC to communicate to students and families both the HCPS and the HCC resources available to students. The deans of the various colleges at HCC meet at least twice per year with the content supervisors in HCPS to discuss the challenges students face and how both sides can provide additional resources and



support. A recent example of this is the partnering of the Dean of Library Sciences at HCC with the Supervisor of Innovation in Teaching and Learning for HCPS, the office that oversees the library programming for the district. They are partnering on creating a flyer and other marketing to advertise to students the different resources, databases, supports, and services students can access through both the HCPS and the HCC libraries.

HCPS also reviews student grades for dual enrollment courses routinely to identify patterns of challenges and address these. For example, a recent review highlighted a relatively large percentage of students not passing the HCC English 101 course, all of whom attended one particular high school. With this data, HCPS created a pathway for students to recover this credit during the second semester, advertised it to the community, and worked with individual stakeholders to get the information out and begin this process. Another recent example is the challenge of students in picking up their textbooks on-site at HCC. When it was noted that students were being required to travel to the HCC campus in order to pick up their texts, HCPS met with HCC to brainstorm ways to get textbooks to students who were unable to travel to the college campus.

## Middle/Early College and Dual Enrollment Programs

In this section, LEAs will have the opportunity to discuss the opportunities students have to earn college credit through dual enrollment. The section distinguishes between dual enrollment offerings that are available to students without participating in a middle or early college program and those that do.

**123. Dual Enrollment Program:** Describe the LEA's current and anticipated Dual Enrollment program, including the number of college credits available if students were to take every course offered and whether courses are completed in a coherent sequence to support a particular area of concentration. This should be exclusive of dual enrollment coursework in middle and early college high school programs. Describe the challenges associated with implementing a dual enrollment program or launching a new one. Discuss how the LEA will overcome the challenges identified.

Most HCPS students who participate in dual enrollment courses graduate high school with 6-12 dual credits. Students in the available middle or early college programs, including Pathways in Technology PTECH) and Teacher Academy of Maryland (TAM), earn an associate degree of 60 dual credits.

The artifact list represents the current courses offered through our partner, Harford Community College (HCC), that students may be eligible to take for dual credit.

HCPS has partnered with HCC to offer "packages" of courses. These are groups of four courses that provide students with meaningful and appropriate ways to enter college level work and receive dual credit.

HCPS has opportunities for students to complete a coherent sequence of courses in a particular concentration. These are aligned with our Career and Technology Education areas and include examples such as:

- Information Technology Oracle Academy (Introduction to Information Sciences; Computer Operating Systems; Introduction to UNIX/Linux; Programming I: C/C++; Fundamentals of Programming; Introduction to Networks; Fundamentals of Network Security; Cisco 1; Cisco 2; Intro to Cybersecurity; Computer and Network Technologies; Introduction to Engineering -CS major; Introduction to Computing for Engineers)



Implementing a dual enrollment program has unique challenges. For example, ensuring that the college partner(s) have adequate staffing to handle the additional student load and a willingness to work with younger learners can be challenging but solvable through a solid partnership of communication and reciprocal professional development. In HCPS, the content supervisors meet at least two times per year with the college deans at HCC to identify the challenges of teaching younger learners and how both sides can increase student chance of success. In addition, HCPS is researching the percentage of our teachers who hold enough credits in their content area to be eligible to teach college level courses. We are exploring this as an option and carefully considering impact on the teacher contract and college accreditation parameters.

Another challenge for students is around transportation. Harford County provides transportation to and from our brick-and-mortar public schools but does not currently provide transportation to the campus of HCC. Working on ways to provide transportation such as by aligning schedules with the community college so a bus of students could be taken from any given high school at a set time each day and returned to their high school before normal dismissal is an option to ensure transportation is not a barrier to any student.

Funding is also an anticipated challenge for HCPS as more and more students become aware of and opt to take college courses for dual credit.

The final challenge is that dual enrollment is changing the landscape of high school. For example, some high schools are finding that their senior class presidents and officers are not in their buildings more than half of the normal school hours due to dual enrollment. Building the capacity of other students who remain within the building to lead may be a solution to this challenge. Recreating high schools from the student experience perspective is another angle to explore in understanding the impact of dual enrollment on the day-to-day experience of the other students in the building.

To support the HCC and HCPS partnership for Dual Enrollment, HCPS is funding a position employed by HCC through the Talent Pathways Project. This position is a Dual Enrollment Coordinator and is directly responsible for supporting HCPS.

The artifacts linked below provide a full list of dual enrollment courses, planning guide, a presentation about aligning our graduation requirements, and details about our dual enrollment partnership with Harford Community College.

**Linked Artifacts:**

- [List of Dual Enrollment Courses](#)
- [HCPS Students Participating in Dual Enrollment Courses at HCC Receive Free Tuition](#)
- [North Star: College & Career Readiness One-pager](#)
- [Dual Enrollment Options – Student Planning Guide](#)
- [North Star Initiative](#)
- [Dual Enrollment MOU - HCPS and HCC – Amendment](#)
- [Dual Enrollment MOU - HCPS and HCC](#)
- [HCC Dual Enrollment Coordinator v.5 09-30-22](#)
- [Graduation Requirements - Aligning with the Blueprint 10.2022](#)

**124. Middle and Early College High School Programs:** Describe the LEA's current and anticipated middle and early college high school programs, including the degrees offered. Describe the challenges associated with implementing a middle or early college high school program or launching a new one. Discuss how the LEA will overcome the challenges identified.

HCPS has several magnet programs that prepare students for the 21<sup>st</sup> century workplace in smaller learning communities, provide students the opportunity to earn college credits and/or industry certifications, and provide students with positive working relationships with adult mentors. Currently, HCPS has the following magnet programs:

Science and Math Academy  
International Baccalaureate Program





#### Career and Technology Programs:

Printing and Graphic Communication; Food Preparation and Management; Academy of Health Professions; Academy of Health Professions: Sports Technician and Exercise Science; Licensed Cosmetology; Landscape Architecture and Management (Horticulture); Floral Design (Horticulture); Brick and Block Masonry; Carpentry; Electricity; Heating, Air Conditioning, and Refrigeration Technology; Certified Welding; Computer-Aided Design and Drafting; Computer-Aided Machining and High-Performance Manufacturing; Computer and Networking Technology/Cyber Security; Automotive Diagnostics and Systems Repair; Automotive Refinishing and Collision Repair; Natural Resources and Agricultural Sciences; Pathways in Early College High School (P-TECH); Information Technology Oracle Academy; Teacher Academy of Maryland (TAM); United States Army Junior Reserve Officer Training Corps (beginning in the 2023-2024 school year)

Two of these programs offer students their high school diploma, specialized certification, and an associate and/or bachelor's degree within four to six years. The P-TECH Program offered at Joppatowne High School, and the TAM program offered at Harford Technical High School and Edgewood High School provide this early college model.

There are some challenges with implementing and with launching a middle or early college high school program. Partnering with another large organization has its challenges, such as figuring out procedures around having college instructors teach in person in the public school, aligning the college and public school system schedule, and determining the roles and responsibilities of each side in terms of supporting student success. It can also be challenging for the college to find enough instructors willing to go on-site into the high school and work with younger learners who may be navigating the challenges of college course work for the first time. The college partners have also found it challenging when students have four, five, or six years to complete the credits as this impacts their ability to cohort and have 'enough' students to run courses.

The most viable solutions to challenges so far have been to keep in close contact with the college partner and co-create all pieces of the plan, including how to support students. Providing tighter pathways and sequences of courses, as well as clear paths to get students back on track should they fail a college course, is also beneficial.

The following linked artifacts showcase HCPS programs and initiatives for our middle and high school students.

#### Linked Artifacts:

- [North Star Initiative](#)
- [Career and Technology Education \(CTE\) Programs](#)
- [Magnet Programs](#)
- [Early Warning Indicators \(Including Blueprint 9th Grade On-track\)](#)
- [Video: North Star - May 2022](#)
- [HCPS North Star Initiative](#)
- [Student Education Planning Guide](#)
- [Dual Enrollment Options – Student Planning Guide](#)
- [North Star: College & Career Readiness One-pager](#)

- 125. Recruitment for Dual Enrollment and Middle/Early College Programs:** Discuss how the school system ensures all students know about dual enrollment and middle/early college opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics? Responses should address dual enrollment and middle and early college high school programs.

Similar to the methods used to ensure students know about post-CCR pathways (outlined in question #116), HCPS utilizes multiple avenues of communication with students and families to ensure everyone is aware of the opportunities for dual enrollment and early college programming



from an early enough age. HCPS continues to monitor demographic information on students who enroll in the dual credit opportunities and early college models to identify and address any disproportionality. Key pieces of the communication include:

- School counselors reaching out to each individual child's family to help map out what is available as dual enrollment or early college programming. Principals also provide information to families via newsletters and other written and verbal communication from the school outlining options and necessary steps to be eligible to engage in these opportunities. As HCPS looks to include college and career counselors in each of its middle and high schools, more and more students and families should be aware of the options and understand all opportunities.
- School counselors teaching set classroom lessons at the middle and high school level about the magnet programs, dual enrollment, and early college options. Some of this outreach includes structured opportunities for students to explore careers and then align their interests and aptitudes to the various options within HCPS.
- Schools offering Parent Nights during registration, so parents are aware of the different programs such as dual enrollment.
- The Career and Technical Education (CTE) Office offers several information nights throughout the school year for middle school families to learn about the various magnet programs including the early college options of P-TECH and TAM.
- The HCPS Communications Office supports outreach to families via the HCPS.org website that includes information about Magnet Information Nights, registration windows, and dual enrollment.
- Counselors also individually reviewing each student on their caseload to determine who may be a good fit for dual enrollment. Counselors will then reach out to individual students and their families to make sure they are aware of the options and how to navigate accessing these options.

In addition, HCPS is currently exploring more middle school opportunities for students to explore college. For example, starting this spring, 7<sup>th</sup> grade students will have a field trip to Harford Community College to learn about the campus and dual enrollment. HCPS is also exploring resources such as Skills USA to be used during a middle school advisory period beginning in 2024-2025. Also, as noted in question #130, the CTE Office actively informs families and students of the various apprenticeship opportunities available.

The linked artifacts below provide a myriad of student recruitment methods.

**Linked Artifacts:**

- [Student Education Planning Guide](#)
- [Parent & Student Information Night Schedule 2022-23](#)
- [Magnet Program Information Night 2022-2023](#)
- [Harford Technical High School YouTube Playlist](#)
- [Other Magnet Programs YouTube Playlist](#)

### 126. Enrollment and Support in Dual Enrollment and Middle/Early College Programs:

Describe how students access the dual enrollment and middle/early college programs previously identified, including the process for entry. How does the school system ensure:

- a. Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- b. Students are not limited from participating based on proximity to programs or scheduling challenges, and
- c. Students have the necessary support to participate and successfully earn college credits and degrees?

Responses should address dual enrollment and middle/early college high school programs.



School counselors reach out to each individual child's family to help map out what is available post-CCR, including dual enrollment options. Principals also provide information to families via newsletters and other written and verbal communication from the school outlining options and necessary steps to be eligible to engage in these opportunities. Schools offer Parent Nights during registration, so parents are aware of the different programs, opportunities, and post-CCR options for their students. Many individual schools hold college and career fairs on site.

Counselors also individually review each student on their caseload to determine who may be a good fit for different pathways. Counselors will then reach out to individual students and their families to make sure they are aware of the options and how to navigate accessing these options. In addition, HCPS is currently exploring more middle school opportunities for students to explore the pathways.

Students who have not yet met the CCR standard will have options through the Student Support Pathway to continue participating in college preparatory programming while receiving the necessary supports to meet the standard. Curriculum is designed with multi-tiers of support for student success. Students that have not yet met the CCR standard may also meet eligibility for participation through their GPA and Attendance. Additionally, there are students with extenuating circumstance that may work with their school counselors to apply for a possible exemption enabling them to still participate.

The school system is continually evaluating and removing potential barriers due to proximity or scheduling challenges. This may be addressed through flexible staffing, offering transportation, or multiple modalities of instructional delivery.

Multiple intervention programs, frameworks, and courses are offered to ensure students have the necessary supports to participate and successfully earn college credits and diplomas. In addition to students taking courses on the local college campus, students also may participate in courses facilitated by high school instructors in partnership with college instructors. Students also have opportunities to participate in a variety of credit recovery to remain on-track to graduation through school-year courses, as well as summer opportunities.

Specific to middle/early college high school programs, the district offers college courses taught by a college instructor on the high school campuses based on student interest, college online asynchronous course facilitated by a high school teacher, and students can take course on the college campus.

As HCPS continues to craft its Student Support Pathways, it is working to ensure that students who do not meet the CCR standard still have the opportunity to engage in dual enrollment and/or middle/early college programs. For example, by embedding support within students' regular course programming, they are able to keep blocks open for dual credit courses or the sequence required in their P-TECH or TAM program. Additional support offered via summer programming and the Academic Tutoring Program provide this flexibility, as well.

P-TECH runs at Joppatowne High School. TAM runs at Edgewood High School and Harford Technical High School. By making these early college models magnet programs, HCPS can provide bus transportation for students, ensuring that they are not limited from participating by proximity to programs. Students in both programs have access to additional adult support such as a grant funded College and Career Counselor at Joppatowne High School and the TAM Teacher Specialist at Edgewood High School to help ensure that they are successful in earning college credits and degrees. In addition, content supervisors are working with the deans of the various departments at Harford Community College to understand what predictors might indicate a student will be or will not be successful in a college course so both sides can offer additional help and to advertise the community college resources such as the library and writing centers. At a district, school, and content office level, student grades from their dual credit courses are reviewed to understand trends and respond with alternate pathways and support for students



(such as online credit recovery programming), and to proactively address challenges so students in the future will find more success.

[Linked Artifacts: Student Education Planning Guide](#)

## Aligning State Aid Funding to CCR Pathway Costs

**127.** The Blueprint Formula is designed to provide approximately \$1,000 per post-CCR pathway-eligible student through a combination of the State Aid CCR formula weight (~\$500) and through the State Aid Target Foundation amount (~\$500). Describe the LEA's plan to ensure proper resource allocation to support eligible student access to an uncapped number of dual-enrollment courses at no cost to the student or the student's family. The LEA's plan should also ensure these funds provide for eligible student access to AP, IB, and other, post-CCR-related professional and instructional opportunities (e.g., apprenticeships, industry-recognized credentials, etc.).

HCPS is actively gathering data to support cost assumptions, actual cost expenditure, and future funding requirements for CCR Pathways. HCPS is awaiting a new CCR definition from the MSDE for long-term budgeting and resource allocation.

Currently, HCPS is funding two positions and dual enrollment tuition and material fees through the State Aid CCR funding. The two positions are related to pathways (Need titles.) The entirety of the funding is then exhausted by dual enrollment tuition and fees.

Additional funding is then provided through the operating budget. The operating budget support of post-CCR pathways is funded in part by the State Aide Target Foundation funding, and includes IB, Dual Enrollment, CTE Pathways and AP courses. Overall, HCPS is providing resources for post-CCR pathways, which include dual enrollment tuition and fees, the cost of school counselors, transportation, administration, teacher salaries, program fees, and operational requirements that support post-CCR pathways. The HCPS spending on post-CCR pathways **exceeds the allocated funding amounts from both state and local CCR funding**. As an example, in FY22 HCPS spent more than one million dollars to support the International Baccalaureate Diploma Programme at Edgewood High School.

Several challenges are present in the ability to budget CCR pathway costs adequately:

- The stated cost assumption about the Blueprint Formula approximating \$500 per pupil remains unclear. HCPS advocates for a full breakdown of the foundation formula to tangibly connect this funding with all the aspects of the required blueprint implementation.
- Predicting demand when HCPS actively expands the number of programmatic choices for post-CCR pathways is challenging. The student and family choice between dual enrollment, AP/IB, certifications, and apprenticeships, along with HCPS operational impact of such demand, includes a significant amount of cost estimate, assumption, and impact beyond the direct cost of enrollment fees and textbooks. The changes to staffing, transportation, and program management will impact long-term funding and whether the foundation and CCR funding are enough.
- Currently, HCPS does not charge students for AP classes and materials, with the exception being the optional AP test. HCPS local and state share of CCR funding is currently depleted by dual enrollment tuition and other CTE pathways. HCPS has budgeted additional funding in 2023-24 proposed budget for additional pillar four costs, which may include AP testing, but our budget has not yet been approved by the local county government. If needed, HCPS will work through the 2024-2025 budget process to include AP testing fees. Currently, all students qualifying for free and reduced meals are able to take AP tests at no cost.



- This year, we predict a high percentage of students who will not be CCR ready by the end of grade 10 this year due to the limited ways a student can meet the interim CCR standard. HCPS predicts that about only a third of our current tenth grade students will be CCR in both ELA and math by the end of this school year. This will significantly impact our funding and ability to build robust pathways.
- Finally, the definition of CCR will change, and HCPS needs to know the qualifications needed for students to meet CCR in the future to predict the number of students who will need a post-CCR pathway or a Student Support Pathway.

There are many linked artifacts that support the complex resource allocation and needs for implementing CCR pathways at HCPS. First, please see the HCPS testimony to the AIB that includes a request for a breakdown of the funding formula. Additionally, job descriptions, program descriptions, initiatives, dual enrollment costs, and meeting agendas provide a large array of context and detail about the resource challenges facing Blueprint CCR implementation.

**Linked Artifacts:**

- [November 10, 2022 Testimony to the AIB](#)
- [Content Curriculum Specialist Job Description](#)
- [Coordinator of Apprenticeship Workforce Development and CTE Programs 6-2022](#)
- [Coordinator of Magnet and CTE Program Job Description](#)
- [Coordinator of North Star and School Performance Initiatives Job Description](#)
- [Curriculum Specialist - CTE-Career Workforce Job Description](#)
- [Supervisor of Magnet and CTE Programs Job Description](#)
- [Superintendent's Proposed Budget FY24](#)
- [North Star: College & Career Readiness One-pager](#)
- [HCPS North Star Initiative](#)
- [Career and Technology Education \(CTE\) Programs](#)
- [Magnet Programs](#)
- [HCPS Students Participating in Dual Enrollment Courses at HCC Receive Free Tuition](#)
- [Dual Enrollment Options – Student Planning Guide](#)
- [Early Warning Indicators \(Including Blueprint 9th Grade On-track\)](#)
- [Post – CCR Workgroup Membership](#)
- [Post CCR Workgroup Sample Meeting Agendas](#)
- [Post CCR Workgroup Sample Meeting Presentations](#)
- [HCPS Apprenticeship MD Business Partners](#)

## Pillar 3, Objective 4: Provide high-quality career counseling and CTE programs

3.4.4: LEAs offer a robust set of CTE programs that allow students to earn an industry-recognized credential or postsecondary certificate, or complete the high school level of a registered apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor

**128. CTE Programs:** Describe the LEA's current and anticipated CTE programs, including the factors the LEA considers when making programmatic additions and changes. Describe the challenges associated with implementing CTE programs or launching new ones and how the LEA will overcome the challenges identified and ensure:

- Alignment of CTE programming to industry needs and
- Strategic use of resources to support programs at all sites, whether that's at all campuses, one centralized site for the school system, or a regional site implemented in collaboration with other LEAs.

All HCPS CTE programs are reviewed annually to align with local and regional labor market needs and demands.





All programs and participation are reviewed by the Harford County Program Advisory Committee for Career and Technical Education Programs. This committee meets five (5) times annually and provides input on program updates and local needs.

Program participation, completion, and achievement are reviewed at the school and central office levels with administration, counseling, and staff.

Current programs serve more than 7,000 high school students with many programs offering articulation credits, dual enrollment opportunities, and industry credentials.

Currently, HCPS offers over 30 programs from 12 Career Clusters. The HCPS programs are financially supported by grants and local funding.

Challenges to the CTE programs include the following, qualified staff, staff retention, training of staff, funding to support programs, cost of materials, cost of certification and facilities updates.

With more than 7,000 students served, the linked artifacts provide additional details about the CTE program options, resources for families, meetings for planning future CTE programs and post-CCR pathways.

**Additions from MSDE Feedback:** HCPS leverages several funding sources for the growth and expansion of CTE programs. These sources include state grants, local funds, and donations.

HCPS and the CTE office annually utilized Perkins Reserve grants to provide programs required professional development that allows for additional staffing to meet program specific certification for increased sections of courses with specific program. HCPS and the CTE office have utilized Innovation Grants to launch new programs. These grants have been used for tools and equipment critical for program implementation and lab updates based on program requirements. HCPS and the CTE office also used the annual Perkins grant to support the growth of programs and continues improvements with new equipment and tools. The Leads Grant has been used to add Apprenticeship Maryland staffing to serve the growth of the program. HCPS also applied for a Maryland Works grant to further expand Apprenticeship with school-based staffing at each HCPS high school. HCPS also applied for a Maryland Works grant to further expand Apprenticeship with school-based staffing at each HCPS high school.

Annually the CTE office is awarded over \$1.8 million to support, equip and train the CTE staff and programs. These funds are for materials of instruction, salaries, textbooks, software, certifications, testing, and care and upkeep. These funds have allowed HCPS to continually allow for the growth of the CTE programs across the system. HCPS has also focused local capital funds to update Harford Technical High School (17 programs), Fallston High School (Culinary and PLTW), and C. Milton Wright High School (Culinary and Child Development Associates). This will for additional capacity in each of the locations and programs.

Donations have also been a major contributor to the success and maximization of funding to support CTE program. HCPS has received grants from NAF, Bank of America, Harford Community College, Harford County Government, and individual anonymous donors that have been utilized for instructional materials, equipment, tools, promotional materials, and professional development.

Regarding challenges:

**Qualified staff-** The CTE office works closely with the Human Resources staff to identify and recruit CTE staff both locally and out of state through recruitment fairs and college visits with CTE focused majors. HCPS continues to meet this challenge by expanding our reach and working with individuals on meeting MSDE certification requirements.

**Staff retention –** HCPS offer all new teachers an Instructional Coach that works individually with the new teacher on instruction, content, classroom management and orientation to teaching. The CTE office also supports staff with CTE focused professional development, monthly meeting time



with the CTE Teacher Specialist, monthly time with the Content Supervisor and participation of all observations and evaluations of the CTE office. The CTE official also works with all teachers on professional development and personal growth plans to assist staff in meeting professional goals and reaching potential promotional opportunities.

**Training of staff-** The CTE official works with all teachers on professional development and personal growth plans to assist staff in meeting professional goals and reaching potential promotional opportunities. Specific content required training of staff is handled by the CTE office in partnership with the school-based administration and teacher. These are normally handled with state grants, local funds and donations.

**Funding to support programs, office materials, costs of certification, and facilities update -** HCPS and the CTE office annually utilized Perkins Reserve grants to provide programs required professional development that allows for additional staffing to meet program specific certification for increased sections of courses with specific program. HCPS and the CTE office have utilized Innovation Grants to launch new programs. These grants have been used for tools and equipment critical for program implementation and lab updates based on program requirements. HCPS and the CTE office also used the annual Perkins grant to support the growth of programs and continues improvements with new equipment and tools. The Leads Grant has been used to add Apprenticeship Maryland staffing to serve the growth of the program.

**Linked Artifacts:**

- [HCPS North Star Initiative](#)
- [Career and Technology Education \(CTE\) Programs](#)
- [Magnet Programs](#)
- [Student Education Planning Guide](#)
- [Parent & Student Information Night Schedule 2022-23](#)
- [Magnet Program Information Night 2022-2023](#)
- [Harford Technical High School YouTube Playlist](#)
- [Other Magnet Programs YouTube Playlist](#)
- [CTE Citizens Advisory Committee Members](#)
- [CTE Citizens Advisory Committee Sample Meeting Presentations](#)
- [CTE Advisory Committee Sample Meeting Minutes](#)
- [CTE Citizens Advisory Committee Sample Meeting Agendas](#)
- [Post – CCR Workgroup Membership](#)
- [Post CCR Workgroup Sample Meeting Agendas](#)
- [Post CCR Workgroup Sample Meeting Presentations](#)

**129. CTE Programs by Career Cluster:** Use the tables below to identify the LEA's current and anticipated CTE programs by career cluster. Indicate the number of sites where each program is offered and which programs provide students with the opportunity to complete a coherent sequence of courses, earn college credit, participate in an apprenticeship, and earn an industry-recognized credential.

**Current**

Career Cluster	Program Name	Number of Schools	Coherent Sequence of Courses (Y/N)	Number of college credits available	Apprenticeship (Y/N)	Industry-recognized credential (Y/N)
Arts, Media, and Communication	Interactive Media Production	4	Y	3	Y	Y
Arts, Media, and Communication	Graphic Communications (PrintED)	1	Y	3	Y	Y
Business Management and Finance	Business Management	10	Y	3	Y	Y



Business Management and Finance	Marketing	9	Y	3	Y	Y
<i>Business Management and Finance</i>	<i>Academy of Finance</i>	1	Y	3	Y	Y
Business Management and Finance	Accounting and Finance	10	Y	3	Y	Y
Career and Research Development	Apprenticeship Maryland Program	11	Y	0	Y	Y
Career and Research Development	Career and Research Development	10	Y	0	N	Y
Construction and Development	Local Construction Maintenance - HVAC	1	Y	0	Y	Y
Construction and Development	Local Construction Maintenance - Welding	1	Y	0	Y	Y
Construction and Development	Local Construction Trades - Carpentry	1	Y	0	Y	Y
Construction and Development	Local Construction Trades - Electrical	1	Y	0	Y	Y
Consumer Services, Hospitality, and Tourism	Careers in Cosmetology	1	Y	0	N	Y
Consumer Services, Hospitality, and Tourism Finance	Food and Beverage Management (Prostart)	9	Y	3	Y	Y
Consumer Services, Hospitality, and Tourism	Restaurant, Culinary, and Catering Management	1	Y	3	Y	Y
Environmental, Agriculture, and Natural Resources	Agricultural Sciences and Operations	1	Y	3	Y	Y
Health and Biosciences	Academy of Health Professions - Certified Nursing Assistant	1	Y	6	Y	Y
Health and Biosciences	Academy of Health Professions - Physical Rehabilitation	1	Y	3	Y	Y
Health and Biosciences	Biomedical Science (PLTW)	2	Y	3	Y	Y
Human Resource Services	Early Childhood Education Child Development Associate (CDA) Preschool	9	Y	3	Y	Y
Human Resource Services	Early Childhood Education/Child Care	9	Y	3	Y	Y
Human Resource Services	Fire Emergency Medical Training/ High School	9	Y	3	Y	Y



Cadet (MFRI)						
Human Resource Services	Homeland Security and Emergency Preparedness - Criminal Justice/Law Enforcement	1	Y	0	N	N
Human Resource Services	Homeland Security and Emergency Preparedness - Homeland Security Sciences	1	Y	0	N	N
Human Resource Services	Homeland Security and Emergency Preparedness - Information/Communications Technology	1	Y	0	N	Y
Human Resource Services	Teacher Academy of Maryland	3	Y	9	Y	Y
Information Technology	IT Networking Academy (Cisco)	1	Y	12	Y	Y
Information Technology	Oracle Academy - Java Programming	1	Y	6	Y	Y
Manufacturing, Engineering, and Technology	Advanced Technology Education	11	Y	3	Y	Y
Manufacturing, Engineering, and Technology	Drafting and Design Technology	1	Y	3	Y	Y
Manufacturing, Engineering, and Technology	Manufacturing Engineering Technology (MSSC)	1	Y	0	Y	Y
Manufacturing, Engineering, and Technology	Pre-Engineering (PTLW)	3	Y	3	Y	Y
PTECH	PTECH	1	Y	30	Y	Y
Transportation Technologies	Automotive Technology Maintenance and Light Repair- Plus (NATEF)	1	Y	0	Y	Y
Transportation Technologies	Local Automotive Transportation Technologies	1	Y	0	Y	Y

**Planned**

Career Cluster	Program Name	Year of Implementation	Number of Schools	Coherent Sequence of Courses (Y/N)	Number of college credits available	Apprenticeship (Y/N)	Industry-recognized credential (Y/N)
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Human Resource Services	JROTC - Army	2023-24	1	Y	3	Y	Y
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**Linked Artifacts:** [Video: Parent Academy Real Talk – JROTC](#)

**Blueprint Requirement (MD Code, Educ §21-204)**

**130. Work-Based Learning and Apprenticeships:** Describe how the LEA recruits industry partners and collaborates with them to create a continuum of work-based learning opportunities for students, including apprenticeships that result in students earning industry credentials. What challenges are involved in this process, and how does the LEA overcome them?

The Coordinator for Career and Technical Education and Magnet Programs and the Coordinator of Apprenticeship, Workforce Development, and Career and Technical Programs attend as many business and industry related meetings in the local area as possible. For example, they attend meetings such as those held through Route 40 Business Association, various other workforce boards, and the Mason Dixon Business Association, which allows them to cover all areas of the county geographically. In addition, they have met with the Harford County and Aberdeen Chambers of Commerce, the Harford County Government, and the Academy of Finance in order to promote apprenticeship opportunities. Through these organizations, multiple other contacts are then made to individual businesses. As necessary, the two coordinators will cold-call or cold-visit businesses. These types of visits primarily occur when they review the categories of Career and Technical Education career clusters such as Transportation, Construction, or Information Technology and see a need for partnerships. They will research to find related businesses and then reach out to ensure students have access to apprenticeships in all possible fields.

The Career and Technical Education and Magnet Programs Office worked with businesses first and began family and community outreach in January 2023. Information including a slide presentation was shared with all school counselors and was also included in high school registration information. The Office also attended various parent nights at schools, went into individual classrooms, held virtual counseling sessions with different schools; supported high school counselor department chairs, met with all 8th grade school counselors; met with all Pupil Personnel Workers and transition itinerants; met with the Special Education Office; and met with administration at every building.

Several challenges in this work exist. For example, when the Office meets with businesses, the employers are interested but do not follow up by completing the application. The Office must circle back numerous times through email, phone calls, and on-site visits to encourage and help businesses complete the application. Another challenge is that while the business may be interested, it can take many different offices to actually approve student apprenticeships. For example, the floor manager may be interested, but it must go to the Human Resources Office, the district leadership, etc.

Another challenge can be the age of the students. Some apprenticeships require students to be 18, which eliminates the bulk of high school students. Some businesses are willing to be a little creative. For example, the 911 emergency services will allow students to begin training at age 17 and then an official apprenticeship at age 18.

Additional challenges exist around the use of technology in some businesses. For example, some would prefer to complete a hard copy application, but the standard Department of Labor Application is strictly online. Once a business fills out the application, a Department of Labor





Apprenticeship Navigator has to go out to the business and approve the application. If the business is approved for safety reasons and as a good experience, the Apprenticeship Navigator will take them to the approval board, which only meets every two months. With a limited number of Apprenticeship Navigators, this process can take quite some time. Another looming challenge is that in the past, the required instruction related to the actual apprenticeship position has counted from the previous school year, but the proposal is that starting in August 2023, the instruction will have to be concurrent (i.e. HVAC courses at the technical high school while doing HVAC apprenticeship). Having instructional matches for every apprenticeship and scheduling these matches concurrently may be rather challenging.

Additional challenges include things such as:

- Apprenticeships have to include growth pathways for the employed student. The United States Department of Labor lists all the apprenticeable roles but the state's list is shorter.
- The community still associates apprenticeships with traditional trades and does not necessarily consider areas such as cybersecurity, pet grooming and customer service as apprenticeships.
- Some businesses do not have time to provide concurrent instruction to apprentices.

The following linked artifacts highlight the workforce investment program, staff dedicated to apprenticeships and post-CCR pathways, and the myriad of apprenticeships now available to HCPS students.

**Linked Artifacts:**

- [MD Leads Grant Application Narrative 041222](#)
- [MD Leads Grant LEA Notification Letter Harford](#)
- [MD Leads Grant MOU HCC - Workforce Investment](#)
- [Content Curriculum Specialist Job Description](#)
- [Coordinator of Apprenticeship Workforce Development and CTE Programs 6-2022](#)
- [Curriculum Specialist - CTE-Career Workforce Job Description](#)
- [Supervisor of Magnet and CTE Programs Job Description](#)
- [HCPS Apprenticeship MD Business Partners](#)

**131. Industry-Recognized Credentials:** Discuss the LEA's plans for increasing the number of students earning in-demand industry-recognized credentials that align to industry needs other than those discussed in the previous question. What challenges are involved in this process, and how does the LEA overcome them?

Harford County would like to continue to expand the list of areas students can receive credentials in, but one of the challenges is that there is not a state list of recognized industry credentials. Cost, required curriculum standards, physical space, and a lack of certified teachers result in additional challenges. For example, to be able to offer the certified On Shape (CAD) credential, our staff would require training to then provide more expansive professional development to teachers. Some of the trainings through places like Project Lead the Way is very costly.

Another promising area is credential in Leadership in Environmental Design. However, since HCPS already has specific scope and sequences in courses to meet core standards, it's challenging to put additional pieces into the courses to also meet the credentialing requirements.

On the reverse side, OSHA 10 Certification is possible given the apprenticeships HCPS has, and although many apprenticeships will give training and instruction, OSHA 10 not on the approved list from MSDE. In addition, the state does not always approve the concurrent instruction that the business and HCPS would approve.

In order to work through these challenges and continue to expand the areas for credentialing, HCPS will increase the individual problem solving between HCPS, job site, and Department of Labor Apprenticeship Navigator; advertise widely across schools and community; work with employers; create videos of students on the job as well as a Parent Academy Video to help



spread the word about the possibility of credentials and apprenticeships. HCPS is also working on an evening event that would celebrate and recognize students working in apprenticeships.

The following linked artifacts highlight HCPS CTE programs, the workforce investment program, and staff dedicated to post-CCR pathways.

**Linked Artifacts:**

- [Career and Technology Education \(CTE\) Programs](#)
- [North Star: College & Career Readiness One-pager](#)
- [MD Leads Grant Application Narrative 041222](#)
- [MD Leads Grant LEA Notification Letter Harford](#)
- [MD Leads Grant MOU HCC - Workforce Investment](#)
- [Graduation Requirements - Aligning with the Blueprint 10.2022](#)
- [Content Curriculum Specialist Job Description](#)
- [Coordinator of Apprenticeship Workforce Development and CTE Programs 6-2022](#)
- [Curriculum Specialist - CTE-Career Workforce Job Description](#)
- [Supervisor of Magnet and CTE Programs Job Description](#)
- [HCPS Apprenticeship MD Business Partners](#)

**132. Recruitment for CTE Programs:** Discuss how the school system ensures all students know about CTE opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics?

- Informational presentations are conducted regionally at high schools in the evening for families and students.
- All high schools present open house events to highlight and promote CTE programs.
- CTE Program Coordinator visits all middle schools to promote programs in a College Fair format.
- CTE online communication through YouTube channel and links to program videos; CTE page on the HCPS.org website; Parent Academy Real Talk videos on CTE programs, magnet programs and apprenticeships.
- CTE Office meets with school counselors and middle school student during course registration.
- CTE Office presents at PTSA and community events monthly.
- CTE Family Night event in February is open to students and families grades 5-12.
- CTE month celebrations are hosted in February.

The following linked artifacts highlight recruitment efforts and communication with family for the HCPS CTE programs.

**Linked Artifacts:**

- [Parent & Student Information Night Schedule 2022-23](#)
- [Harford Technical High School YouTube Playlist](#)
- [Other Magnet Programs YouTube Playlist](#)
- [Magnet - Technical Programs Brochure \(2022-2023\)](#)
- [Magnet Program Course Descriptions](#)
- [Magnet Program Information Night 2022-2023](#)

**133. Enrollment and Support in CTE Programs:** Describe how students access the above named CTE programs, including the process for entry. How does the school system ensure:

- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate in apprenticeships and successfully earn industry-recognized credentials?



Information on CTE programs, including the wide variety of magnet and technical programs are advertised to students beginning in elementary schools. Various information nights are offered to the community in order to highlight the different options and application processes. Beginning in 7<sup>th</sup> grade, counselors spend even more time explaining the options to students and giving them time to explore. Videos from the various magnet and CTE programs have been created and curated for students and their families and students in the various magnet programs also visit fairs at schools to give insider information from the student perspective.

To apply for a magnet program, students access a common application that asks for information and a brief statement about the student's interest in the program. While some programs such as the Science and Mathematics Academy at Aberdeen High School or the International Baccalaureate Diploma Programme at Edgewood High School have specific course pre-requisites, attendance requirements, and GPA thresholds, a lottery system also exists for the programs at Harford Technical High School. This ensures that students who may not meet the academic criteria still have the opportunity to attend the CTE programs there.

Busing is included upon entrance to all magnet programs, which ensures that students are able to physically access the programming regardless of their home community within the county. HCPS coordinates with the community college to align academic schedules or create lessons and staffing solutions during non-aligned weeks to ensure that no scheduling barriers prevent students from accessing CTE programming, including dual enrollment options.

Additional positions within the Office of CTE (including a Coordinator of Apprenticeships and Workforce Development and a CTE Curriculum Specialist) have allowed HCPS to provide a great deal of supports to students participating in apprenticeships and working towards industry-recognized credentials. Not only do teachers receive professional development, these additional positions allow for individual student and family support, individual contact with each business and apprentice, and on-going support of school counselors so they are also able to provide just-in-time, embedded support to students as they monitor their progress in the apprenticeship and/or in their work towards credentialing.

Students who have not yet met the CCR standard will have options through the Student Support Pathway to continue participating in college preparatory programming while receiving the necessary supports to meet the standard. Curriculum is designed with multi-tiers of support for student success. Students who have not yet met the CCR standard may also meet eligibility for participation through their GPA and Attendance. Additionally, there are students with extenuating circumstances who may work with their school counselors to apply for a possible exemption enabling them to still participate.

The school system is continually evaluating and removing potential barriers due to proximity or scheduling challenges. This may be addressed through flexible staffing, offering transportation, or multiple modalities of instructional delivery.

As HCPS continues to craft its Student Support Pathways, it is working to ensure that students who do not meet the CCR standard still have the opportunity to engage in dual enrollment and/or middle/early college programs. For example, by embedding support within students' regular course programming, they are able to keep blocks open for dual credit courses or the sequence required in their P-TECH or TAM program. Additional support offered via summer programming and the Academic Tutoring Program provide this flexibility, as well.

The following linked artifacts highlight recruitment efforts and communication with family for the HCPS CTE and magnet programs.

**Linked Artifacts:**

- [Other Magnet Programs YouTube Playlist](#)



- [Parent & Student Information Night Schedule 2022-23](#)
- [Magnet Program Information Night 2022-2023](#)
- [Harford Technical High School YouTube Playlist](#)
- [Magnet - Technical Programs Brochure \(2022-2023\)](#)
- [Magnet Program Course Descriptions](#)
- [HCPS Apprenticeship MD Business Partners](#)

## Pillar 3: Equitable Access and Tracking

**134.** Progress-monitoring student performance and assigning students to groups, classes, and programs based on their achievement levels can result in tracking, a practice which can further limit educational access and opportunities for historically underserved groups and widen achievement gaps. Tracking occurs at all grade levels (Pre-K-12) and the Blueprint aims to eliminate that practice. What safeguards does the school system implement to mitigate and eliminate opportunities and occurrences of tracking at the elementary, middle, high school levels?

**Elementary:** On-going formative and summative data is used to monitor student progress. At least quarterly, formal data reviews occur so that students can be moved into or out of interventions and/or gifted and talented placements based on growth or emerging needs. At the conclusion of each school year, teachers and building administrators review multiple measures of data on each student in order to create groupings for the following year. By constantly using up-to-date data from a variety of measures and content connected areas, HCPS works to ensure that students are not tracked.

**Middle:** Each year, there is an extensive articulation sheet that is completed by teachers and administrators of each fifth-grade student. That sheet includes a robust list of data points such as grades and standardized test scores, as well as teacher recommendations and comments related to individualized scheduling. Rather than relying only on summative assessment data, each student is considered as an individual and scheduled according to input from the adults who know him or her best as a whole child and whole learner.

In addition, content supervisors meet with each middle school department chair to talk about interventions and scheduling for students to ensure that placements are made appropriately, and all students have access to the supports they will need to be successful in the most rigorous classes possible.

**High:** All high schools in HCPS have open access to all courses, as long as the necessary pre-requisite courses have been met. Honors, Advanced Placement, Advanced Technical Education, and all other courses are open to students, which helps prevent tracking from limiting the opportunities students have. In addition, HCPS instituted both an application and a lottery process for its technical high school to ensure that students who were not as successful on standard measures of academic and school achievement in middle school still have the chance of attending the limited seating of the technical school.

## Pillar 3: (OPTIONAL) Proposed Regulatory Revisions and Waivers

**135.** Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable



citations, and explain how a regulation may impede or prohibit proposed implementation activities.

None.

## Pillar 3: Stakeholder Engagement

**136.** Identify the key stakeholder groups the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the College and Career Readiness Pillar. LEAs must include industry partners and institutions of higher education to increase dual credit and apprenticeship opportunities for students. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement
HCPS Blueprint North Star Committee (Pillar 3)	This committee will provide guidance for Blueprint requirements that aim to create a world class instructional system, paving the way for students pursue pathways that include early college, AP courses, and/or rigorous technical education leading to industry-recognized credentials.	Every six weeks
Post-CCR Workgroup	<ul style="list-style-type: none"> <li>Enhancing the three post-CCR pathways</li> <li>Increase apprenticeship opportunities for students and continue to increase number of business partners</li> <li>Implementation of Workforce Investment program in partnership with local community college</li> </ul>	Meets five times annually
Defining CCR Readiness and Early Warning Indicators Workgroup	<ul style="list-style-type: none"> <li>Grade 9 EWI Dashboard</li> <li>Grade 6 EWI dashboard – in development</li> <li>Plans for continued dashboards at all levels</li> </ul>	Quarterly
Middle School Innovation	<ul style="list-style-type: none"> <li>Multiple small groups of stakeholders provide guidance, insights and feedback</li> <li>Focus on the middle school child and experiences</li> <li>Beginning to redesign the middle school structure and experience for readiness</li> </ul>	Each of the groups meet in an interval structure and coordinated through the Director of MS innovation
Student Support Pathway Workgroup	Develop recommendations to support students who do not meet CCR by the end of grade 10.	Monthly
Blueprint Curriculum & Assessment Alignment Workgroup	This workgroup focuses on aligning Blueprint curricular requirements with HCPS current and future practice.	Monthly
HCPS-HCC Curricular Programming Committee	Beginning development of college course packages to offer for dual credit in a cohort-model	Quarterly
North Star Executive Leadership Committee	Visioning and prioritizing for partnership Strategic planning	Quarterly
HCPS-HCC Operational Team	<ul style="list-style-type: none"> <li>Increased communication</li> <li>Troubleshooting individual student cases</li> <li>Daily operational tasks</li> </ul>	Monthly
North Star Data Exchange Committee	Established secure data exchange with needed information for course registration and grades pass-back. Established a seamless application with the local community college for college credit courses	Quarterly



General Curriculum Committee	The GCC provides oversight, discussion, recommendations, and approvals of new or updated curriculum at HCPS.	Monthly
Academic Supports for Dual Enrollment Students	This work group is made up of staff from both HCPS and Harford Community College. The focus on the workgroup is to develop new initiatives to ensure the success of our dually enrolled students. Given the fact that more and more students will be accessing this opportunity, we want to take proactive measures to provide them with the appropriate resources that will enhance their experience and give them with the tools they need to achieve success in their classes.	Bi-monthly
Career Technology Education Citizen Advisory Committee	Advise, advocate, and review Career and Technology Education Programs. The Council solicits participation from individuals representing businesses in the ten Maryland Career Clusters.	Meets six times annually
Student Trades Association	Non-profit 501c organization to support and provide financial support to the trade programs at Harford Technical High School.	Annual

The linked artifacts support the plethora of data, committees, feedback, and stakeholder engagement efforts for HCPS for the implementation of pillar three in the Blueprint.

**Linked Artifacts:**

- [Blueprint North Star Agenda Minute CY 2022](#)
- [Blueprint Committee Meeting Feedback - 2022-2023 through Jan 2023](#)
- [Blueprint Committee Meetings Feedback - 2021-2022](#)
- [CTE Citizens Advisory Committee Members](#)
- [CTE Citizens Advisory Committee Sample Meeting Presentations](#)
- [CTE Advisory Committee Sample Meeting Minutes](#)
- [CTE Citizens Advisory Committee Sample Meeting Agendas](#)
- [Post – CCR Workgroup Membership](#)
- [Post CCR Workgroup Sample Meeting Agendas](#)
- [Post CCR Workgroup Sample Meeting Presentations](#)
- [Student Trades Foundation Sample Minutes](#)
- [Student Trades Foundation Sample Agenda](#)
- [Student Trades Foundation Sample Treasurers Report](#)
- [Student Trades Foundation Membership](#)
- [HCPS & CCPS Joint Meeting - Workforce Advisory Board SWN](#)
- [GCC Roster 2022-23](#)
- [GCC Sample Agenda January, 2023](#)
- [HCPS Parent Engagement Survey English & Spanish](#)





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



### Co-Chairs of “Student Supports” Committee:

Bernard Hennigan, Executive Director of Student Support Services  
Bari Klein, Executive Director of Healthy Harford, Inc.





## Pillar 4, Objective 2: Improve the education of English Learners (EL)

### 4.2.2: Implementing the English learner workgroup recommendations

- 137. Engagement and Communication with Multilingual Families:** How will the school system share important information and engage English learner families in increasing activities to support students? Explain which strategies, including the use of family coordinators, are used and how they are employed at both the school system and school levels.

Commonly utilized methods of parent communication and involvement include:

- Telephonic and in-person interpretation
- Translation
- Bilingual facilitators
- English learner parent leadership academies
- Digital communication applications
- English learner parent outreach engagement activities

HCPS subscribes to CTS Language Link, a telephonic service that provides 24-hour interpretation services to all school sites and personnel. Additionally, CTS Language Link provides translation services that may be required or needed.

HCPS also subscribes to TransAct translation services, which provides additional online translation of district documents.

The EL department will continue to provide registration documentation translation services with the support of LASOS and also recommend courses for credit transfer within the transcripts.

Teachers utilize Talking Points, the free version of the application, as an additional service to communicate with students and families. They can utilize on their computer devices.

HCPS will work to develop a standard definition of “bilingual” so that staff know the criteria that is considered by the county when effectively communicating in a language other than English. Standards of proficiency will be established as well as resources that staff can utilize to improve their second language proficiency.

Additionally, HCPS continues to work with our business/community partner LASOS (Linking All So Others Succeed) to provide translation and interpretation services (both in-person and telephonic), paid by the HCPS curriculum office and other offices per request, as well as connections to community-based programs for students, families, and staff. HCPS has a long-standing Memorandum of Understanding with LASOS, providing ongoing advocacy and support for parents new to the United States through classes, individualized translation services, and assistance with registration/paperwork.

The EL Department within HCPS provides EL Parent Nights/Seminars throughout the school year to share pertinent information that will enable parents to support their children’s academic progress and improvement in English proficiency. The EL department will work with SPA teams, and PTA groups so that they will understand how to engage the EL community.

The Title I Office has staff assigned specifically to support English Learner parents through workshops, assistance with individual families’ needs, and outreach, as needed

The EL department will continue to offer and provide enhanced training opportunities for administrators, teachers, staff, and community liaisons regarding cultural competency, building parental engagement, and establishing a welcoming environment. Additionally, professional





development for EL teachers will include training them to serve as content experts and content teacher/school EL mentor.

HCPS will investigate the feasibility of developing an Office of Interpreting and Translation and/or a "Language Team." This department would enhance our local efforts to provide on-demand telephonic interpreting, an interpreting coordinator, on-demand translation, house a document translation library, and the ability for in-person interpretive supports for meetings. Additionally, this department will look to train all school-based administrators in the telephonic interpretation to use when making calls to families as well as streamlining our registration paperwork and processes and attendance procedures. This team will also work collaboratively with both Title I programs and the community schools liaisons.

The following linked artifacts highlight EL resources and sample parent engagement.

**Linked Artifacts:**

- [ESOL Talking Points Information](#)
- [EL Parent Seminar Sample](#)
- [Cultural night presentation](#)
- [BOE Presentation - EL Camp](#)
- [Parent Note Sample Form](#)
- [EL Chat and Chew Sample](#)
- [EL Digital Tools for Family Engagement](#)
- [LASOS brochure 2022 Spanish](#)
- [LASOS brochure 2022](#)
- [HCPS Parent Engagement Survey English & Spanish](#)

**138. Language Acquisition and Reclassification:** Describe the individual strategies and support the LEA provides to increase the number of students eligible for reclassification and ensure the level of language acquisition necessary for academic success. Include specific strategies for long-term English learners, particularly at the secondary level.

HCPS will continue to address the needs of our EL students and the criteria with which to reclassify their EL status.

HCPS is looking to increase the number of staff to support English learners, including ESOL certified teachers. Due to the increase of enrolled EL students and the range of supports needed, certified EL teacher caseloads will be redistributed and realigned to provide enhanced required services. We will aim to have at least one FTE EL teacher at high schools where enrollment of ELs is over 10. This will afford EL students the opportunity to take ESOL I and ESOL II for credit.

The EL department will continue to provide job-embedded and continuous professional development focused on the assets of multilingualism, improving outcomes for ELs, and the EL community within our county, WIDA and English development standards.

The EL department will continue to provide EL students with high-quality tutoring during the school day. We will look to increase the number of available tutors.

The EL department will look to continue to utilize and increase the technological supports with students and families (accessibility features, Apps, etc.)

The EL department, in collaboration with our non-profit partner LASOS, will continue to offer an extended learning opportunity for the month during the summer for our EL population. Additionally, LASOS will casework with different students and families throughout the year and serve as a conduit and facilitator between the school system and students/families.

The EL department will continue to grow our partnership with TUNE (Towson University North East). By working with TUNE, we will positively impact local teacher preparation programs in relation to working with ELs.

The EL department will continue to work collaboratively and consultatively with other contents through their curriculum development in order to provide research-based strategies related to English language development in their respective curriculum and learn to scaffold current curriculum to meet the needs of ELs. Additionally, a high school ambassador program will be developed and the framework shared with all schools.



The EL department will plan to work collaboratively and consultatively with our Pre-K program so that providers are aware of language development, language acquisition, literacy, and EL identification.

The EL department will investigate the feasibility of offering high school EL students the opportunity to have “work experience” release while also attending school. This would be an extension of the Swan Creek School.

HCPS is planning to implement a two-way immersion program for the 2024-2025 school year. We will be focusing on two sites and at least one kindergarten class per site. We expect to expand this program by grade level each subsequent year.

The following linked artifacts highlight EL professional development resources and sample presentations for staff.

**Linked Artifacts:**

- [EL Professional Development Plan 2022-2023](#)
- [EL Professional Dev - New student success](#)
- [Professional Development for Teachers - 6 Sample Presentations](#)
- [EL Equity Walk Through Tool](#)
- [EL Student Presentation](#)
- [ESOL Talking Points Information](#)
- [ESOL 1-2 - PL 1 - PL 2 Curriculum Maps](#)
- [EL Instructional Framework Topics](#)
- [EL Professional Development for Front Offices](#)
- [EL Presentation for General Curriculum Committee](#)
- [HCPS Equity Update Feb 2023](#)

### 4.2.3: Increase per pupil funding for English learners

**139. Alignment and Investment of Resources:** The Blueprint provides additional aid to LEAs specifically to support English learners. Discuss how the LEA has leveraged this aid, along with other funding sources, to meet the needs of this student group, including the results of the efforts and how they will inform future actions. Describe specific examples of how the LEA will increase its investments and reallocate or realign its use of talent, time, and resources.

*Examples may include:*

- *Increasing the number of district or school staff to support English learners, including ESOL certified teachers*
- *Increasing training and professional development for all teachers related to the assets of multilingualism and improving academic outcomes for English learners*
- *Increasing access to high-quality school day tutoring and/or extended learning opportunities*
- *Launching dual language immersion programs where enrollment allows*

Current initiatives within HCPS that will continue and be enhanced include:

- Continue to provide job-embedded and continuous professional development focused on the assets of multilingualism, improving outcomes for ELs, and the EL community within our county including building cultural competency and asset-based decision making.
- Formalize the curriculum for ESOL 1 and 2 to be utilized in both the middle schools and high schools.
- Continue to provide EL students with high-quality tutoring during the school day.
- Work with the Office of Technology to continue to enhance our online EL program database for more comprehensive reporting.
- In collaboration with our non-profit partner LASOS, continue to offer an extended learning opportunity for a month during the summer for our EL population, as well as on-going case management.
- Continue to monitor EL enrollment and address staffing resources to meet the growing and changing demographics within the schools.



In response to increased resources for our EL population, plans to address our resources and their distribution include:

- HCPS is looking to increase the number of staff to support English learners, including ESOL certified teachers. Due to the increase of enrolled EL students and the range of supports needed, certified EL teacher caseloads will be redistributed and realigned to provide enhanced required services.
- Incorporate the use of EL student portfolios as well as student-led parent conferences in order to bridge the link between home and school. These practices will also afford the EL students opportunities to take ownership and pride in their language acquisition journey.
- Develop a “new student packet” that can be utilized for students during their first days in a U.S. school.
- Work with the transportation department to investigate the feasibility of offering transportation from after school activities for the EL population.
- Investigate the possibility of providing EL students an option for work-release activities while utilizing the in-county alternative/virtual school. EL students would be able to attend school as well as hold a job in order to help provide for themselves and their families.
- Advocate for the county to consider the splitting of job duties as they relate to the supervisory position of world languages and EL programming. As the focus of the EL department has begun to shift and evolve, it is necessary for there to be separation in the responsibilities of the supervisor from that of a world language supervisor.
- HCPS is planning to implement a two-way immersion program for the 2024-2025 school year. We will be focusing on two sites and at least one kindergarten class per site. We expect to expand this program by grade level each subsequent year.

The following linked artifacts highlight EL resources, plans, professional development, and sample presentations.

**Linked Artifacts:**

- [Immersion TWI Plan & Map](#)
- [EL Professional Development Plan 2022-2023](#)
- [EL Professional Dev - New student success](#)
- [Professional Development for Teachers - 6 Sample Presentations](#)
- [EL Equity Walk Through Tool](#)
- [EL Student Presentation](#)
- [ESOL Talking Points Information](#)
- [EL Instructional Framework Topics](#)
- [EL Digital Tools for Family Engagement](#)
- [EL Presentation for General Curriculum Committee](#)
- [HCPS Equity Update Feb 2023](#)

## Pillar 4, Objective 3: Improve education for students with disabilities

### 4.3.1: Improve education for students with disabilities using the increased per pupil funding

**140. Alignment and Investment of Resources:** The Blueprint provides additional aid to LEAs specifically to support students with disabilities. Discuss how the LEA has leveraged this aid, along with other funding sources, to meet the needs of this student group, including the results of the efforts and how they will inform future actions. Describe specific examples of how the LEA will increase its investments and reallocate or realign its use of talent, time, & resources.

*Examples may include:*

- *Increasing the number of district or school staff serving special education students*
- *Increasing training and professional development for all teachers related to inclusion and improving academic outcomes*
- *Increasing access to high-quality school day tutoring and/or extended learning opportunities*





Providing a Free, Appropriate Public Education (FAPE) to all eligible students with disabilities is a consistent priority of HCPS. Students in the 55 Harford County public schools receive a free, appropriate public education (FAPE) through a continuum of services offered in home schools and regional programs. If the needs of a student go beyond the resources that are available at a student's home school, the school-based IEP team refers the case to the Central IEP team. Placement options considered by the Central IEP team include the student's home school, the HCPS regional STRIVE or Classroom Support Program, or COMAR approved non-public schools.

Current funding is not sufficient to provide the staff necessary to effectively meet the needs of students with disabilities within HCPS. Funding from a variety of sources, including MA billing, ARP and ESSR 2 and 3 grant funds, have been utilized to hire additional special educators, related services providers, and teacher specialists targeted at supporting the delivery of special education and related services birth through 21. In the coming years, it will be essential that the HCPS Department of Special Education implements a strategic plan aimed at the effective use of talent, time, and resources to improve outcomes for students with disabilities by:

**Reducing/redefining case management responsibilities to increase the quality of direct service to students with disabilities:** Feedback from special education stakeholders overwhelmingly supports the need for a reallocation of case management responsibilities to allow for an increase in direct support and service to students with disabilities. HCPS will explore options to reduce/redefine case management responsibilities by:

- Exploring the use of clerical staff to support SE teachers with case management responsibilities.
- Establishing a formula to analyze inside and outside of GE services to support staffing allocations for each building.
- Advocating for increased planning time for SE teachers to complete required SE paperwork.
- Allowing for a differentiated approach to addressing SE case management and instructional needs at the building level.
- Establishing guidelines for building administrators to utilize when assigning staff (ex: SE teachers with a focus on direct instruction while other SE teachers focus on case management including paperwork/compliance).

**Allocating staff to each building to allow for a full continuum of inside and outside of GE service delivery:** Feedback from special education stakeholders indicates that there are challenges at the building level with meeting the needs of students with disabilities who require service delivery outside of the general education setting. With a strong commitment to coteaching, building administrators tend to schedule special education teachers to teach in partnership with general education teachers in core content classes. Flexibility is needed when scheduling staff to ensure that special education teachers can provide direct instruction, outside of the general education setting. A designated space within each building for small group instruction outside of the general education setting is also a challenge in some of our schools. To address this need, HCPS will:

- Increase SE staff to reduce caseloads of special education teachers and related service providers to allow for interdisciplinary work (co-evaluation, co-development, and co-implementation) with classroom staff.
- Establish expectations/guidelines for SE teachers designated as co-teachers to service students inside GE classrooms.
- Establish expectations/guidelines for SE teachers designated as intervention specialists to provide services outside of GE classrooms.
- Work with building administrators to establish appropriate instructional spaces for the delivery of special education services outside of the general education setting.



- Utilize differentiated guidelines to support staffing decisions such as staffing all full day pre-kindergarten classrooms with 1 SE teacher, and 1 SE para educator and ensuring that elementary SE teachers are assigned to no more than 2 grade levels.

Rather than contracting out for language services, in addition to the qualifications for educational evaluators and school psychologists that are already considered, it is essential to look for individuals who are fluent in another language, preferably Spanish, so that the assessment needs of ELs who are being evaluated for special education services can be met.

**Increasing specialized programming along the HCPS SE continuum to address the needs of SWD within the least restrictive environment:** Feedback from special education stakeholders indicates that HCPS needs to expand the current continuum to support programming to address the individual needs of students with specific learning profiles. Data from due process and State complaints related to a lack of expected progress as well as trends in non-public placement decisions support the need for expansion of the existing HCPS SE continuum to include programming in HCPS comprehensive schools and/or expansion of regional programs to address the following:

- Elementary students who require specially designed instruction outside of the general education setting to address functional/adaptive skill development (Elementary Readiness/Life Skills).
- Secondary diploma bound students who require specially designed instruction to address functional/adaptive skill development (Hybrid Life Skills).
- Elementary and secondary students with severe dyslexia who have not responded favorably to tier 3 instruction.
- Middle school students who need behavioral supports and a supported homeroom with opportunities to work in an alternate learning environment throughout the day.
- Increased opportunities for small class size within the comprehensive school setting.
- Alternate educational programming such as a Twilight School to provide remediation/reteaching, social emotional skill development, etc.

The following linked artifacts highlight important examples of resource planning and investment.

**Linked Artifacts:**

- [Staffing Plan 2022-23 Final – signed](#)
- [Superintendent's Proposed Budget FY24](#)
- [Harford County Report Card 2020](#)
- [SSIS Summary Table 2017 – 2022](#)
- [HCPS CSP Handbook](#)
- [HCPS STRIVE Program Handbook](#)
- [SE Regional Programs 2022-23](#)
- [HCPS Birth to 21 Program Description](#)

- 141. Identification of Students:** Discuss the systems and structures the LEA uses or will use to mitigate the opportunities for under- or over-identification of special education students, particularly as it relates to individual demographic groups.

A robust and effective process for implementing and evaluating a student's response to intervention is essential to mitigating opportunities for over- and under- identification for Special Education. Each HCPS school has the responsibility for ensuring the delivery of a multi-tiered system of supports to proactively meet the needs of all students. Student Services Teams and building administrators ensure the delivery of evidence-based practices and interventions that are matched to the identified needs of each student. The HCPS Student Service Team is a multidisciplinary school-based group that meets regularly, (generally one to two times per month) to collaborate and provide assistance to identified students who are having difficulties at school or are in need of access to an accelerated curriculum. The SST uses a problem-solving approach to identify, implement, and evaluate strategies and/or interventions that are designed to address



the needs of individual students. HCPS utilizes a uniform Student Services Team (SST) process that includes consistent guidelines and forms that are in use county-wide.

When the SST convenes, input from the parent and the referring teacher is considered in conjunction with a wide range of data from a variety of sources (academic, behavioral, attendance, etc.). The SST analyzes all possible factors impacting the student's academic and functional performance including gaps in instruction resulting from frequent school changes, high absenteeism, and acquisition of the English language and/or other variables such as physical or medical conditions, sensory needs (hearing/vision) and trauma that may be contributing to the student's poor performance on academic tasks and/or his/her behavior. Based on data collected and analyzed, the SST determines appropriate next steps. In some instances, this entails the development of a Student Intervention Plan that addresses the identified academic, behavioral, and/or social target area(s); details interventions and strategies and individuals responsible for strategy implementation; and states expected outcomes in observable, measurable terms, including timelines for implementation. Once identified interventions, strategies and proposed solutions have been implemented for a reasonable and specified period of time (minimum of 6-8 weeks), the SST re-convenes to review and evaluate progress. At this time, the Student Intervention Plan is modified as needed. Through the SST process, if the student's response to the proposed intervention results in suspicion that the student may be impacted by an educational disability, a referral to Special Education or the 504 Team is made.

HCPS continuously strives to provide school teams with support and resources to provide high quality instruction using evidence-based practices and interventions with fidelity. In support of the HCPS School Performance and Achievement Improvement process, HCPS has developed an interactive, online resource, the *Multi-Tiered System of Supports for Student Success Dashboard*, which aligns with the *HCPS Intervention Handbook* and allows school personnel to access information and training related to a wide variety of approved interventions tailored to meet the academic and/or social emotional needs of diverse learners. Through feedback from special education stakeholders, additional strategies aimed at strengthening the existing SST process and use of MTSS at each HCPS school have been identified, including:

- **Development and implementation of an electronic SST data management system:** At this time, all documentation related to the SST process is housed at the building level. HCPS needs a data management system that will allow for the desegregation of data across individual demographic groups. An electronic data management system will also promote continuity in the SST process across schools, improve progress monitoring of individual Student Intervention Plans and will allow for enhanced evaluation of the SST process county-wide to guide accountability efforts.
- **Advocacy for a stipend and/or CPD credits for an SST Lead in each building:** At this time, coordination of the SST schedule, oversight for the implementation of established guidelines, and data entry/reporting is at the discretion of building administrators. Establishing an SST Lead in each building will allow for increased accountability to ensure fidelity with the SST process county-wide.
- **Building the capacity of each school to implement a full continuum of intervention with accountability measures to ensure fidelity of interventions by certified staff:** With the development of the new *Multi-Tiered System of Supports for Student Success Dashboard*, school-based leadership have access to detailed information about the full continuum of interventions that have been approved by the HCPS General Curriculum Committee (GCC). Coordination between the departments of Student Support Services, Curriculum and Instruction, and Organizational Development is needed to analyze the use of interventions across the system and to provide necessary training, job-embedded coaching, and evaluation.

With the increase in full-day Pre-K programs, HCPS has also identified strategies to support the implementation of a MTSS for preschool-aged students, including students who are attending community-based preschool programs. At this time, preschool-aged students who are enrolled in an HCPS school are supported through the SST process at the school of attendance. HCPS is



working to develop tier one and tier two supports for preschool-aged students who attend community preschool centers and who are serviced on an Extended IFSP. Examples of tier one and tier two supports include *Preschoolers Learning to Use Social Skills (PLUSS)*, Infants and Toddlers Play Groups, and consultation with community preschool providers by the SE Community Support Team. Professional development is also being provided to build capacity of school-based staff in the implementation of intervention and developmentally appropriate practices for preschool aged students attending HCPS schools. Implementation of a MTSS to address the needs of preschool aged children across all educational environments will require:

- Increasing tier one and tier two interventions in community preschool centers.
- Increasing tier one and tier two interventions in HCPS schools.
- Expansion of Tier Two Intervention, aimed at providing opportunities for social interaction, for preschool aged children receiving service on an Extended IFSP such as PLUS, Play Groups, etc.
- Development of a tracking system to identify children who have not been successful (soft expulsion) in community preschools with follow-up to families to ensure that these children have access to an educational environment that is well suited to the individual needs of the child.

In addition to needs identified above, over- and under-identification for Special Education also requires mitigation efforts aimed at ensuring that IEP teams make data-driven decisions using COMAR approved eligibility criteria when determining initial and continued eligibility for Special Education. For several years, HCPS has employed strategies to address the disproportionate identification of African American students identified as Emotionally disabled (ED, 2015-2016 risk ratio 2.14) and/or intellectually disabled (ID, 2015-2016 risk ratio 2.71). Efforts such as developing best practices guidelines, conducting training on culturally-responsive practices and assessment, and use of ED and ID Checklists by IEP teams have yielded positive results. Risk ratios for African American students identified as ED fell within expected ranges during the 2016-2017 school year (ED, risk ratio 1.71) and risk ratios for African American students identified as ID are expected to be within an expected range as of the 2022-2023 school year (ID expected risk ratio 1.88). As part of a root cause analysis to address the disproportionate identification of African American students identified as ID, HCPS identified a disproportionate number of Caucasian students identified as having Multiple Disabilities. Strategies aimed at addressing the over-identification of students with Multiple Disabilities include an in-depth case review, the development of a Multiple Disabilities Checklist and accompanying best practice documents, and training for IEP team members in the application of COMAR approved eligibility criteria. In order to sustain the progress that HCPS has made with reducing the disproportionate identification of select groups, the following must occur:

- On-going review of current assessment tools to ensure that HCPS is using the most up-to-date and culturally appropriate test kits
- Training for all stakeholders on eligibility criteria and tools, resources, and checklists to support IEP team decisions regarding eligibility as a SWD
- Development and implementation of an electronic form to streamline the process for completion of HCPS ID, ED, and Multiple Disabilities Checklists
- Review and revise, as needed, HCPS best practice documents for all disabling conditions

The following linked artifacts highlight important resources and sample engagement regarding the identification of students for special education services.

**Linked Artifacts:**

- [Writable ED Checklist Jan.2019](#)
- [Writable ID Checklist Jan.2019](#)
- [Multiple Disabilities Best Practices](#)
- [Multiple Disabilities Fillable Aug 2022](#)
- [SPA Guidance 2022-2023](#)
- [SSIS Summary Table 2017 – 2022](#)
- [SST Guidelines](#)
- [SST Minutes](#)
- [SST Referral Form](#)
- [Parent SST documents](#)
- [MTSS Dashboard](#)
- [Intervention Handbook 031422](#)



**142. Effective Classroom Instruction:** Discuss the strategies the LEA uses to ensure all teachers of special education students (general education and special education) can provide instruction effectively for this service group. Include references to Pillar 3: College and Career Readiness as needed.

*Examples may include:*

- *Strategic staffing to implement a co-teaching model that allows for two teachers to share all responsibilities for a single classroom*
- *Professional development to support all teachers in differentiating instruction effectively*
- *Scheduling models to support collaboration and co-planning between general and special education teachers*

HCPS consistently strives to ensure that all teachers of special education students deliver high quality, specially designed instruction to meet the individual needs of each student. Through a strong commitment to inclusion, the majority of HCPS special educators work side by side general education teachers in co-taught classrooms. Historically, special education students do not perform as well as their non-disabled peers on State assessments and other formative assessment measures. To accelerate learning and to address long-standing achievement gaps between the SE subgroup and their non-disabled peers, HCPS commits to:

**Ensure a full continuum of intervention is implemented with fidelity at every HCPS school:** Through collaboration with the Curriculum and Instruction, Special Education, and Accountability, offices, HCPS strives to ensure that a full continuum of intervention is available to address the diverse needs of HCPS students with disabilities. The HCPS Special Education Leadership Team regularly gathers and reviews data to evaluate the efficacy of tier two and tier three interventions used to provide specially designed instruction to students who have an IEP. Alignment between the methodology of specific interventions to the individual needs of each student is essential to accelerating student learning to ensure that all students are college and career ready by 10th grade. On-going review of the existing HCPS interventions and exploration of additional programs is essential to this process. In addition to collaborating with Curriculum and Instruction regarding the efficacy of the existing HCPS interventions, the Office of Special Education also utilizes grants and other funding sources to research and pilot additional programs targeted at gaps within our existing continuum of interventions. Once adopted and approved by GCC, the HCPS Special Education Leadership team works with Curriculum and Instruction to provide training, coaching and job-embedded professional development to all stakeholders.

**Increase opportunities for mentorship and coaching by highly qualified staff:** The HCPS Special Education Leadership Team consists of Special Education Coordinators, Teacher Specialists, Board Certified Behavior Analysts (BCBAs) and Behavior Coaches who work directly with special education teachers and other school-based staff to deliver traditional and job-embedded professional development. With increasing enrollment and the goal of all students being college and career ready by 10th grade, HCPS needs to increase our capacity to support and grow our teachers and support staff. Rather than contracting out for language services, in addition to the qualifications for educational evaluators and school psychologists that are already considered, it is essential to look for individuals who are fluent in another language, preferably Spanish, so that the assessment needs of ELs who are being evaluated for special education services can be met.

**Strategies related to increasing opportunities for mentorship and coaching include:**

- Establishing a formula for determining the appropriate number of SE Teacher Specialists to effectively support programming needs and increase SE Teacher Specialist staff accordingly.
- Reclassifying SE Teacher Specialists to 11-month positions, which will allow for strategic planning and development of training modules over the summer.
- Increasing the number of BCBAs and/or Behavior Coaches with a target of at least one BCBA or Behavior Coach per building. BCBAs and Behavior Coaches assigned to buildings will be responsible for supporting the implementation of restorative approaches and positive





behavioral intervention and support aimed at reducing suspension and increasing student engagement in the learning process.

- Increasing the number of BCBA's to support the regional STRIVE and CSP programs with a target of increasing from two to six BCBA's in the next five years. BCBA's assigned to regional programs will support in the development and implementation of Behavior Intervention Plans and will promote restorative approaches and positive behavioral intervention and support aimed at reducing suspension and increasing student engagement in the learning process.
- Increasing the number of Special Education Evaluators to allow increased support to new and veteran SE Teachers with maintaining compliance with paperwork/case management with a target of four additional Special Education Evaluators over the next five years.
- Adding a SE Teacher Specialist with a focus on reading intervention K-12.
- Adding a SE Teacher Specialist with a focus on supporting para-educators. This position will focus on providing professional development and job-embedded support to meet the diverse needs of paraeducators supporting students with disabilities.
- Considering the reallocation of Special Education FTEs to allow for a select number of floating SE teachers to support with students with significant needs who move into the area and to provide coverage for job embedded professional learning opportunities for SE staff.
- Establish expectations and provide targeted professional development to both general education and special education teachers in the delivery of specially designed instruction using a co-teaching model: HCPS recognizes that co-teaching partners both need to be content specialists as well as specialists in the delivery of specially designed instruction.

**In order to ensure that all students receive high quality instruction, HCPS Department of Special Education is committed to:**

- Recruiting and retaining high quality Special Education teachers and support staff.
- Developing best practice documents which will include expectations for co-teaching in HCPS.
- Developing a structure for targeted professional development that allows SE teachers to engage in content level professional development on district sponsored professional development days with additional opportunities throughout the school year to receive critical content associated with Special Education and the delivery of specially designed instruction.
- Providing building administrators with resources and "Look-Fors" to effectively evaluate the delivery of specially designed instruction within a co-taught classroom.
- Providing building administrators with "Look-Fors" and other resources to promote accessibility of all lessons and instructional materials.

**Establish a system to "certify" paraeducators in the delivery of researched based interventions with fidelity:** As indicated in Pillar 3, HCPS provides a coherent plan to support staff responsible for reading and math instruction and intervention. At the elementary level, certified specialists provide job embedded professional development of staff through modeling best practice, research-based instruction, co-teaching, instructional grade-level planning, data analysis, and peer coaching. Additional specialists are deployed at priority elementary schools to provide intervention training and delivery, progress monitoring, and job-embedded professional development as specified above. At the middle school level, specialists provide the same means of job-embedded support to staff at our high priority schools. Teachers are afforded regular opportunities to plan grade-level instruction and to collaborate with the specialists in both elementary and middle school. Additionally, specialists provide training in specific, research-based interventions at the onset of the school year, monitor its implementation, and provide direct instruction as needed. Special Education paraeducators are often assigned to assist with the delivery of select interventions under the direct supervision of a certified Special Education teacher. Recognizing the varied skill sets of both Special Education teachers and paraeducators, HCPS needs to establish training protocols and a system to "certify" the paraeducators who are involved in the delivery of the HCPS approved intervention programs.

**Implement strategies to promote a culture of co-evaluation, co-development, and co-implementation of IEP's:** HCPS recognizes the power of a team approach in which multiple service providers engage in the co-evaluation, co-development, and co-implementation of



Individualized Education Programs. In recent years, the Office of Special Education has provided professional development on this topic and has made efforts to account for increased collaboration between staff when allocating related service provider FTEs. In addition, specific training has been provided to enhance specially designed instruction and to promote co-implementation in specific areas of need. All HCPS speech language pathologists have been trained in the Lindamood Phoneme Sequencing Program (LiPS), which develops phonemic awareness by teaching students to recognize how their mouths are formed to make the sounds of language which provides kinesthetic feedback to enable reading, spelling, and speech. This is one example of training to promote co-implementation between speech language pathologists and special educators. Additional exploration of similar programs is needed in the coming year to promote a shift in culture to ensure that all IEP team members take shared ownership for the co-evaluation, co-development, and co-implementation of IEP's.

The following linked artifacts highlight important resources for staffing and interventions.

**Linked Artifacts:**

- [Special Ed Staffing Plan 2022-23](#)
- [MTSS Dashboard](#)
- [Intervention Handbook 031422](#)

- 143. Disciplinary Data and Practices:** What policies, procedures, or systems will the school system utilize to mitigate discriminatory discipline practices for special education students? What data will the school system use to monitor and evaluate disciplinary practices?

HCPS monitors and evaluates disciplinary practices using a variety of sources. Each school has access to a Disproportionality Dashboard which is generated from the HCPS ESchool Data Management System. The dashboard provides building administrators with the ability to monitor risk ratios for all subgroups at the building level. A district level dashboard is also utilized by HCPS leadership to monitor disproportionate disciplinary practices county-wide. The Disproportionality Dashboard has been instrumental in allowing schools to focus on the work needed to address disproportionate disciplinary practices. The school system also conducts Equity Walk-Throughs and provides schools with a variety of equity tools to promote positive interventions and supports throughout the county.

To further our work to address disproportionate disciplinary practices, **HCPS has established a multi-disciplinary team to develop a systemic 5-year plan targeting the use of Restorative Practices and positive behavioral intervention.** The 5-year systemic plan will include:

- Vision/Mission
- Review of Policies, Procedures, Practices, & Code of Conduct
- Development of a Restorative Approaches Guidebook
- Development and implementation of an electronic Intervention and Referral Application (IRA) system to track data related to behavioral referrals and intervention
- Integration and alignment of established HCPS systems such as Student Support Team electronic database, School Performance and Achievement goals focused on Climate, Culture, and Equity, and existing Positive Behavior Intervention and Supports (PBIS) structures

**To promote system-wide building level implementation of restorative approaches and positive behavioral intervention and supports, HCPS will place an emphasis on tier 1 preventative/proactive practices that prevent behavior before students enter into their behavior cycle.** Strategies to promote this first phase of implementation include:

- Supports for additional schools to develop a PBIS Muti-tiered team for implementation of PBIS supports.



- Promote use of restorative approaches such as community circles, restorative circles, restorative conferences, affective language, restorative questions, social discipline window.
- Development of school-based RA teams consisting of one member for every 10 staff members and a school administrator and a counselor.
- Integration and alignment of practices related to Student Support Team process, School Performance and Achievement Team focus area goal setting, and implementation of PBIS Multi-Tiered supports and interventions framework.
- Systemwide training and professional development will be needed in the following areas: Community/culture building at the school and classroom level; Alternatives to suspension
- Encourage all elementary staff to complete Addressing Challenging Behaviors: Understanding the Acting-Out Cycle available through The Iris Center at Vanderbilt University
- Registered Behavior Technician training for school psychologists
- Behavior Intervention Plan training for all Board-Certified Behavior Analysts
- Train staff in conducting self-audits for Equity & Access for classrooms, schools, and all school functions
- Train all staff in Trauma informed classroom practices
- Annual training for new administrators in restorative practices in discipline
- Annual refresher training for continuing administrators in building community, culture, and restorative practices
- Train all School Resource Officers and School Safety Liaisons in restorative approaches.

**HCPS also recognizes the need to increase staffing to build capacity for systemic intervention targeted at promoting positive behavioral intervention.** Skilled practitioners such as Behavior Specialists, Board Certified Behavior Analysts, Registered Behavior Technicians, and Restorative Practices practitioners are needed to build a centralized team to implement and monitor use of community building and restorative approaches within our school communities. Skilled practitioners can provide school teams with individualized support, training, and modeling of interventions to minimize interfering behaviors, diminish disciplinary referrals, and reduce suspensions.

The following linked artifacts highlight important resources and sample meetings for student discipline and restorative practices.

**Linked Artifacts:**

- [Student Discipline Procedure 9-5-2017](#)
- [02-0007-000 Student Discipline](#)
- [Restorative Approaches Implementation Team Meeting 11.17.22 \(1\)](#)
- [Restorative Approaches Team Meeting Minutes 11.17.22](#)
- [Restorative Approaches Team Mtg Sample](#)

## **Pillar 4, Objective 4: Provide supports for students attending schools with a high concentration of students from low-income households**

### **4.4.1: Personnel grants are phased in through FY 2025 until grants are awarded to schools where at least 55% of students are eligible for FRPM (185% FPL)**

Note: Only LEAs that are current recipients or anticipated recipients of the Concentration of Poverty Grant must complete section 4.4.1 and 4.4.2 regarding community schools.



**Blueprint Requirement (MD Code, Educ §9.9–101)**

**144. Current Community Schools:** Community schools are funded via Concentration of Poverty Grants, which provide funding for both personnel and additional per pupil funding and are required to have a full-time Community Schools Coordinator and access to a health care practitioner. Use the table below to list the schools that currently meet the definition of community school and provide the requested information.

School Site Code	School Name	Staffed with a Community Schools Coordinator (Y/N)	Provides Access to Health Care Practitioner (Y/N)
0212	Bakerfield ES	Y	Y
0120	Deerfield ES	Y	Y
0211	George D. Lisby ES	Y	Y
0115	Edgewood ES	Y	Y
0177	Edgewood MS	Y	Y
0230	Halls Crossroads ES	N	Y
0181	Joppatowne HS	Y	Y
0131	Magnolia ES	Y	Y
0184	Magnolia MS	Y	Y
0140	Old Post ES	Y	Y
0143	Riverside ES	Y	Y

The following artifacts highlight how community schools fit into the bigger picture of HCPS schools and current program development efforts through the Maryland Leads grant.

**Linked Artifacts:**

- [Unique School Designations \(Including Community Schools and Priority Schools\)](#)
- [Video: Parent Academy Real Talk Community Schools](#)
- [MD Leads Grant MOU FOUR POINT Community Schools](#)
- [MD Leads Grant Application Narrative 041222](#)
- [MD Leads Grant LEA Notification Letter Harford](#)
- [Senior Staff Presentation Building Excellent Community Schools](#)

**145. Staffing the Community School Coordinator Role:** For those schools without a full-time Community School Coordinator, describe the LEA's plans for ensuring that the role of Community School Coordinator is filled for each of its community schools. Discuss the key recruitment and retention strategies used, especially those that are unique to this role.

As of October 2022, Community Schools Staffing report collected by MSDE, all COP and MD Leads community schools were fully staffed with a Community School Coordinator. As more school's transition to Community Schools, HCPS Community School Leadership team is committed to retaining quality Community School Coordinators.

Our recruitment plan includes: (a) job description that fully aligns with responsibilities and expectations, (b) outlining the application and interview process for potential applicants, (c)



posting available openings on social media and HCPS ran platforms, and (d) timely responses to applicants in the application portal.

The retention plan entails: (a) ongoing professional development to enhance Coordinators' skills, knowledge, and experience, (b) coaching and mentoring for principals and Coordinators, (c) social and networking opportunities, (d) ensuring salary rates coincide with tenure, (e) cross-training staff to increase collaboration and support, and (f) collect ongoing feedback to create safe and productive work environment.

### [Blueprint Requirement \(MD Code, Educ §5–203\)](#)

**146. Providing Access to a Health Care Practitioner:** For those schools without access to a health care practitioner, discuss how the LEA ensures continuous access to a health care practitioner in all its community schools as described above during school days as well as extended learning time.

Currently, all COP and MD Leads Community Schools have access to professional school nurses throughout the school day. HCPS is presently working with the Harford County Health Department and various partners to identify strategies to broaden coverage during extended learning time. Next steps include reviewing staffing cost for extended learning coverage, schedules for schools-based health centers, and requirements to add additional Community School health services. The following linked artifacts highlight school health services, job descriptions, and planning efforts.

#### **Linked Artifacts:**

- [HCPS School Health Services](#)
- [Community School Workgroup Sample Agendas](#)
- [Professional School Nurse Job Descriptions](#)
- [School Health Professionals Job Descriptions](#)

### [Blueprint Requirement \(MD Code, Educ §9.9–102\)](#)







## 4.4.2: Community school coordinators shall establish a community school and conduct a school-level needs assessments in partnership with local entities/agencies



### 147. Community Partnership Projections

Identify the strategic partnerships between schools, the school system, and community organizations in the areas of academics, health and social services, youth and community development, and family and community engagement. Use the table below to list existing partnerships and those the school system intends to develop with anticipated implementation dates. Partnerships should align to the needs identified through the community school needs assessments.

Examples may include:

- Providing educational opportunities for adults and family members of students
- Extending or expanding learning time
- Providing enrichment opportunities for students
- Training and facilitation of Academic Parent-Teacher Teams
- Collaborative leadership strategies to build collective trust and shared responsibility

Name of Partner	Purpose of Partnership	School(s) Served	Grade Level(s) Served	Stakeholder Group(s) Served	Existing or Planned	Implementation Date
LASOS	Provide support for EL	ALL	ALL	Students & Families	Existing	Varies by school 2018-2022
Mountain Christian Church	Family/Community Engagement & Youth Development	ALL	ALL	Students & Families	Existing	Varies by school 2018-2022
Harford Community College	College and Career Readiness	ALL	ALL	Students & Families	Existing	Varies by school 2018-2022
Inner County Outreach	Mental Health Services and Supports (children)	Halls, Riverside	ALL	Students	Existing	Varies by school 2018-2022
Harford County Public Library	Academic/Enrichment	ALL	ALL	Students & Families	Existing	Varies by school 2018-2022
Chick-Fil-A	Family/Community Engagement	ALL	ALL	Students & Families	Existing	Varies by school 2018-2022
Harford Community Action Agency	Family/Community Engagement/Support	ALL	ALL	Families	Existing	Varies by school 2018-2022
Heath Department	Family/Community Engagement/Support (School based health ctrs)	Edgewood ES, Magnolia ES, Deerfield ES, Old Post ES	ALL	Students	Existing	Varies by school 2018-2022
Harford Family House	Family/Community Engagement/Support	ALL	ALL	Families	Existing	Varies by school 2018-2022
United Way	Family/Community Engagement/Support	ALL	ALL	Families	Existing	Varies by school 2018-2022
Chosen Community Development	Family/Community Engagement/Support	ALL	ALL	Families	Existing	Varies by school 2018-2022

**Linked Artifacts:**

- [Bakerfield - Needs Assessment & Asset Inventory](#)
- [Deerfield Elementary Needs Assessment & Asset Inventory](#)
- [Edgewood Elem Needs Assessment & Asset Inventory](#)
- [George Lisby Needs Assessment & Asset Inventory](#)
- [Hall's Cross Roads Needs Assessment & Asset Inventory](#)
- [Magnolia Elem Needs Assessment & Asset Inventory](#)
- [Old Post ES- Needs Assessment](#)
- [Old Post ES - Asset Inventory SY 22 23](#)
- [HCPS Parent Engagement Survey English & Spanish](#)



**Blueprint Requirement (MD Code, Educ§5–223)**

**148. Consolidated Funding Plans (Required question for LEAs with 40 or more community schools):** LEAs with 40 or more community schools may develop a plan in consultation with eligible schools describing how they may expend no more than 50% of the funds received from the state on behalf of the schools. Discuss whether the LEA has such a plan or intends to develop one. If available, link the plan as an artifact.

Not applicable to HCPS. The linked artifact shows how Community Schools are positioned at HCPS.

**Linked Artifacts:** [Unique School Designations \(Including Community Schools and Priority Schools\)](#)

## Pillar 4, Objective 5: Enhance student health services

### 4.5.1: LEAs shall employ behavioral health coordinators

**Blueprint Requirement (MD Code, Educ §7–447)**

**149. Behavioral Health Services Coordinator:** Identify the name and contact information of the individual(s) serving as the school system's Behavioral Health Services Coordinator.

Name	Position	Responsibilities
Christina Alton, LCSW-C	Mental Health Specialist	<a href="#">Job Description Mental Health Services Specialist</a>

**150. Appointing a Behavioral Health Services Coordinator:** Describe the LEA's plans for ensuring that the role of Behavioral Health Services Coordinator is fulfilled for the school system. Discuss the key recruitment and retention strategies used, especially those that are unique to this role.

HCPS filled this position in February of 2019. The district will continue to communicate with Business Services to ensure adequate funding is available to support and supplement the continuation of the position. See linked artifact for position job description.

**Linked Artifacts:** [Job Description Mental Health Services Specialist](#)

### 4.5.2: Each local school system develops a plan to enhance and expand school behavioral health supports



**151. Supporting Students' Behavioral Health:** Discuss the challenges that exist in meeting students' behavioral health needs and how the LEA overcomes these challenges. Include strategies related to funding, specialized staff, community partnerships, etc.

The challenges HCPS experience in meeting students' behavioral health needs are: the overall availability of mental health services in the community, long wait times from referral to the commencement of services, ongoing stigma associated with accessing mental health services, and families who experience barriers to accessing services in the community, especially those families who are uninsured.

HCPS works closely with the local Office on Mental Health to provide school-based mental health services in school buildings. HCPS has developed working relationships with 10 outpatient mental health clinics to provide services to students during the school day in our buildings. This practice removes barriers for those families that struggle to access behavioral health services in the larger community. In some instances, school-based services are accessed with greater ease than families navigating the behavioral system on their own. In most cases, this availability of these services limits wait-times from referral to service delivery.

To address service availability, HCPS is considering a partnership with a third-party care coordination organization that will work with families to locate behavioral health resources to support the mental health of students. This would be a no-cost resource offered to families.

Efforts to address and combat stigma associated with accessing mental health care is ongoing throughout the district. For example, school counselors and social workers wrote core curriculum classroom lessons to be delivered at each grade level at some time during the school year. Lessons normalize the discussion around mental wellness, teach self-regulation skills, promote empathy, and culminate in high school lessons that teach students to manage and access their own mental health treatment.

HCPS participates as a sponsor in a county-wide mental health awareness and resource fair sponsored by the local Office on Mental Health. Behavioral health organizations as well as social service organization participate in a family friendly atmosphere to promote mental wellness in the larger throughout the county.

Student Services staff members, social workers, counselors, psychologists, and nurses work with families who are uninsured or under insured to explore eligibility options for supplemental insurance programs available via state exchanges. Service to families experiencing insurance barriers is an area in need of ongoing exploration and attention. The district will work with community partners to explore existing grant-funded options to better inform staff members working with families in need of alternate resources.

The following linked artifacts highlight an array of behavioral health resources and initiatives.

**Linked Artifacts:**

- [Student Services](#)
- [HCPS Blueprint Student Supports One-pager](#)
- [Video: Blueprint Student Supports](#)
- [Behavioral Health Report](#)
- [Video: Mental Health Initiatives – Nov 2022](#)
- [Mental Health Resources](#)



**152. Behavioral Health Screening:** Describe how the school system screens students to identify and provide services to meet their behavioral health needs, including how it ensures services have been provided and if additional services are needed.

HCPS developed a comprehensive wellness needs assessment that is administered in the early fall to students in grades 1-12. Individual schools review results to plan determine Tier I interventions and develop overall school improvement goals related to the social, emotional, and behavioral health needs of students. Additionally, school counselors review individual student responses to deliver Tier II & III supports to identified students.

Given the private nature of mental health services, ensuring a student and their family follows up is a difficult task. HCPS school-based providers share quarterly data regarding referrals and open cases. We are also working with the local mobile crisis response team to share generic data with the district when they have contact with a student. Similarly, we are working with the local crisis center to establish a referral process when such services are recommended for students. Follow-up may occur via the school-based Student Services Team and monitored with regularity to determine the need for additional services and supports.



The following linked artifacts highlight an array of behavioral health resources and initiatives.

**Linked Artifacts:**

- [Student Services](#)
- [HCPS Blueprint Student Supports One-pager](#)
- [Video: Blueprint Student Supports](#)
- [Behavioral Health Report](#)
- [Video: Mental Health Initiatives – Nov 2022](#)



**153. Behavioral Health Services:** Discuss the behavioral health services available to students and indicate services provided directly through the school system and those that are provided through community partners and wraparound services.

Short-term counseling services, individual and group sessions, are provided in our schools by school-based student services staff members: school counselors, psychologists, and social workers. School-based student services staff members respond to students in times of crisis to deescalate dysregulated students so that they can return to classrooms and access instruction. The Individualized Education Plans of some of our special education students include counseling services to support their educational needs. Such services are delivered by school psychologists, social workers, and school counselors. The aforementioned staff members also work with families to provide community-based resource information and referrals to families to further support students.

Families who are experiencing significant difficulties accessing support are often referred to the Local Care Team (LCT) which is managed by the Harford County Office of Community Services. Various agencies and organizations such as the Office on Mental Health, HCPS special education and student services personnel, Department of Social Services, Department of Juvenile Services, Harford County Health Department, and the MD Coalition of Families are represented on the team. As a result of this meeting parents, guardians, and/or caregivers are provided meeting minutes which summarize recommendations made by the team, links to resources, and, in some case, the LCT coordinator makes direct referrals to programs on behalf of families.

As mentioned above, 53 of our 54 schools have an agreement via MOU with at least one outpatient mental health clinic to provide mental health services in their buildings. Many schools have added or are in the process of adding a second provider due to high demand.

The following linked artifacts highlight an array of behavioral health resources and initiatives.

**Linked Artifacts:**

- [Student Services](#)
- [HCPS Blueprint Student Supports One-pager](#)
- [Video: Blueprint Student Supports](#)
- [Behavioral Health Report](#)
- [Video: Mental Health Initiatives – Nov 2022](#)

**154. Family Engagement in Supporting Student's Behavioral Health:** How does the LEA engage families in identifying and providing behavioral health supports for students?

Each school in the district has named a Parent and Community Engagement liaison, the Community Schools Specialist serves in this capacity in concentration of poverty schools. These individuals work with their individual school communities to determine the specific needs of stakeholders and program accordingly.

A representative from the Local Management Board (LMB) met with individual school PTA's to share and discuss available behavioral health resources as well as how the Local Care Team (LCT) can assist with connecting behavioral health supports available in the larger community.

The HCPS webpage includes a link to the Mental Zone which includes information about local, state, and national resources related behavioral health and student safety. This page also allows users to access the HCPS Parent Academy page as well as the virtual calming room. Additionally, the Office of Student Support Services maintains an active social media presence to connect with the community.





The HCPS Parent Academy sponsors Real Talks that focus on mental health topics as well as highlight community resources.

Student Support Services staff members have presented to the Board of Education, the Harford County Council, and parent groups where the services and resources available within the district to support the mental health of students.

A resource document was created for distribution to parents and guardians sharing a information about supportive resources available within the district and in the community to support the mental health needs of students.

Future plans for parent engagement include offering evidence-based trainings such as Question, Persuade, Refer (QPR) suicide prevention training and Healthy Outcomes from Positive Experiences (HOPE) to both parents and community members.

The following linked artifacts highlight an array of family resources and initiatives.

**Linked Artifacts:**

- [HCPS Parent Academy](#)
- [Parent and Community Engagement Newsletter](#)
- [Student Services](#)
- [HCPS Blueprint Student Supports One-pager](#)
- [Video: Blueprint Student Supports](#)
- [Behavioral Health Report](#)
- [Video: Mental Health Initiatives – Nov 2022](#)
- [Mental Health Resources](#)
- [HCPS Parent Engagement Survey English & Spanish](#)

### 4.5.3: As part of required annual training, behavioral health coordinators in LEAs teach school staff to recognize behavioral health issues in students

#### Blueprint Requirement (MD Code, Educ §6-122)

**155. Behavioral Health Training:** How does the LEA ensure that all certificated school personnel who have direct contact with students receives behavioral health training annually? Discuss how the training is provided and the systems used to monitor completion by individual employees.

HCPS ensured all certificated staff members received behavioral health training in the Spring of 2022 via an electronic learning module. All staff members are now required to view the module every Fall. Content will be monitored and updated on an annual basis or as needed.

## Pillar 4: (OPTIONAL) Proposed Regulatory Revisions and Waivers

**156.** Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.



HCPS requests formal criteria and qualifications for a bilingual staff member.

## Pillar 4: Stakeholder Engagement

**157.** Identify the key stakeholder groups the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the More Resources to Ensure that All Students are Successful Pillar. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement
HCPS Blueprint Student Supports Sub-Committee (Pillar 4)	This committee will provide guidance for Blueprint requirements that aim to provide more support to students who need it the most with broad and sustained new supports for schools serving high concentrations of students living in poverty.	Every six weeks
School Health Advisory Council	Council includes HCPS leaders who can impact student health outcomes, health department leaders, representatives from the local hospital, and other valuable community partners.	Three times a year
Special Education Citizen Advisory Council	The mission of the Special Education Citizen's Advisory Council (SECAC) is to enhance partnerships of students, families, community leaders, organizations, educators, and administrators through discussions that focus on the enrichment of services and opportunities for children and students with disabilities. Membership is open to any individual who has an interest in Special Education.	Monthly
Community Schools Steering Committee	This year, with the addition of more schools the and the sharing of partners, the steering committee meetings have transitioned to a regional model, to allow partners to attend one central meeting bi-monthly versus a meeting for each school monthly.	Bi-monthly
Parent/Community Engagement Work Group	Key stakeholders work together to advocate for parent/caregiver engagement, addressing needs and sharing strategies between departments, offices, and schools.	Monthly
Superintendent's Task Force on Equity	Members make recommendations that will ensure safe, supportive, and inclusive learning/working environments and a continuing focus on equity, diversity, and inclusion.	Quarterly

The linked artifacts support the plethora of data, committees, feedback, and stakeholder engagement efforts for HCPS for the implementation of pillar four in the Blueprint.

### Linked Artifacts:

- [HCPS Committee and Implementation Structure](#)
- [HCPS Feedback Analysis - February 2, 2022](#)
- HCPS reports required by the Blueprint are publicly available through the Department of Legislative Services: [Here](#)
- [HCPS Blueprint Newsletter Archive](#)
- [SECAC Flyer](#)
- [SECAC Sample Agenda & Minutes](#)
- [Student Supports Agenda Minutes CY 2022](#)
- [Community School Workgroup Sample Agendas](#)
- [Blueprint Committee Meetings Feedback - 2021-2022](#)
- [Blueprint Committee Meeting Feedback - 2022-2023 through Jan 2023](#)
- [Board of Education Strategic Plan](#)
- [HCPS Equity Update Feb 2023](#)
- [HCPS Parent Engagement Survey English & Spanish](#)



## Pillar 5: Governance and Accountability



**Chairs of Blueprint Steering Committee:**  
Dr. Sean Bulson, Superintendent of Schools  
Dr. Eric Davis, Chief of Administration  
Katie Ridway, Director of Strategic Initiatives





## Pillar 5, Objective 1: Support Blueprint implementation planning

### 5.1.3: AIB and MSDE review implementation plans submitted by LEAs; AIB approves/disapproves plans (plans subject to periodic updates)

**158. Authors of the Blueprint Implementation Plan:** Describe how the LEA identified and selected the individuals responsible for developing and writing its Blueprint Implementation Plan, including consideration for an individual's position, experience, expertise, or membership in a particular stakeholder group.

The HCPS Blueprint Coordinator met with, discussed, and collaborated with HCPS Blueprint committee co-chairs, workgroup leaders, and other senior leadership to identify staff members most knowledgeable to answer the template questions based on criteria such as: their role, experience, expertise, leadership, committee membership, work group participation, and/or general engagement with the Blueprint for Maryland's Future requirements, HCPS Blueprint initiatives, and current HCPS work that aligns with the questions and requirements. The linked artifacts provide details on our committee structure and the plan drafting assignments.

**Linked Artifacts:**

- [HCPS Committee and Implementation Structure](#)
- [Blueprint Implementation Plan Drafting](#)

Use the table below to list the individuals responsible for developing and writing the Blueprint Implementation Plan and their positions within the school system and/or stakeholder groups they represent.

Name	Position	Stakeholder Group
Andrew Renzulli	Supervisor of Science	Writer Pillar 3; Blueprint North Star Sub-committee, Student Support Pathways Workgroup
Andy Wachter	Assistant Supervisor of Accountability	Data Contributor Pillar 1 & 3; Accountability
Aretha Young	Certification Services Team Leader	Writer Pillar 2; Blueprint Elevating Educators Sub-Committee; NBC Support
Benjamin Richardson	Assistant Superintendent for Human Resources	Contributor Pillar 1; Blueprint Elevating Educators Sub-Committee; Blueprint Steering Committee
Bernard Hennigan	Executive Director of Student Services	Contributor Pillar 4; Blueprint Student Supports Sub-Committee; Blueprint Steering Committee
Chandra Krantz	Supervisor of English Language Learners and World Language	Writer Pillar 4; Blueprint Student Supports Sub-Committee; ELL Workgroup
Christina Alton	Teacher - Mental Health Services Specialist	Writer Pillar 4; Blueprint Student Supports Sub-Committee; Behavioral Health Workgroup
Colin Carr	Director of Secondary School Instruction and Performance	Contributor Pillar 3; Blueprint North Star Sub-committee; Defining CCR and Early Warning



Colleen Sasdelli	Director of Special Education	Writer Pillar 4; Blueprint Student Supports Sub-Committee; Special Education Work group
Eric Clark	Director of Budget	Contributor Pillar 2, 3, 5. Blueprint North Star Sub-committee
Erin Lange	Supervisor of Social Sciences	Contributor Pillar 3; Blueprint North Star Sub-committee; Curriculum Alignment Workgroup
Faith Buxton	Teacher - Specialist Special Education	Contributor Pillar 3; Blueprint North Star Sub-committee
Heather Kutcher	Executive Director of Curriculum, Instruction, and Assessment	Writer Pillar 3; Blueprint Early Childhood Sub-Committee; Blueprint Steering Committee
Jennifer Birkelien	Grants Accountant	Contributor Pillar 3 & 4; Blueprint Early Childhood Sub-Committee
Joanne McCord	Supervisor of Mathematics	Writer Pillar 3; Blueprint Early Childhood Sub-Committee
Joseph Connolly	Grant Coordinator Magnet/CTE Program	Contributor Pillar 3; Post-CCR Workgroup
Joseph Harbert	Director of Health and Wellness	Contributor Pillar 4; Blueprint Student Supports Sub-Committee
Katie Ridgway	Director of Strategic Initiatives	Writer Pillar 5; Contributor Pillar 1, 2, 3, &4; Blueprint Coordinator; Blueprint Steering Committee
Kathy Griffin	Coordinator - Early Childhood Education	Writer Pillar 1; Blueprint Early Childhood Sub-Committee
Kristine Scarry	Supervisor of English/Language Arts	Writer Pillar 3; Blueprint Early Childhood Sub-Committee
LaWanda Brown	Supervisor of School Counseling	Contributor Pillar 3; North Star Committees
Luke Simon	HRIS Analyst	Data Lead Pillar 2; Human Resources Data Analyst
Mae Alfree	Director - Staff & Labor Relations	Writer Pillar 2; Blueprint Elevating Educators Sub-Committee; Career Ladder Workgroup
Martha Barwick	Supervisor of Innovation in Learning	Contributor Pillar 3; Blueprint Elevating Educators Sub-Committee
Matthew Johnstone	Grant Coordinator of Apprenticeship and Workforce Development	Contributor Pillar 3; Post-CCR Workgroup
Melissa Romano	Coordinator of Birth to Five Programs	Writer Pillar 1; Blueprint Early Childhood Sub-Committee
Mike O'Brien	Executive Director of Middle & High School Performance	Contributor Pillar 3; Blueprint North Star Sub-committee; Blueprint Steering Committee
Missy Valentino	Facilities Planner	Writer Pillar 1; Blueprint Early Childhood Sub-Committee
Pamela Smith	Homeless Liaison	Writer Pillar 1; Student Supports





Paula Stanton	Supervisor of Equity and Cultural Proficiency	Contributor Pillar 2; Blueprint Steering Committee
Phillip Snyder	Supervisor of Accountability	Data Lead Pillar 1 & 3; Blueprint North Star Sub-committee
Rebecca Spencer	Supervisor of Teacher Preparation & Professional Development	Writer Pillar 2; Blueprint Elevating Educators Sub-Committee; NBC Support
Robert Limpert	Supervisor of Magnet and CTE Programs Curriculum and Assessment	Writer Pillar 3; Blueprint North Star Sub-committee; Post-CCR Workgroup
Roclande White	Grants Specialist	Writer Pillar 4; Blueprint Student Supports Sub-Committee; Community Schools Workgroup
Sara Saacks	Coordinator of North Star & School Performance Initiatives	Writer Pillar 3; Blueprint North Star Sub-committee; North Star Executive Leadership
Shannon Hagan	Supervisor Staff Management	Writer Pillar 2; Blueprint Elevating Educators Sub-Committee; Diversity Recruitment & retention Workgroup
Sherron FosterMoore	Diversity Retention & Recruitment Specialist	Writer Pillar 2; Blueprint Elevating Educators Sub-Committee; Diversity Recruitment & retention Workgroup
Vicki Jones	Talent Pathways Project Manager	Writer Pillar 2 & 3; Blueprint Elevating Educators Sub-Committee; Talent Pathways Task Force; Model school Work group

**159. Teacher and Principal Voice:** Discuss how the LEA ensured that its Implementation Plan included teacher and principal voice throughout the development of the Plan.

Before rolling out a structure for Blueprint implementation at HCPS, the Office of Strategic Initiatives conducted a series of focus groups about the perceptions of Blueprint work, which included both principal and teacher voice.

Principals and teachers are included on every Blueprint Committee, which all have been working towards the requirements, planning, and implementation of the Blueprint. The Blueprint has been consistently included in Administrative and Instructional Leadership professional development as either a system-wide presentation or a choice small group engagement session.

Specific to the Blueprint Elevating Educators Sub-committee, the committee was restructured beginning in 2023 to have a teacher as the HCPS co-chair to ensure that teachers are leading our efforts to elevate the teaching profession through the career ladder, talent pathways, and diversity requirement and retention.

Regular updates and opportunities for feedback have been provided to all HCPS stakeholders including principals, teachers, and community members through the following communications means:

- Board of Education Meetings
- Superintendent's Bulletin Updates
- HCPS 411 Update Staff Newsletter
- Board of Education Weekly Update
- Robust Blueprint Website
- Blueprint specific newsletters



- Teams Live event for all teachers
- 5 Blueprint Committees
- 12 Blueprint Workgroups

Prior to beginning the Blueprint committees, the following represents Focus Group Participants:

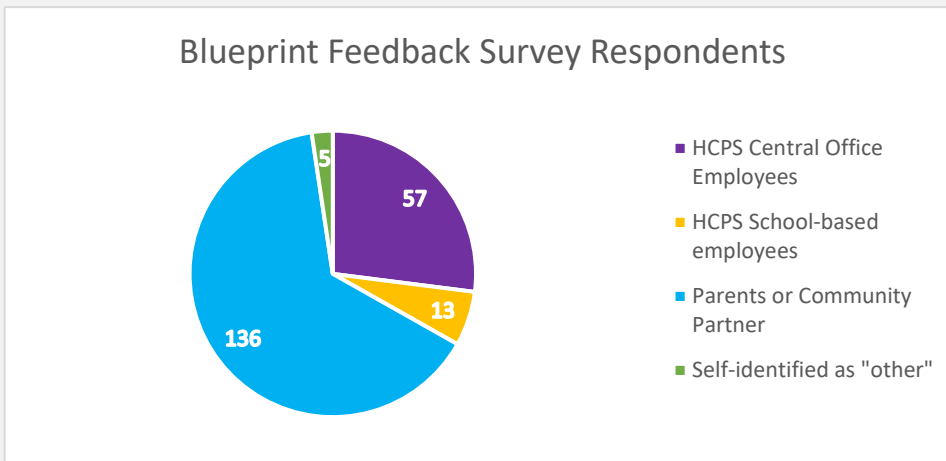
FOCUS AREA	CENTRAL OFFICE STAFF	SCHOOL-BASED EMPLOYEES	COMMUNITY MEMBERS	TOTAL SURVEY RESPONSES IN FOCUS GROUP
Early Childhood Education	11	6	6	23
Career Ladder	14	4	2	20
Student Supports	5	5	7	17
College & Career Readiness	7	6	3	16
Budget Office	2	-	-	2
<i>Total</i>	<b>39</b>	<b>21</b>	<b>18</b>	<b>78</b>

The Blueprint Committees are represented as follows:

All Committee Participants		Total			
Community Partners		63			
HCPS Central Leadership		56			
HCSP School-based Staff		35			
		154			
		<i>Unique Participants</i>			
	Steering	Early Childhood	Elevating Educators	North Star	Student Supports
Community	12	17	9	12	13
Central	13	11	13	13	11
School-based	4	6	10	7	8
	29	34	32	32	32

Finally, the draft plan was posted publicly by all of the above venues so principals, teachers, and community members could provide feedback through a survey link.

The following chart demonstrates school-based input in feedback received for the Blueprint implementation plan.





The linked artifacts provide details on teacher and principal participation in the Blueprint implementation.

**Linked Artifacts:**

- [HCPS Committee and Implementation Structure](#)
- [HCPS Blueprint Newsletter Archive](#)
- [Steering Agenda Minutes CY2022](#)
- [Blueprint Committee Meetings Feedback - 2021-2022](#)
- [Blueprint Committee Meeting Feedback - 2022-2023 through Jan 2023](#)
- [A&I Leadership Blueprint 12-2-22](#)
- [A&I Leadership 3-25-22](#)
- [Board of Education Strategic Plan](#)
- [Board of Education Meetings](#)
- [Board of Education Report - Blueprint - 5-09-22](#)
- [Board of Education Report - Blueprint - 1-23-23](#)
- [Board of Education Blueprint Board Presentation - 5-22](#)
- [Board of Education Blueprint Board Presentation - 1-23-23](#)
- [Blueprint Website](#)
- [Teams Live event for All Teachers](#)
- [Draft Implementation Plan Feedback Survey Link](#)
- [Scope of Work Blueprint Implementation Feedback Survey Analysis](#)

**160. Quality Control and Project Management:** What guidance, support, or structures (working groups, recurring meetings, protocols for communicating and collaborating, project management tools, etc.) did the LEA provide to the individuals responsible for developing and writing the Plan to ensure the Plan was well developed, clearly articulated, and representative of the LEA's community and its needs?

Regular writing updates and opportunities for feedback have been provided to all HCPS stakeholders including the Board of Education, principals, teachers, community partners, parents, and citizens through the following communications means:

- Board of Education Meetings
- Superintendent's Bulletin Updates
- HCPS 411 Update Staff Newsletter
- Board of Education Weekly Update
- Robust Blueprint Website
- Blueprint specific newsletters
- Teams Live event for all teachers
- 5 Blueprint Committees
- 12 Blueprint Workgroups

The following tools and support methods were utilized for managing the blueprint implementation plan writing.

- Tools
  - A shared, live task spreadsheet through Microsoft 365/SharePoint
  - A shared, live implementation draft through Microsoft 365/SharePoint
  - Feedback matrix for executive leadership team, instructional leadership, and committee co-chairs
  - Survey form utilized for draft feedback available to all stakeholders. Results reviewed and communicated individually to applicable writers for updates and changes.
  - Research & Evaluation analysis report scope of work designed. Report expected in April 2023.
- Methods
  - Meetings with co-chairs, pillar writing groups, committees, and work groups
  - Regular updates at senior staff meetings, through email, and at department level meetings
  - One-on-one writing consultation



- Draft review and contribution by committee, executive leadership team, instructional leadership team, senior staff, parent advisory council, business advisory council, and publicly available on hcps.org
- Mass communication email and social media posting for draft plan with survey
- Board meeting presentations

The following timeline outlines the communication and support for HCPS Blueprint implementation writing:

- December 2, 2022: Present to all administrative and instructional leadership about the implementation plan and Blueprint updates
- December 7, 2022: Plan rolled out to Blueprint writers with reference presentation, live/shared spreadsheet, and writing instructions.
- December 12, 2022: Begin *weekly* implementation plan updates to senior staff.
- December 13, 2022: Provide guidance to all writers about data projections.
- December 13, 2022: Blueprint Early Childhood Sub-committee facilitator hosted writer meeting for all Pillar 1 writers.
- December 14, 2022: Provide notes from MSDE Technical Assistance Pillar 1 and Pillar 2 to applicable writers.
- Dec. 19, 2022: MSDE/AIB Technical Assistance meeting registration reminders sent.
- December 19, 2022: Provide notes from MSDE Technical Assistance Pillar 3 to applicable writers.
- December 20, 2022: Provide notes from MSDE Technical Assistance Pillar 4 to applicable writers.
- December 21, 2022: 4-hour curriculum collaboration writing session.
- January 3, 2022: 3-hour curriculum collaboration writing session
- January 5, 2023: Check-in with Pillar 2 writing team through Assistant Superintendent of Human Resources
- January 8, 2023: Provide Pillar 4 writers information about post-CCR workshops.
- January 8, 2023: Distribute MSDE FAQ to Pillar 1 writers.
- January 9, 2023: Check-in and request for questions for MSDE/AIB Office Hours
- January 10, 2023: Provide writers with registration information for MSDE/AIB workshops.
- January 11, 2023: Blueprint Early Childhood Sub-committee meeting
- January 12, 2023: Meet with Business Advisory committee about implementation plan writing.
- January 17, 2023: Provide first feedback and follow-up to the Pillar 1 draft.
- January 17, 2023: Blueprint Student Supports Sub-committee meeting with detailed review of Blueprint writing.
- January 18, 2023: Check-in and provide tips on formatting and artifacts to writers.
- January 18, 19, 20: Small group board meetings with plan overview
- January 20: Individual check-in with writers not yet finished.
- January 23: Public Board Meeting Presentation with plan overview
- January 25, 2023: Internal draft deadline
- January 26, 2023: Blueprint North Star (CCR) Sub-committee meeting
- January 30, 2023: Executive Leadership Team and Instructional Leadership Team Retreat to evaluate and provide feedback of draft implementation plan.
- January 31, 2023: Blueprint Elevating Educators Committee Meeting
- February 1 & 2: Provide individual feedback to writers about immediate, short-term, and long-term feedback, changes, and planning needs.
- February 6: Post draft plan with feedback survey.
- February 9, 2023: Steering Committee meeting on draft plan
- February 13: Public Board of Education Presentation on Implementation Plan
- February 17: Teams LIVE event to all teachers on Blueprint Implementation Writing
- February 17: Provide MSDE/AIB question-specific feedback to applicable writers.



- February 21: Email sent to all HCPS families and advertisement posted on social media with links to read draft plan, watch a video, and complete survey for feedback.
- February 22: Early Childhood Sub-committee review of implementation plan
- February 23: Present Blueprint overview and plan to the NAACP
- Feb. 27: Email reminder to 150+ committee members soliciting feedback to draft plan.
- February 28: Student Supports Sub-committee review of implementation plan.
- March 1: Internal revisions to draft plan due.
- March 2: Second draft distributed to all blueprint writers, senior staff, and committee co-chairs for review and final edits.
- March 6: Last day of feedback survey available to the public
- March 6: Scope of Work finalized for Research & Program Evaluation of Blueprint feedback.
- Workgroup meetings for each pillar Committee occurred throughout the plan writing.
- One-on-one meetings with Blueprint Coordinator, committee co-chairs, supervisors and writers throughout and as needed.

The following data points exemplifies how the implementation plan is representative of the community:

- Initial focus group feedback analysis included parent voice

FOCUS AREA	CENTRAL OFFICE STAFF	SCHOOL-BASED EMPLOYEES	COMMUNITY MEMBERS	TOTAL SURVEY RESPONSES IN FOCUS GROUP
Early Childhood Education	11	6	6	23
Career Ladder	14	4	2	20
Student Supports	5	5	7	17
College & Career Readiness	7	6	3	16
Budget Office	2	-	-	2
<i>Total</i>	<b>39</b>	<b>21</b>	<b>18</b>	<b>78</b>

- 5 Blueprint committees and 12 workgroups with 150 committee members (63 as community stakeholders)

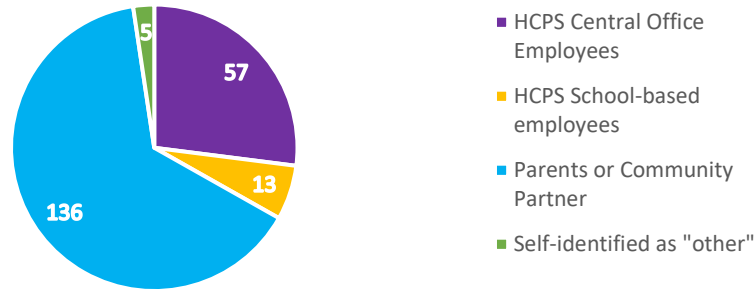
All Committee Participants		Total				
Community Partners		63				
HCPS Central Leadership		56				
HCSP School-based Staff		35				
		154				
		<i>Unique Participants</i>				
	Steering	Early Childhood	Elevating Educators	North Star	Student Supports	
Community	12	17	9	12	13	
Central	13	11	13	13	11	
School-based	4	6	10	7	8	
	29	34	32	32	32	

- Small group workshops/ presentations with examples including A&I leadership, Harford Business Roundtable, Business Advisory Committee, Susquehanna Workforce Network, Harford Co. Delegation, and the NAACP.
- 211 Draft Implementation Feedback Responses





### Blueprint Feedback Survey Respondents



The linked artifacts provide support for the tools, methods, and communication for drafting the implementation plan.

**Linked Artifacts:**

- [HCPS Committee and Implementation Structure](#)
- [HCPS Feedback Analysis - February 2, 2022](#)
- [Blueprint Implementation Plan Drafting](#)
- [Blueprint Implementation Plan Writing Assignment Workbook](#)
- [MSDE Technical Assistance Notes](#)
- [Board of Education Meetings](#)
- [Board of Education Report - Blueprint - 5-09-22](#)
- [Board of Education Report - Blueprint - 1-23-23](#)
- [Board of Education Blueprint Board Presentation - 5-22](#)
- [Board of Education Blueprint Board Presentation - 1-23-23](#)
- [ILT/ELT Blueprint Implementation Feedback - January 30, 2023](#)
- [Draft Implementation Plan Feedback Survey Link](#)
- [Scope of Work Blueprint Implementation Feedback Survey Analysis](#)
- [Board Report 2-13-23](#)
- [Board Presentation 2-13-23](#)
- [Teams Live event for All Teachers](#)
- [Blueprint Implementation Draft Special Newsletter Announcement](#)
- [An Important Message from HCPS - Please Complete Blueprint Survey](#)

**161. Stakeholder Engagement:** At the end of each Pillar, LEAs list the stakeholders engaged to develop plans for a specific Pillar.

In response to this question, discuss how and when the individuals responsible for writing the LEA's Blueprint Implementation Plan engaged community members at large, including the local school board, and any other key groups across all pillars in the development of its Blueprint Implementation Plan. Describe the strategies the LEA employed to increase participation by members of historically underrepresented groups, especially groups representative of the LEA's student demographics. Discuss the evidence the LEA collected that reflects its engagement efforts.

The HCPS Blueprint plan writers participate on either a Blueprint committee or workgroup. The Blueprint committees and workgroups include the community-at-large, school board members, and key stakeholders for each pillar. At the end of each committee meeting, feedback is gathered through a Microsoft form that is utilized by the committee leaders to communicate



internal needs for improvement, meeting topic needs, and areas of confusion by our various stakeholders.

The committee structure comprises of one-third central leadership and staff, one-third school-based stakeholders and one-third community members and partners. As part of the commitment to include one-third membership in the committees of community partners, specific partners were included on Blueprint Committees to help HCPS reach members of historically underrepresented groups and to help be a voice in our equity efforts, with examples of the NAACP, Supervisor of Equity and Cultural Proficiency, Director of the Harford Civil Rights Project, LASOS, Advocate Supervisor (Transition Age Youth Focus) - Court Appointed Special Advocate (CASA) Program, and the Family Child Care Alliance of Maryland. Some pillars have additional stakeholder groups to reach additional stakeholders of historically underrepresented groups. Examples are the Special Education Citizen's Advisory Council, Student Health Council, Community Schools Steering Committee, and the Talent Pathways Taskforce.

The Board of Education is represented on the Blueprint Committees, receives a weekly Board Update report, receives the Blueprint Newsletters, and has received public presentation on the Blueprint.

The following demonstrates the HCPS commitment to stakeholder engagement and the linked artifacts directly support each of these activities:

- Started with "Blueprint Feedback Analysis" 2021-2022
- 5 Blueprint committees and 12 workgroups with 150 committee members (63 as community stakeholders)
- Blueprint meeting feedback survey with 230 responses in the last year.
- Small group workshops/ presentations with A&I leadership, Harford Business Roundtable, Business Advisory Committee, Susquehanna Workforce Network, Harford Co. Delegation, NAACP, and more.
- Board of Education presentations
- Updates on hcps.org, superintendents bulletin, 411 staff newsletter, board weekly updates, Blueprint newsletters.
- Teams Live event for all staff on February 17, 2023
- Feedback survey was open through March 6<sup>th</sup> and a formal research report will follow.
- 211 people completed the feedback survey representing 136 parents or community partners, 57 school-based employees, 13 central office employees, and 5 other (see chart in question #160).
- Responses included in questions 27, 56, 136, and 157-160.
- Parent engagement survey distributed through mass communication systems in English and in Spanish on March 6, 2023.

#### Linked Artifacts:

- [HCPS Committee and Implementation Structure](#)
- [Blueprint Committee Meetings Feedback - 2021-2022](#)
- [Blueprint Committee Meeting Feedback - 2022-2023 through Jan 2023](#)
- [Steering Agenda Minutes CY2022](#)
- [Career Ladder Agenda Minutes CY 2022](#)
- [Early Childhood Agenda Minutes CY2022](#)
- [North Star Agenda Minute CY 2022](#)
- [Student Supports Agenda Minutes CY 2022](#)
- [HCPS Feedback Analysis - February 2, 2022](#)
- [HCPS Blueprint Newsletter Archive](#)
- [Board of Education Strategic Plan](#)
- [Blueprint Website](#)
- [Harford Business Roundtable Presentation 10-22](#)
- [Harford County Delegation Presentation 12-22](#)
- [Business Advisory Committee - Blueprint - 1-12-23](#)
- [Board of Education Report - Blueprint - 5-09-22](#)
- [Board of Education Report - Blueprint - 1-23-23](#)
- [Board of Education Blueprint Board Presentation - 5-22](#)
- [Board of Education Blueprint Board Presentation - 1-23-23](#)
- [Board Report 2-13-23](#)
- [Board Presentation 2-13-23](#)
- [A&I Leadership Blueprint 12-2.22](#)
- [A&I Leadership 3-25-22](#)
- [Teams Live event for All Teachers](#)
- [Draft Implementation Plan Feedback Survey Link](#)
- [Scope of Work Blueprint Implementation Feedback Survey Analysis](#)
- [Blueprint Implementation Draft Special Newsletter Announcement](#)
- [An Important Message from HCPS - Please Complete Blueprint Survey](#)
- [HCPS Equity Update Feb 2023](#)
- [HCPS Parent Engagement Survey English & Spanish](#)



**162. Monitoring Implementation:** Discuss who will be responsible for monitoring the implementation of the Blueprint Implementation Plan, including annual progress monitoring, and revisions or amendments as needed. What systems and structures will the LEA leverage to support the individuals responsible for monitoring implementation (e.g., working groups, recurring meetings, protocols for communicating and collaborating, project management, etc.)?

The HCPS implementation structure is configured for the Steering committee to provide progress monitoring of blueprint initiatives, alignment with the legislation, and for monitoring the goal of improved student outcomes. Each sub-committee provides the same oversight for work groups and other HCPS initiatives that contribute to blueprint implementation. The HCPS Blueprint Coordinator is the liaison between the committees, HCPS leadership, the MSDE, the AIB, and other stakeholder groups for monitoring and communicating revisions and amendments as needed.

The Board of Education of Harford County provides advisory input through participation in the committees, hearing presentations and updates at Board of Education Meetings, and by approving budget and policy that contribute to successful Blueprint implementation.

HCPS is committed to research and program evaluation, with formal analysis of programs, initiatives, and stakeholder feedback data. To document milestones for the public, HCPS will produce an annual milestone report on hcps.org, with the first one published for the 2021-2022 school year.

The following linked artifacts highlight the structures, meetings, planned evaluation methods and feedback mechanisms for HCPS Blueprint implementation monitoring.

**Linked Artifacts:**

- [HCPS Committee and Implementation Structure](#)
- [Director of Strategic Initiatives Job Description](#)
- [Board of Education Meetings](#)
- [Superintendent's Proposed Budget FY24](#)
- [Research and Program Evaluation](#)
- [HCPS Feedback Analysis - February 2, 2022](#)
- [Draft Implementation Plan Feedback Survey Link](#)
- [Scope of Work Blueprint Implementation Feedback Survey Analysis](#)
- [2021-2022 Milestone Report](#)

Use the table below to list the individuals responsible for monitoring the implementation of the Blueprint Implementation Plan and their positions within the school system and/or stakeholder groups they represent.

Name	Position	Stakeholder Group
Blueprint Steering Committee	Governing Blueprint committee for HCPS. (Pillar 5)	All Blueprint Committees and workgroup are accountable to the Steer Committee
Sean Bulson	Superintendent of Schools	Blueprint Steering Committee (Pillar 5)
Katie Ridgway	Director of Strategic Initiatives	Blueprint Coordinator; Blueprint Steering Committee (Pillar 5)
Mike O'Brien	Executive Director of Middle & High School Performance	Blueprint North Star Sub-committee; Blueprint Steering Committee (Pillar 3)



Bernard Hennigan	Executive Director of Student Services	Blueprint Student Supports Sub-Committee; Blueprint Steering Committee (Pillar 4)
Benjamin Richardson	Assistant Superintendent for Human Resources	Blueprint Elevating Educators Sub-Committee; Blueprint Steering Committee (Pillar 2)
Rebecca Gault	Teacher	Blueprint Elevating Educators Sub-Committee; Blueprint Steering Committee (Pillar 2)
Heather Kutcher	Executive Director of Curriculum, Instruction, and Assessment	Blueprint Early Childhood Sub-Committee; Blueprint Steering Committee (Pillar 1)

**163. Local Board Approval of Implementation Plans:** Discuss the role of the local school board in the approval and/or oversight for the LEA’s Blueprint Implementation Plan if applicable. If the local board is required to approve the Plan under local board policies or procedures, include the date it was approved. If the board will consider approval after the date by which the Plan must be submitted to the state, describe any activities (that have occurred or are planned) to recommend the plan to the board for approval and the anticipated date.

For operational plans such as the Blueprint for Maryland’s Future Initial Implementation plan, similar to the ESSA Consolidated plan, the Harford County Board of Education serves an advisory role and provides opportunity for public comment and Board member feedback. The Harford County Board of Education must vote and approve on the Superintendent’s proposed Budget, which impacts the operational and capital initiatives required to implement the Blueprint for Maryland’s Future for Harford County. Any Board of Education policy that must be updated or changed due to Blueprint requirements require Board of education vote and approval. The following linked artifacts provide information about the Board of Education of Harford County.

**Linked Artifacts:**

- [Board of Education Meetings](#)
- [Authority and Responsibility of the Board of Education and the Superintendent](#)
- [HCPS Budget](#)
- [HCPS Board Policies](#)

## Pillar 5, Objective 4: Monitor Blueprint outcomes

### 5.4.2: AIB monitors and analyzes availability and use of Blueprint funding

**164.** The Blueprint requires MSDE to implement a new Statewide Finance and Data System to be interoperable with local Enterprise Resource Planning (ERPs) Systems and Student Information Systems (SISs). This system will allow districts to submit school level State Aid calculation data, budgetary data, and expense data directly to MSDE in one system. MSDE will work with all LEAs to implement the State side of the system, including support related to system access and training. LEAs will need to ensure their systems are able to interface with MSDE’s new system to submit and meet Blueprint reporting requirements.

On or before July 1, 2024, for fiscal year 2025, and each July 1 thereafter each county board shall report on the county board’s compliance with this Md. Education Article, §5-234. This Subtitle establishes the Major Aid programs that are subject to school level per pupil budget and spending requirements.



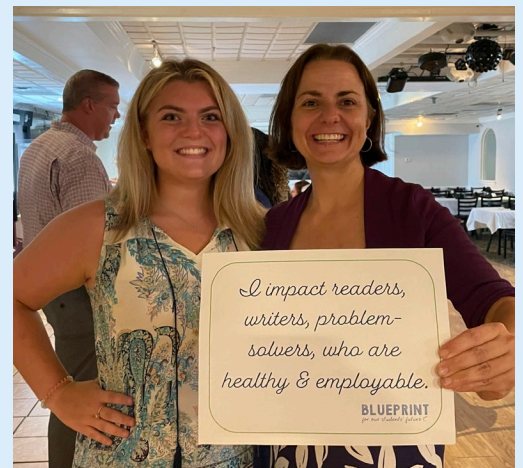
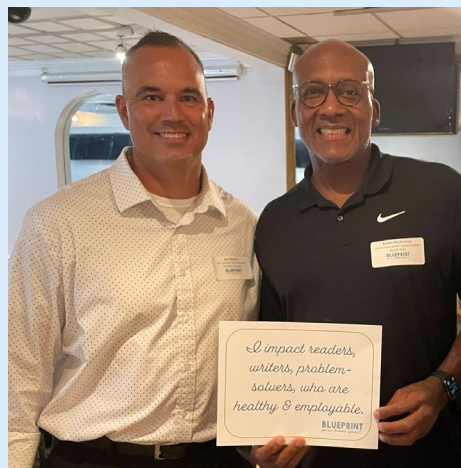
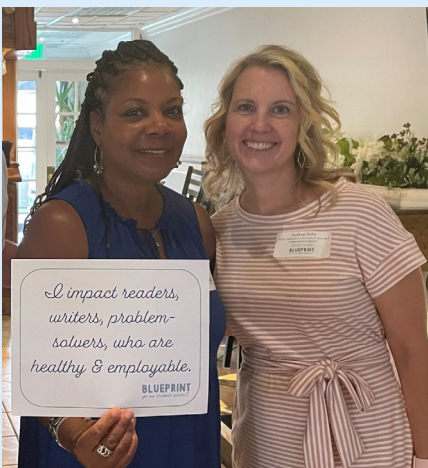
What is your district's initial plan to budget Blueprint formula funds at the school level by category and demonstrate that the budgeted funding amount at the school level meets the minimum school funding requirements in Md. Education Article, §5-234? LEAs should consider which costs are currently budgeted and/or recorded centrally but may need to be allocated to the school level.

Note: Local Education Agencies need not implement site-based management or site-based budgeting to comply with the requirements of Md. Education Article, §5-234. Local Education Agencies can meet the requirements of §5-234 through proper demonstration of budget allocation and expense allocation at the school level, by Aid category.

HCPS has contracted with a vendor to implement a new ERP system (Oracle). The contractor has confirmed and assured HCPS that we will be able to budget and track expenditures by funding source, activity, and/or school/location, at a minimum. The implementation timeframe for the EPM or budget module is January 2023-September 2023, which is reflected in artifact link.

**Addition due to AIB feedback:** The new system's capabilities will give HCPS a dynamic way to determine if current and future budgets meet the minimum school funding requirements under the Blueprint. In circumstances where data indicates that allocations do not meet funding requirements, the Budget Office will work with administration and senior leadership to prioritize how to make budget allocation changes to ensure compliance with the Blueprint legislation. Systemic and major decisions may also go to the Blueprint Steering Committee, other applicable committees, or the Board of Education for stakeholder engagement or system prioritization as appropriate or necessary.

**Linked Artifacts:** [EPM Budgeting Implementation Timeline](#)







## Addendum

### Acronyms

After review of a draft implementation plan, the HCPS Steering Committee gave an action item to include a key as an addendum for frequently used acronyms in the Blueprint plan. This is intended to support stakeholder review.

AA	Associate in Arts Degree	GYO	Grow Your Own (Program for developing future employees)
BOE	Board of Education	IEP	Individualized Education Plan
BCBA	Board Certified Behavior Analyst	IFSP	Individualized Family Service Plan
CIP	Capital Improvement Program	KRA	Kindergarten Readiness Assessment
CTE	Career & Technology Education	LASOS	Linking All So Others Succeed (Non-profit Community Partner)
CDA	Child Development Associate	LEA	Local Education Agency
CCR	College and Career Readiness	LICC	Local Interagency Coordinating Council
ECAC	Early Childhood Advisory Council	MSDE	Maryland State Department of Education
ELL	English Language Learner	MOU	Memorandum of Understanding
EL	English Learner	OEC	Office of Early Childhood
EXCELS	Excellence Counts in Early Learning and School Age Care (State accreditation)	PLUSS	Preschoolers Learning and Using Social Skills
ESOL	English to Speakers of Other Languages	RELA	Reading, English, Language Arts
FPG	Federal Poverty Guidelines	SY	School Year
FPL	Federal Poverty Line	SE	Special Education
FRPM	Free and Reduced Price Meals	TAM	Teacher Academy of Maryland
FTE	Full Time Equivalent	TSI	Targeted Support and Improvement

### HCPS School Abbreviations 2022-2023

### Harford County Public Schools Nondiscrimination Statement

The Board of Education of Harford County Public does not discriminate on the basis of age, ancestry/national origin, color, disability, pregnancy, gender identity/expression, marital status, race, religion, sex or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

In accordance with the requirements of Title IX of the Education Amendments of 1972 (20 U.S.C. §1681, et seq.), Harford County Public Schools does not discriminate on the basis of sex in any of its programs or activities or with regard to employment. Inquiries about the application of Title IX, and its implementing regulations to Harford County Public Schools may be referred to Renee McGlothlin, Harford County Public Schools Title IX Coordinator, by mail to 102 S. Hickory Avenue, Bel Air, Maryland 21014, or by telephone to [410-809-6087](tel:410-809-6087) or by email to [Renee.McGlothlin@hcps.org](mailto:Renee.McGlothlin@hcps.org) or the Assistant Secretary for the Office of Civil Rights in the United States Department of Education by mail to 400 Maryland Avenue, SW, Washington, DC 20202 or by telephone [1-800-421-3481](tel:1-800-421-3481), or both.