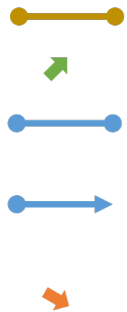


Exhibit 1

Final Timeline for Implementation of the Final Recommendations of the Commission on Innovation and Excellence in Education

Symbols Key:¹



Planning period
Phase-in period (expand access to and/or funding for the programs, services, or policies described in the recommendation).
The recommendation has reached the target level of implementation, either all at once or at the end of a phase-in period. Continue until a given end date.
The recommendation has reached the target level of implementation, either all at once or at the end of a phase-in period. Continue indefinitely.
Phase-out period (scale back access to and/or funding for the programs, services, or policies described in the recommendation).

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30
POLICY AREA 1: EARLY CHILDHOOD EDUCATION										
1a. Expand voluntary pre-K to provide free, full-day slots for 4-year-olds below 300% of Federal Poverty Level	↗	↗	↗	↗	↗	↗	●————→			
1a. Expand voluntary pre-K to provide full-day slots for 4-year-olds between 300-600% of Federal Poverty Level on a sliding scale	●————●						↗	↗	↗	↗
1a. Expand voluntary pre-K to provide free, full-day slots for 3-year-olds below 300% of Federal Poverty Level (depending on the number of 3-year-olds served each year, full phase-in of 4-year-olds below 300% may be delayed)	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗
1b. Increase funding for existing accreditation, credentialing, and other quality improvement programs by 10% each year and add new tuition assistance programs for prospective and current child care professionals	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30

1c. Administer a racially and culturally unbiased assessment to all kindergarteners for diagnostic purposes, training, curriculum development, and early detection of learning challenges										
1d. Create 135 new Judy Centers and 30 new Family Support Centers and increase funding for Maryland Infants and Toddlers Program										

POLICY AREA 2: HIGH-QUALITY AND DIVERSE TEACHERS AND LEADERS

2a. Fund collaboratives (school systems, teacher preparation programs, unions) to develop and implement rigorous teacher preparation programs and practicums; evaluate efforts in final year										
2b. Require all prospective undergraduate teachers to complete 180-day practicum										
2b. Require competency-based licensure tests of teacher skill to receive State teaching license										
2b. Require more rigorous licensure tests of teacher content knowledge (literacy and subject area tests)										
2c. Expand financial supports for highly skilled and diverse candidates to teach in high-need schools (e.g., Maryland Teaching Fellows Scholarship)										
2e. Launch statewide public relations and communications initiative to rebrand teaching as an attractive career and attract diverse candidates										
2f. Raise teacher pay to make it equitable with other highly trained professionals with the same amount of education										
2g. Implement career ladder for teachers and school leaders with gradual opt-in for existing teachers										

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30

2g. Require all new educators to opt in to teacher career ladder										
2h. Train State, local, and school leaders to enable them to implement the recommendations in the Commission's report										
2i. Increase classroom teachers' and teacher leaders' noninstructional time & for collaboration, tutoring, etc.										
3d. Teachers and leaders should develop and implement approaches for middle and early high school students who are not on track for CCR										
2i. Design training and train teachers and principals on the teacher career & ladder and effective use of collaboration time										
3d.										

POLICY AREA 3: COLLEGE AND CAREER READINESS PATHWAYS

3a. Develop a fully aligned instructional system, including curriculum frameworks, course syllabi, assessments, and clear examples of standard-setting work and formative assessments										
3b. Conduct research to establish and implement a CCR standard set to global standards (determine requirements for success in the first year of open-entry colleges, establish CCR cut scores based on those requirements on the new State test, benchmark the Maryland CCR standard to global standards, and conduct validation study)										
3c. Provide Transitional Supplemental Instruction, including tutoring, for all K-third grade students identified as struggling learners										
3e. For students who reach CCR by the end of grade 10, LEAs to offer access to post-CCR pathways for grade 11 and grade 12 students (percent of students reaching CCR increases each year). Revise high school graduation requirements if necessary to accommodate these pathway options										
3f.										

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30

3g. For students who do not reach CCR by the end of grade 10, LEAs to develop and provide tailored programs for grade 11 and grade 12 (percent of students not reaching CCR decreases each year) ⁱⁱ	↗	↗	●	→	→	→	→	→	→	→
3h. Establish a CTE Committee with dedicated staff, which will monitor and provide annual reports on the performance of the State CTE system, and a Skills Standards Advisory Committee	●	→	→	→	→	→	→	→	→	→
3i.										
3j. Create a State grant program for LEAs and/or county governments to provide career counseling for middle and high school students on CTE pathway options	●	→	●	●	●	●	●	●	●	●

POLICY AREA 4: MORE RESOURCES TO ENSURE ALL STUDENTS ARE SUCCESSFUL

4a. Add per pupil concentration of poverty weight in addition to compensatory education weight in schools with at least 55% FRPM (per pupil amount increases on sliding scale from 0% of the amount for schools with 55% FRPM to 100% of the amount for schools with 80% or more FPRM)	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗
4a. Provide schools with at least 55% FPRM with funding for a community school coordinator and health services practitioner	↗	↗	↗	↗	↗	↗	●	→	→	→
4b. Train school staff in all schools to recognize mental health issues as well as other issues related to trauma and coordinate access to needed mental health and other services for students	●	→	→	→	→	→	→	→	→	→
4b. Provide State funding for MSDE and LEA behavioral health coordinators	●	→	→	→	→	→	→	→	→	→
4b. Increase and expand school-based health centers	●	→	→	→	→	→	→	→	→	→
4c. Revise funding formula weight for special education students (increase to placeholder weight until new weight determined)	↗	↗	↗	↗	↗	↗	↗	↗	↗	↗

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30

4d. Revise funding formula weight for English learner students (increase to APA-recommended weight plus family liaison position/pupil supports)	↗	↗	↗	●————→						
4e. Revise funding formula weight for compensatory education formula using FRPM eligibility as the proxy for identifying students. Use the higher of the FRPM count using Direct Certification including Medicaid (when Medicaid data is available), the statutory hold harmless provision (which expires after FY25), or the State Alternative Income Eligibility Form	↗	↗	●————→							

POLICY AREA 5: GOVERNANCE AND ACCOUNTABILITY

5a. Create an Independent Oversight Board with dedicated staff to develop a comprehensive plan for implementing the Commission’s recommendations and hold all State and local institutions and agencies involved in that plan accountable. Sunset oversight board at end of implementation period	↗	●————→								●
5a. Participate in the Program for International Student Assessment (PISA) survey program as State education system conducted every 3 years	●————→									
5a. Evaluate implementation of Commission’s recommendations, with design of this evaluation beginning as soon as possible	●————●				●—●	●————●				●—●
5b. Track and report progress of students in each school regarding progress reaching CCR by end of grade 10 and closing achievement gaps	●————→									
5b. Establish a system of Expert Review Teams, created by and under responsibility of MSDE and the CTE Committee, to conduct reviews of approximately 10% of all schools annually (with a focus on low-performing schools) and make recommendations for improving performance	●————●		●————→							
5c. Track and report on progress of students in CTE pathways toward achieving industry-recognized credentials and related employment or apprenticeship	●————→									

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30

5d. Track and report on progress of the State’s teacher preparation programs regarding quality standards of their programs and student outcomes										
5f. Develop, implement, and monitor financial reporting system for school-level spending data collection										

CCR: college and career readiness

CTE: career and technical education

FRPM: free and reduced-price meal

LEA: local education agency

MSDE: Maryland State Department of Education

ⁱ Symbols show implementation of policy recommendations. Funding patterns often, but not always, mirror implementation patterns. In the first column of the table, the number indicates the policy area and the letter indicates the program element as described in the Commission’s Interim report. Not all program elements represented. Does not reflect Year 0 (FY 20).

ⁱⁱ Prior to full implementation of the Commission’s recommendations, students who have not reached CCR may pursue, and LEAs are encouraged to introduce students to, introductory courses in the post-CCR pathways to engage their interest and retain them in school. Once it has been determined that the Commission’s recommendations have been fully implemented, students must reach CCR before beginning a course sequence in a post-CCR pathway. There will be a limited number of special circumstances where the industry sponsors of CTE programs require students to start coursework earlier than grade 10.