



WHERE IS ARTS EDUCATION ALIGNED WITH THE BLUEPRINT FOR MARYLAND'S FUTURE?

In their local Blueprint implementation plans submitted in May 2024, LEAs identified ways in which the arts and the Blueprint support each other. These examples are a glimpse into the many ways the policies and funding from the Blueprint are able to support student learning through the arts.

PILLAR 1 - EARLY CHILDHOOD EDUCATION

Expansion to full-day Pre-K through significant investments in high-quality early childhood education has provided our youngest students new and transformative opportunities to participate in arts learning.

ALLEGANY COUNTY

The expansion to full-day [pre-k] has allowed for instructional enhancements by incorporation of more explicitly taught resource classes, such as **art**, physical education, **music**, guidance and **media** into the weekly schedule.

WORCESTER COUNTY

WCPS allocated Title IV grant funding for a new elementary physical health initiative and connected its Stronger Connections grant funds for a new **music-and-movement teacher** at WCPS' highest poverty Title I elementary school.

CHARLES COUNTY

We now add full day Pre-K projections into the school staffing allocations, including **staffing for art, music** and physical education.

PILLAR 2 -HIGH-QUALITY AND DIVERSE TEACHERS AND LEADERS

Specifically enumerated support for arts teachers helps ensure that they are able to access content-aligned resources to support their craft.

ST. MARY'S COUNTY

Music and art teachers were invited to participate in a system of support for pursuing their National Board Certification through a cohort facilitated by a music/art Professional Learning Facilitator.

SOMERSET COUNTY

We are a part of the **regional professional development** school with Salisbury University. This partnership provides preparation for prospective teachers enrolled in early childhood, elementary, secondary and P-12 programs in physical education, **music**, ESOL and TESOL.

PILLAR 5 - GOVERNANCE AND ACCOUNTABILITY

Including arts teachers in solutions and conversations around implementation can help ensure the critical education they provide continues and is well supported.

PRINCE GEORGE'S COUNTY

PGCPS is in the second year of staffing each elementary homeroom with a "Specials" **locked resource (Art, Vocal Music, and Physical Education teacher)** to support homeroom teachers having adequate collaborative time built into the duty day.

HARFORD COUNTY

HCPS spends around 62 million dollars more on special education than our revenue formulas directly provide. The cost exceeding the revenue continues to **squeeze local ability to maintain** historic services such as athletic programs, **instrumental music**, and more.

WASHINGTON COUNTY

Key stakeholders engaged and represented in the development and implementation of the Blueprint plan include educators across subject areas (e.g., social studies, science, **fine arts**).

PILLAR 3 - COLLEGE AND CAREER READINESS

The arts foster skills and competencies that top business and industry leaders have reported are sorely needed - arts learning is beneficial to any college and career pathway.

FREDERICK COUNTY

Some of FCPS's selective admissions programs (e.g., Fine Arts and CTE), which are available to students from all high schools, offer high school based **dual enrollment classes**.

CARROLL COUNTY

Schools work hard to encourage students to participate in clubs, **fine arts**, and athletics **to increase attendance and academic achievement**.

AP COURSES

Across the state, counties list AP course offerings in Art and Design 3D, Music Theory, Studio Art, Art History, and Studio Art & Design: 2-D.

ST. MARY'S COUNTY

To be an **Academy of Visual and Performing Arts (AVPA)** [pathway] completer [at all 3 comprehensive high schools], students must complete **6 credits** or more of any Fine Arts course... and receive eight points from a **"menu" of optional SMCPs Fine Arts opportunities**. To ensure that students have access to all of the arts disciplines that are outlined in the Maryland Fine Arts COMAR, SMCPs is pursuing a **dance dual enrollment** opportunity with the College of Southern Maryland. It should also be noted that all SMCPs students have **access to 55 relevant and rigorous fine arts courses**.

PILLAR 4 - MORE RESOURCES FOR STUDENTS TO BE SUCCESSFUL

Investments in extended learning offers additional access to unique, community-based and affirming arts learning opportunities.

BALTIMORE CITY

After-school and summer programming, tutoring, and **fine arts** opportunities are consistently **identified by families** in Community School needs assessments and other polling as **vital services that support student learning**. Concentration of Poverty funds will allow City Schools to continue our investment in these critical services.

SOMERSET COUNTY

Students have had the opportunity to participate in clubs such as STEM, **art**, cooking, boxing, sports, **theater, music**, novels, and a wide variety of other interests. While many of our staff are running clubs, community schools are also partnering with local organizations to provide some of these after- school experiences.

WASHINGTON COUNTY

WCPS extended learning programs collaborate with multiple **partners** (including Washington County **Fine Arts Museum**), to provide enrichment activities to students in addition to the academic activities within the program. These enrichment activities range from **musical and theater arts** to athletic clubs.

ANNE ARUNDEL COUNTY

Summer, college-bearing program for English Learners: An additional component for **arts integration** was incorporated in the summer of 2023, culminating in a **student art show** at the college. In a reflection assignment, many students remarked they were the first in their families to earn college credit.