

THE BLUEPRINT FOR MARYLAND'S FUTURE

ARTS EDUCATION IN PILLAR 3

PILLAR 3 GOALS

To “[create] a world class instructional system aligned with college and career readiness (CCR) standards and post-CCR pathways, including Career and Technical Education (CTE)”



WHAT IS CCR?

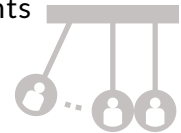
Once created, CCR will be “an internationally benchmarked curriculum that enables students to achieve “college- and career-ready” status by the end of grade 10 and no later than grade 12 and then pursue pathways that include IB, AP, or Cambridge diploma programs, early college, and/or a rigorous technical education leading to industry-recognized credentials and high-paying jobs.”

WHAT IS CTE?

Career and Technical Education tracks already exist for a number of trade-based and credential-based professions (culinary arts, hairdressing, electricians, etc.). The Blueprint aspires to expand the scope and offerings of CTE so that it is “a rigorous CTE system as the primary industry-recognized credential that produces graduates ready and qualified to work within in-demand fields that will propel Maryland’s economic future.”

THE IMPACT

The heavy emphasis on math and ELA in Pillar 3 poses risks for arts education to become further marginalized, especially through scheduling changes. Some administrators and school/district leaders may feel pressure to focus on these new requirements to the detriment of robust arts education. However, the Blueprint’s implementation plan actually protects against this!



“The Blueprint for Maryland’s Future and the updated CCR standard are **not intended to alter the need for high quality programs and content in fine arts**, civics, physical education, and **other areas that are necessary to provide a holistic education and enable every student to be well-rounded** and meet the CCR standard.” (Blueprint Final Implementation Plan 3.1.1(b))



In the process of implementing the CCR system and designing pathways, the arts, which are required by law under the Code of Maryland Regulations (COMAR) should not be left out of the allocation of school resources. The Blueprint’s implementation plan states:

“Blueprint law specifically authorizes the use of Foundation formula funds and Concentration of Poverty grant funds (through FY 27) for LEAs **to meet the requirements of Code of Maryland Regulations: Title 13A, Subtitle 04, SPECIFIC SUBJECTS, including 13A.04.16.01, which includes the arts.**”

PILLAR 3 POTENTIAL FOR THE ARTS

There may be further potential to support arts instruction in Pillar 3 in the form of specific arts-related CCR pathways and the development of arts CTE tracks. This will require advocacy and pressure from organizations, parents and families, educators, and administrators to ensure this potential is meaningfully realized.

THE ARTS BEYOND CAREERS

Even as the CCR pathways and CTE programs develop, advocates should remember that all students deserve. students who have no intention of pursuing a career in the arts also deserve a robust arts education. CCR and CTE may develop career pathways, but the arts are what make us human.

