

SENATE BILL 1000

F1, F2, Q1

0lr2097
CF HB 1300

By: **The President (By Request – Commission on Innovation and Excellence in Education) and Senators Pinsky, King, Ferguson, Miller, and Young**

Introduced and read first time: February 7, 2020

Assigned to: Education, Health, and Environmental Affairs and Budget and Taxation

A BILL ENTITLED

1 AN ACT concerning

2 **Blueprint for Maryland's Future – Implementation**

3 FOR the purpose of repealing, altering, and adding certain provisions of law to implement
4 The Blueprint for Maryland's Future, which is intended to transform Maryland's
5 early childhood, primary, and secondary education system to the levels of
6 high-performing systems around the world; requiring the State and each county to
7 distribute to county boards of education certain amounts of education aid under
8 certain programs in certain fiscal years; requiring county boards to distribute certain
9 education aid to certain schools; stating that certain education costs are included in
10 a certain foundation amount; requiring certain education aid to be used for certain
11 purposes; requiring each school to collect a certain form by a certain school year;
12 altering the Concentration of Poverty School Grant Program; stating eligibility
13 requirements to receive certain funding; requiring the Department to establish a
14 certain sliding scale for prekindergarten by a certain date; requiring certain families
15 to pay a certain amount beginning in a certain fiscal year; requiring certain funds to
16 be provided in certain fiscal years to establish a certain number of Judy Centers
17 according to a certain prioritization; establishing a process by which certain funds
18 are redirected from a county to a county board under certain circumstances;
19 repealing a certain calculation under the maintenance of local effort calculation;
20 establishing a process to certify certain funds to be released or withheld subject to a
21 certain notification; establishing the Accountability and Implementation Board as
22 an independent unit of State government; providing for the purpose and membership
23 of the Board; establishing the Accountability and Implementation Board Nominating
24 Committee; providing for the membership and duties of the Nominating Committee;
25 specifying the duties of the Board, including the development of a Comprehensive
26 Implementation Plan to implement The Blueprint for Maryland's Future, reviewing
27 and approving State and local government unit's implementation plans, reviewing
28 the use of certain funds by certain State and local government agencies, retaining
29 certain funds from certain local school systems under certain circumstances, and
30 contracting with an entity to conduct an independent assessment of the progress in

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 implementing The Blueprint for Maryland's Future; requiring the State Department
2 of Education and certain State and local government units to take certain actions
3 regarding implementation plans; requiring the Department to establish, administer,
4 and supervise an Expert Review Team program; providing for the purpose of the
5 program; specifying the duties of the Department and the Expert Review Teams
6 regarding the program; requiring the Department to establish a school leadership
7 training program for certain individuals; altering and enhancing requirements for
8 teacher training practicums and teacher preparation programs; requiring certain
9 qualifications for certain individuals to obtain an initial certification to teach in the
10 State and to retain certification; establishing a career ladder system for educators
11 comprised of levels through which teachers may progress and gain certain authority,
12 status, and compensation as they gain certain expertise; requiring certain
13 individuals to participate in the career ladder; authorizing certain individuals to
14 participate in the career ladder; specifying certain qualifications and salary
15 increases associated with levels of the career ladder; requiring a certain minimum
16 teacher salary beginning on a certain date; requiring certain teacher evaluation
17 systems to meet certain requirements; altering the Prekindergarten Expansion
18 Grant Program; establishing a Career Counseling Program for Middle and High
19 School Students; expanding full-day kindergarten, Judy Centers, and Family
20 Support Centers over a certain period of time; requiring the Department to develop
21 certain curriculum standards and to use certain assessments established by the
22 State Board to identify certain low-performing schools; requiring the State Board to
23 establish certain college and career readiness standards and requiring the
24 Department, State Board, county boards, and community colleges to take certain
25 actions related to the standards; requiring each county board to provide post college
26 and career readiness pathways at no cost to certain students; altering the
27 requirements for certain child care accreditation and credential programs;
28 establishing a Director of Community Schools position in the Department; requiring
29 each community school to have a community school coordinator who performs certain
30 duties; establishing the process by which an institution of higher education may
31 request to establish a certain program; altering the Dual Enrollment Grant Program;
32 establishing the Teacher Quality and Diversity Program; providing for the
33 implementation and administration of the Teacher Quality and Diversity Program;
34 requiring the Maryland Higher Education Commission to provide certain assistance
35 to certain institutions of higher education; altering the qualifications to receive
36 certain loan repayment assistance; requiring the Office of Student Financial
37 Assistance to publicize the availability of a certain program; establishing the Career
38 and Technical Education Committee; providing for the purpose and membership of
39 the Committee; specifying the duties of the Committee, including the establishment
40 of the CTE Expert Review Team program and the creation of a CTE Skills Standards
41 Advisory Committee to perform certain duties; altering certain mandated
42 appropriations; requiring the Governor to include certain appropriations in the
43 annual budget bill for certain fiscal years; requiring the State to provide certain
44 funding for certain purposes in certain fiscal years; altering the uses of certain funds;
45 requiring the Department to develop certain guidelines and standards, make certain
46 determinations, adopt certain regulations, and take certain actions; requiring each
47 county board to take certain actions related to the career ladder, perform certain

evaluations, and provide certain reports and information to certain entities; requiring the State Board of Education to adopt certain regulations, perform certain evaluations, take certain actions, and provide certain reports and information to certain entities; stating certain goals of the State; defining certain terms; altering certain definitions; requiring the publisher of the Annotated Code of Maryland, in consultation with and subject to the approval of the Department of Legislative Services, to correct any cross-references or terminology rendered incorrect by this Act and to describe any corrections made in an editor's note following the section affected; specifying certain provisions of law that shall be used to calculate certain State education aid for certain fiscal years; and generally relating to the implementation of The Blueprint for Maryland's Future.

BY repealing

Article – Education

Section 5–201(c) through (e), 5–202(a), (b), (e), (f), (i), (k), and (l), 5–207 through 5–209, 5–211, 5–213, 5–213.1, 5–218, 6–112, 6–120, 6–121, 7–101.1(a), (b), and (e), 8–414, 21–204, 24–801

Annotated Code of Maryland

(2018 Replacement Volume and 2019 Supplement)

BY renumbering

Article – Education

Section 5–202(g), (h), and (j), respectively; 5–205; 5–220; and 5–214, 5–215, 5–221, and 5–216, respectively

to be Section 5–208, 5–209, and 5–207, respectively, to be under the new part “Part II. General Provisions” and the amended subtitle “Subtitle 2. Aid to Education”; 5–218 to be under the new part “Part III. Funding for General Education Programs” and the amended subtitle “Subtitle 2. Aid to Education”; 5–231 to be under the new part “Part V. Early Childhood and Prekindergarten” and the amended subtitle “Subtitle 2. Aid to Education”; and 5–236, 5–237, 5–238, and 5–239, respectively, to be under the new part “Part VI. Miscellaneous” and the amended subtitle “Subtitle 2. Aid to Education”

Annotated Code of Maryland

(2018 Replacement Volume and 2019 Supplement)

BY repealing and reenacting, with amendments.

Article – Education

Section 1–301, 5–101(a); 5–201(a), 5–212, and 5–219 to be under new part “Part II. General Provisions” and the amended subtitle “Subtitle 2. Aid to Education”; 5–210 to be under the new part “Part III. Funding for General Education Programs” and the amended subtitle “Subtitle 2. Aid to Education”; 5–203 to be under the new part “Part IV. At–Promise Student Funding” and the amended subtitle “Subtitle 2. Aid to Education”; 5–217 to be under the new part “Part V. Early Childhood and Prekindergarten” and the amended subtitle “Subtitle 2. Aid to Education”; 5–202(d) to be under the new part “Part VI. Miscellaneous” and the amended subtitle “Subtitle 2. Aid to Education”;

6–117, 6–122, 6–201(b), 6–408(c)(1), 6–411(a), 7–101.2, 7–103(f), 7–205.1,
7–210, 7–1511, 8–201, 9.9–101 through 9.9–107, 18–502(c), 18–14A–04,
18–2209; 21–201, 21–203, and 21–205 to be under the amended subtitle
“Subtitle 2. Career and Technical Education”; 24–703, and 24–801
Annotated Code of Maryland
(2018 Replacement Volume and 2019 Supplement)

BY repealing and reenacting, without amendments,
Article – Education
Section 1–302, 1–303, 5–201(b), and 9.9–102
Annotated Code of Maryland
(2018 Replacement Volume and 2019 Supplement)

BY adding to
Article – Education
Section 5–201 through 5–203 to be under the new part “Part I. Definitions” and the
amended subtitle “Subtitle 2. Aid to Education”; 5–210 and 5–211 to be under
the new part “Part II. General Provisions” and the amended subtitle “Subtitle
2. Aid to Education”; 5–212, 5–213, and 5–215 through 5–220 to be under the
new part “Part III. Funding for General Education Programs” and the
amended subtitle “Subtitle 2. Aid to Education”; 5–221, 5–222, and 5–224
through 5–228 to be under the new part “Part IV. At–Promise Student
Funding” and the amended subtitle “Subtitle 2. Aid to Education”; 5–229,
5–232, and 5–233 to be under the new part “Part V. Early Childhood and
Prekindergarten” and the amended subtitle “Subtitle 2. Aid to Education”;
5–234, 5–240, and 5–241 to be under the new part “Part VI. Miscellaneous”
and the amended subtitle “Subtitle 2. Aid to Education”; 5–401 through 5–412
to be under the new subtitle “Subtitle 4. Accountability and Implementation
Board”; 6–124 through 6–126; 6–1001 through 6–1013 to be under the new
subtitle “Subtitle 10. Career Ladder for Educators”; 7–125 and 7–126;
7–1A–01 and 7–1A–03 through 7–1A–10 to be under the new subtitle “Subtitle
1A. Publicly Funded Prekindergarten Programs”; 7–202.1; 9.5–1001 through
9.5–1005 to be under the new subtitle “Subtitle 10. Family Support Services”;
11–206.3, 15–126; 17–401 through 17–403 to be under the new subtitle
“Subtitle 4. Teacher Quality and Diversity Program”; 18–506; 21–204, 21–207
and 21–208 to be under the amended subtitle “Subtitle 2. Career and
Technical Education”
Annotated Code of Maryland
(2018 Replacement Volume and 2019 Supplement)

BY adding to
Article – Education
Section 6–120 and 6–121
Annotated Code of Maryland
(2018 Replacement Volume and 2019 Supplement)
(As enacted by Section 1 of this Act)

1 BY adding to
2 Article – Tax – Property
3 Section 2–218.1
4 Annotated Code of Maryland
5 (2019 Replacement Volume)

6 BY repealing
7 Chapter 771 of the Acts of the General Assembly of 2019
8 Section 13

9 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
10 That Sections 5–201(c) through (e), 5–202(a), (b), (e), (f), (i), (k), and (l), 5–207 through
11 5–209, 5–211, 5–213, 5–213.1, 5–218, 6–112, 6–120, 6–121, 7–101.1(a), (b), and (e), 8–414,
12 21–204, and 24–801 of the Education Article of the Annotated Code of Maryland be
13 repealed.

14 SECTION 2. AND BE IT FURTHER ENACTED, That Section(s) 5–202(g), (h), and
15 (j), respectively; 5–205; 5–220; 5–214, 5–215, 5–221, and 5–216, respectively; and
16 18–14A–04 of Article – Education of the Annotated Code of Maryland be renumbered to be
17 Section(s) 5–208, 5–209, and 5–207, respectively, to be under the new part “Part II. General
18 Provisions” and the amended subtitle “Subtitle 2. Aid to Education”; 5–218 to be under the
19 new part “Part III. Funding for General Education Programs” and the amended subtitle
20 “Subtitle 2. Aid to Education”; 5–231 to be under the new part “Part V. Early Childhood
21 and Prekindergarten” and the amended subtitle “Subtitle 2. Aid to Education”; 5–236,
22 5–237, 5–238, and 5–239, respectively, to be under the new part “Part VI. Miscellaneous”
23 and the amended subtitle “Subtitle 2. Aid to Education”; and 15–127.

24 SECTION 3. AND BE IT FURTHER ENACTED, That the Laws of Maryland read
25 as follows:

26 Article – Education

27 1–301.

28 (a) The General Assembly finds and declares that The Blueprint for Maryland’s
29 Future based on the [policy] recommendations [described in the January 2019 Interim
30 Report] of the Maryland Commission on Innovation and Excellence in Education
31 established by Chapters 701 and 702 of the Acts of the General Assembly of 2016 is
32 necessary to transform Maryland’s education system to world-class student achievement
33 levels.

34 (b) This subtitle constitutes the public policy of the State.

35 1–302.

36 (a) The following principles of The Blueprint for Maryland’s Future are intended
37 to transform Maryland’s early childhood, primary, and secondary education system to the

1 levels of high-performing systems around the world so that Maryland's education system:

2 (1) Provides its students with instruction and skills set to international
3 standards that will enable them to be successful in the 21st-century economy and
4 productive citizens of the State;

5 (2) Gives its children access to educational experiences and opportunities
6 beginning in early childhood that enable them to reach their full promise and potential and
7 be ready for success in college and a rewarding career by the end of high school; and

8 (3) Elevates overall student performance to be among the world's best and
9 eliminates achievement and opportunity gaps between students from different family
10 incomes, races, ethnicities, abilities and disabilities, and other defining characteristics.

11 (b) Achieving the principles of The Blueprint for Maryland's Future will require
12 a sustained and coordinated statewide effort and a strong accountability system that will
13 hold all entities accountable for implementing the policies effectively so that the public and
14 especially parents will have confidence that the investment in the policies outlined in §
15 1-303 of this subtitle will achieve the desired outcomes.

16 1-303.

17 The foundation of a world-class education system in Maryland under The Blueprint
18 for Maryland's Future for education will require:

19 (1) Early support and interventions for young children and their families,
20 including:

21 (i) Coordinating and providing services for children and families
22 with the greatest need through centers located in the neediest communities; and

23 (ii) Expanding access to high-quality, full-day prekindergarten
24 programs for 3-year-olds and 4-year-olds through a mixed delivery system;

25 (2) High-quality diverse teachers and school leaders in every school,
26 requiring:

27 (i) Elevation of the teaching profession to a profession comparable
28 to other fields, with comparable compensation, that require a similar amount of education
29 and credentialing with career ladders that allow the advancement of teachers and
30 principals based on knowledge, skills, performance, and responsibilities;

31 (ii) Teacher preparation programs in the State's postsecondary
32 institutions that are rigorous and prepare teacher candidates to have the knowledge, skills,
33 and competencies needed to improve student performance and to teach all students
34 successfully regardless of the student's economic background, race, ethnicity, and learning
35 ability or disability; and

(iii) State exit standards from teacher preparation programs and State standards for teacher licensure that require prospective teachers to demonstrate that they have the knowledge, skills, and competencies to successfully teach students from all backgrounds;

(3) An instructional system that is benchmarked to world-class standards and fully aligned from prekindergarten through 12th grade to a college and career readiness standard, including:

(i) A college and career readiness standard set to world-class standards that certifies that by the end of 10th grade, and not later than the end of 12th grade, a student has the requisite literacy in English and mathematics to be successful in first-year, credit-bearing coursework at a Maryland community college or open enrollment postsecondary institution;

(ii) Pathways for students who achieve college and career readiness by the end of 10th grade to choose to pursue:

1. Highly competitive college preparatory programs;

2. Early college programs that:

A. Provide college credit and allow a student to earn an associate degree in high school at no cost to the student; and

B. Determine eligibility through other factors including assessments, academic performance reviews, and guidance counselor recommendations; and

3. Career and technology education programs, including expanded opportunities for science-based, certified agriculture education, that:

A. Are developed in partnership with the private sector;

B. Include an apprenticeship or other workplace experience; and

C. Lead to an industry-recognized credential by the end of high school; and

(iii) Pathways for those students who have not achieved the college and career readiness standard by the end of 10th grade that enable them to achieve the standard by the end of 12th grade;

(4) A system designed to meet the needs of all students so they can be successful, including the capability to:

1 (i) Quickly identify students who are falling behind grade level; and

2 (ii) Provide the appropriate, individualized instruction and supports
3 needed to get the student back on track for college and career readiness;

4 (5) Additional supports and services for students who need them to stay on
5 track for college and career readiness, including:

6 (i) Students from low-income families as a proxy for the number of
7 students who may need additional supports to perform at grade level and stay on track for
8 college and career readiness;

9 (ii) Students from families where English is not the primary
10 language; and

11 (iii) Students with disabilities;

12 (6) Equitable learning outcomes regardless of a student's family income,
13 race, ethnicity, disability, or other characteristics;

14 (7) Additional resources, supports, and services for children in Maryland
15 who are living in communities with great needs, including high poverty rates, high crime
16 rates, and lack of access to adequate health care and social services, with resources
17 provided at the school level and in the community;

18 (8) Funding that is sufficient to enable students to achieve the State's
19 performance standards and that is distributed equitably to school systems and schools
20 across the State; and

21 (9) A strong system of accountability with the authority to hold all of the
22 entities that are an integral part of the education system accountable for implementing The
23 Blueprint for Maryland's Future and ensuring that funds are being spent effectively
24 consistent with the policy framework to ensure that all students are successful.

25 5–101.

26 (a) (1) Subject to the rules and regulations of the State Board and with the
27 advice of the county superintendent, each county board shall prepare an annual budget
28 according to:

29 (i) The major categories listed in this section; and

30 (ii) Any other major category required by the State Board.

31 (2) In addition to the information required by this section, the county fiscal
32 authorities may require the county board to provide details to the service areas and

activities levels in the account structure within the “Financial Reporting Manual for Maryland Public Schools”.

(3) With the annual budget, each county board shall provide:

(i) The number of full-time equivalent positions included within each major category; [and]

(ii) A description of any fund balances or other money held by any outside source, including an insurer, that are undesignated or unreserved and are under the direction and control of the county board;

(III) BEGINNING WITH THE FISCAL YEAR 2023 BUDGET, THE BUDGET FOR EACH PUBLIC SCHOOL IN THE COUNTY INCLUDING:

1. THE CATEGORIES LISTED IN SUBSECTION (B) OF THIS SECTION; AND

2. THE AMOUNT OF FUNDS FOR EACH OF THE FOLLOWING CATEGORIES:

A. FOUNDATION PROGRAM UNDER § 5-213 OF THIS TITLE, INCLUDING FUNDS PROVIDED IN THE FOUNDATION PROGRAM FOR:

I. INCREASED SALARIES;

II. ADDITIONAL TEACHERS TO PROVIDE PROFESSIONAL LEARNING AND COLLABORATIVE TIME FOR TEACHERS;

III. BEHAVIORAL HEALTH;

IV. COLLEGE AND CAREER READINESS;

V. CAREER COUNSELING;

VI. SCHOOL MAINTENANCE AND OPERATION; AND

VII. SUPPLIES AND MATERIALS FOR TEACHERS;

B. COMPENSATORY EDUCATION PROGRAM UNDER § 5-222 OF THIS TITLE;

C. CONCENTRATION OF POVERTY SCHOOL GRANT PROGRAM UNDER § 5-223 OF THIS TITLE;

D. ENGLISH LEARNER PROGRAM UNDER § 5–224 OF THIS TITLE;

E. SPECIAL EDUCATION PROGRAM UNDER § 5–225 OF THIS TITLE;

F. TRANSITIONAL SUPPLEMENTAL INSTRUCTION UNDER § 5–226 OF THIS TITLE;

G. FULL–DAY PREKINDERGARTEN UNDER § 5–229 OF THIS TITLE;

H. POST–COLLEGE AND CAREER READINESS PATHWAYS UNDER § 7–205.1 OF THIS ARTICLE;

I. CAREER LADDER FOR EDUCATORS UNDER TITLE 6, SUBTITLE 10 OF THIS ARTICLE;

J. GUARANTEED TAX BASE PROGRAM UNDER § 5–214 OF THIS TITLE; AND

K. COMPARABLE WAGE INDEX GRANT UNDER § 5–216 OF THIS TITLE;

(IV) BEGINNING WITH THE FISCAL YEAR 2023 BUDGET, THE ESTIMATED EXPENDITURES FOR THE CURRENT SCHOOL YEAR FOR THE CATEGORIES IDENTIFIED IN SUBPARAGRAPH (III) OF THIS PARAGRAPH; AND

(V) BEGINNING WITH THE FISCAL YEAR 2023 BUDGET, THE ACTUAL EXPENDITURES FOR THE PRIOR SCHOOL YEAR FOR THE CATEGORIES IDENTIFIED IN SUBPARAGRAPH (III) OF THIS PARAGRAPH.

(C) ON OR BEFORE JULY 1, 2022, THE DEPARTMENT SHALL IMPLEMENT A FINANCIAL MANAGEMENT SYSTEM AND STUDENT DATA SYSTEM CAPABLE OF TRACKING AND ANALYZING THE INFORMATION PROVIDED TO THE STATE BOARD UNDER THIS SECTION.

Subtitle 2. [State and Federal] Aid to Education.

PART I. DEFINITIONS.

5–201.

1 (A) IN THIS SUBTITLE, EXCEPT AS OTHERWISE PROVIDED, THE FOLLOWING
2 WORDS HAVE THE MEANINGS INDICATED.

3 (B) "ASSESSABLE BASE" HAS THE MEANING STATED IN:

4 (1) § 12-201 OF THE ECONOMIC DEVELOPMENT ARTICLE; OR

5 (2) FOR BALTIMORE CITY, ARTICLE II, § 62 OF THE CHARTER OF
6 BALTIMORE CITY.

7 (C) "ASSESSED VALUE OF PERSONAL PROPERTY" MEANS THE MOST
8 RECENT ESTIMATE BY THE STATE DEPARTMENT OF ASSESSMENTS AND TAXATION
9 BEFORE THE ANNUAL STATE BUDGET IS SUBMITTED TO THE GENERAL ASSEMBLY
10 OF THE ASSESSED VALUE FOR COUNTY PURPOSES OF PERSONAL PROPERTY AS OF
11 JULY 1 OF THE FIRST COMPLETED FISCAL YEAR BEFORE THE SCHOOL YEAR FOR
12 WHICH THE CALCULATION IS MADE UNDER THIS SECTION.

13 (D) (1) SUBJECT TO PARAGRAPH (2) OF THIS SUBSECTION, "ASSESSED
14 VALUE OF REAL PROPERTY" MEANS THE MOST RECENT ESTIMATE MADE BY THE
15 STATE DEPARTMENT OF ASSESSMENTS AND TAXATION BEFORE THE ANNUAL
16 STATE BUDGET IS SUBMITTED TO THE GENERAL ASSEMBLY OF THE ASSESSED
17 VALUE OF REAL PROPERTY FOR STATE PURPOSES AS OF JULY 1 OF THE FIRST
18 COMPLETED FISCAL YEAR BEFORE THE SCHOOL YEAR FOR WHICH THE
19 CALCULATION OF STATE AID IS MADE UNDER THIS SECTION.

20 (2) (I) SUBJECT TO SUBPARAGRAPHS (II), (III), AND (IV) OF THIS
21 PARAGRAPH, FOR COUNTIES THAT QUALIFY FOR A DISPARITY GRANT UNDER §
22 16-501 OF THE LOCAL GOVERNMENT ARTICLE AND THAT ESTABLISHED A
23 DEVELOPMENT DISTRICT UNDER TITLE 12 SUBTITLE 2 OF THE ECONOMIC
24 DEVELOPMENT ARTICLE OR ARTICLE II, § 62 OF THE CHARTER OF BALTIMORE
25 CITY AFTER MAY 1, 2016 AND IS STILL IN EFFECT, "ASSESSED VALUE OF REAL
26 PROPERTY" DOES NOT INCLUDE THE LESSER OF:

27 1. THE DIFFERENCE BETWEEN THE ORIGINAL BASE AND
28 THE ASSESSABLE BASE OF ALL REAL PROPERTY IN A DEVELOPMENT DISTRICT THAT
29 IS SUBJECT TO TAX INCREMENT FINANCING UNDER TITLE 12 SUBTITLE 2 OF THE
30 ECONOMIC DEVELOPMENT ARTICLE OR ARTICLE II, § 62 OF THE CHARTER OF
31 BALTIMORE CITY AS CERTIFIED BY THE STATE DEPARTMENT OF ASSESSMENTS
32 AND TAXATION; OR

33 2. THE OUTSTANDING VALUE OF THE TAX INCREMENT
34 FINANCING BONDS ISSUED UNDER TITLE 12 SUBTITLE 2 OF THE ECONOMIC

DEVELOPMENT ARTICLE OR ARTICLE II, § 62 OF THE CHARTER OF BALTIMORE CITY FOR A DEVELOPMENT DISTRICT AS CERTIFIED BY THE STATE DEPARTMENT OF ASSESSMENTS AND TAXATION.

(II) ITEM 2 OF SUBPARAGRAPH (I) OF THIS PARAGRAPH DOES NOT APPLY UNTIL ALL BONDS FOR A DEVELOPMENT DISTRICT HAVE BEEN ISSUED.

(III) IF THE RESULT OF ITEMS 1 OR 2 OF SUBPARAGRAPH (I) OF THIS PARAGRAPH IS A NEGATIVE NUMBER, THEN THE RESULT SHALL BE \$0.

(IV) THE CALCULATIONS UNDER THIS PARAGRAPH SHALL BE MADE SEPARATELY FOR EACH DEVELOPMENT DISTRICT IN A COUNTY.

(E) “FULL-TIME EQUIVALENT ENROLLMENT” MEANS THE SUM OF:

(1) THE NUMBER OF STUDENTS ENROLLED IN GRADES KINDERGARTEN THROUGH 12 OR THEIR EQUIVALENT IN REGULAR DAY SCHOOL PROGRAMS ON SEPTEMBER 30 OF THE PRIOR SCHOOL YEAR;

(2) THE NUMBER OF FULL-TIME EQUIVALENT STUDENTS AS DETERMINED BY A REGULATION OF THE DEPARTMENT, ENROLLED IN EVENING HIGH SCHOOL PROGRAMS DURING THE PRIOR SCHOOL YEAR; AND

(3) THE NUMBER OF P-TECH STUDENTS, AS PROVIDED IN § 7-1804(B) OF THIS ARTICLE.

(F) “FOUNDATION PROGRAM” MEANS THE PRODUCT OF THE ANNUAL PER PUPIL FOUNDATION AMOUNT AND A COUNTY’S ENROLLMENT COUNT.

(G) “ENROLLMENT COUNT” MEANS THE GREATER OF:

(1) THE FULL-TIME EQUIVALENT ENROLLMENT; OR

(2) THE 3-YEAR MOVING AVERAGE ENROLLMENT.

(H) (1) SUBJECT TO PARAGRAPH (2) OF THIS SUBSECTION, “INFLATION ADJUSTMENT” MEANS A PERCENTAGE, ROUNDED TO THE NEAREST 2 DECIMAL PLACES, THAT IS THE LESSER OF:

(I) THE INCREASE IN THE IMPLICIT PRICE DEFLATOR FOR STATE AND LOCAL GOVERNMENT EXPENDITURES FOR THE SECOND PRIOR FISCAL YEAR;

(II) THE CONSUMER PRICE INDEX FOR ALL URBAN CONSUMERS FOR THE WASHINGTON METROPOLITAN AREA, OR ANY SUCCESSOR INDEX, FOR THE SECOND PRIOR FISCAL YEAR; OR

(III) 5%.

(2) IF THERE IS NO INCREASE IN THE IMPLICIT PRICE DEFLATOR FOR STATE AND LOCAL GOVERNMENT EXPENDITURES FOR THE SECOND PRIOR FISCAL YEAR OR IN THE CONSUMER PRICE INDEX FOR ALL URBAN CONSUMERS FOR THE WASHINGTON METROPOLITAN AREA, OR ANY SUCCESSOR INDEX, FOR THE SECOND PRIOR FISCAL YEAR, THEN “INFLATION ADJUSTMENT” MEANS 0%.

(I) “LOCAL CONTRIBUTION RATE” MEANS THE FIGURE THAT IS CALCULATED AS FOLLOWS:

(1) MULTIPLY THE STATEWIDE FULL-TIME EQUIVALENT ENROLLMENT BY THE TARGET PER PUPIL AMOUNT AND BY 0.50; DIVIDED BY

(2) THE SUM OF THE WEALTH OF ALL OF THE COUNTIES IN THIS STATE; AND

(3) ROUND THE RESULT OBTAINED IN PARAGRAPH (2) OF THIS SUBSECTION TO SEVEN DECIMAL PLACES AND EXPRESS AS A PERCENT WITH FIVE DECIMAL PLACES.

(J) “LOCAL SHARE OF THE FOUNDATION PROGRAM” MEANS THE PRODUCT OF THE LOCAL CONTRIBUTION RATE AND A COUNTY’S WEALTH ROUNDED TO THE NEAREST WHOLE DOLLAR.

(K) “LOCAL WEALTH PER PUPIL” MEANS A COUNTY’S WEALTH DIVIDED BY THE COUNTY’S FULL-TIME EQUIVALENT ENROLLMENT.

(L) “MAJOR EDUCATION AID” MEANS THE SUM OF THE STATE AND LOCAL SHARE OF THE FOLLOWING:

(1) FOUNDATION PROGRAM UNDER § 5-213 OF THIS SUBTITLE;

(2) TRANSPORTATION AID UNDER § 5-218 OF THIS SUBTITLE;

(3) COMPENSATORY EDUCATION UNDER § 5-222 OF THIS SUBTITLE;

(4) ENGLISH LEARNER PROGRAM UNDER § 5-224 OF THIS SUBTITLE;

(5) SPECIAL EDUCATION UNDER § 5-225 OF THIS SUBTITLE;

(6) GUARANTEED TAX BASE PROGRAM UNDER § 5-214 OF THIS SUBTITLE;

(7) COMPARABLE WAGE INDEX GRANT UNDER § 5-216 OF THIS SUBTITLE;

(8) POST COLLEGE AND CAREER READINESS PATHWAYS UNDER § 5-217 OF THIS SUBTITLE;

(9) CONCENTRATION OF POVERTY UNDER § 5-223 OF THIS SUBTITLE;

(10) PUBLICLY FUNDED PREKINDERGARTEN UNDER § 5-229 OF THIS SUBTITLE; AND

(11) CAREER LADDER FOR EDUCATORS UNDER § 6-1009 OF THIS ARTICLE.

(M) "NET TAXABLE INCOME" MEANS THE AMOUNT CERTIFIED BY THE STATE COMPTROLLER FOR THE SECOND COMPLETED CALENDAR YEAR BEFORE THE SCHOOL YEAR FOR WHICH THE CALCULATION OF STATE AID UNDER THIS SECTION IS MADE, BASED ON TAX RETURNS FILED ON OR BEFORE NOVEMBER 1 AFTER THE CURRENT CALENDAR YEAR.

(N) "ORIGINAL BASE":

(1) HAS THE MEANING STATED IN § 12-201 OF THE ECONOMIC DEVELOPMENT ARTICLE; OR

(2) FOR BALTIMORE CITY, MEANS "ORIGINAL ASSESSABLE BASE" AS DEFINED IN ARTICLE II, § 62 OF THE CHARTER OF BALTIMORE CITY.

(O) "PERSONAL PROPERTY" MEANS ALL PROPERTY CLASSIFIED AS PERSONAL PROPERTY UNDER § 8-101(C) OF THE TAX – PROPERTY ARTICLE.

(P) "REAL PROPERTY" MEANS ALL PROPERTY CLASSIFIED AS REAL PROPERTY UNDER § 8-101(B) OF THE TAX – PROPERTY ARTICLE.

(Q) "STATE SHARE OF THE FOUNDATION PROGRAM" MEANS, ROUNDED TO THE NEAREST WHOLE DOLLAR, THE GREATER OF:

(1) THE DIFFERENCE BETWEEN THE FOUNDATION PROGRAM AND

1 THE LOCAL SHARE OF THE FOUNDATION PROGRAM; AND

2 (2) THE RESULT OBTAINED BY MULTIPLYING THE TARGET PER PUPIL
3 FOUNDATION AMOUNT BY THE COUNTY'S ENROLLMENT COUNT, AND MULTIPLYING
4 THIS PRODUCT BY 0.15 IN FISCAL YEAR 2008 AND EACH FISCAL YEAR THEREAFTER.

5 (R) "STATEWIDE WEALTH PER PUPIL" MEANS THE SUM OF THE WEALTH OF
6 ALL COUNTIES DIVIDED BY THE STATEWIDE FULL-TIME EQUIVALENT ENROLLMENT.

7 (S) "TARGET PER PUPIL FOUNDATION AMOUNT" MEANS:

8 (1) FOR FISCAL YEAR 2022, \$7,991;

9 (2) FOR FISCAL YEAR 2023, \$8,310;

10 (3) FOR FISCAL YEAR 2024, \$8,642;

11 (4) FOR FISCAL YEAR 2025, \$8,958;

12 (5) FOR FISCAL YEAR 2026, \$9,377;

13 (6) FOR FISCAL YEAR 2027, \$9,828;

14 (7) FOR FISCAL YEAR 2028, \$10,299;

15 (8) FOR FISCAL YEAR 2029, \$10,800;

16 (9) FOR FISCAL YEAR 2030, \$11,326; AND

17 (10) FOR SUBSEQUENT FISCAL YEARS, THE TARGET PER PUPIL
18 FOUNDATION AMOUNT FOR THE PRIOR FISCAL YEAR INCREASED BY THE INFLATION
19 ADJUSTMENT ROUNDED TO THE NEAREST WHOLE DOLLAR.

20 (T) "THREE-YEAR MOVING AVERAGE ENROLLMENT" MEANS THE AVERAGE
21 OF THE FULL-TIME EQUIVALENT ENROLLMENT IN THE 3 PRIOR SCHOOL YEARS.

22 (U) "WEALTH" MEANS THE SUM OF:

23 (1) NET TAXABLE INCOME;

24 (2) 100 PERCENT OF THE ASSESSED VALUE OF THE OPERATING REAL
25 PROPERTY OF PUBLIC UTILITIES;

(3) 40 PERCENT OF THE ASSESSED VALUE OF ALL OTHER REAL PROPERTY; AND

(4) 50 PERCENT OF ASSESSED VALUE OF PERSONAL PROPERTY.

5-202. RESERVED.

5-203. RESERVED.

PART II. GENERAL PROVISIONS.

[5-201.] 5-204.

(a) (1) Except for money appropriated for the purposes of § 5-301(b) through (j) of this title, all money appropriated by the General Assembly to aid in support of public schools constitutes the General State School Fund.

(2) MONEY IN THE GENERAL STATE SCHOOL FUND MAY ONLY BE SPENT AS APPROPRIATED IN THE ANNUAL BUDGET BILL.

(3) (I) THE DEPARTMENT SHALL NOTIFY THE SENATE BUDGET AND TAXATION COMMITTEE AND THE HOUSE COMMITTEE ON APPROPRIATIONS OF ANY INTENT TO TRANSFER FUNDS FROM BUDGET PROGRAM R00A02, AID TO EDUCATION, TO ANY OTHER BUDGETARY UNIT.

(II) THE SENATE BUDGET AND TAXATION COMMITTEE AND THE HOUSE COMMITTEE ON APPROPRIATIONS SHALL HAVE 45 DAYS TO REVIEW AND COMMENT ON THE PLANNED TRANSFER PRIOR TO ITS EFFECT.

(b) Money in the General State School Fund may be appropriated by the General Assembly to the Annuity Bond Fund, as provided in the State budget, and shall be used for principal and interest payments on State debt incurred for public school construction or public school capital improvements.

[5-212.] 5-205.

(a) [Ten] EXCEPT AS PROVIDED IN SUBSECTIONS (E) AND (F) OF THIS SECTION, TEN days before the end of July, September, November, January, March, and May, the State Superintendent shall certify to the State Comptroller the amount due at the end of each of these months to each county board for the annual [State share of:

(1) Funding for the foundation program under § 5-202 of this subtitle;

(2) Transportation aid under § 5-205 of this subtitle;

1 (3) Funding for compensatory education under § 5–207 of this subtitle;

2 (4) Funding for students with limited English proficiency under § 5–208 of
3 this subtitle;

4 (5) Funding for special education students under § 5–209 of this subtitle;

5 (6) Funding for the guaranteed tax base program under § 5–210 of this
6 subtitle; and

7 (7) Any money provided in the Department’s budget for special education
8 services under § 8–414 of this article] **STATE SHARE OF MAJOR EDUCATION AID.**

9 (b) Amounts due shall be made in equal payments once every 2 months.

10 (c) Within 5 days before the end of each of these months, the State Comptroller
11 shall draw the Comptroller’s warrant on the State Treasurer for the amount due to the
12 treasurer of each county board.

13 (d) On receipt of the warrant of the State Comptroller, the State Treasurer
14 immediately shall pay the amount due to the treasurer of each county board.

15 **(E) AFTER NOTIFICATION FROM THE STATE SUPERINTENDENT THAT A**
16 **COUNTY BOARD IS NOT COMPLYING WITH THE PROVISIONS OF THE STATE PROGRAM**
17 **OF PUBLIC EDUCATION, THE STATE COMPTROLLER SHALL WITHHOLD ANY**
18 **INSTALLMENT DUE THE COUNTY BOARD FROM THE GENERAL STATE SCHOOL FUND.**

19 **(F) AFTER NOTIFICATION IS RECEIVED UNDER § 5–405 OF THIS TITLE, THE**
20 **STATE SUPERINTENDENT SHALL CERTIFY TO THE COMPTROLLER THE AMOUNT TO**
21 **BE RELEASED OR WITHHELD.**

22 **[5–219.] 5–206.**

23 (a) In this section, “Fund” means The Blueprint for Maryland’s Future Fund.

24 (b) There is The Blueprint for Maryland’s Future Fund.

25 (c) The purpose of the Fund is to assist in providing adequate funding for early
26 childhood education and primary and secondary education to provide a world–class
27 education to students so they are prepared for college and a career in the global economy
28 of the 21st century, based on the recommendations of the Commission on Innovation and
29 Excellence in Education.

30 (d) The Department shall administer the Fund.

31 (e) (1) The Fund is a special, nonlapsing fund that is not subject to § 7–302 of

the State Finance and Procurement Article.

(2) The State Treasurer shall hold the Fund separately, and the Comptroller shall account for the Fund.

(f) The Fund consists of:

(1) Revenue distributed to the Fund under §§ 2–605.1 and 2–1303 of the Tax – General Article;

(2) Money appropriated in the State budget for the Fund; and

(3) Any other money from any other source accepted for the benefit of the Fund.

(g) (1) The Fund may be used only to assist in providing adequate funding for early childhood education, [and] primary and secondary education, **AND OTHER PROGRAMS**, based on the recommendations of the Commission on Innovation and Excellence in Education, including revised education funding formulas.

(2) THE FUND MAY NOT BE USED FOR SCHOOL CONSTRUCTION UNDER SUBTITLE 3 OF THIS TITLE.

(h) (1) The State Treasurer shall invest the money of the Fund in the same manner as other State money may be invested.

(2) Any interest earnings of the Fund shall be credited to the Fund.

(i) Expenditures from the Fund may be made only in accordance with the State budget.

5–210. RESERVED.

5–211. RESERVED.

PART III. FUNDING FOR GENERAL EDUCATION PROGRAMS.

5–212.

THE TARGET PER PUPIL FOUNDATION AMOUNT INCLUDES COSTS ASSOCIATED WITH IMPLEMENTING THE BLUEPRINT FOR MARYLAND’S FUTURE INCLUDING:

(1) INCREASING SALARIES;

(2) ADDITIONAL TEACHERS TO PROVIDE PROFESSIONAL LEARNING

1 AND COLLABORATIVE TIME FOR TEACHERS;

2 (3) CAREER COUNSELING;

3 (4) BEHAVIORAL HEALTH;

4 (5) INSTRUCTIONAL OPPORTUNITIES FOR STUDENTS WHO ARE
5 COLLEGE AND CAREER READY AND THOSE WHO ARE NOT;

6 (6) MAINTENANCE AND OPERATION OF SCHOOLS; AND

7 (7) SUPPLIES AND MATERIALS FOR TEACHERS.

8 **5-213.**

9 (A) (1) EACH FISCAL YEAR, THE STATE SHALL DISTRIBUTE THE STATE
10 SHARE OF THE FOUNDATION PROGRAM TO EACH COUNTY BOARD.

11 (2) EACH FISCAL YEAR, THE COUNTY SHALL DISTRIBUTE THE LOCAL
12 SHARE OF THE FOUNDATION PROGRAM TO THE COUNTY BOARD.

13 (B) EACH FISCAL YEAR, THE COUNTY BOARD SHALL DISTRIBUTE TO EACH
14 SCHOOL THE MINIMUM SCHOOL FUNDING AMOUNT FOR THE FOUNDATION PROGRAM
15 CALCULATED UNDER § 5-234 OF THIS SUBTITLE.

16 **[5-210.] 5-214.**

17 (a) (1) In this section the following terms have the meanings indicated.

18 (2) “Additional education appropriation” means the difference between a
19 county’s education appropriation for the prior fiscal year and the county’s local share of the
20 foundation program calculated under [§ 5-202] **§ 5-201** of this subtitle.

21 (3) “Additional education effort” means a county’s additional education
22 appropriation divided by the county’s wealth, rounded to seven decimal places.

23 (4) [“Full-time equivalent enrollment” has the meaning stated in § 5-202
24 of this subtitle.

25 (5)] “Guaranteed tax base program per pupil amount” means the lesser of:

26 (i) 20% of the annual per pupil foundation amount [calculated
27 under § 5-202 of this subtitle]; and

(ii) The product of a county's additional education effort and the difference between guaranteed wealth per pupil and local wealth per pupil.

[(6)] (5) "Guaranteed wealth per pupil" means 80% of the statewide wealth per pupil.

[(7) "Local wealth per pupil" means a county's wealth divided by the county's full-time equivalent enrollment.

(8) "Statewide wealth per pupil" means the sum of the wealth of all counties divided by the statewide full-time equivalent enrollment.

(9) "Wealth" has the meaning stated in § 5-202 of this subtitle.]

(b) For fiscal year 2005 and each fiscal year thereafter, the State shall distribute guaranteed tax base grants to county boards as provided in this section.

(c) A county board is eligible to receive a guaranteed tax base grant if the county's:

(1) Additional education effort is greater than zero; and

(2) Local wealth per pupil is less than the guaranteed wealth per pupil.

(d) The amount of the guaranteed tax base grant shall be equal to the product of the county's guaranteed tax base program per pupil amount and the county's [full-time equivalent enrollment multiplied by:

(1) 0.25 in fiscal year 2005;

(2) 0.50 in fiscal year 2006;

(3) 0.75 in fiscal year 2007; and

(4) 1.00 in fiscal year 2008 and each fiscal year thereafter] **ENROLLMENT**

COUNT.

5-215.

(A) SUBJECT TO SUBSECTION (B) OF THIS SECTION, FOR EACH OF FISCAL YEARS 2022 THROUGH 2029, THE STATE SHALL DISTRIBUTE TO EACH COUNTY BOARD THE FOLLOWING BLUEPRINT TRANSITION GRANT AMOUNTS:

(1) ALLEGANY COUNTY\$10,348

(2) BALTIMORE CITY\$18,669,201

1	(3)	BALTIMORE COUNTY	\$2,953,950
2	(4)	CAROLINE COUNTY	\$966,820
3	(5)	CECIL COUNTY.....	\$49,060
4	(6)	DORCHESTER COUNTY.....	\$1,321,515
5	(7)	GARRETT COUNTY	\$1,201,160
6	(8)	HOWARD COUNTY.....	\$41,743
7	(9)	KENT COUNTY.....	\$1,005,090
8	(10)	MONTGOMERY COUNTY	\$7,712,745
9	(11)	PRINCE GEORGE’S COUNTY.....	\$20,505,652; AND
10	(12)	ST. MARY’S COUNTY.....	\$3,251,181.

11 (B) FOR FISCAL YEARS 2025 THROUGH 2030, THE STATE SHALL
12 DISTRIBUTE THE FOLLOWING PROPORTION OF THE BLUEPRINT TRANSITION
13 GRANT AMOUNT UNDER SUBSECTION (A) OF THIS SECTION TO EACH COUNTY
14 BOARD:

- 15 (1) FOR FISCAL YEAR 2025, 85%;
- 16 (2) FOR FISCAL YEAR 2026, 65%;
- 17 (3) FOR FISCAL YEAR 2027, 50%;
- 18 (4) FOR FISCAL YEAR 2028, 35%;
- 19 (5) FOR FISCAL YEAR 2029, 20%; AND
- 20 (6) FOR FISCAL YEAR 2030 AND EACH FISCAL YEAR THEREAFTER, 0%.

21 5-216.

22 (A) IN THIS SUBSECTION, “CWI ADJUSTMENT” MEANS, FOR EACH COUNTY,
23 THE FOUNDATION PROGRAM MULTIPLIED BY:

- 1 **(1) 0.000 IN ALLEGANY;**
- 2 **(2) 0.109 IN ANNE ARUNDEL;**
- 3 **(3) 0.066 IN BALTIMORE CITY;**
- 4 **(4) 0.065 IN BALTIMORE;**
- 5 **(5) 0.079 IN CALVERT;**
- 6 **(6) 0.000 IN CAROLINE;**
- 7 **(7) 0.000 IN CARROLL;**
- 8 **(8) 0.000 IN CECIL;**
- 9 **(9) 0.055 IN CHARLES;**
- 10 **(10) 0.000 IN DORCHESTER;**
- 11 **(11) 0.047 IN FREDERICK;**
- 12 **(12) 0.000 IN GARRETT;**
- 13 **(13) 0.073 IN HARFORD;**
- 14 **(14) 0.131 IN HOWARD;**
- 15 **(15) 0.000 IN KENT;**
- 16 **(16) 0.166 IN MONTGOMERY;**
- 17 **(17) 0.129 IN PRINCE GEORGE’S;**
- 18 **(18) 0.000 IN QUEEN ANNE’S;**
- 19 **(19) 0.079 IN ST. MARY’S;**
- 20 **(20) 0.000 IN SOMERSET;**
- 21 **(21) 0.000 IN TALBOT;**
- 22 **(22) 0.000 IN WASHINGTON;**

1 **(23) 0.000 IN WICOMICO; AND**

2 **(24) 0.000 IN WORCESTER.**

3 **(B) (1) BEGINNING IN FISCAL YEAR 2024, AND EACH FISCAL YEAR**
4 **THEREAFTER, IN ADDITION TO THE FOUNDATION PROGRAM, EACH COUNTY SHALL**
5 **RECEIVE A GRANT TO REFLECT THE REGIONAL DIFFERENCES OF THE COST TO HIRE**
6 **PERSONNEL THAT ARE DUE TO FACTORS OUTSIDE OF THE CONTROL OF THE LOCAL**
7 **JURISDICTION.**

8 **(2) THE AMOUNT OF THE GRANT UNDER THIS SECTION SHALL EQUAL,**
9 **FOR EACH COUNTY, THE PRODUCT OF THE CWI ADJUSTMENT AND:**

10 **(I) 49% IN FISCAL YEAR 2024;**

11 **(II) 48% IN FISCAL YEAR 2025;**

12 **(III) 47% IN FISCAL YEAR 2026;**

13 **(IV) 46% IN FISCAL YEAR 2027;**

14 **(V) 44% IN FISCAL YEAR 2028;**

15 **(VI) 43% IN FISCAL YEAR 2029; AND**

16 **(VII) 42% IN FISCAL YEAR 2030 AND EACH FISCAL YEAR**
17 **THEREAFTER.**

18 **(3) SUBJECT TO SUBSECTION (C) OF THIS SECTION, THE STATE**
19 **SHARE AND LOCAL SHARE OF THE GRANT CALCULATED UNDER PARAGRAPH (2) OF**
20 **THIS SUBSECTION SHALL BE CALCULATED IN THE SAME MANNER AS THE STATE**
21 **SHARE AND LOCAL SHARE OF THE FOUNDATION PROGRAM.**

22 **(C) EACH FISCAL YEAR, THE COUNTY BOARD SHALL DISTRIBUTE TO EACH**
23 **SCHOOL THE MINIMUM SCHOOL FUNDING AMOUNT FOR THE GRANT CALCULATED**
24 **UNDER § 5-234 OF THIS SUBTITLE.**

25 **5-217.**

26 **(A) (1) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS**
27 **INDICATED.**

1 (2) “CCR STUDENT” MEANS A STUDENT WHO IS COLLEGE AND
2 CAREER READY, AS DEMONSTRATED BY HAVING MET THE COLLEGE AND CAREER
3 READINESS STANDARD ADOPTED BY THE STATE BOARD UNDER § 7-205.1 OF THIS
4 ARTICLE.

5 (3) “CCR PER PUPIL AMOUNT” MEANS:

6 (I) FOR FISCAL YEAR 2022, \$517; AND

7 (II) FOR EACH FISCAL YEAR THEREAFTER, THE CCR PER PUPIL
8 AMOUNT IN THE PRIOR FISCAL YEAR INCREASED BY THE INFLATION ADJUSTMENT.

9 (4) “CCR PROGRAM AMOUNT” MEANS, FOR EACH COUNTY, THE
10 PRODUCT OF THE TOTAL NUMBER OF CCR STUDENTS IN THE PRIOR SCHOOL YEAR
11 AND THE CCR PER PUPIL AMOUNT.

12 (5) “LOCAL SHARE” MEANS, FOR EACH COUNTY, THE RESULT OF THE
13 CCR PROGRAM AMOUNT MINUS THE STATE SHARE ROUNDED TO THE NEAREST
14 WHOLE DOLLAR.

15 (6) “STATE SHARE” MEANS, FOR EACH COUNTY, THE RESULT,
16 ROUNDED TO THE NEAREST WHOLE DOLLAR, OF THE FOLLOWING CALCULATION
17 MULTIPLIED BY 0.5:

18 (I) MULTIPLY THE CCR PER PUPIL AMOUNT BY THE NUMBER
19 OF CCR STUDENTS;

20 (II) DIVIDE THE RESULT CALCULATED UNDER SUBPARAGRAPH
21 (I) OF THIS PARAGRAPH BY THE RATIO, ROUNDED TO SEVEN DECIMAL PLACES, OF
22 LOCAL WEALTH PER PUPIL TO STATEWIDE WEALTH PER PUPIL; AND

23 (III) MULTIPLY THE RESULT CALCULATED UNDER
24 SUBPARAGRAPH (II) OF THIS PARAGRAPH BY THE RESULT, ROUNDED TO SEVEN
25 DECIMAL PLACES, THAT RESULTS FROM DIVIDING THE TOTAL STATE SHARE BY THE
26 SUM OF ALL OF THE RESULTS CALCULATED UNDER SUBPARAGRAPH (II) OF THIS
27 PARAGRAPH FOR ALL COUNTIES.

28 (7) “TOTAL STATE SHARE” MEANS THE PRODUCT OF 0.5 AND THE
29 CCR PER PUPIL AMOUNT AND THE NUMBER OF CCR STUDENTS IN THE STATE.

30 (c) (1) (I) EACH FISCAL YEAR, THE STATE SHALL DISTRIBUTE THE
31 STATE SHARE OF THE CCR PROGRAM AMOUNT TO EACH COUNTY BOARD.

(II) EACH FISCAL YEAR, THE COUNTY SHALL DISTRIBUTE THE LOCAL SHARE OF THE CCR PROGRAM AMOUNT TO THE COUNTY BOARD.

(2) EACH FISCAL YEAR, THE COUNTY BOARD SHALL DISTRIBUTE TO EACH SCHOOL THE MINIMUM SCHOOL FUNDING AMOUNT FOR COLLEGE AND CAREER READINESS CALCULATED UNDER § 5-234 OF THIS SUBTITLE.

5-219. RESERVED.

5-220. RESERVED.

PART IV. AT-PROMISE STUDENT FUNDING.

5-221.

(A) IN THIS PART THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(B) "LOCAL SHARE" MEANS THE RESULT OF THE TOTAL PROGRAM AMOUNT FOR EACH COUNTY MINUS THE STATE SHARE FOR EACH COUNTY ROUNDED TO THE NEAREST WHOLE DOLLAR.

(C) EXCEPT AS PROVIDED IN PARAGRAPH (3) OF THIS SUBSECTION, "STATE SHARE" MEANS, FOR EACH COUNTY, ROUNDED TO THE NEAREST WHOLE DOLLAR, THE GREATER OF THE FOLLOWING CALCULATIONS MULTIPLIED BY 0.5:

(1) (I) MULTIPLY THE PER PUPIL AMOUNT BY THE COUNTY'S ENROLLMENT APPLICABLE UNDER § 5-222, § 5-223, § 5-224, § 5-225, OR § 5-226 OF THIS SUBTITLE;

(II) DIVIDE THE RESULT CALCULATED UNDER SUBPARAGRAPH (I) OF THIS PARAGRAPH BY THE RATIO, ROUNDED TO SEVEN DECIMAL PLACES, OF LOCAL WEALTH PER PUPIL TO STATEWIDE WEALTH PER PUPIL; AND

(III) MULTIPLY THE RESULT CALCULATED UNDER SUBPARAGRAPH (II) OF THIS PARAGRAPH BY THE RESULT, ROUNDED TO SEVEN DECIMAL PLACES, THAT RESULTS FROM DIVIDING THE TOTAL STATE SHARE BY THE SUM OF ALL OF THE RESULTS CALCULATED UNDER SUBPARAGRAPH (II) OF THIS PARAGRAPH FOR ALL COUNTIES; OR

(2) THE RESULT OBTAINED BY MULTIPLYING THE PER PUPIL AMOUNT BY THE COUNTY'S ENROLLMENT APPLICABLE UNDER § 5-222, § 5-224, OR § 5-225 OF THIS SUBTITLE AND BY 0.8.

(3) FOR THE CONCENTRATION OF POVERTY PER PUPIL GRANT UNDER § 5-223 OF THIS SUBTITLE AND FOR TRANSITIONAL SUPPLEMENTAL INSTRUCTION UNDER § 5-226 OF THIS SUBTITLE, "STATE SHARE" MEANS THE CALCULATION UNDER (C)(1) OF THIS SUBSECTION.

(D) (1) EXCEPT AS PROVIDED IN PARAGRAPH (2) OF THIS SUBSECTION, "TOTAL PROGRAM AMOUNT" MEANS, FOR EACH COUNTY, THE PRODUCT OF THE PER PUPIL AMOUNT AND THE COUNTY ENROLLMENT APPLICABLE UNDER § 5-222, § 5-223, § 5-224, § 5-225, OR § 5-226 OF THIS SUBTITLE.

(2) FOR THE PER PUPIL GRANT IN THE CONCENTRATION OF POVERTY PROGRAM, "TOTAL PROGRAM AMOUNT" HAS THE SAME MEANING AS "PER PUPIL GRANT AMOUNT" DEFINED UNDER § 5-223 OF THIS SUBTITLE.

(E) "TOTAL STATE SHARE" MEANS THE PRODUCT OF 0.5 AND THE PER PUPIL AMOUNT AND THE STATEWIDE ENROLLMENT APPLICABLE UNDER § 5-222, § 5-223, § 5-224, § 5-225, OR § 226 OF THIS SUBTITLE.

5-222.

(A) (1) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(2) "COMPENSATORY EDUCATION ENROLLMENT" MEANS:

(I) FOR FISCAL YEARS 2017 THROUGH 2025, THE GREATER OF:

1. THE NUMBER OF STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE MEALS FOR THE PRIOR FISCAL YEAR;

2. FOR COUNTY BOARDS THAT PARTICIPATE, IN WHOLE OR IN PART, IN THE UNITED STATES DEPARTMENT OF AGRICULTURE COMMUNITY ELIGIBILITY PROVISION, THE NUMBER OF STUDENTS EQUAL TO THE GREATER OF:

A. THE SUM OF THE NUMBER OF STUDENTS IN PARTICIPATING SCHOOLS IDENTIFIED BY DIRECT CERTIFICATION FOR THE PRIOR FISCAL YEAR, PLUS THE NUMBER OF STUDENTS IDENTIFIED BY THE INCOME INFORMATION PROVIDED BY THE FAMILY TO THE SCHOOL SYSTEM ON AN ALTERNATIVE FORM DEVELOPED BY THE DEPARTMENT FOR THE PRIOR FISCAL YEAR, PLUS THE NUMBER OF STUDENTS ELIGIBLE FOR FREE AND REDUCED PRICE MEALS FROM ANY SCHOOLS NOT PARTICIPATING IN THE COMMUNITY ELIGIBILITY PROVISION FOR THE PRIOR FISCAL YEAR; OR

B. SUBJECT TO PARAGRAPH (3) OF THIS SUBSECTION, THE NUMBER OF STUDENTS ELIGIBLE FOR FREE AND REDUCED PRICE MEALS AT SCHOOLS NOT PARTICIPATING IN THE COMMUNITY ELIGIBILITY PROVISION FOR THE PRIOR FISCAL YEAR, PLUS THE PRODUCT OF THE PERCENTAGE OF STUDENTS ELIGIBLE FOR FREE AND REDUCED PRICE MEALS AT PARTICIPATING SCHOOLS FOR THE FISCAL YEAR PRIOR TO OPTING INTO THE COMMUNITY ELIGIBILITY PROVISION MULTIPLIED BY THE PRIOR FISCAL YEAR ENROLLMENT; OR

(VI) FOR FISCAL YEAR 2027, 80%;

(VII) FOR FISCAL YEAR 2028, 77%;

(VIII) FOR FISCAL YEAR 2029, 75%; AND

(IX) FOR FISCAL YEAR 2030 AND EACH FISCAL YEAR
THEREAFTER, 74%.

(4) "DIRECT CERTIFICATION" MEANS THE CERTIFICATION OF THE
INCOME ELIGIBILITY OF A CHILD UNDER THE FOLLOWING PROGRAMS:

(I) SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM;

(II) TEMPORARY ASSISTANCE FOR NEEDY FAMILIES;

(III) FOSTER CARE;

(IV) HEAD START;

(V) EVEN START;

(VI) MIGRANT STUDENTS;

(VII) HOMELESS STUDENTS; AND

(VIII) MEDICAID AND THE MARYLAND CHILDREN'S HEALTH
PROGRAM, UP TO 189% OF THE FEDERAL POVERTY LEVEL.

(5) "ELIGIBLE FOR FREE OR REDUCED PRICE MEALS" MEANS
ELIGIBLE FOR FREE OR REDUCED PRICE MEALS BASED ON ELIGIBILITY
REQUIREMENTS ESTABLISHED BY THE UNITED STATES DEPARTMENT OF
AGRICULTURE.

(B) (1) (I) EACH FISCAL YEAR, THE STATE SHALL DISTRIBUTE THE
STATE SHARE FOR COMPENSATORY EDUCATION TO EACH COUNTY BOARD.

(II) EACH FISCAL YEAR, THE COUNTY SHALL DISTRIBUTE THE
LOCAL SHARE FOR COMPENSATORY EDUCATION TO THE COUNTY BOARD.

(2) EACH FISCAL YEAR, THE COUNTY BOARD SHALL DISTRIBUTE TO
EACH SCHOOL THE MINIMUM SCHOOL FUNDING AMOUNT FOR COMPENSATORY

- 1 1. **FOR FISCAL YEAR 2022, AT LEAST 80%;**
- 2 2. **FOR FISCAL YEAR 2023, AT LEAST 75%;**
- 3 3. **FOR FISCAL YEAR 2024, AT LEAST 70%;**
- 4 4. **FOR FISCAL YEAR 2025, AT LEAST 65%;**
- 5 5. **FOR FISCAL YEAR 2026, AT LEAST 60%; AND**
- 6 6. **FOR FISCAL YEAR 2027, AND EACH FISCAL YEAR**
7 **THEREAFTER, AT LEAST 55%.**

8 (ii) “Eligible school” does not include a school that is eligible to
9 receive funding under this section but has closed.

10 (5) **“ELIGIBLE STUDENT” MEANS THE PRODUCT OF THE**
11 **CONCENTRATION OF POVERTY LEVEL AND TOTAL ENROLLMENT IN AN ELIGIBLE**
12 **SCHOOL IN THE SECOND PRIOR FISCAL YEAR ROUNDED TO THE NEAREST WHOLE**
13 **NUMBER.**

14 (6) **“LOCALLY FUNDED COUNTY” MEANS A COUNTY BOARD THAT**
15 **RECEIVES A COMPENSATORY EDUCATION STATE SHARE UNDER § 5–221(C)(2) OF**
16 **THIS SUBTITLE.**

17 (7) **“NEEDS ASSESSMENT” MEANS THE ASSESSMENT COMPLETED**
18 **UNDER § 9.5–104 OF THIS ARTICLE.**

19 (8) **“PER PUPIL GRANT AMOUNT” MEANS, FOR ALL ELIGIBLE**
20 **SCHOOLS IN THE COUNTY, THE PER PUPIL AMOUNT FOR EACH ELIGIBLE SCHOOL**
21 **CALCULATED UNDER SUBSECTION (D) OF THIS SECTION MULTIPLIED BY THE**
22 **NUMBER OF ELIGIBLE STUDENTS IN THE SCHOOL.**

23 (9) **“PER PUPIL MAXIMUM AMOUNT” MEANS:**

24 (I) **FOR FISCAL YEAR 2022, \$3,374.48; AND**

25 (II) **FOR EACH SUBSEQUENT FISCAL YEAR, THE PRIOR FISCAL**
26 **YEAR AMOUNT INCREASED BY THE INFLATION ADJUSTMENT.**

27 [(5)] (10) **“Program” means the Concentration of Poverty School Grant**
28 **Program established under this section.**

29 (11) **“SLIDING SCALE ADJUSTMENT FACTOR” MEANS:**

1 (I) FOR FISCAL YEAR 2022, \$7,422.33; AND

2 (II) FOR EACH SUBSEQUENT FISCAL YEAR, THE PRIOR FISCAL
3 YEAR AMOUNT INCREASED BY THE INFLATION ADJUSTMENT.

4 (12) “SLIDING SCALE UPPER LIMIT” MEANS:

5 (I) FOR FISCAL YEAR 2022, \$13,495.15; AND

6 (II) FOR EACH SUBSEQUENT FISCAL YEAR, THE PRIOR FISCAL
7 YEAR AMOUNT INCREASED BY THE INFLATION ADJUSTMENT.

8 (13) “STATE FUNDED COUNTY” MEANS A COUNTY THAT IS NOT A
9 LOCALLY FUNDED COUNTY.

10 [(6) “Trauma-informed intervention” means a method for understanding
11 and responding to an individual with symptoms of chronic interpersonal trauma or
12 traumatic stress.]

13 [(7)] (14) “Wraparound services” includes THE WRAPAROUND SERVICES
14 DEFINED UNDER § 9.9–101 OF THIS ARTICLE[:

15 (i) Extended learning time, including before and after school,
16 weekends, summer school, and an extended school year;

17 (ii) Safe transportation to school;

18 (iii) Vision and dental care services;

19 (iv) Establishing or expanding school-based health center services;

20 (v) Additional social workers, mentors, counselors, psychologists,
21 and restorative practice coaches;

22 (vi) Enhancing physical wellness, including providing healthy food
23 for in-school and out-of-school time and linkages to community providers;

24 (vii) Enhancing behavioral health services, including access to mental
25 health practitioners and providing professional development to school staff to provide
26 trauma-informed interventions;

27 (viii) Providing family and community engagement and supports,
28 including informing parents of academic course offerings, language classes, workforce
29 development training, opportunities for children, and available social services as well as

educating families on how to monitor a child's learning;

(ix) Establishing and enhancing linkages to Judy Centers and other early education programs that feed into the school;

(x) Enhancing student enrichment experiences;

(xi) Improving student attendance;

(xii) Improving the learning environment at the school; and

(xiii) Any other professional development for teachers and school staff to quickly identify students who are in need of these resources].

(b) (1) There is a Concentration of Poverty School Grant Program in the State.

(2) The purpose of the Program is to provide grants to eligible schools with a high concentration of **ELIGIBLE** students [who are eligible for free or reduced price meals].

(3) THE PROGRAM CONSISTS OF THE:

(I) PERSONNEL GRANT; AND

(II) PER PUPIL GRANT.

(c) (1) (i) **1.** For [each of fiscal years 2020 and 2021,] **FISCAL YEAR 2022**, the State shall distribute a **PERSONNEL** grant to each county board equal to **[\$248,833] \$257,100** for each eligible school in the county.

2. IN EACH SUBSEQUENT FISCAL YEAR, THE PERSONNEL GRANT EQUALS THE PERSONNEL GRANT IN THE PRIOR FISCAL YEAR INCREASED BY THE INFLATION ADJUSTMENT.

(ii) Except as provided in subparagraph (iii) of this paragraph, each county board shall distribute directly to each eligible school an amount equal to \$248,833.

(iii) If a local school system has at least 40 eligible schools, the county board may, on behalf of eligible schools, expend the funds distributed by the State under this paragraph, provided that a plan is developed in consultation with the eligible schools that ensures that the requirements of [subsection (d)] **PARAGRAPHS (2) THROUGH (8)** of this [section] **SUBSECTION** are met.

[(2) For each of fiscal years 2020 and 2021, the State shall distribute to the Department an amount equal to \$126,170 to fund one director of community schools in the

1 Department.]

2 [(d)] **(2)** [(1)] (i) Each eligible school shall employ one community school
3 coordinator staff position in the eligible school.

4 (ii) 1. Each eligible school shall provide full-time coverage by at
5 least one professional health care practitioner during school hours, including any extended
6 learning time, who is a licensed physician, a licensed physician's assistant, or a licensed
7 registered nurse, practicing within the scope of the health care practitioner's license.

8 2. A health care practitioner providing coverage under this
9 subparagraph may work under a school health services program, a county health
10 department, or a school-based health center.

11 3. This subparagraph may not be construed to:

12 A. Require that an eligible school hire a full-time health care
13 practitioner staff position; or

14 B. Preclude the hiring of any other health care practitioners
15 that meet the needs of the students.

16 [(2)] **(3)** Each eligible school shall use the **PERSONNEL** grant to fund the
17 requirements under paragraph [(1)]**(2)** of this subsection.

18 [(3)] **(4)** If the **PERSONNEL** grant provided to an eligible school exceeds
19 the cost to employ the positions and provide the coverage required under paragraph [(1)]
20 **(2)** of this subsection, the eligible school may only use the excess funds to [provide]:

21 (i) [Wraparound] **PROVIDE WRAPAROUND** services to the
22 students enrolled in the eligible school; and

23 (ii) [The] **COMPLETE THE NEEDS** assessment [required under
24 subsection (e) of this section].

25 [(4)] **(5)** **(I)** If an eligible school, [as of June 30, 2019,] **PRIOR TO**
26 **RECEIVING A PERSONNEL GRANT**, employs an individual in a position or has the
27 coverage required under paragraph [(1)]**(2)** of this subsection, at least the same amount of
28 funds shall be provided to the eligible school to be used for those positions or coverage [in
29 fiscal years 2020 and 2021] **AFTER RECEIVING A PERSONNEL GRANT**.

30 **(II)** **IF AN ELIGIBLE SCHOOL SATISFIES SUBPARAGRAPH (I) OF**
31 **THIS PARAGRAPH, THEN THE SCHOOL SHALL USE THE PERSONNEL GRANT IN**
32 **ACCORDANCE WITH PARAGRAPH (4) OF THIS SUBSECTION.**

1 **[(e)] (6) [(1)]** The community school coordinator shall be [responsible for
2 establishing a community school, including completing an assessment by July 1, 2020, of
3 the needs of the students in the school for appropriate wraparound services to enhance the
4 success of all students in the school] **SUBJECT TO THE REQUIREMENTS UNDER §**
5 **9.9–104 OF THIS ARTICLE.**

6 **[(2)]** The assessment performed under this subsection shall:

7 (i) Be done in collaboration with:

8 1. The principal;

9 2. A school health care practitioner; and

10 3. A parent teacher organization or a school family council;

11 and

12 (ii) Include an assessment of the physical, behavioral, and emotional
13 health needs of students, their families, and their communities.]

14 **[(f)] (7)** A county that provides a school nurse, school health services, or
15 community school services from funds outside of those made in the fiscal year 2019 local
16 appropriation to the county board shall continue to provide at least the same resources to
17 an eligible school in fiscal years 2020 and 2021.

18 **(8) IF AN ELIGIBLE SCHOOL BECOMES INELIGIBLE, THE SCHOOL**
19 **SHALL REMAIN ENTITLED TO THE PERSONNEL GRANT FOR TWO SCHOOL YEARS**
20 **AFTER THE SCHOOL LOSES ELIGIBILITY BUT MAY NOT RECEIVE THE PER PUPIL**
21 **GRANT.**

22 **(D) (1) (i) 1. ELIGIBLE SCHOOLS WITH A CONCENTRATION OF**
23 **POVERTY LEVEL OF AT LEAST 80% SHALL RECEIVE A PER PUPIL GRANT BEGINNING**
24 **IN FISCAL YEAR 2022.**

25 **2. ELIGIBLE SCHOOLS WITH A CONCENTRATION OF**
26 **POVERTY LEVEL BELOW 80% SHALL RECEIVE A PER PUPIL GRANT BEGINNING IN**
27 **FISCAL YEAR 2023.**

28 **(ii) EXCEPT AS PROVIDED IN PARAGRAPH (3) OF THIS**
29 **SUBSECTION EACH ELIGIBLE SCHOOL SHALL RECEIVE A PER PUPIL GRANT EACH**
30 **FISCAL YEAR EQUAL TO THE PRODUCT OF THE TOTAL NUMBER OF ELIGIBLE**
31 **STUDENTS IN THE SCHOOL AND THE PER PUPIL AMOUNT BASED ON THE SLIDING**
32 **SCALE UNDER PARAGRAPH (2) OF THIS SUBSECTION.**

33 **(2) (i) THE SLIDING SCALE PER PUPIL AMOUNT SHALL BE**

1 CALCULATED AS PROVIDED IN THIS PARAGRAPH.

2 (II) FOR SCHOOLS WITH A CONCENTRATION OF POVERTY LEVEL
3 LESS THAN OR EQUAL TO 55%, THE PER PUPIL AMOUNT IS \$0.

4 (III) FOR SCHOOLS WITH A CONCENTRATION OF POVERTY LEVEL
5 GREATER THAN 55% BUT LESS THAN 80%, THE PER PUPIL AMOUNT IS EQUAL TO THE
6 PRODUCT OF THE CONCENTRATION OF POVERTY LEVEL AND THE SLIDING SCALE
7 UPPER LIMIT MINUS THE SLIDING SCALE ADJUSTMENT FACTOR.

8 (IV) FOR SCHOOLS WITH A CONCENTRATION OF POVERTY LEVEL
9 EQUAL TO OR GREATER THAN 80% THE PER PUPIL AMOUNT IS THE MAXIMUM PER
10 PUPIL AMOUNT.

11 (3) FOR EACH OF FISCAL YEARS 2022 THROUGH 2029, EACH
12 ELIGIBLE SCHOOL SHALL RECEIVE THE FOLLOWING PROPORTION OF THE PER
13 PUPIL GRANT CALCULATED UNDER PARAGRAPH (2) OF THIS SUBSECTION ROUNDED
14 TO THE NEAREST WHOLE DOLLAR:

15 (I) FOR FISCAL YEAR 2022, 12.77%;

16 (II) FOR FISCAL YEAR 2023, 24.35%;

17 (III) FOR FISCAL YEAR 2024, 28.41%;

18 (IV) FOR FISCAL YEAR 2025, 41.56%;

19 (V) FOR FISCAL YEAR 2026, 50.63%;

20 (VI) FOR FISCAL YEAR 2027, 60.28%;

21 (VII) FOR FISCAL YEAR 2028, 75.48%;

22 (VIII) FOR FISCAL YEAR 2029, 90.70%; AND

23 (IX) FOR FISCAL YEAR 2030 AND EACH FISCAL YEAR
24 THEREAFTER, 100.00%.

25 (E) (1) FOR A LOCALLY FUNDED COUNTY:

26 (I) EACH FISCAL YEAR, THE STATE SHALL DISTRIBUTE THE
27 STATE SHARE OF THE PER PUPIL GRANT AMOUNT TO EACH COUNTY BOARD; AND

(II) EACH FISCAL YEAR, THE COUNTY SHALL DISTRIBUTE THE LOCAL SHARE OF THE PER PUPIL GRANT AMOUNT TO THE COUNTY BOARD.

(2) FOR A STATE FUNDED COUNTY:

(I) THE STATE SHALL DISTRIBUTE 100% OF THE PER PUPIL GRANT AMOUNT TO EACH COUNTY BOARD; AND

(II) THERE IS NO LOCAL SHARE OF THE PER PUPIL GRANT AMOUNT.

(3) EACH FISCAL YEAR, THE COUNTY BOARD SHALL DISTRIBUTE TO EACH SCHOOL THE MINIMUM SCHOOL FUNDING AMOUNT FOR THE PER PUPIL GRANT AMOUNT CALCULATED UNDER § 5-234 OF THIS SUBTITLE.

(F) (1) EACH ELIGIBLE SCHOOL SHALL USE THE PER PUPIL GRANT TO PROVIDE WRAPAROUND SERVICES AND OTHER PROGRAMS AND SERVICES IDENTIFIED IN THE ELIGIBLE SCHOOL'S NEEDS ASSESSMENT PLAN.

(2) A LOCAL SCHOOL SYSTEM MAY REQUEST FLEXIBILITY IN DISTRIBUTING FUNDS THROUGH THE ACCOUNTABILITY AND IMPLEMENTATION BOARD APPEAL PROCESS UNDER § 5-406 OF THIS TITLE.

5-224.

(A) (1) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(2) "ENGLISH LEARNER ENROLLMENT" MEANS THE NUMBER OF STUDENTS WITH LIMITED ENGLISH PROFICIENCY IN THE PRIOR FISCAL YEAR.

(3) "LIMITED ENGLISH PROFICIENCY" MEANS NON-ENGLISH OR LIMITED ENGLISH PROFICIENCY UNDER THE REPORTING REQUIREMENTS ESTABLISHED BY THE DEPARTMENT FOR THE MARYLAND COMPREHENSIVE ASSESSMENT PROGRAM (MCAP).

(4) "ENGLISH LEARNER PER PUPIL AMOUNT" MEANS THE FOLLOWING PROPORTIONS OF THE TARGET PER PUPIL FOUNDATION AMOUNT:

(I) FOR FISCAL YEAR 2022, 100%;

(II) FOR FISCAL YEAR 2023, 100%;

(III) FOR FISCAL YEAR 2024, 100%;

(IV) FOR FISCAL YEAR 2025, 100%;

(V) FOR FISCAL YEAR 2026, 96%;

(VI) FOR FISCAL YEAR 2027, 93%;

(VII) FOR FISCAL YEAR 2028, 91%;

(VIII) FOR FISCAL YEAR 2029, 89%; AND

(IX) FOR FISCAL YEAR 2030 AND EACH FISCAL YEAR
THEREAFTER, 87%.

(B) (1) (I) EACH FISCAL YEAR, THE STATE SHALL DISTRIBUTE THE
STATE SHARE FOR ENGLISH LEARNER EDUCATION TO EACH COUNTY BOARD.

(II) EACH FISCAL YEAR, THE COUNTY SHALL DISTRIBUTE THE
LOCAL SHARE FOR ENGLISH LEARNER EDUCATION TO THE COUNTY BOARD.

(2) EACH FISCAL YEAR, THE COUNTY BOARD SHALL DISTRIBUTE TO
EACH SCHOOL THE MINIMUM SCHOOL FUNDING AMOUNT FOR ENGLISH LEARNERS
CALCULATED UNDER § 5-234 OF THIS SUBTITLE.

5-225.

(A) (1) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS
INDICATED.

(2) (I) "SPECIAL EDUCATION ENROLLMENT" MEANS THE NUMBER
OF STUDENTS ENROLLED IN A PUBLIC SCHOOL IN THE PRIOR FISCAL YEAR WHO
REQUIRED SPECIAL EDUCATION SERVICES AS DEFINED IN THE FEDERAL
INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

(II) "SPECIAL EDUCATION ENROLLMENT" INCLUDES SPECIAL
EDUCATION STUDENTS ENROLLED IN A PUBLICLY FUNDED PREKINDERGARTEN
PROGRAM UNDER TITLE 7, SUBTITLE 1A OF THIS ARTICLE.

(III) "SPECIAL EDUCATION ENROLLMENT" DOES NOT INCLUDE
STUDENTS WHO ARE ENROLLED IN OR ATTEND:

1. THE MARYLAND SCHOOL FOR THE BLIND;

1 **2. THE MARYLAND SCHOOL FOR THE DEAF; OR**

2 **3. AN EDUCATIONAL PROGRAM OPERATED BY THE**
3 **STATE.**

4 **(3) “SPECIAL EDUCATION PER PUPIL AMOUNT” MEANS THE**
5 **FOLLOWING PROPORTIONS OF THE TARGET PER PUPIL FOUNDATION AMOUNT:**

6 **(I) FOR FISCAL YEAR 2022, 86%;**

7 **(II) FOR FISCAL YEAR 2023, 86%;**

8 **(III) FOR FISCAL YEAR 2024, 92%;**

9 **(IV) FOR FISCAL YEAR 2025, 97%;**

10 **(V) FOR FISCAL YEAR 2026, 101%;**

11 **(VI) FOR FISCAL YEAR 2027, 111%;**

12 **(VII) FOR FISCAL YEAR 2028, 120%;**

13 **(VIII) FOR FISCAL YEAR 2029, 133%; AND**

14 **(IX) FOR FISCAL YEAR 2030 AND EACH FISCAL YEAR**
15 **THEREAFTER, 149%.**

16 **(B) EACH SCHOOL SHALL USE THE FUNDS PROVIDED UNDER THIS SECTION**
17 **TO PROVIDE THE SERVICES REQUIRED BY EACH STUDENT’S INDIVIDUALIZED**
18 **EDUCATION PROGRAM OR 504 PLANS.**

19 **(C) (1) (I) EACH FISCAL YEAR, THE STATE SHALL DISTRIBUTE THE**
20 **STATE SHARE FOR SPECIAL EDUCATION TO EACH COUNTY BOARD.**

21 **(II) EACH FISCAL YEAR, THE COUNTY SHALL DISTRIBUTE THE**
22 **LOCAL SHARE FOR SPECIAL EDUCATION TO THE COUNTY BOARD.**

23 **(2) EACH FISCAL YEAR, THE COUNTY BOARD SHALL DISTRIBUTE TO**
24 **EACH SCHOOL OR PUBLICLY FUNDED PREKINDERGARTEN PROGRAM THE MINIMUM**
25 **SCHOOL FUNDING AMOUNT FOR SPECIAL EDUCATION CALCULATED UNDER § 5-234**
26 **OF THIS SUBTITLE.**

1 **5-226.**

2 (A) (1) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS
3 INDICATED.

4 (2) “STRUGGLING LEARNER” MEANS A STUDENT WHO, ON THE
5 MARYLAND COMPREHENSIVE ASSESSMENT PROGRAM (MCAP) OR ON ANY
6 SUCCESSOR ASSESSMENT, IN THE PRIOR FISCAL YEAR, SCORES THE EQUIVALENT OF
7 A 1 OR 2 IN ENGLISH LANGUAGE ARTS OR READING ON THE PARRC ASSESSMENT.

8 (3) (I) “TRANSITIONAL SUPPLEMENTAL INSTRUCTION” MEANS
9 ADDITIONAL ACADEMIC SUPPORT FOR STRUGGLING LEARNERS USING
10 EVIDENCE-BASED PROGRAMS AND STRATEGIES THAT MEET THE EXPECTATIONS OF
11 STRONG OR MODERATE EVIDENCE AS DEFINED IN THE FEDERAL EVERY STUDENT
12 SUCCEEDS ACT.

13 (II) “TRANSITIONAL SUPPLEMENTAL INSTRUCTION”
14 INCLUDES:

15 1. ONE-ON-ONE AND SMALL-GROUP TUTORING WITH A
16 CERTIFIED TEACHER, A TEACHING ASSISTANT, OR ANY OTHER TRAINED
17 PROFESSIONAL;

18 2. CROSS-AGE PEER TUTORING; AND

19 3. SCREENING, IDENTIFYING, AND ADDRESSING
20 LITERACY DEFICITS.

21 (4) “TRANSITIONAL SUPPLEMENTAL INSTRUCTION PER PUPIL
22 AMOUNT” MEANS:

23 (I) FOR FISCAL YEAR 2022, \$476;

24 (II) FOR FISCAL YEAR 2023, \$665;

25 (III) FOR FISCAL YEAR 2024, \$680;

26 (IV) FOR FISCAL YEAR 2025, \$522;

27 (V) FOR FISCAL YEAR 2026, \$356; AND

28 (VI) FOR FISCAL YEAR 2027 AND EACH FISCAL YEAR
29 THEREAFTER, \$0.

(B) (1) EACH SCHOOL SHALL USE THE FUNDS PROVIDED UNDER THIS SUBSECTION TO PROVIDE TRANSITIONAL SUPPLEMENTAL INSTRUCTION TO STRUGGLING LEARNERS IN KINDERGARTEN THROUGH GRADE 3.

(2) (I) SUBJECT TO SUBPARAGRAPH (II) OF THIS PARAGRAPH, PRIORITY IN PROVIDING TRANSITIONAL SUPPLEMENTAL INSTRUCTION SHALL BE GIVEN TO LITERACY.

(II) A SCHOOL DISTRICT OR SCHOOL MAY USE THE FUNDS FOR ADDITIONAL MATHEMATICS INSTRUCTIONS IF IT IS DETERMINED THAT THIS IS A PRIORITY FOR THE STUDENTS IN THE DISTRICT OR SCHOOL.

(3) A SCHOOL DISTRICT OR SCHOOL IS ENCOURAGED TO, ON A PILOT BASIS, EXPERIMENT WITH NEW EVIDENCE-BASED MEANS OF SCREENING, IDENTIFYING, AND ADDRESSING LITERACY DEFICITS.

(C) (1) (I) EACH FISCAL YEAR, THE STATE SHALL DISTRIBUTE THE STATE SHARE FOR TRANSITIONAL SUPPLEMENTAL INSTRUCTION TO EACH COUNTY BOARD.

(II) EACH FISCAL YEAR, THE COUNTY SHALL DISTRIBUTE THE LOCAL SHARE FOR TRANSITIONAL SUPPLEMENTAL INSTRUCTION TO THE COUNTY BOARD.

(2) EACH FISCAL YEAR, THE COUNTY BOARD SHALL DISTRIBUTE TO EACH SCHOOL THE MINIMUM SCHOOL FUNDING AMOUNT FOR TRANSITIONAL SUPPLEMENTAL INSTRUCTION CALCULATED UNDER § 5-234 OF THIS SUBTITLE.

5-227. RESERVED.

5-228. RESERVED.

PART V. EARLY CHILDHOOD AND PREKINDERGARTEN.

5-229.

(A) (1) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(2) "FAMILY SHARE" MEANS THE AMOUNT CALCULATED UNDER SUBSECTION (C) OF THIS SECTION ROUNDED TO THE NEAREST WHOLE DOLLAR.

1 **(3) “LOCAL SHARE” MEANS, FOR EACH COUNTY, THE RESULT OF THE**
2 **TOTAL PROGRAM AMOUNT MINUS THE STATE SHARE ROUNDED TO THE NEAREST**
3 **WHOLE DOLLAR.**

4 **(4) “PER PUPIL AMOUNT” MEANS:**

5 **(I) IN FISCAL YEAR 2022, \$8,727;**

6 **(II) IN FISCAL YEAR 2023, \$10,094;**

7 **(III) IN FISCAL YEAR 2024, \$11,594;**

8 **(IV) IN FISCAL YEAR 2025, \$13,003;**

9 **(V) IN FISCAL YEAR 2026, \$14,473;**

10 **(VI) IN FISCAL YEAR 2027, \$15,598;**

11 **(VII) IN FISCAL YEAR 2028, \$16,811;**

12 **(VIII) IN FISCAL YEAR 2029, \$18,118;**

13 **(IX) IN FISCAL YEAR 2030, \$19,526; AND**

14 **(X) IN SUBSEQUENT FISCAL YEARS, THE PER PUPIL AMOUNT**
15 **FOR THE PRIOR FISCAL YEAR INCREASED BY THE INFLATION ADJUSTMENT**
16 **ROUNDED TO THE NEAREST WHOLE DOLLAR.**

17 **(5) “PREKINDERGARTEN ENROLLMENT” MEANS:**

18 **(I) FOR EACH OF FISCAL YEARS 2022 THROUGH 2025 THE**
19 **NUMBER OF TIER I CHILDREN ENROLLED WITH AN ELIGIBLE PREKINDERGARTEN**
20 **PROVIDER; AND**

21 **(II) BEGINNING IN FISCAL YEAR 2026, THE NUMBER OF TIER I**
22 **AND TIER II CHILDREN ENROLLMENT WITH AN ELIGIBLE PREKINDERGARTEN**
23 **PROVIDER.**

24 **(6) “STATE SHARE” MEANS, FOR EACH COUNTY, ROUNDED TO THE**
25 **NEAREST WHILE DOLLAR, THE FOLLOWING CALCULATIONS MULTIPLIED BY 0.5:**

26 **(I) MULTIPLY THE PER PUPIL AMOUNT BY THE COUNTY’S**
27 **PREKINDERGARTEN ENROLLMENT;**

(II) DIVIDE THE RESULT CALCULATED UNDER SUBPARAGRAPH (I) OF THIS PARAGRAPH BY THE RATIO, ROUNDED TO SEVEN DECIMAL PLACES, OF LOCAL WEALTH PER PUPIL TO STATEWIDE WEALTH PER PUPIL; AND

(III) MULTIPLY THE RESULT CALCULATED UNDER SUBPARAGRAPH (II) OF THIS PARAGRAPH BY THE RESULT, ROUNDED TO SEVEN DECIMAL PLACES, THAT RESULTS FROM DIVIDING THE TOTAL STATE SHARE BY THE SUM OF ALL OF THE RESULTS CALCULATED UNDER SUBPARAGRAPH (II) OF THIS PARAGRAPH FOR ALL COUNTIES.

(7) "TIER I CHILD" HAS THE MEANING STATED IN § 7-1A-01 OF THIS ARTICLE.

(8) "TIER II CHILD" HAS THE MEANING STATED IN § 7-1A-01 OF THIS ARTICLE.

(9) "TIER III CHILD" HAS THE MEANING STATED IN § 7-1A-01 OF THIS ARTICLE.

(10) "TOTAL PROGRAM AMOUNT" MEANS, FOR EACH COUNTY, THE PRODUCT OF THE PER PUPIL AMOUNT AND THE PREKINDERGARTEN ENROLLMENT.

(11) "TOTAL STATE SHARE" MEANS THE PRODUCT OF 0.5 AND THE PER PUPIL AMOUNT AND THE STATEWIDE PREKINDERGARTEN ENROLLMENT.

(B) TO BE ELIGIBLE FOR PUBLIC FUNDING, A PREKINDERGARTEN PROVIDER SHALL COMPLY WITH TITLE 7, SUBTITLE 1A OF THIS ARTICLE.

(C) (1) (I) AS CALCULATED UNDER SUBSECTION (D) OF THIS SECTION, THERE IS A STATE SHARE AND LOCAL SHARE OF THE PER PUPIL AMOUNT FOR TIER I CHILDREN.

(II) THERE IS NO FAMILY SHARE FOR TIER I CHILDREN.

(2) AS CALCULATED UNDER SUBSECTION (E) OF THIS SECTION AND BEGINNING IN FISCAL YEAR 2026, THERE IS A STATE SHARE, LOCAL SHARE, AND FAMILY SHARE OF THE PER PUPIL AMOUNT FOR TIER II CHILDREN.

(3) TIER III CHILDREN ARE NOT ELIGIBLE FOR FUNDING UNDER THIS SECTION.

(D) (1) (I) EACH FISCAL YEAR, THE STATE SHALL DISTRIBUTE THE

1 STATE SHARE FOR PREKINDERGARTEN TO EACH COUNTY BOARD.

2 (II) EACH FISCAL YEAR, THE COUNTY SHALL DISTRIBUTE THE
3 LOCAL SHARE FOR PREKINDERGARTEN TO THE COUNTY BOARD.

4 (2) EACH FISCAL YEAR, THE COUNTY BOARD SHALL DISTRIBUTE TO
5 EACH PUBLICLY FUNDING PREKINDERGARTEN PROVIDER THE MINIMUM SCHOOL
6 FUNDING AMOUNT FOR PREKINDERGARTEN CALCULATED UNDER § 5-234 OF THIS
7 SUBTITLE.

8 (E) (1) ON OR BEFORE JULY 1, 2022, THE DEPARTMENT SHALL
9 ESTABLISH A SLIDING SCALE TO CALCULATE THE FAMILY SHARE REQUIRED FOR
10 TIER II CHILDREN.

11 (2) THE SLIDING SCALE DEVELOPED BY THE DEPARTMENT SHALL BE
12 INCREASED ON A LINEAR BASIS WITH:

13 (I) A LOWER LIMIT OF \$0 PER PUPIL FOR A FAMILY WITH AN
14 INCOME THAT IS 300% OF THE FEDERAL POVERTY LEVEL; AND

15 (II) AN UPPER LIMIT OF THE PER PUPIL AMOUNT FOR A FAMILY
16 WITH AN INCOME THAT IS MORE THAN 300% BUT LESS THAN 600% OF THE FEDERAL
17 POVERTY LEVEL.

18 (3) (I) 1. BEGINNING IN FISCAL YEAR 2026, THE STATE SHALL
19 DISTRIBUTE THE STATE SHARE FOR TIER II PREKINDERGARTEN TO EACH COUNTY
20 BOARD.

21 2. BEGINNING IN FISCAL YEAR 2026, THE COUNTY
22 SHALL DISTRIBUTE THE LOCAL SHARE FOR TIER II PREKINDERGARTEN TO THE
23 COUNTY BOARD.

24 (II) BEGINNING IN FISCAL YEAR 2026, THE COUNTY BOARD
25 SHALL DISTRIBUTE TO EACH PUBLICLY FUNDED PREKINDERGARTEN PROVIDER
26 THE MINIMUM SCHOOL FUNDING AMOUNT FOR TIER II PREKINDERGARTEN
27 CALCULATED UNDER § 5-234 OF THIS SUBTITLE.

28 (III) BEGINNING IN FISCAL YEAR 2026, THE FAMILY SHALL PAY
29 THE FAMILY SHARE TO THE PUBLICLY FUNDED PREKINDERGARTEN PROVIDER.

30 (F) INCOME-ELIGIBLE FAMILIES SHALL HAVE ACCESS TO EXTENDED DAY
31 SERVICES THROUGH THE CHILD CARE SCHOLARSHIP PROGRAM UNDER § 9.5-901
32 OF THIS ARTICLE.

(G) THE DEPARTMENT, COUNTY BOARDS, AND ELIGIBLE PREKINDERGARTEN PROVIDERS SHALL WORK TOGETHER TO ADDRESS THE TRANSPORTATION NEEDS OF CHILDREN ENROLLED IN ELIGIBLE PREKINDERGARTEN PROVIDERS.

[5-217.] **5-230.**

(a) (1) In this section the following words have the meanings indicated.

(2) “Accreditation” means the determination that a program meets quality standards defined by the accrediting agency beyond State child care regulations.

(3) “Accrediting agency” means a State agency or national organization that has developed a recognized accrediting process.

(4) “Credentialing” means the process through which an individual is awarded a professional certificate based on education and experience.

(5) “Early Childhood Education Enhancement Grant” means a grant that is distributed under subsection [(e-1)] **(F)** of this section.

(6) “Full day” means a period of time during the day that:

(i) Meets the needs of families; and

(ii) Is not less than 7 hours or more than 12 hours per day.

(7) “Judy Center” means a site where comprehensive early childhood education services are provided to young children and their families for the purpose of promoting school readiness through collaboration with participating agencies and programs.

(8) “Judy Center Grant” means a grant that is distributed under subsection (d) of this section.

(9) “Local management board” means a local management board as defined under § 8-101(l) of the Human Services Article.

(10) “Participating agencies and programs” includes:

(i) Public prekindergarten and kindergarten programs;

(ii) Head Start programs;

(iii) Family literacy programs and services;

(iv) Local infants and toddlers programs;

(v) Child care centers and family child care homes;

(vi) Family support centers;

(vii) Healthy family sites;

(viii) Parent involvement programs;

(ix) Early childhood programs affiliated with institutions of higher education; and

(x) Other home visiting, community health, family support services, and child care resource and referral agencies.

(11) “Preschool Services Grant” means a grant that is distributed under subsection (e) of this section.

(12) “Program” means the Judith P. Hoyer Early Childhood Education Enhancement Program established under this section.

(b) (1) There is a Judith P. Hoyer Early Childhood Education Enhancement Program in the Department.

(2) The purpose of the Program is to promote school readiness through the development and expansion of collaborative approaches to the delivery of high quality, comprehensive, full-day early childhood education programs and family support services.

(c) (1) The Program shall be funded as provided in the State budget.

(2) Funds that are allocated to the Program in the State budget may be used:

(i) To cover the costs incurred by the Department in implementing and administering the Program;

(ii) For Judy Center Grants, as provided under subsection (d) of this section;

(iii) For Preschool Services Grants, as provided under subsection (e) of this section;

(iv) For Early Childhood Education Enhancement Grants, as provided under subsection [(e-1)] (F) of this section; and

(v) To fund the statewide implementation of the Department's Early Childhood Assessment System, as provided under subsection [(f)] (G) of this section.

(3) (I) FOR EACH OF FISCAL YEARS 2021 THROUGH 2025, THE STATE SHALL PROVIDE FUNDING FOR 9 ADDITIONAL JUDY CENTERS PER YEAR.

(II) FOR EACH OF FISCAL YEARS 2026 THROUGH 2030, THE STATE SHALL PROVIDE FUNDING FOR 18 ADDITIONAL JUDY CENTERS PER YEAR.

(III) THE GOVERNOR SHALL APPROPRIATE IN EACH OF FISCAL YEARS 2021 THROUGH 2030, \$275,000 FOR EACH ADDITIONAL JUDY CENTER REQUIRED UNDER THIS PARAGRAPH.

(IV) THE STATE SHALL PRIORITIZE INCREASING THE NUMBER OF JUDY CENTERS IN COMMUNITIES WITH TITLE I SCHOOLS.

(d) The Department may distribute a Judy Center Grant to a county board if the county board submits an application to the Department that includes:

(1) A memorandum of understanding between the county board, the participating agencies and programs, and, in the discretion of the county board, the local management board that includes:

(i) The terms of the collaboration to be undertaken by the county board, the participating agencies and programs, and, if applicable, the local management board, including the roles and responsibilities of each of these entities; and

(ii) A plan for establishing ongoing communication between private service providers and public school early education programs; and

(2) Documentation that shows that:

(i) The Department's Early Childhood Assessment System will be implemented at the Center;

(ii) All participating agencies and programs that provide early childhood education services through the Center have voluntarily obtained accreditation or, by the date of the Grant application, have voluntarily initiated and are actively pursuing the process of obtaining accreditation; and

(iii) The Center will provide comprehensive, full-day early childhood education services and family support services.

(e) (1) The Department may distribute a Preschool Services Grant to be used to provide prekindergarten services for 4-year-old children whose birthdays fall on or before September 1 of the school year during which services will be provided and whose

1 family income is below a level set by the Department.

2 (2) Private providers that have voluntarily obtained accreditation or have
3 voluntarily initiated and are actively pursuing accreditation by the date of the grant
4 application must obtain accreditation before receiving a grant award.

5 **[(e-1)] (F)** The Department may distribute an Early Childhood Education
6 Enhancement Grant to a private provider of early childhood education services to be used:

7 (1) To assist the provider in voluntarily obtaining accreditation; or

8 (2) For professional development activities leading to increased
9 competency and appropriate credentialing that is related to early childhood education
10 services.

11 **[(f)] (G)** The Department may distribute funds to a county board for the purpose
12 of implementing the Department's Early Childhood Assessment System in the county's
13 public schools.

14 **[(g)] (H)** (1) The Department shall:

15 (i) Establish application procedures for obtaining Judy Center
16 Grants, Preschool Services Grants, and Early Childhood Education Enhancement Grants
17 as provided under this section;

18 (ii) Supervise and monitor the use of Grant funds distributed under
19 this section; and

20 (iii) Evaluate whether Grant recipients are meeting annual
21 benchmarks established by the Department.

22 (2) For Judy Center Grants, the Department may award multiyear
23 funding.

24 **[(h)] (I)** A county board that is selected to receive a Judy Center Grant or a
25 private provider that has been selected for a Preschool Services Grant or an Early
26 Childhood Education Enhancement Grant shall:

27 (1) Administer the Grant award;

28 (2) Submit fiscal and program reports as required by the Department; and

29 (3) Coordinate the involvement of participating agencies and programs in
30 any evaluation process conducted by the Department.

31 **[(i)] (J)** Grants awarded under this section may not be used:

(1) To supplant existing funding for any services provided by participating agencies and programs; or

(2) For capital improvements.

~~[(j)]~~ (K) The Department shall conduct an evaluation process to measure the effectiveness of:

(1) The Judy Centers; and

(2) Early childhood education services and family support services that are purchased with funds from Preschool Services Grants and Early Childhood Education Enhancement Grants.

~~[(k)]~~ (L) On or before November 1 each year, the Department shall submit to the Governor and, in accordance with § 2–1257 of the State Government Article, the General Assembly a report on the implementation of the Program and the participating agencies and programs, including a description of the Program’s and the participating agencies’ and programs’ expenditures, enrollment, and statewide performance data, including school readiness data disaggregated by program and by jurisdiction.

~~[(l)]~~ (M) The Department may adopt regulations as necessary to implement the Program.

5–232. RESERVED.

5–233. RESERVED.

PART VI. MISCELLANEOUS.

5–234.

(A) (1) FOR EACH OF THE FOLLOWING PROGRAMS, “MINIMUM SCHOOL FUNDING” MEANS AT LEAST 75% OF THE PER PUPIL AMOUNT APPLICABLE TO EACH OF THE FOLLOWING PROGRAMS:

(I) THE FOUNDATION PROGRAM UNDER § 5–213 OF THIS SUBTITLE;

(II) THE COMPENSATORY EDUCATION PROGRAM UNDER § 5–222 OF THIS SUBTITLE;

(III) THE ENGLISH LEARNER EDUCATION PROGRAM UNDER § 5–224 OF THIS SUBTITLE;

(IV) THE SPECIAL EDUCATION PROGRAM UNDER § 5-225 OF THIS SUBTITLE;

(V) PUBLIC PROVIDERS OF PREKINDERGARTEN UNDER § 5-229 OF THIS SUBTITLE;

(VI) TRANSITIONAL SUPPLEMENTAL INSTRUCTION UNDER § 5-226 OF THIS SUBTITLE;

(VII) THE COMPARABLE WAGE INDEX GRANT UNDER § 5-216 OF THIS SUBTITLE; AND

(VIII) THE COLLEGE AND CAREER READINESS PROGRAM UNDER § 5-217 OF THIS SUBTITLE.

(2) FOR EACH OF THE FOLLOWING PROGRAMS, “MINIMUM SCHOOL FUNDING” MEANS 100% OF THE PER PUPIL AMOUNT APPLICABLE TO EACH OF THE FOLLOWING PROGRAMS:

(I) PRIVATE PROVIDERS OF PREKINDERGARTEN UNDER § 5-229 OF THIS SUBTITLE; AND

(II) THE PER PUPIL GRANT UNDER THE CONCENTRATION OF POVERTY PROGRAM UNDER § 5-223 OF THIS SUBTITLE.

(B) (1) FOR EACH SCHOOL, THE COUNTY BOARD SHALL DISTRIBUTE THE MINIMUM SCHOOL FUNDING AMOUNT FOR THE APPLICABLE PROGRAM MULTIPLIED BY THE SCHOOL ENROLLMENT FOR THE APPLICABLE PROGRAM.

(2) ON OR BEFORE JULY 1, 2021 AND EACH JULY 1 THEREAFTER, EACH COUNTY BOARD SHALL REPORT ON THE COUNTY BOARD’S COMPLIANCE WITH THIS SECTION TO THE DEPARTMENT AND THE ACCOUNTABILITY AND IMPLEMENTATION BOARD ESTABLISHED UNDER SUBTITLE 4 OF THIS TITLE.

[5-202.] 5-235.

[(d)] (A) (1) (i) Subject to [§ 5-213.1 of this subtitle,] SUBSECTION (O) OF THIS SECTION, the county governing body shall levy and appropriate an annual tax sufficient to provide an amount of revenue for elementary and secondary public education purposes equal to the [local share of the foundation program] LOCAL SHARE OF MAJOR EDUCATION AID.

(II) FOR THE PURPOSES OF CALCULATING THE LOCAL SHARE OF MAJOR EDUCATION AID AND REGARDLESS OF THE SOURCE OF THE FUNDS, ALL

FUNDS THAT A COUNTY BOARD OR THE MAYOR AND CITY COUNCIL OF BALTIMORE CITY ARE AUTHORIZED TO EXPEND FOR SCHOOLS MAY BE CONSIDERED AS LEVIED BY THE COUNTY COUNCIL, BOARD OF COUNTY COMMISSIONERS, OR THE MAYOR AND CITY COUNCIL OF BALTIMORE EXCEPT FOR:

1. STATE APPROPRIATIONS;

2. FEDERAL EDUCATION AID PAYMENTS; AND

3. THE AMOUNT OF THE EXPENDITURE AUTHORIZED FOR DEBT SERVICE AND CAPITAL OUTLAY.

[(ii) 1.] (2) [Except as provided in subsubparagraph 2 of this subparagraph and subject] **SUBJECT** to [§ 5–213 of this subtitle,] **SUBSECTION (O) OF THIS SECTION**, the county governing body shall appropriate local funds to the school operating budget in an amount no less than the product of the county’s [full-time equivalent] enrollment **COUNT** for the current fiscal year and the local appropriation on a per pupil basis for the prior fiscal year **USING ENROLLMENT COUNT**.

[2. Except as provided in paragraph (3)(ii) of this subsection and subject to subparagraph (iii) of this paragraph, in each fiscal year if a county’s education effort, as defined in paragraph (10) of this subsection, is below 100% of the statewide 5–year moving average of education effort, the required maintenance of effort amount for the county shall be adjusted by increasing the per pupil amount by the lesser of:

A. A county’s increase in the local wealth per pupil;

B. The statewide average increase in local wealth per pupil;

or

C. 2.5%.

(iii) The calculation of local wealth for the purposes of this paragraph and paragraph (10) of this subsection shall use the amount certified for net taxable income under subsection (k)(2)(ii) of this section based on tax returns filed on or before:

1. For fiscal years 2015 through 2017, September 1; and

2. For fiscal year 2018 and each fiscal year thereafter, November 1.]

[(2)] (B) Except as provided in [paragraph (3)(i) of this subsection] **SUBSECTION (C) OF THIS SECTION**, for purposes of this [subsection] **SECTION**, the local appropriation on a per pupil basis for the prior fiscal year for a county is derived by dividing

the county's highest local appropriation to its school operating budget for the prior fiscal year by the county's [full-time equivalent] enrollment COUNT for the prior fiscal year. For example, the calculation of the foundation aid for fiscal year 2003 shall be based on the highest local appropriation for the school operating budget for a county for fiscal year 2002. Program shifts between a county operating budget and a county school operating budget may not be used to artificially satisfy the requirements of this paragraph.

[(3) (i)] (C) For purposes of this [subsection, for fiscal year 1997 and each subsequent fiscal year,] SUBSECTION, the calculation of the county's highest local appropriation to its school operating budget for the prior fiscal year shall exclude:

[1.] (1) A nonrecurring cost that is supplemental to the regular school operating budget, if the exclusion qualifies under regulations adopted by the State Board;

[2.] (2) A cost of a program that has been shifted from the county school operating budget to the county operating budget;

[3.] (3) The cost of debt service incurred for school construction projects; and

[4.] (4) For a county that shifts the recurring costs associated with providing retiree health benefits for current retirees to the county board, any reduction in those retiree health costs from the amount the county was required to appropriate in the previous year.

[(ii) For purposes of the adjustment required under paragraph (1)(ii)2 of this subsection, a county that dedicates to public school construction any additional State funds received from recurring retiree health costs shifted to the county board may exclude those retiree health costs from the highest local appropriation on a per pupil basis.]

[(4)] (D) The county board must present satisfactory evidence to the county government that any appropriation under [paragraph (3)(i)1 of this subsection] SUBSECTION (C)(1) OF THIS SECTION is used only for the purpose designated by the county government in its request for approval.

[(5)] (E) Any appropriation that is not excluded under [paragraph (3)(i)1 of this subsection] SUBSECTION (C)(1) OF THIS SECTION as a qualifying nonrecurring cost shall be included in calculating the county's highest local appropriation to its school operating budget.

[(6)] (F) Qualifying nonrecurring costs, as defined in regulations adopted by the State Board, shall include but are not limited to:

[(i)] (1) Computer laboratories;

1 [(ii)] (2) Technology enhancement;

2 [(iii)] (3) New instructional program start-up costs; and

3 [(iv)] (4) Books other than classroom textbooks.

4 [(7) (i)] (G) (1) Subject to [subparagraph (ii) of this paragraph]
5 **PARAGRAPH (2) OF THIS SUBSECTION**, if a county's ability to fund the maintenance of
6 effort requirement in [paragraph (1)(ii) of this subsection] **SUBSECTION (A) OF THIS**
7 **SECTION** is impeded, the county shall apply under [paragraph (8) of this subsection]
8 **SUBSECTION (H) OF THIS SECTION** to the State Board for a waiver.

9 [(ii)] (2) If a county fails to apply to the State Board for a waiver
10 from the maintenance of effort requirement and fails to meet the maintenance of effort
11 requirement:

12 [1.] (I) The county shall be assessed in accordance with [§
13 5-213 of this subtitle;] **SUBSECTION (O) OF THIS SECTION**; and

14 [2.] (II) The minimum appropriation of local funds required
15 under this [subsection] **SECTION** for the next fiscal year shall be calculated based on the
16 per pupil local appropriation for the prior fiscal year in which the county met the
17 maintenance of effort requirement under [paragraph (1)(ii) of this subsection]
18 **SUBSECTION (A) OF THIS SECTION**.

19 [(8) (i)] (H) (1) The maintenance of effort requirement in
20 [paragraph (1)(ii) of this subsection] **SUBSECTION (A) OF THIS SECTION** does not apply
21 to a county if the county requests and is granted a waiver from the requirement by the
22 State Board based on:

23 [1.] (I) A determination under this [paragraph]
24 **SUBSECTION** that the county's fiscal condition significantly impedes the county's ability to
25 fund the maintenance of effort requirement;

26 [2.] (II) Subject to [paragraph (9) of this subsection]
27 **SUBSECTION (I) OF THIS SECTION**, an agreement between the county and the county
28 board to reduce recurring costs;

29 [3.] (III) Subject to [paragraph (10) of this subsection]
30 **SUBJECT TO SUBSECTION (J) OF THIS SECTION**, a determination that a county's ability
31 to meet the maintenance of effort requirement is permanently impeded; or

32 [4.] (IV) Subject to [paragraph (11) of this subsection]
33 **SUBSECTION (K) OF THIS SECTION**, a determination that lease payments were made by
34 the county board to a county revenue authority or private entity holding title to property

used as a public school by a county board in accordance with § 4–114(c)(1) or (d) of this article.

[(ii)] (2) In order to qualify for a waiver for a fiscal year, a county shall make a request for a waiver to the State Board by the earlier of the seventh day following the end of the legislative regular session or April 20 of the prior fiscal year.

[(iii)] (3) The State Superintendent shall provide a preliminary assessment of a waiver request to the State Board before a public hearing held in accordance with [subparagraph (iv) of this paragraph] **PARAGRAPH (4) OF THIS SUBSECTION.**

[(iv)] (4) Before acting on a request for a waiver, the State Board shall hold a public hearing in accordance with regulations adopted by the State Board.

[(v)] (5) Except as provided in [paragraph (9) of this subsection] **SUBSECTION (I) OF THIS SECTION**, when considering whether to grant a county's waiver request, the State Board shall consider the following factors:

[1.] (I) External environmental factors such as a loss of a major employer or industry affecting a county or a broad economic downturn affecting more than one county;

[2.] (II) A county's tax base;

[3.] (III) Rate of inflation relative to growth of student population in a county;

[4.] (IV) Maintenance of effort requirement relative to a county's statutory ability to raise revenues;

[5.] (V) A county's history of exceeding the required maintenance of effort amount under [paragraph (1)(ii) of this subsection] **SUBSECTION (A)(2) OF THIS SECTION;**

[6.] (VI) An agreement between a county and a county board that a waiver should be granted;

[7.] (VII) Significant reductions in State aid to a county and municipalities of the county for the fiscal year for which a waiver is requested;

[8.] (VIII) The number of waivers a county has received in the past 5 years; and

[9.] (IX) The history of compensation adjustments for

1 employees of the county board and county government.

2 [(vi)] **(6)** The State Board shall inform the county whether the
3 waiver for a fiscal year is approved or denied in whole or in part no later than 30 days after
4 receipt of an application or May 20 of the prior fiscal year, whichever is earlier.

5 [(vii)] **(7)** Except as provided in [paragraphs (9) and (10) of this
6 subsection] **SUBSECTIONS (I) AND (J) OF THIS SECTION**, if a county is granted a waiver
7 from the provisions of this [subsection] **SECTION** by either the State Board or the General
8 Assembly for any fiscal year, the minimum appropriation of local funds required under this
9 [subsection] **SECTION** for the next fiscal year shall be calculated based on the per pupil
10 local appropriation for the prior fiscal year in which the county met the maintenance of
11 effort requirement under [paragraph (1)(ii) of this subsection] **SUBSECTION (A) OF THIS**
12 **SECTION**.

13 [(9) (i)] **(I)** **(1)** This [paragraph] **SUBSECTION** applies to a county
14 that requests a waiver under [paragraph (8)(i)2 of this subsection] **SUBSECTION (H)(1)(II)**
15 **OF THIS SECTION**.

16 [(ii) 1.] **(2)** **(I)** The State Board shall grant a waiver request
17 in the amount that has been agreed on by the county and county board that is attributable
18 to reductions in recurring costs.

19 [2.] **(II)** If the reduction in recurring costs includes
20 reductions in personnel or personnel costs, then the State Board shall grant a waiver
21 request in the amount that has been mutually agreed on by the county, county board, and
22 exclusive employee representative.

23 [(iii)] **(3)** The amount of the agreed on waiver may be less than the
24 entire amount of the reduction in recurring costs.

25 [(iv)] **(4)** The amount of the agreed on waiver may not:

26 [1.] **(I)** Exceed the entire amount of the reduction in
27 recurring costs; or

28 [2.] **(II)** Reduce a county's education appropriation below
29 the amount required in [paragraph (1)(i) of this subsection] **SUBSECTION (A)(1) OF THIS**
30 **SECTION**.

31 [(v)] **(5)** The minimum appropriation of local funds required under
32 this [subsection] **SECTION** for the next fiscal year shall be calculated based on the per pupil
33 local appropriation for the current fiscal year approved by the State Board under this
34 [paragraph] **SUBSECTION**.

1 [(10) (i)] **(J)** **(1)** In this [paragraph] **SUBSECTION** the following
2 terms have the meanings indicated.

3 **[1.] (I)** “Education appropriation” includes any money
4 redirected to a county board under [§ 5–213 or § 5–213.1 of this subtitle] **SUBSECTION (O)**
5 **OF THIS SECTION**.

6 **[2.] (II)** “Education effort” means a county’s education
7 appropriation divided by the county’s wealth.

8 **[3.] (III)** “5–year moving average” means the average of the
9 5 years before the waiver year.

10 **[4.] (IV)** “Waiver year” means the fiscal year for which a
11 waiver from the maintenance of effort requirement in [paragraph (1)(ii) of this subsection]
12 **SUBSECTION (A) OF THIS SECTION** is requested.

13 **[(ii)] (2)** This [paragraph] **SUBSECTION** applies to a county that
14 has:

15 **[1.] (I)** Received a waiver under [paragraph (8)(i)1 of this
16 subsection] **SUBSECTION (H)(1)(I) OF THIS SECTION** from the maintenance of effort
17 requirement; and

18 **[2.] (II)** A required county education appropriation under
19 [paragraph (1)(ii) of this subsection] **SUBSECTION (A) OF THIS SECTION** for the waiver
20 year that exceeds 100% of the statewide 5–year moving average of education effort times a
21 county’s local wealth.

22 **[(iii)] (3)** A county that satisfies the requirements under
23 [subparagraph (ii) of this paragraph] **PARAGRAPH (2) OF THIS SUBSECTION** may request
24 a rebasing waiver from the State Board.

25 **[(iv)] (4)** When considering whether to grant a county’s waiver
26 request under this [paragraph] **SUBSECTION**, the State Board shall consider the following
27 factors:

28 **[1.] (I)** Whether a county has submitted sufficient evidence
29 that the factors in [paragraph (8)(v) of this subsection] **SUBSECTION (H)(5) OF THIS**
30 **SECTION** will affect a county’s ongoing ability to meet the maintenance of effort
31 requirement;

32 **[2.] (II)** Whether a county is at its maximum taxing
33 authority under the law;

1 **[3.] (III)** Whether a county's education appropriation is
2 commensurate with a county's wealth;

3 **[4.] (IV)** Whether a county's history of exceeding the
4 required maintenance of effort has made meeting the maintenance of effort requirement in
5 future years unsustainable; and

6 **[5.] (V)** Whether a county has received a rebasing waiver in
7 the past 5 years.

8 **[(v)] (5)** If the State Board grants a rebasing waiver under this
9 **[paragraph] SUBSECTION**, the amount of the waiver for any fiscal year is limited to the
10 lesser of:

11 **[1.] (I)** An amount that would result in a county's
12 education effort for the waiver year falling below the level established in **[subparagraph**
13 **(ii)2 of this paragraph] PARAGRAPH (2)(II) OF THIS SUBSECTION**; or

14 **[2. A.] (II)** **1.** For a county with a 5-year moving
15 average for education effort that is less than or equal to 110% of the statewide 5-year
16 moving average of education effort, 1% of the county's required maintenance of effort
17 requirement;

18 **[B.] 2.** For a county with a 5-year moving average for
19 education effort that is more than 110% and less than or equal to 120% of the statewide
20 5-year moving average of education effort, 2% of the county's required maintenance of
21 effort requirement; or

22 **[C.] 3.** For a county with a 5-year moving average for
23 education effort that is more than 120% of the 5-year moving statewide average of
24 education effort, 3% of the county's required maintenance of effort requirement.

25 **[(vi) 1.] (6)** **(I)** If the State Board grants a rebasing waiver
26 under this **[paragraph] SUBSECTION**, the minimum appropriation of local funds required
27 under this **[subsection] SECTION** for the next fiscal year shall be calculated based on the
28 per pupil local appropriation for the current fiscal year approved by the State Board under
29 this **[paragraph] SUBSECTION**.

30 **[2.] (II)** If the State Board grants a rebasing waiver to be
31 implemented over a multiyear period, which may not exceed 3 years, in each year the
32 minimum appropriation of local funds required under this **[subsection] SECTION** for the
33 next fiscal year shall be calculated based on the per pupil local appropriation for the current
34 fiscal year approved by the State Board under this **[paragraph] SUBSECTION**.

35 **[(vii)] (7)** If the State Board does not grant a waiver under this

1 [paragraph] SUBSECTION, the minimum appropriation of local funds required under this
2 [subsection] SECTION for the next fiscal year shall be calculated based on the per pupil
3 local appropriation for the prior fiscal year in which the county met the maintenance of
4 effort requirement under [paragraph (1)(ii) of this subsection] SUBSECTION (A) OF THIS
5 SECTION.

6 [(viii)] (8) Nothing in this [paragraph] SUBSECTION precludes a
7 county from also requesting a waiver from the maintenance of effort requirement under
8 [paragraph (9) of this subsection] SUBSECTION (I) OF THIS SECTION for the same fiscal
9 year as the waiver requested under this [paragraph] SUBSECTION.

10 [(11) (i)] (K) (1) This [paragraph] SUBSECTION applies to a county
11 that requests a waiver under [paragraph (8)(i)4 of this subsection] SUBSECTION
12 (H)(1)(IV) OF THIS SECTION.

13 [(ii) 1.] (2) (I) The State Board shall grant a waiver request
14 in the amount that has been agreed on by the county and the county board that is
15 attributable to the amount of the lease payment.

16 [2.] (II) The amount of the agreed-on waiver may be less
17 than the entire amount of the lease payment.

18 [3.] (III) The amount of the agreed-on waiver may not:

19 [A.] 1. Exceed the entire amount of the lease payment; or

20 [B.] 2. Reduce a county's education appropriation below
21 the amount required in [paragraph (1)(i) of this subsection] SUBSECTION (A)(1) OF THIS
22 SECTION.

23 [(iii)] (3) If the county and county board have not agreed on an
24 amount, the State Board may grant a waiver on a determination that the lease payments
25 are comparable to the amount of debt service that would otherwise be required if the
26 alternative financing had not been used.

27 [(iv)] (4) If the State Board grants a waiver under this [paragraph]
28 SUBSECTION, the State Board shall determine the number of fiscal years for which the
29 waiver is applicable and the minimum appropriation of local funds required under this
30 [subsection] SECTION for the fiscal year after the expiration of the waiver.

31 [(12)] (L) In making the calculations required under this [subsection]
32 SECTION, the Department shall consult with the Department of Budget and Management
33 and the Department of Legislative Services.

34 [(13) (i)] (M) (1) A county shall submit to the Superintendent the

county's approved budget no later than 7 days after approval of the budget or June 30, whichever is earlier.

[(ii)] (2) No later than 15 days after receipt of the county's approved budget the Superintendent shall certify whether the county has met the funding requirements established under this [subsection] **SECTION** and shall notify the county and county board of that certification.

[(14)] (N) On or before December 31 of each year the Department shall report to the Governor and, in accordance with § 2-1257 of the State Government Article, the General Assembly, on all waiver requests, maintenance of effort calculations made by the Department and the county, the Department's decisions regarding waiver requests, the Department's certification of whether a county has met the requirement, and any other information relating to a county's request for a waiver and the Department's maintenance of effort decisions.

(O) (1) IF THE SUPERINTENDENT FINDS THAT A COUNTY IS NOT COMPLYING WITH THE PROVISIONS OF SUBSECTION (A) OF THIS SECTION, THE SUPERINTENDENT SHALL NOTIFY THE COUNTY OF SUCH NONCOMPLIANCE.

(2) IF A COUNTY DISPUTES THE FINDING WITHIN 15 DAYS AFTER THE ISSUANCE OF A NOTICE UNDER PARAGRAPH (1) OF THIS SUBSECTION, THE DISPUTE SHALL BE REFERRED PROMPTLY TO THE STATE BOARD, WHICH SHALL MAKE A FINAL DETERMINATION.

(3) (I) WITHIN 15 DAYS OF RECEIPT OF CERTIFICATION OF NONCOMPLIANCE BY THE SUPERINTENDENT OR THE STATE BOARD AND SUBJECT TO SUBPARAGRAPH (II) OF THIS PARAGRAPH, THE COMPTROLLER SHALL, UNDER § 2-608 OF THE TAX – GENERAL ARTICLE, WITHHOLD INCOME TAX REVENUE FROM THE COUNTY SO THAT THE TOTAL AMOUNT WITHHELD IS EQUAL TO THE AMOUNT BY WHICH A COUNTY FAILED TO MEET THE REQUIREMENTS IN SUBSECTION (A) OF THIS SECTION.

(II) THE COMPTROLLER SHALL DISTRIBUTE THE AMOUNT WITHHELD UNDER SUBPARAGRAPH (I) OF THIS PARAGRAPH DIRECTLY TO THE COUNTY BOARD.

5-239.

(A) BEGINNING IN FISCAL YEAR 2021, THE GOVERNOR SHALL APPROPRIATE IN THE ANNUAL BUDGET \$6,500,000 TO THE DEPARTMENT FOR THE PURPOSE PROVIDING GRANTS TO LOCAL SCHOOL SYSTEMS TO MAINTAIN OR ESTABLISH SCHOOL BASED HEALTH CENTERS.

(B) THE AMOUNT APPROPRIATED UNDER SUBSECTION (A) OF THIS SECTION SHALL BE IN ADDITION TO THE AMOUNT APPROPRIATED IN FISCAL YEAR 2020.

5-240. RESERVED.

5-241. RESERVED.

SUBTITLE 4. ACCOUNTABILITY AND IMPLEMENTATION BOARD.

5-401.

(A) IN THIS SUBTITLE THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(B) "BOARD" MEANS THE ACCOUNTABILITY AND IMPLEMENTATION BOARD.

(C) (1) "BLUEPRINT FOR MARYLAND'S FUTURE" MEANS THE PLAN RECOMMENDED BY THE COMMISSION ON INNOVATION AND EXCELLENCE IN EDUCATION AND ENACTED BY CH. 361 OF 2018, CH. 771 OF 2019, AND CH. __ OF 2020.

(2) "BLUEPRINT FOR MARYLAND'S FUTURE" INCLUDES, UNLESS THE CONTEXT PROVIDES OTHERWISE, THE RECOMMENDATIONS MADE BY THE COMMISSION ON INNOVATION AND EXCELLENCE IN EDUCATION.

(D) "COMMISSION" MEANS THE COMMISSION ON INNOVATION AND EXCELLENCE IN EDUCATION.

(E) "COMPREHENSIVE IMPLEMENTATION PLAN" MEANS THE PLAN ADOPTED BY THE BOARD UNDER § 5-404 OF THIS SUBTITLE.

(F) "NOMINATING COMMITTEE" MEANS THE ACCOUNTABILITY AND IMPLEMENTATION BOARD NOMINATING COMMITTEE.

5-402.

(A) BEGINNING ON JULY 1, 2020, AND CONTINUING UNTIL JUNE 30, 2031, THERE IS AN ACCOUNTABILITY AND IMPLEMENTATION BOARD.

(B) THE BOARD IS AN INDEPENDENT UNIT OF STATE GOVERNMENT.

(C) (1) THE PURPOSE OF THE BOARD IS TO HOLD STATE AND LOCAL

1 GOVERNMENTS, INCLUDING COUNTY BOARDS, ACCOUNTABLE FOR IMPLEMENTING
2 THE BLUEPRINT FOR MARYLAND'S FUTURE AND EVALUATING THE OUTCOMES
3 ACHIEVED AGAINST THE GOALS OF THE BLUEPRINT FOR MARYLAND'S FUTURE AND
4 THE COMMISSION DURING THE IMPLEMENTATION PERIOD.

5 (2) TO ACHIEVE ITS PURPOSE, THE BOARD SHALL:

6 (I) DEVELOP A COMPREHENSIVE IMPLEMENTATION PLAN FOR
7 THE BLUEPRINT FOR MARYLAND'S FUTURE THAT ALL UNITS OF STATE AND LOCAL
8 GOVERNMENT RESPONSIBLE FOR IMPLEMENTING THE BLUEPRINT FOR
9 MARYLAND'S FUTURE WILL FOLLOW;

10 (II) HOLD STATE AND LOCAL GOVERNMENTS ACCOUNTABLE
11 FOR IMPLEMENTING THE COMPREHENSIVE IMPLEMENTATION PLAN;

12 (III) MONITOR IMPLEMENTATION OF THE COMPREHENSIVE
13 IMPLEMENTATION PLAN DURING THE IMPLEMENTATION PERIOD; AND

14 (IV) EVALUATE THE OUTCOMES ACHIEVED DURING
15 IMPLEMENTATION OF THE BLUEPRINT FOR MARYLAND'S FUTURE.

16 (D) (1) THE BOARD IS COMPOSED OF SEVEN MEMBERS APPOINTED BY
17 THE GOVERNOR, WITH THE ADVICE AND CONSENT OF THE SENATE, CHOSEN FROM
18 A SLATE PREPARED BY THE NOMINATING COMMITTEE ESTABLISHED UNDER §
19 5-403 OF THIS SUBTITLE.

20 (2) THE BOARD SHALL CONSIST OF INDIVIDUALS WHO
21 COLLECTIVELY HAVE A HIGH LEVEL OF KNOWLEDGE AND EXPERTISE IN:

22 (I) EARLY EDUCATION THROUGH SECONDARY EDUCATION
23 POLICY;

24 (II) POSTSECONDARY EDUCATION POLICY;

25 (III) TEACHING IN PUBLIC SCHOOLS;

26 (IV) STRATEGIES USED BY TOP-PERFORMING STATE AND
27 NATIONAL EDUCATION SYSTEMS IN THE WORLD;

28 (V) LEADING AND IMPLEMENTING SYSTEMIC CHANGE IN
29 COMPLEX ORGANIZATIONS; AND

30 (VI) FINANCIAL AUDITING AND ACCOUNTING.

1 **(3) THE GOVERNOR, THE PRESIDENT OF THE SENATE, AND THE**
2 **SPEAKER OF THE HOUSE OF DELEGATES JOINTLY SHALL APPOINT A CHAIR OF THE**
3 **BOARD FROM AMONG THE BOARD'S MEMBERS.**

4 **(4) A MAJORITY OF BOARD MEMBERS CONSTITUTES A QUORUM.**

5 **(5) ACTION BY THE BOARD REQUIRES THE AFFIRMATIVE VOTE OF A**
6 **MAJORITY OF THE MEMBERS PRESENT.**

7 **(E) (1) THE BOARD SHALL APPOINT AN EXECUTIVE DIRECTOR AND HIRE**
8 **STAFF SUFFICIENT TO CARRY OUT ITS POWERS AND DUTIES UNDER THIS SUBTITLE.**

9 **(2) THE BOARD MAY RETAIN ANY NECESSARY ACCOUNTANTS,**
10 **FINANCIAL ADVISERS, OR OTHER CONSULTANTS.**

11 **(F) THE BOARD MAY:**

12 **(1) ADOPT BYLAWS FOR THE CONDUCT OF ITS BUSINESS;**

13 **(2) MAINTAIN OFFICES AT A PLACE THE BOARD DESIGNATES IN THE**
14 **STATE;**

15 **(3) ACCEPT LOANS, GRANTS, OR ASSISTANCE OF ANY KIND FROM ANY**
16 **ENTITY OF FEDERAL, STATE, OR LOCAL GOVERNMENT, AN INSTITUTION OF HIGHER**
17 **EDUCATION, OR A PRIVATE SOURCE;**

18 **(4) ENTER INTO CONTRACTS OR OTHER LEGAL INSTRUMENTS,**
19 **INCLUDING, AS NECESSARY, CONTRACTS WITH INDEPENDENT EXPERTS TO FULFILL**
20 **ANY OF ITS DUTIES UNDER THIS SUBTITLE;**

21 **(5) SUE OR BE SUED; AND**

22 **(6) SUBPOENA DATA NEEDED TO COMPLETE ITS FUNCTIONS AND**
23 **DUTIES UNDER THIS SUBTITLE.**

24 **(G) (1) EXCEPT AS PROVIDED IN THIS SUBSECTION, THE BOARD IS**
25 **EXEMPT FROM:**

26 **(I) TITLE 10 AND DIVISION II OF THE STATE FINANCE AND**
27 **PROCUREMENT ARTICLE; AND**

28 **(II) THE PROVISIONS OF DIVISION I OF THE STATE PERSONNEL**

1 AND PENSIONS ARTICLE THAT GOVERN THE STATE PERSONNEL MANAGEMENT
2 SYSTEM.

3 (2) THE BOARD IS SUBJECT TO THE PUBLIC INFORMATION ACT.

4 (3) (I) THE BOARD IS SUBJECT TO THE OPEN MEETINGS ACT.

5 (II) EACH OPEN BOARD MEETING SHALL BE MADE AVAILABLE
6 TO THE PUBLIC THROUGH LIVE AND ARCHIVED VIDEO STREAMING.

7 (4) THE BOARD AND ITS OFFICERS AND EMPLOYEES ARE SUBJECT TO
8 THE MARYLAND PUBLIC ETHICS LAW.

9 (5) THE BOARD AND ITS EMPLOYEES ARE SUBJECT TO TITLE 12,
10 SUBTITLE 4 OF THE STATE FINANCE AND PROCUREMENT ARTICLE.

11 (H) THE BOARD IS NOT INTENDED TO USURP OR ABROGATE:

12 (1) THE OPERATIONAL AUTHORITY OF THE DEPARTMENT, THE
13 GOVERNOR'S WORKFORCE DEVELOPMENT BOARD, THE MARYLAND HIGHER
14 EDUCATION COMMISSION, THE DEPARTMENT OF COMMERCE, OR THE MARYLAND
15 DEPARTMENT OF LABOR;

16 (2) THE DAY-TO-DAY DECISION MAKING OF COUNTY BOARDS, LOCAL
17 SUPERINTENDENTS, INSTITUTIONS OF HIGHER EDUCATION, OR OTHER
18 STAKEHOLDERS WITH A ROLE TO PLAY IN THE IMPLEMENTATION OF THE
19 BLUEPRINT FOR MARYLAND'S FUTURE; OR

20 (3) THE LAWFUL COLLECTIVE BARGAINING PROCESS DUE
21 EDUCATORS AND OTHERS IN THE STATE.

22 5-403.

23 (A) THERE IS AN ACCOUNTABILITY AND IMPLEMENTATION BOARD
24 NOMINATING COMMITTEE.

25 (B) (1) THE NOMINATING COMMITTEE IS COMPOSED OF SIX MEMBERS.

26 (2) THE GOVERNOR, THE PRESIDENT OF THE SENATE, AND THE
27 SPEAKER OF THE HOUSE OF DELEGATES EACH SHALL APPOINT TWO MEMBERS TO
28 THE NOMINATING COMMITTEE.

29 (3) THE NOMINATING COMMITTEE SHALL CONSIST OF INDIVIDUALS

1 WHO HAVE COLLECTIVE KNOWLEDGE OF:

2 (I) EDUCATION POLICY FOR EARLY CHILDHOOD EDUCATION
3 THROUGH POSTSECONDARY EDUCATION;

4 (II) EDUCATION STRATEGIES USED BY TOP-PERFORMING
5 STATE AND NATIONAL SYSTEMS IN THE WORLD;

6 (III) SYSTEMIC CHANGES IN COMPLEX ORGANIZATIONS; AND

7 (IV) FINANCIAL AUDITING AND ACCOUNTING.

8 (C) (1) ON INITIAL ESTABLISHMENT AND WHEN THERE IS A VACANCY ON
9 THE BOARD, THE NOMINATING COMMITTEE SHALL NOMINATE A SLATE OF
10 NOMINEES TO FILL THE VACANCY.

11 (2) THE SLATE OF NOMINEES SHALL CONTAIN A SUFFICIENT NUMBER
12 OF INDIVIDUALS TO MEET THE BOARD QUALIFICATIONS LISTED IN § 5-402(D) OF
13 THIS SUBTITLE.

14 (D) NOMINATIONS SHALL BE DECIDED BY A MAJORITY VOTE, PROVIDED
15 THAT AT LEAST ONE VOTE CAST IN THE MAJORITY IS A VOTE CAST BY A MEMBER
16 APPOINTED BY THE GOVERNOR.

17 5-404.

18 (A) (1) THE BOARD SHALL DEVELOP A COMPREHENSIVE
19 IMPLEMENTATION PLAN TO IMPLEMENT THE BLUEPRINT FOR MARYLAND'S
20 FUTURE, CONSIDERING ANY INPUT PROVIDED BY INTERESTED STAKEHOLDERS IN
21 THE STATE.

22 (2) THE COMPREHENSIVE IMPLEMENTATION PLAN SHALL INCLUDE
23 A TIMELINE FOR IMPLEMENTATION OF THE BLUEPRINT WITH KEY MILESTONES TO
24 BE ACHIEVED BY EACH STATE OR LOCAL GOVERNMENT UNIT REQUIRED TO
25 IMPLEMENT AN ELEMENT OF THE BLUEPRINT FOR EACH YEAR OF THE
26 IMPLEMENTATION PERIOD.

27 (3) (I) THE COMPREHENSIVE IMPLEMENTATION PLAN SHALL BE
28 ADOPTED BY THE BOARD NO LATER THAN DECEMBER 15, 2020.

29 (II) ANY CHANGES TO THE COMPREHENSIVE IMPLEMENTATION
30 PLAN SHALL BE ADOPTED BY THE BOARD NO LATER THAN AUGUST 1 OF EACH YEAR.

1 **(B) (1) THE BOARD SHALL ADOPT GUIDELINES FOR ENTITIES REQUIRED**
2 **TO SUBMIT AND CARRY OUT IMPLEMENTATION PLANS UNDER THIS SECTION.**

3 **(2) STATE AND LOCAL GOVERNMENT UNITS RESPONSIBLE FOR**
4 **IMPLEMENTING AN ELEMENT OF THE BLUEPRINT FOR MARYLAND'S FUTURE SHALL**
5 **DEVELOP IMPLEMENTATION PLANS CONSISTENT WITH THE COMPREHENSIVE**
6 **IMPLEMENTATION PLAN THAT DESCRIBE THE GOALS, OBJECTIVES, AND**
7 **STRATEGIES THAT WILL BE USED TO IMPROVE STUDENT ACHIEVEMENT AND MEET**
8 **THE BLUEPRINT RECOMMENDATIONS FOR EACH SEGMENT OF THE STUDENT**
9 **POPULATION.**

10 **(3) (I) AFTER DECEMBER 15, 2020, AND NO LATER THAN**
11 **FEBRUARY 1, 2021, THE DEPARTMENT SHALL DEVELOP CRITERIA TO BE USED TO**
12 **RECOMMEND APPROVAL OR DISAPPROVAL OF LOCAL SCHOOL SYSTEM**
13 **IMPLEMENTATION PLANS AND RELEASE OF FUNDS UNDER THIS SECTION.**

14 **(II) THE CRITERIA SHALL BE SUBMITTED FOR APPROVAL TO**
15 **THE BOARD.**

16 **(C) (1) (I) EACH UNIT RESPONSIBLE FOR DEVELOPING AN**
17 **IMPLEMENTATION PLAN UNDER THIS SECTION, SHALL SUBMIT THE PLAN TO THE**
18 **BOARD FOR APPROVAL ON OR BEFORE SEPTEMBER 15, 2021.**

19 **(II) EACH LOCAL SCHOOL SYSTEM SHALL SUBMIT A COPY OF ITS**
20 **PLAN TO THE DEPARTMENT FOR REVIEW AND A RECOMMENDATION OF APPROVAL**
21 **OR DISAPPROVAL.**

22 **(2) GOVERNMENTAL UNITS SHALL SUBMIT IMPLEMENTATION PLANS**
23 **ON ELEMENTS OF THE BLUEPRINT FOR MARYLAND'S FUTURE UNDER THIS**
24 **SUBSECTION, INCLUDING:**

25 **(I) PLANS FROM EACH LOCAL SCHOOL SYSTEM TO IMPLEMENT**
26 **EACH ELEMENT OF THE BLUEPRINT, INCLUDING HOW TO ADAPT CURRICULUM,**
27 **INSTRUCTION, AND THE ORGANIZATION OF THE SCHOOL DAY TO ENABLE MORE**
28 **STUDENTS TO ACHIEVE COLLEGE AND CAREER READINESS BY THE END OF 10TH**
29 **GRADE AND TO IDENTIFY STUDENTS WHO ARE FALLING BEHIND AND DEVELOP A**
30 **PLAN TO GET THEM BACK ON TRACK;**

31 **(II) THE JOINT PLAN OF THE DEPARTMENT AND THE**
32 **MARYLAND HIGHER EDUCATION COMMISSION FOR TEACHER PREPARATION AND**
33 **TRAINING THAT MEETS THE REQUIREMENTS UNDER TITLE 6 OF THIS ARTICLE;**

34 **(III) A PLAN FROM THE DEPARTMENT FOR THE EXPANSION AND**

1 COORDINATION OF JUDY CENTERS UNDER § 5–230 OF THIS TITLE;

2 (IV) THE DEPARTMENT’S PLAN FOR SELECTION, ASSEMBLY,
3 AND DEPLOYMENT OF EXPERT REVIEW TEAMS UNDER § 5–411 OF THIS SUBTITLE;

4 (V) THE DEPARTMENT’S PLAN FOR IMPLEMENTING THE
5 TEACHER CAREER LADDER AND TRAINING MARYLAND TEACHERS, SCHOOL
6 LEADERS, AND ADMINISTRATORS UNDER TITLE 6, SUBTITLE 10 OF THIS ARTICLE;

7 (VI) THE CAREER AND TECHNICAL EDUCATION COMMITTEE
8 PLAN FOR DEVELOPING RIGOROUS CTE PATHWAYS UNDER § 24–706 OF THIS
9 ARTICLE; AND

10 (VII) ANY OTHER IMPLEMENTATION PLANS THE BOARD
11 DETERMINES ARE NECESSARY.

12 (3) AN IMPLEMENTATION PLAN SUBMITTED TO THE BOARD FOR
13 APPROVAL UNDER THIS SECTION SHALL BE CONSISTENT WITH THE DEVELOPED
14 GUIDELINES AND, IF APPLICABLE, THE APPROVED CRITERIA UNDER SUBSECTION
15 (B) OF THIS SECTION.

16 (4) A RESPONSIBLE GOVERNMENT UNIT SHALL AMEND THE
17 IMPLEMENTATION PLAN UNTIL IT IS APPROVED BY THE BOARD.

18 (D) THE BOARD SHALL:

19 (1) REVIEW AND APPROVE IMPLEMENTATION PLANS SUBMITTED
20 UNDER SUBSECTION (C) OF THIS SECTION;

21 (2) MONITOR THE IMPLEMENTATION OF APPROVED PLANS AND
22 WORK IN PARTNERSHIP WITH THE RELEVANT AGENCIES TO:

23 (I) DISSEMINATE INFORMATION ON BEST PRACTICES,
24 PROGRAMS, AND RESOURCES;

25 (II) PROVIDE TECHNICAL ASSISTANCE AND TRAINING;

26 (III) RESOLVE IMPLEMENTATION ISSUES AS THEY ARISE; AND

27 (IV) PROMOTE INTERAGENCY EFFORTS TO:

28 1. ACHIEVE THE PURPOSES OF THE BLUEPRINT FOR
29 MARYLAND’S FUTURE; AND

1 **2. REDUCE THE EFFECTS OF SOCIETAL AND ECONOMIC**
2 **ISOLATION ON STUDENT ACHIEVEMENT AND OPPORTUNITY BY PROMOTING**
3 **SOCIOECONOMIC DIVERSITY IN COMMUNITIES AND SCHOOLS.**

4 **(3) RECEIVE PERIODIC UPDATES, IN ACCORDANCE WITH THE**
5 **BOARD'S GUIDELINES, ON PROGRESS RESPONSIBLE ENTITIES ARE MAKING**
6 **TOWARDS REACHING THE IMPLEMENTATION PLAN GOALS; AND**

7 **(4) REQUEST ANY INFORMATION THE BOARD DETERMINES IS**
8 **NECESSARY TO CARRY OUT ITS OBLIGATIONS FROM AN ENTITY RESPONSIBLE FOR**
9 **CARRYING OUT THE IMPLEMENTATION PLANS UNDER THIS SECTION.**

10 **(E) A GOVERNMENTAL UNIT RESPONSIBLE FOR DEVELOPING AND**
11 **CARRYING OUT AN IMPLEMENTATION PLAN SHALL PROVIDE:**

12 **(1) PERIODIC UPDATES, WHEN REQUESTED BY THE BOARD, ON ITS**
13 **PROGRESS TOWARDS MEETING THE IMPLEMENTATION PLAN GOALS; AND**

14 **(2) ANY INFORMATION THE BOARD REQUESTS.**

15 **5-405.**

16 **(A) SUBJECT TO THE JUDGMENT OF THE BOARD AND IN ACCORDANCE WITH**
17 **THIS SECTION, EACH FISCAL YEAR A PORTION OF THE INCREASE IN THE STATE**
18 **SHARE OF MAJOR EDUCATION AID, AS DEFINED IN § 5-201 OF THIS TITLE, OVER THE**
19 **AMOUNT PROVIDED IN THE PRIOR FISCAL YEAR SHALL BE WITHHELD FROM PUBLIC**
20 **SCHOOLS AND LOCAL SCHOOL SYSTEMS.**

21 **(B) EXCEPT AS OTHERWISE PROVIDED IN THIS SECTION, BEGINNING IN**
22 **FISCAL YEAR 2022, 25% OF THE INCREASE IN THE STATE SHARE OF MAJOR**
23 **EDUCATION AID OVER THE AMOUNT PROVIDED IN THE CURRENT FISCAL YEAR**
24 **SHALL BE AUTOMATICALLY WITHHELD FROM A LOCAL SCHOOL SYSTEM FOR THE**
25 **NEXT FISCAL YEAR.**

26 **(C) BEGINNING IN FISCAL YEAR 2022, AND ENDING IN FISCAL YEAR 2024,**
27 **THE BOARD SHALL RELEASE THESE FUNDS EACH YEAR IF THE BOARD FINDS THAT**
28 **A LOCAL SCHOOL SYSTEM OR PUBLIC SCHOOL:**

29 **(1) HAS DEVELOPED AN INITIAL IMPLEMENTATION PLAN UNDER §**
30 **5-404 OF THIS SUBTITLE; AND**

31 **(2) HAS RECEIVED APPROVAL FOR ITS INITIAL IMPLEMENTATION**

1 PLAN AND FOR ANY SUBSEQUENT MODIFICATIONS.

2 (D) BEGINNING IN FISCAL YEAR 2025, THE BOARD SHALL CONSIDER
3 RELEASING FUNDS WITHHELD UNDER THIS SECTION TO A PUBLIC SCHOOL OR LOCAL
4 SCHOOL SYSTEM IF:

5 (1) THE BOARD RECEIVES A RECOMMENDATION TO RELEASE FUNDS
6 FROM:

7 (I) THE DEPARTMENT;

8 (II) THE CAREER AND TECHNICAL EDUCATION COMMITTEE
9 ESTABLISHED UNDER § 21–207 OF THIS ARTICLE; OR

10 (III) AN EXPERT REVIEW TEAM ESTABLISHED UNDER THIS
11 SUBTITLE; OR

12 (2) THE BOARD DETERMINES THAT A PUBLIC SCHOOL OR LOCAL
13 SCHOOL SYSTEM HAS MADE SUFFICIENT PROGRESS ON AN IMPLEMENTATION PLAN
14 OR TAKEN APPROPRIATE STEPS TO IMPROVE STUDENT PERFORMANCE.

15 (E) THE BOARD MAY WITHHOLD MORE THAN 25% OF THE INCREASE IN THE
16 STATE SHARE OF MAJOR EDUCATION AID OVER THE AMOUNT PROVIDED IN THE
17 CURRENT FISCAL YEAR FROM A PUBLIC SCHOOL OR LOCAL SCHOOL SYSTEM, IF, IN
18 THE JUDGMENT OF THE BOARD:

19 (1) A LOCAL SCHOOL SYSTEM HAS NOT MADE SATISFACTORY
20 EFFORTS TO DEVELOP OR REVISE THE IMPLEMENTATION PLAN REQUIRED TO BE
21 APPROVED BY THE BOARD UNDER § 5–404 OF THIS SUBTITLE;

22 (2) A PUBLIC SCHOOL OR LOCAL SCHOOL SYSTEM HAS NOT MADE
23 SUFFICIENT PROGRESS ON ITS IMPLEMENTATION PLAN; OR

24 (3) A PUBLIC SCHOOL OR LOCAL SCHOOL SYSTEM HAS NOT TAKEN
25 APPROPRIATE STEPS TO IMPROVE STUDENT PERFORMANCE.

26 (F) IN DETERMINING WHETHER TO RELEASE OR WITHHOLD ADDITIONAL
27 FUNDS UNDER THIS SECTION, THE BOARD SHALL CONSIDER WHETHER A PUBLIC
28 SCHOOL OR LOCAL SCHOOL SYSTEM HAS BEEN RESPONSIVE TO THE
29 RECOMMENDATIONS OF THE DEPARTMENT, THE CAREER AND TECHNICAL
30 EDUCATION COMMITTEE, AN EXPERT REVIEW TEAM, AND THE BOARD'S STAFF.

31 (G) THE BOARD SHALL NOTIFY THE GOVERNOR, THE PRESIDENT OF THE

1 **SENATE, AND THE SPEAKER OF THE HOUSE OF DELEGATES OF A DECISION NOT TO**
2 **RELEASE FUNDS OR TO WITHHOLD ADDITIONAL FUNDS.**

3 **(H) (1) IF THE BOARD FINDS THAT FUNDING SHOULD NOT BE RELEASED**
4 **UNDER SUBSECTION (C) OR SUBSECTION (D) OF THIS SECTION, THE BOARD SHALL,**
5 **ON OR BEFORE DECEMBER 1, ISSUE AN INITIAL WARNING TO THE PUBLIC SCHOOL**
6 **PRINCIPAL OR COUNTY SUPERINTENDENT THAT FUNDS MAY NOT BE RELEASED IN**
7 **THE NEXT FISCAL YEAR.**

8 **(2) A WARNING ISSUED UNDER PARAGRAPH (1) OF THIS SUBSECTION**
9 **SHALL INFORM THE LOCAL PRINCIPAL AND COUNTY SUPERINTENDENT OF:**

10 **(I) THE FINDINGS BY THE BOARD AND THE REASONING FOR**
11 **THE FINDINGS; AND**

12 **(II) ANY STEPS THAT MAY BE UNDERTAKEN TO REMEDY THE**
13 **FINDING.**

14 **(3) ON OR BEFORE FEBRUARY 1, THE BOARD SHALL MAKE A FINAL**
15 **DETERMINATION ON WHETHER TO RELEASE FUNDS UNDER THIS SECTION FOR THE**
16 **NEXT FISCAL YEAR.**

17 **(4) IF A PUBLIC SCHOOL OR LOCAL SCHOOL SYSTEM MAKES**
18 **PROGRESS IN SOME AREAS BUT NOT IN OTHERS, THE BOARD MAY DETERMINE THAT**
19 **A PORTION OF THE FUNDS MAY BE RELEASED WHILE A PORTION MAY BE WITHHELD.**

20 **(I) THE BOARD SHALL NOTIFY THE STATE SUPERINTENDENT AND THE**
21 **COMPTROLLER FOR PURPOSES OF § 5-205 OF THIS TITLE BY JUNE 1 OF EACH YEAR**
22 **OF THE BOARD'S FINAL DECISION TO RELEASE, NOT RELEASE, OR WITHHOLD**
23 **ADDITIONAL FUNDS UNDER THIS SECTION IN THE NEXT FISCAL YEAR.**

24 **(J) (1) THE BOARD MAY DETERMINE IT IS NECESSARY TO RELEASE OR**
25 **WITHHOLD FUNDS FOR THE CURRENT FISCAL YEAR.**

26 **(2) THE BOARD SHALL NOTIFY THE STATE SUPERINTENDENT AND**
27 **THE COMPTROLLER AS SOON AS PRACTICABLE FOR PURPOSES OF § 5-205 OF THIS**
28 **TITLE IF IT DECIDES TO RELEASE OR WITHHOLD ADDITIONAL FUNDS DURING THE**
29 **CURRENT FISCAL YEAR.**

30 **(K) THE BOARD SHALL DEVELOP AN APPEALS PROCESS THROUGH WHICH A**
31 **PUBLIC SCHOOL OR LOCAL SCHOOL SYSTEM MAY CONTEST THE WITHHOLDING OF**
32 **FUNDS UNDER THIS SECTION.**

1 **5-406.**

2 (A) THE BOARD SHALL REVIEW THE USE OF FUNDS PROVIDED UNDER
3 SUBTITLE 2 OF THIS TITLE BY THE STATE AND LOCAL GOVERNMENT AGENCIES
4 RESPONSIBLE FOR IMPLEMENTING THE BLUEPRINT FOR MARYLAND'S FUTURE.

5 (B) (1) ON OR BEFORE JANUARY 1 EACH YEAR IN 2021 THROUGH 2031,
6 THE DEPARTMENT SHALL SUBMIT TO THE BOARD INFORMATION ON THE USE OF
7 SCHOOL-LEVEL EXPENDITURES IN THE CURRENT FISCAL YEAR, COLLECTED UNDER
8 § 5-101 OF THIS TITLE, TO AID THE BOARD IN FULFILLING ITS RESPONSIBILITIES
9 UNDER THIS SUBTITLE.

10 (2) EACH LOCAL SCHOOL SYSTEM SHALL REPORT TO THE
11 DEPARTMENT, IN A MANNER DETERMINED BY THE DEPARTMENT, ON
12 SCHOOL-LEVEL SPENDING TO AID THE DEPARTMENT IN FULFILLING ITS
13 OBLIGATIONS UNDER THIS SUBTITLE.

14 (C) THE BOARD SHALL MONITOR THE EXPENDITURES OF LOCAL SCHOOL
15 SYSTEMS TO ENSURE THAT MINIMUM SCHOOL-LEVEL FUNDING REQUIREMENTS
16 UNDER § 5-234 OF THIS TITLE ARE MET.

17 (D) THE BOARD MAY DEVELOP AN APPEALS PROCESS THROUGH WHICH
18 LOCAL SCHOOL SYSTEMS MAY REQUEST GREATER FLEXIBILITY IN MEETING THIS
19 REQUIREMENT.

20 **5-407.**

21 (A) BEGINNING IN FISCAL YEAR 2022, THE BOARD MAY DETERMINE TO
22 WITHHOLD APPROPRIATED FUNDS FROM THE DEPARTMENT, THE MARYLAND
23 HIGHER EDUCATION COMMISSION, THE CAREER AND TECHNICAL EDUCATION
24 COMMITTEE, OR ANY OTHER ENTITY OF STATE OR LOCAL GOVERNMENT
25 RESPONSIBLE FOR DEVELOPING AN IMPLEMENTATION PLAN UNDER § 5-404 OF
26 THIS SUBTITLE IF THE ENTITY:

27 (1) HAS NOT DEVELOPED AN INITIAL IMPLEMENTATION PLAN, OR
28 HAD ITS IMPLEMENTATION PLAN APPROVED; OR

29 (2) HAS NOT IMPLEMENTED ITS IMPLEMENTATION PLAN
30 APPROPRIATELY.

31 (B) THE BOARD SHALL NOTIFY THE COMPTROLLER, THE GOVERNOR, THE
32 PRESIDENT OF THE SENATE, AND THE SPEAKER OF THE HOUSE OF DELEGATES
33 REGARDING THE INTENT TO WITHHOLD APPROPRIATED FUNDS UNDER THIS

1 SECTION.

2 (C) AFTER RECEIVING NOTIFICATION FROM THE BOARD UNDER
3 SUBSECTION (B) OF THIS SECTION, THE COMPTROLLER SHALL WITHHOLD THE
4 AMOUNT OF FUNDING THAT THE BOARD DETERMINES IS NECESSARY TO BE
5 WITHHELD.

6 5-408.

7 (A) IN ORDER TO MEET ITS OBLIGATION TO TRACK WHETHER THE
8 BLUEPRINT FOR MARYLAND'S FUTURE IS PROGRESSING ACCORDING TO PLAN, THE
9 BOARD SHALL:

10 (1) DEVELOP GUIDELINES FOR THE SUBMISSION OF REPORTS BY:

11 (I) THE DEPARTMENT;

12 (II) LOCAL SCHOOL SYSTEMS; AND

13 (III) PUBLIC SCHOOLS;

14 (2) USING REPORTS SUBMITTED IN ACCORDANCE WITH ITEM (1) OF
15 THIS SUBSECTION, AND THE BOARD'S ONGOING MONITORING AS A GUIDE, GATHER
16 AND ANALYZE DISAGGREGATED DATA TO MEASURE PROGRESS MADE ON THE
17 IMPLEMENTATION OF THE BLUEPRINT FOR MARYLAND'S FUTURE, BY EXAMINING:

18 (I) THE EFFECTS OF STUDENT PERFORMANCE OVER TIME,
19 WITH SPECIFIC EMPHASIS ON CLOSING ACHIEVEMENT GAPS BETWEEN STUDENT
20 GROUPS OF DIFFERENT:

21 1. RACE;

22 2. ETHNICITY;

23 3. DISABILITY STATUS;

24 4. HOUSEHOLD INCOME; AND

25 5. ANY OTHER STUDENT GROUP CHARACTERISTICS
26 THAT FEATURE ACHIEVEMENT GAPS AS DETERMINED BY THE BOARD; AND

27 (II) STUDENT OUTCOMES, SUCH AS:

- 1 1. **ABSENTEEISM;**
- 2 2. **DISCIPLINARY ACTION;**
- 3 3. **ENRICHMENT OPPORTUNITIES; AND**
- 4 4. **MEANINGFUL FAMILY INVOLVEMENT;**

5 **(3) MONITOR AND REVIEW THE PERFORMANCE OF EACH TEACHER**
6 **PREPARATION PROGRAM AT AN INSTITUTION OF HIGHER EDUCATION AND**
7 **ALTERNATIVE TEACHER PREPARATION PROGRAM;**

8 **(4) MONITOR CHANGES IN THE CONCENTRATION OF STUDENTS**
9 **ELIGIBLE FOR FREE AND REDUCED PRICE MEALS WITHIN PUBLIC SCHOOLS AND**
10 **LOCAL SCHOOL SYSTEMS;**

11 **(5) EXAMINE THE SCHOOL-LEVEL DIVERSITY OF PUBLIC SCHOOL**
12 **STAFF AND STUDENT BODIES;**

13 **(6) MONITOR PUBLIC SCHOOLS AND LOCAL SCHOOL SYSTEMS TO**
14 **ENSURE THAT SUFFICIENT NUMBERS OF TEACHERS ARE PARTICIPATING IN THE**
15 **CAREER LADDER AND ACHIEVING NATIONAL BOARD CERTIFICATION, AS PROVIDED**
16 **IN TITLE 6, SUBTITLE 10 OF THIS ARTICLE;**

17 **(7) EXAMINE THE RACIAL, ETHNIC, DISABILITY-STATUS, AND INCOME**
18 **MAKEUP OF FULL-DAY PREKINDERGARTEN STUDENTS, DISAGGREGATED BY**
19 **PROVIDERS, AND MONITOR WHETHER THE MIX OF PUBLIC AND PRIVATE**
20 **PREKINDERGARTEN PROVIDERS IS EFFECTIVELY MEETING THE NEEDS OF**
21 **FAMILIES; AND**

22 **(8) APPROVE THE PLANS FOR DEPLOYMENT OF EXPERT REVIEW**
23 **TEAMS SUBMITTED BY THE DEPARTMENT AND THE CAREER AND TECHNICAL**
24 **EDUCATION COMMITTEE UNDER §§ 5-409 AND 5-410 OF THIS SUBTITLE.**

25 **(B) (1) IN GATHERING AND ANALYZING DATA TO COMPLETE ITS DUTIES**
26 **UNDER THIS SUBTITLE, THE BOARD MAY COLLECT DATA FROM ANY RELEVANT**
27 **ENTITIES, INCLUDING THE MARYLAND LONGITUDINAL DATA SYSTEM CENTER**
28 **ESTABLISHED UNDER TITLE 24, SUBTITLE 7 OF THIS ARTICLE.**

29 **(2) IF ADDITIONAL DATA IS NEEDED FOR THE BOARD TO COMPLETE**
30 **ITS DUTIES, THE BOARD MAY REQUEST THAT OTHER APPROPRIATE GOVERNMENT**
31 **AGENCIES AID IN THE COLLECTION OF DATA.**

1 **(3) UNLESS OTHERWISE PROHIBITED BY LAW, AN AGENCY SHALL**
2 **PROVIDE THE BOARD WITH ANY REQUESTED DATA.**

3 **(4) UNLESS OTHERWISE PROHIBITED BY LAW, A GOVERNMENT**
4 **AGENCY WHOSE AID THE BOARD HAS REQUESTED UNDER THIS SUBSECTION SHALL**
5 **REGULARLY COLLECT THE REQUESTED DATA AND PROVIDE IT TO THE BOARD.**

6 **5-409.**

7 **(A) IN ADDITION TO ANY OTHER DUTIES ASSIGNED OR DUTIES GRANTED TO**
8 **THE BOARD UNDER THIS SUBTITLE, THE BOARD HAS THE POWER TO PERFORM THE**
9 **DUTIES DESCRIBED IN THIS SECTION.**

10 **(B) THE BOARD SHALL:**

11 **(1) OVERSEE THE WORK OF THE CAREER AND TECHNICAL**
12 **EDUCATION COMMITTEE ESTABLISHED UNDER § 21-207 OF THIS ARTICLE;**

13 **(2) COORDINATE THROUGH THE DEPARTMENT, THE STATE'S**
14 **PARTICIPATION IN THE ORGANIZATION FOR ECONOMIC COOPERATION AND**
15 **DEVELOPMENT'S PROGRAM FOR INTERNATIONAL STUDENT ASSESSMENT SURVEY**
16 **PROGRAM;**

17 **(3) REPORT ON OR BEFORE NOVEMBER 1 EACH YEAR FOR CALENDAR**
18 **YEARS 2021 THROUGH 2030, TO THE GOVERNOR, THE PUBLIC, AND, IN**
19 **ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL**
20 **ASSEMBLY, ON:**

21 **(I) PROGRESS MADE ON THE IMPLEMENTATION OF THE**
22 **BLUEPRINT FOR MARYLAND'S FUTURE;**

23 **(II) RECOMMENDED LEGISLATIVE CHANGES, INCLUDING ANY**
24 **CHANGES NECESSARY TO ENSURE THAT THE IMPLEMENTATIONS HAVE ADEQUATE**
25 **RESOURCES AND MEASUREMENTS;**

26 **(III) THE DEGREE TO WHICH STATE AND LOCAL AGENCIES, AS**
27 **APPLICABLE, ARE CARRYING OUT THEIR ASSIGNED ROLES IN IMPLEMENTING THE**
28 **BLUEPRINT FOR MARYLAND'S FUTURE; AND**

29 **(IV) WHETHER THE FUNDS PROVIDED BY THE STATE AND LOCAL**
30 **GOVERNMENTS ARE CONSISTENT WITH THE BOARD'S ESTIMATE OF WHAT IS**
31 **NECESSARY TO FULLY IMPLEMENT THE BLUEPRINT; AND**

1 (4) **PROVIDE TRAINING TO EXPERT REVIEW TEAMS ESTABLISHED**
2 **UNDER § 5-411 OF THIS SUBTITLE.**

3 **(C) THE BOARD MAY:**

4 (1) **RECOMMEND THAT THE DEPARTMENT AND THE MARYLAND**
5 **HIGHER EDUCATION COMMISSION REVIEW THE ACCREDITATION OF A PROGRAM**
6 **REVIEWED UNDER § 5-408(A)(3) OF THIS SUBTITLE THAT WAS FOUND TO BE**
7 **INEFFECTIVE;**

8 (2) **DETERMINE THAT THE CAREER LADDER SYSTEM UNDER TITLE 6,**
9 **SUBTITLE 10 OF THIS ARTICLE HAS BEEN WELL ESTABLISHED THROUGHOUT THE**
10 **STATE FOR THE PURPOSES OF IMPLEMENTING THE BLUEPRINT FOR MARYLAND'S**
11 **FUTURE;**

12 (3) **MAKE GRANTS TO INNOVATIVE PROGRAMS DEVELOPED BY**
13 **PUBLIC SCHOOLS, INSTITUTIONS OF POSTSECONDARY EDUCATION, NONPROFITS,**
14 **AND OTHER PERSONS THAT HELP FURTHER THE BOARD'S PURPOSE; AND**

15 (4) **PERFORM ANY OTHER DUTIES NECESSARY TO CARRY OUT THE**
16 **POWERS GRANTED UNDER THIS SUBTITLE.**

17 **5-410.**

18 (A) **IN ADDITION TO ITS OWN ASSESSMENTS AND TRACKING OF PROGRESS,**
19 **REQUIRED UNDER § 5-406 OF THIS SUBTITLE, THE BOARD SHALL CONTRACT WITH**
20 **A PUBLIC OR PRIVATE ENTITY TO CONDUCT AN INDEPENDENT EVALUATION OF THE**
21 **STATE'S PROGRESS IN IMPLEMENTING THE BLUEPRINT FOR MARYLAND'S FUTURE**
22 **AND ACHIEVING THE EXPECTED OUTCOMES DURING THE IMPLEMENTATION**
23 **PERIOD.**

24 **(B) THE INDEPENDENT EVALUATION SHALL INCLUDE AN ASSESSMENT OF:**

25 (1) **THE USE OF ADDITIONAL FUNDING TO MEET THE GOALS OF THE**
26 **BLUEPRINT FOR MARYLAND'S FUTURE;**

27 (2) **PROGRESS TOWARD THE GOALS OF THE BLUEPRINT FOR**
28 **MARYLAND'S FUTURE AND WHETHER THE GOALS HAVE BEEN ACHIEVED; AND**

29 (3) **ANY RECOMMENDATIONS TO ALTER THE GOALS OR STRATEGIES**
30 **EMPLOYED TO REACH THE GOALS, INCLUDING NEW USES FOR EXISTING FUNDS OR**
31 **ADDITIONAL FUNDING.**

(C) (1) AN ENTITY WITH WHICH THE BOARD CONTRACTS FOR AN INDEPENDENT EVALUATION SHALL REPORT ITS RESULTS TO THE BOARD ON OR BEFORE:

(I) OCTOBER 1, 2024; AND

(II) OCTOBER 1, 2030.

(2) THE BOARD SHALL CONTRACT FOR EACH INDEPENDENT EVALUATION AS SOON AS PRACTICABLE.

(D) (1) (I) ON OR BEFORE DECEMBER 1, 2024, THE BOARD SHALL, USING THE FIRST INDEPENDENT EVALUATION AND ITS OWN JUDGMENT, REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY ON WHETHER THE BLUEPRINT FOR MARYLAND'S FUTURE IS BEING IMPLEMENTED AS INTENDED AND ACHIEVING THE EXPECTED OUTCOMES.

(II) THE BOARD'S REPORT SHALL INCLUDE AN ASSESSMENT OF THE STATE'S PROGRESS TOWARDS:

1. INCREASING THE NUMBER OF TEACHERS ACHIEVING NATIONAL BOARD CERTIFICATION;

2. PROVIDING FULL-DAY PREKINDERGARTEN PROGRAMS FOR 3- AND 4-YEAR OLDS IN ACCORDANCE WITH TITLE 7, SUBTITLE 1A OF THIS ARTICLE; AND

3. ENSURING THAT STUDENTS ENROLLED IN PUBLIC SCHOOLS MEET COLLEGE AND CAREER STANDARDS IN ACCORDANCE WITH § 7-205.1 OF THIS ARTICLE.

(III) THE BOARD'S REPORT SHALL INCLUDE ANY LEGISLATIVE OR STRUCTURAL CORRECTIONS NECESSARY TO FULLY IMPLEMENT THE BLUEPRINT.

(2) ON OR BEFORE DECEMBER 1, 2030, THE BOARD SHALL REPORT ON THE RESULTS OF THE FINAL INDEPENDENT EVALUATION TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY.

(E) (1) THE BOARD SHALL DETERMINE:

1 **(I) WHETHER THE BLUEPRINT FOR MARYLAND’S FUTURE IS**
2 **WORKING AS INTENDED;**

3 **(II) WHAT STEPS ARE NECESSARY TO CONTINUE PROVIDING A**
4 **GLOBALLY COMPETITIVE EDUCATION TO THE CHILDREN OF THE STATE; AND**

5 **(III) IF ANY CHANGES TO THE STRUCTURE, FUNCTIONING, AND**
6 **AUTHORITY OF STATE AND LOCAL AGENCIES RESPONSIBLE FOR EDUCATION ARE**
7 **NECESSARY; AND**

8 **(IV) WHETHER THE BOARD SHOULD CONTINUE TO MONITOR**
9 **IMPLEMENTATION OF THE BLUEPRINT AFTER JUNE 30, 2031.**

10 **(2) IN MAKING ITS DETERMINATION, THE BOARD SHALL EXAMINE**
11 **THE MANNER IN WHICH STATE AND LOCAL GOVERNMENT ENTITIES RESPONSIBLE**
12 **FOR IMPLEMENTING THE BLUEPRINT FOR MARYLAND’S FUTURE HAVE**
13 **CONTRIBUTED TO EDUCATING, TRAINING, PROVIDING LEARNING OPPORTUNITIES**
14 **FOR, AND DEVELOPING THE CAREERS OF STUDENTS AND YOUNG PEOPLE IN THE**
15 **STATE.**

16 **(3) THE BOARD SHALL IDENTIFY WAYS TO FOSTER PARTNERSHIPS**
17 **BETWEEN LOCAL SCHOOL SYSTEMS, PUBLIC SCHOOLS, AND INSTITUTIONS OF**
18 **HIGHER EDUCATION, AND DEVELOP COLLABORATIVE RELATIONSHIPS AMONG THE**
19 **ENTITIES EXAMINED UNDER PARAGRAPH (2) OF THIS SUBSECTION TO CREATE A**
20 **WORLD-CLASS 21ST-CENTURY EDUCATION SYSTEM IN THE STATE.**

21 **5-411.**

22 **(A) IN THIS SECTION, “PROGRAM” MEANS THE EXPERT REVIEW TEAM**
23 **PROGRAM.**

24 **(B) THE DEPARTMENT SHALL ESTABLISH, ADMINISTER, AND SUPERVISE AN**
25 **EXPERT REVIEW TEAM PROGRAM.**

26 **(C) THE PURPOSE OF THE PROGRAM IS FOR TEAMS OF EXPERT EDUCATORS**
27 **TO:**

28 **(1) CONDUCT INTERVIEWS, OBSERVE CLASSES, AND USE OTHER DATA**
29 **TO ANALYZE THE EXTENT TO WHICH THE BLUEPRINT FOR MARYLAND’S FUTURE IS**
30 **BEING IMPLEMENTED; AND**

31 **(2) COLLABORATE WITH SCHOOL-BASED FACULTY AND STAFF AND**
32 **LOCAL SCHOOL SYSTEM STAFF TO:**

1 **(I) DETERMINE REASONS WHY STUDENT PROGRESS IS**
2 **INSUFFICIENT; AND**

3 **(II) DEVELOP RECOMMENDATIONS, MEASURES, AND**
4 **STRATEGIES TO ADDRESS THE ISSUES IDENTIFIED BY THE EXPERT REVIEW TEAM.**

5 **(D) (1) THE DEPARTMENT SHALL SELECT HIGHLY REGARDED EXPERT**
6 **REVIEW TEAM MEMBERS IN THE PROGRAM, WHO REFLECT, TO THE EXTENT**
7 **PRACTICABLE, THE RACIAL, ETHNIC, LINGUISTIC, AND GENDER DIVERSITY OF THE**
8 **POPULATION OF PUBLIC SCHOOL STUDENTS, FROM THE FOLLOWING GROUPS:**

9 **(I) TEACHERS;**

10 **(II) SCHOOL LEADERS; AND**

11 **(III) OTHER INDIVIDUALS WHO HAVE EXPERTISE DIRECTLY**
12 **RELEVANT TO THE PURPOSE AND DUTIES OF THE PROGRAM.**

13 **(2) AFTER THE CAREER LADDER UNDER TITLE 6, SUBTITLE 10 OF**
14 **THIS ARTICLE IS WELL ESTABLISHED THROUGHOUT THE STATE, THE DEPARTMENT**
15 **SHALL SELECT EXPERT REVIEW TEAM MEMBERS FROM EXPERT TEACHERS AND**
16 **PRINCIPALS WHO ARE IN SENIOR POSITIONS ON THE CAREER LADDER.**

17 **(E) EACH MEMBER OF AN EXPERT REVIEW TEAM SHALL BE THOROUGHLY**
18 **TRAINED BY THE BOARD ON THE BLUEPRINT FOR MARYLAND'S FUTURE AND ITS**
19 **RATIONALE, INCLUDING DETAILED INFORMATION ON THE WAY SIMILAR SYSTEMS**
20 **WORK IN TOP-PERFORMING SCHOOL SYSTEMS IN THE WORLD.**

21 **(F) (1) DURING A SCHOOL VISIT, AN EXPERT REVIEW TEAM SHALL:**

22 **(I) CONDUCT COMPREHENSIVE IN-SCHOOL INVESTIGATIONS**
23 **OF THE CAUSES OF POOR STUDENT PERFORMANCE; AND**

24 **(II) MAKE RECOMMENDATIONS TO THE FOLLOWING ENTITIES**
25 **ON THE MEASURES NEEDED TO IMPROVE THE PERFORMANCE OF LOW-PERFORMING**
26 **SCHOOLS AND CORRECT IDENTIFIED PROBLEMS:**

27 1. **PRINCIPAL AND COUNTY SUPERINTENDENT;**

28 2. **SCHOOL FACULTY;**

29 3. **COUNTY BOARDS OF EDUCATION; AND**

1 4. **THE COMMUNITY.**

2 (2) **AFTER A SCHOOL VISIT, AN EXPERT REVIEW TEAM SHALL SUBMIT**
3 **A REPORT TO THE DEPARTMENT WITHIN THE TIME PERIOD, IN THE MANNER, AND**
4 **INCLUDING THE INFORMATION REQUIRED BY THE DEPARTMENT.**

5 (G) (1) **BEGINNING ON OR BEFORE JULY 1, 2021, AND EACH JULY 1**
6 **THROUGH 2030, THE DEPARTMENT SHALL DEVELOP AND SUBMIT TO THE BOARD**
7 **FOR APPROVAL A PLAN TO DEPLOY THE EXPERT REVIEW TEAMS IN THE FOLLOWING**
8 **SCHOOL YEAR.**

9 (2) (I) **BEGINNING ON JULY 1, 2023, THE DEPARTMENT SHALL**
10 **SEND EXPERT REVIEW TEAMS TO AT LEAST 10% OF PUBLIC SCHOOLS IN AT LEAST**
11 **THREE DIFFERENT LOCAL SCHOOL SYSTEMS EACH YEAR.**

12 (II) **AN EXPERT REVIEW TEAM SHALL BE SENT AT LEAST ONCE**
13 **TO EVERY PUBLIC SCHOOL IN THE STATE BY THE END OF THE 2030–2031 SCHOOL**
14 **YEAR.**

15 (3) (I) **THE DEPARTMENT SHALL, IN ACCORDANCE WITH AN**
16 **APPROVED DEPLOYMENT PLAN AND SUBJECT TO THE PROVISIONS OF THIS**
17 **SUBSECTION, SEND AN EXPERT REVIEW TEAM TO:**

18 1. **EACH SCHOOL DETERMINED TO BE ONE OF THE**
19 **LOWEST PERFORMING SCHOOLS IN THE STATE ONCE EACH YEAR;**

20 2. **SCHOOLS DETERMINED TO BE LOWER PERFORMING**
21 **SCHOOLS IN THE STATE ON A REGULAR SCHEDULE BUT NOT EVERY YEAR; AND**

22 3. **ALL OTHER SCHOOLS AT INTERVALS DETERMINED BY**
23 **A RANDOMIZED SELECTION PROCESS.**

24 (II) **THE LOWEST PERFORMING SCHOOLS SHALL BE**
25 **DETERMINED BY ANALYZING PERFORMANCE DATA OF SCHOOLS WITH:**

26 1. A. **THE LOWEST OVERALL PERFORMANCE ON**
27 **STATE ASSESSMENTS; AND**

28 B. **SUBGROUPS OF STUDENTS WHO PERFORMED POORLY**
29 **ON STATE ASSESSMENTS; OR**

30 2. **BASED ON DATA PRODUCED BY THE DATA**

1 MONITORING SYSTEM ESTABLISHED UNDER THE FEDERAL EVERY STUDENT
2 SUCCEEDS ACT.

3 (4) BEGINNING ON JULY 1, 2025, A SCHOOL THAT HAS NOT BEEN
4 SELECTED FOR REVIEW BY AN EXPERT REVIEW TEAM MAY SUBMIT A REQUEST TO
5 THE DEPARTMENT FOR A REVIEW.

6 (5) THE BOARD MAY REQUEST THAT THE DEPARTMENT SEND AN
7 EXPERT REVIEW TEAM TO A PARTICULAR SCHOOL.

8 (H) DURING THE PERIOD FROM JULY 1, 2023, THROUGH JUNE 30, 2025,
9 THE REPORT AND RECOMMENDATIONS OF AN EXPERT REVIEW TEAM SHALL BE
10 ADVISORY ONLY AND MAY BE USED BY A SCHOOL AND LOCAL SCHOOL SYSTEM TO
11 STRENGTHEN THE SCHOOL PROGRAM AND THE MANAGEMENT OF THE SCHOOL AND
12 LOCAL SCHOOL SYSTEM.

13 (I) (1) (I) BEGINNING ON JULY 1, 2025, THE REPORT AND
14 RECOMMENDATIONS OF AN EXPERT REVIEW TEAM SHALL BE USED BY THE
15 DEPARTMENT AS THE BASIS FOR A RECOMMENDATION TO THE BOARD UNDER §
16 5-404 OF THIS SUBTITLE AS TO WHETHER TO RELEASE A PORTION OF THE ANNUAL
17 INCREASE IN FUNDING FOR THE UPCOMING SCHOOL YEAR BECAUSE THE SCHOOL
18 AND THE LOCAL SCHOOL SYSTEM HAVE DEVELOPED A SATISFACTORY PLAN FOR THE
19 USE OF THE FUNDS CONSISTENT WITH EXPERT REVIEW TEAM'S
20 RECOMMENDATIONS.

21 (II) IN FULFILLING ITS DUTIES UNDER THIS SUBSECTION, AN
22 EXPERT REVIEW TEAM IN THE PROGRAM MAY MAKE RECOMMENDATIONS ON:

23 1. REQUIRING STATE ACTION IN ACCORDANCE WITH §
24 7-203.4 OF THIS ARTICLE; OR

25 2. PAIRING THE SCHOOL WITH A HIGHER PERFORMING
26 SCHOOL WITH SIMILAR DEMOGRAPHICS FROM WHICH THE SCHOOL LEADERSHIP
27 COLLABORATES AND SHARES EXPERTISE FOR THE BENEFIT OF FACULTY AND STAFF.

28 (2) IF THE BOARD DETERMINES THAT ALL OR A PORTION OF A
29 SCHOOL'S ANNUAL INCREASE IN FUNDING SHOULD NOT BE RELEASED DUE TO AN
30 UNSATISFACTORY PLAN, THE DEPARTMENT SHALL WORK WITH THE SCHOOL AND
31 LOCAL SCHOOL SYSTEM TO DEVELOP A SATISFACTORY PLAN TO ALLOW RELEASE OF
32 THE WITHHELD FUNDS.

33 5-412.

1 (A) (1) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS
2 INDICATED.

3 (2) “CTE COMMITTEE” MEANS THE CAREER AND TECHNICAL
4 EDUCATION COMMITTEE ESTABLISHED UNDER § 21–207 OF THIS ARTICLE.

5 (3) “PROGRAM” MEANS THE CTE EXPERT REVIEW TEAM PROGRAM.

6 (B) (1) THE CTE COMMITTEE SHALL ESTABLISH, ADMINISTER, AND
7 SUPERVISE A CTE EXPERT REVIEW TEAM PROGRAM FOR SCHOOLS WITH CAREER
8 AND TECHNICAL EDUCATION PROGRAMS AND PATHWAYS.

9 (2) SUBJECT TO THE PROVISIONS OF THIS SUBSECTION, THE
10 PROGRAM WILL HAVE THE SAME PURPOSE, STRUCTURE, TRAINING, AND REPORTING
11 REQUIREMENTS AS THE EXPERT REVIEW TEAM PROGRAM ESTABLISHED BY THE
12 DEPARTMENT UNDER § 5–407 OF THIS SUBTITLE.

13 (3) (I) THE CTE COMMITTEE SHALL SELECT THE MEMBERS OF
14 CTE EXPERT REVIEW TEAMS IN THE PROGRAM.

15 (II) THE CTE COMMITTEE SHALL SELECT CTE EXPERT
16 REVIEW TEAM MEMBERS WHO, TO THE EXTENT PRACTICABLE, REFLECT THE
17 RACIAL, ETHNIC, LINGUISTIC, AND GENDER DIVERSITY OF THE POPULATION OF THE
18 PUBLIC SCHOOL STUDENTS, FROM THE FOLLOWING GROUPS:

19 1. HIGHLY REGARDED CAREER AND TECHNICAL
20 EDUCATION TEACHERS;

21 2. SCHOOL LEADERS;

22 3. EMPLOYERS;

23 4. TRADE UNIONS; AND

24 5. APPRENTICESHIP AND INTERNSHIP SPONSORS.

25 (4) DURING A SCHOOL VISIT, A CTE EXPERT REVIEW TEAM SHALL
26 CONDUCT INTERVIEWS, OBSERVE CLASSES, AND USE OTHER DATA TO:

27 (I) DETERMINE REASONS WHY STUDENT PROGRESS IS
28 INSUFFICIENT TOWARD SUCCESSFUL COMPLETION OF THE CTE PATHWAY; AND

29 (II) DEVELOP RECOMMENDATIONS, MEASURES, AND

1 STRATEGIES TO ADDRESS THE ISSUES IDENTIFIED BY THE CTE EXPERT REVIEW
2 TEAM.

3 (5) AFTER A CTE EXPERT REVIEW TEAM ISSUES A REPORT, THE
4 SCHOOL, THE COUNTY BOARD, THE EMPLOYERS, AND APPRENTICESHIP OR
5 INTERNSHIP SPONSORS SHALL:

6 (I) REVIEW THE REPORT AND RECOMMENDATIONS; AND

7 (II) IF NECESSARY, SUBMIT A PLAN TO THE CTE COMMITTEE
8 ADDRESSING THE RECOMMENDATIONS IN THE REPORT.

9 (6) (I) BEGINNING ON JULY 1, 2021, AND ENDING JULY 1, 2030,
10 THE CTE COMMITTEE SHALL DEVELOP AND SUBMIT TO THE BOARD, FOR
11 APPROVAL, A PLAN TO DEPLOY THE CTE EXPERT REVIEW TEAMS IN THE
12 FOLLOWING SCHOOL YEAR.

13 (II) SUBJECT TO THE BOARD'S APPROVAL, THE CTE
14 COMMITTEE SHALL SCHEDULE CTE EXPERT REVIEW TEAM SCHOOL VISITS IN A
15 MANNER DESIGNED TO PROVIDE THE CTE COMMITTEE AND THE DEPARTMENT
16 WITH SUFFICIENT INFORMATION TO MAKE INFORMED DECISIONS ON THE RELEASE
17 OF SCHOOL FUNDS CONDITIONED ON STUDENT PERFORMANCE, INCLUDING
18 ADEQUATE TIME FOR A SCHOOL TO RESPOND TO AN EXPERT REVIEW TEAM'S
19 REPORT AND RECOMMENDATIONS BEFORE DECISIONS ARE MADE REGARDING THE
20 RETAINING OF SCHOOL FUNDS.

21 5-413.

22 (A) ON OR BEFORE JULY 1 EACH YEAR, BEGINNING IN 2021, THE
23 DEPARTMENT, IN COORDINATION WITH THE MARYLAND HIGHER EDUCATION
24 COMMISSION, SHALL SUBMIT A REPORT TO THE BOARD, THE GOVERNOR, AND IN
25 ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL
26 ASSEMBLY ON THE PROGRESS MADE IN INCREASING THE PREPARATION AND
27 DIVERSITY OF TEACHER CANDIDATES AND NEW TEACHERS IN THE STATE AS
28 REQUIRED BY THE BLUEPRINT FOR MARYLAND'S FUTURE.

29 (B) THE REPORT REQUIRED UNDER SUBSECTION (A) OF THIS SECTION
30 SHALL INCLUDE:

31 (1) DATA TRENDS IN:

32 (I) THE NUMBER OF APPLICATIONS TO AND ACCEPTANCE BY
33 MARYLAND TEACHER EDUCATION INSTITUTIONS AND ALTERNATIVE PROGRAMS

1 THAT PREPARE EDUCATORS, AS A WHOLE AND BY GENDER, RACIAL, AND ETHNIC
2 BACKGROUND;

3 (II) TEACHER QUALITY AS MEASURED BY THE GRADES, CLASS
4 STANDING, AND ACCOUNTABILITY TEST PERFORMANCE OF STUDENTS APPLYING TO
5 AND ADMITTED TO INSTITUTIONS AND ALTERNATIVE PROGRAMS;

6 (III) THE PROPORTION OF GRADUATES OF TEACHER EDUCATION
7 PROGRAMS, INCLUDING THOSE GRADUATES EXPECTING TO TEACH AT THE
8 ELEMENTARY SCHOOL LEVEL, WHO HAVE MAJORED AS UNDERGRADUATES IN THE
9 SUBJECTS THEY PLAN TO TEACH TO THE TOTAL NUMBER OF GRADUATES OF
10 TEACHER EDUCATION PROGRAMS;

11 (IV) THE PROPORTION OF NEW TEACHERS HIRED IN THE STATE
12 WHO WERE TRAINED OUT OF STATE TO THOSE TRAINED IN THE STATE;

13 (V) THE SATISFACTION OF SCHOOL DISTRICT OFFICIALS WITH
14 NEWLY HIRED TEACHERS WHO HAVE JUST GRADUATED FROM MARYLAND
15 INSTITUTIONS AS DETERMINED BY THE SCHOOL DISTRICT OFFICIALS' RESPONSES
16 TO QUESTIONS ON A FORM THE OFFICIALS HELPED DEVELOP; AND

17 (VI) THE PROPORTION OF GRADUATES OF TEACHER EDUCATION
18 PROGRAMS WHO PASS REQUIRED TESTS FOR LICENSURE ON THE FIRST ATTEMPT
19 AND AFTER SUBSEQUENT ATTEMPTS.

20 (2) MEASURES TAKEN TO INCREASE THE PROPORTION OF HIGHLY
21 QUALIFIED INDIVIDUALS FROM MINORITY BACKGROUNDS WHO APPLY TO TEACHER
22 EDUCATION INSTITUTIONS;

23 (3) MEASURES TAKEN TO INCREASE THE NUMBER OF HIGH SCHOOL
24 GRADUATES WITH VERY STRONG ACADEMIC BACKGROUNDS WHO SELECT TEACHING
25 AS A CAREER;

26 (4) MEASURES TAKEN TO MAKE TEACHER EDUCATION IN THE
27 UNDERLYING DISCIPLINES MORE RIGOROUS;

28 (5) MEASURES TAKEN TO BETTER ALIGN THE PROGRAMS OF THE
29 TEACHER EDUCATION INSTITUTIONS WITH STATE CURRICULUM FRAMEWORKS;

30 (6) MEASURES TAKEN TO IMPROVE THE BACKGROUND OF
31 BEGINNING TEACHERS IN RESEARCH AND RESEARCH TECHNIQUES;

32 (7) IMPLEMENTATION OF MORE RIGOROUS LICENSING STANDARDS

1 AND MEASURES FOR NEW TEACHERS IN BOTH MASTERY OF THE SUBJECT BEING
2 TAUGHT AND THE METHODS FOR TEACHING IT;

3 (8) IMPLEMENTATION OF INCENTIVES TO ATTRACT HIGH-QUALITY
4 HIGH SCHOOL GRADUATES INTO CAREERS IN TEACHING;

5 (9) TRENDS IN THE RATES AT WHICH TEACHERS ARE ACQUIRING THE
6 CREDENTIALS NEEDED TO ADVANCE UP THE CAREER LADDER, ESTABLISHED UNDER
7 TITLE 6, SUBTITLE 10 OF THIS ARTICLE, INCLUDING NATIONAL BOARD
8 CERTIFICATION AND HIGHER STEPS ON THE LADDER;

9 (10) TRENDS IN THE DISTRIBUTION OF TEACHERS ALONG THE STEPS
10 OF THE CAREER LADDER;

11 (11) TRENDS IN LONGEVITY IN TEACHING IN MARYLAND SCHOOLS
12 AND, IN PARTICULAR, IN SERVICE IN SCHOOLS SERVING HIGH PROPORTIONS OF
13 HISTORICALLY UNDERSERVED STUDENTS;

14 (12) TRENDS IN THE NUMBER OF TEACHER CANDIDATES OF COLOR
15 HIRED BY LOCAL SCHOOL SYSTEMS DISAGGREGATED BY HIGHER EDUCATION
16 INSTITUTION AND ALTERNATIVE TEACHER PREPARATION PROGRAM AND THE
17 SYSTEMS IN WHICH THOSE NEW TEACHERS WERE HIRED; AND

18 (13) TRENDS IN THE NUMBER OF TEACHERS CERTIFIED THROUGH
19 ALTERNATIVE PREPARATION PROGRAMS THAT MEET THE BLUEPRINT FOR
20 MARYLAND'S FUTURE RELATED TO A LONGER PRACTICUM BY SCHOOL SYSTEM.

21 6–117.

22 (a) (1) The Department shall develop guidelines for the establishment of
23 comprehensive induction programs for new teachers [employed by hard-to-staff schools,
24 as that term is defined by the Department].

25 (2) IN DEVELOPING THE GUIDELINES UNDER PARAGRAPH (1) OF THIS
26 SUBSECTION, THE DEPARTMENT SHALL CONSULT WITH LOCAL SCHOOL SYSTEMS
27 AND THE MARYLAND EDUCATION DEANS AND DIRECTORS COUNCIL.

28 (b) The guidelines shall:

29 (1) [include] INCLUDE provisions concerning the following:

30 [(1)] (I) Mentoring; AND

31 [(2)] (II) Professional development training and support; AND

1 [(3) Eligibility criteria for teachers to participate in the program; and

2 (4) The standards to determine which schools are considered hard-to-staff
3 schools.]

4 **(2) INCORPORATE THE FRAMEWORK OF THE TEACHER INDUCTION,**
5 **RETENTION, AND ADVANCEMENT PILOT PROGRAM.**

6 **(C) (1) SUBJECT TO PARAGRAPH (2) OF THIS SUBSECTION, A MENTOR**
7 **TEACHER FOR A TEACHER IN AN INDUCTION PROGRAM SHALL BE A HIGHLY**
8 **COMPETENT TEACHER SELECTED BY THE LOCAL SCHOOL SYSTEM WHO WILL WORK**
9 **TO INSTILL IN THE TEACHER THE SKILLS AND KNOWLEDGE FOR THE NEXT**
10 **GENERATION OF TEACHERS.**

11 **(2) AFTER THE CAREER LADDER SYSTEM ESTABLISHED UNDER**
12 **SUBTITLE 10 OF THIS TITLE IS WELL ESTABLISHED, MENTOR TEACHERS WILL BE**
13 **SELECTED FOR THIS ROLE USING CRITERIA FROM THE CAREER LADDER SYSTEM.**

14 [(c) Funding to support the development of the guidelines required under this
15 section shall be as provided in the State budget.]

16 **6-120.**

17 **(A) (1) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS**
18 **INDICATED.**

19 **(2) “ALTERNATIVE TEACHER PREPARATION PROGRAM” MEANS A**
20 **PROGRAM ESTABLISHED BY A COUNTY BOARD AND APPROVED BY THE STATE**
21 **SUPERINTENDENT THAT:**

22 **(I) LEADS TO A PARTICIPANT RECEIVING A RESIDENT**
23 **TEACHER CERTIFICATE ISSUED BY THE DEPARTMENT; AND**

24 **(II) INCLUDES TEACHING ASSIGNMENTS WITH SUPERVISION**
25 **AND MENTORING BY A QUALIFIED TEACHER.**

26 **(3) “PARTNER SCHOOL” MEANS A LOCAL SCHOOL SYSTEM,**
27 **NONPUBLIC SCHOOL, OR NONPUBLIC SPECIAL EDUCATION SCHOOL THAT HAS A**
28 **WRITTEN PARTNERSHIP AGREEMENT WITH AN INSTITUTION OF HIGHER EDUCATION**
29 **OR ALTERNATIVE TEACHER PREPARATION PROGRAM TO PROVIDE A TEACHER**
30 **TRAINING PRACTICUM FOR PARTICIPANTS ENROLLED IN A TEACHER PREPARATION**
31 **PROGRAM AT THE INSTITUTION OF HIGHER EDUCATION OR ALTERNATIVE TEACHER**
32 **PREPARATION PROGRAM.**

(B) (1) EACH PARTICIPANT IN AN UNDERGRADUATE AND A GRADUATE
TEACHER PREPARATION PROGRAM SHALL COMPLETE A TEACHER TRAINING
PRACTICUM AS A REQUIREMENT FOR GRADUATION.

(2) AN ALTERNATIVE TEACHER PREPARATION PROGRAM SHALL
REQUIRE EACH PARTICIPANT TO SUCCESSFULLY COMPLETE A TEACHER TRAINING
PRACTICUM.

(C) (1) A TEACHER TRAINING PRACTICUM FOR A PARTICIPANT IN:

(I) AN UNDERGRADUATE TEACHER PREPARATION PROGRAM
SHALL BE:

1. A MINIMUM OF 100 DAYS; AND

2. BEGINNING ON OR BEFORE JULY 1, 2025,
EQUIVALENT TO ONE FULL SCHOOL YEAR; AND

(II) A GRADUATE TEACHER PREPARATION PROGRAM:

1. SHALL BE FOR A MINIMUM OF 100 DAYS; OR

2. MAY BE UP TO THE EQUIVALENT OF ONE FULL
SCHOOL YEAR, AT THE DISCRETION OF THE INSTITUTION OF HIGHER EDUCATION.

(2) (I) EXCEPT AS PROVIDED IN SUBPARAGRAPH (II) OF THIS
PARAGRAPH, A TEACHER TRAINING PRACTICUM IN AN ALTERNATIVE TEACHER
PREPARATION PROGRAM SHALL HAVE A DURATION OF:

1. BEGINNING ON OR BEFORE JULY 1, 2021, A MINIMUM
OF 100 DAYS; AND

2. BEGINNING ON JULY 1, 2025, A MINIMUM OF THE
EQUIVALENT OF ONE FULL SCHOOL YEAR.

(II) 1. THIS SUBPARAGRAPH APPLIES ONLY TO AN
ALTERNATIVE TEACHER PREPARATION PROGRAM OPERATING IN THE STATE ON OR
BEFORE JULY 1, 2020, THAT PROVIDES EFFECTIVE AND DIVERSE TEACHERS IN
SCHOOLS AND LOCAL SCHOOL SYSTEMS, AS APPROVED BY THE STATE
SUPERINTENDENT, THAT HAVE HIGH RATES, RELATIVE TO OTHER PUBLIC SCHOOLS
IN THE STATE, OF:

1 A. TEACHER VACANCIES;

2 B. TEACHER TURNOVER; AND

3 C. NEW TEACHERS.

4 2. BEGINNING ON JULY 1, 2025, THE DURATION OF A
5 TEACHER TRAINING PRACTICUM IN AN ALTERNATIVE TEACHER PREPARATION
6 PROGRAM SHALL BE A MINIMUM OF 100 DAYS.

7 (3) THE MINIMUM DURATION OF A TEACHER TRAINING PRACTICUM
8 MAY BE A COMPLETED CONSECUTIVELY OR OVER THE COURSE OF THE TEACHER
9 PREPARATION PROGRAM.

10 (D) A TEACHER TRAINING PRACTICUM IN AN ALTERNATIVE TEACHER
11 PREPARATION PROGRAM SHALL INCLUDE, AT MINIMUM, THE FOLLOWING CONTENT:

12 (1) PREPARING LESSON PLANS;

13 (2) TEACHING;

14 (3) DEBRIEFING;

15 (4) OBSERVATION OF A CLASS OF STUDENTS TO WHICH THE
16 PARTICIPANT IS ASSIGNED AS A STUDENT TEACHER; AND

17 (5) 40 HOURS OF TEACHING DURING CLASS PERIODS.

18 (E) (1) A TEACHER TRAINING PRACTICUM SHALL BE ESTABLISHED
19 THROUGH A WRITTEN PARTNERSHIP AGREEMENT BETWEEN A PARTNER SCHOOL
20 AND AN INSTITUTION OF HIGHER EDUCATION OR ALTERNATIVE TEACHER
21 PREPARATION PROGRAM.

22 (2) THE INSTRUCTIONAL PROGRAM AND WORK ORGANIZATION OF A
23 PARTNER SCHOOL SHALL BE DESIGNED TO REFLECT THE CAREER LADDER
24 DEVELOPED UNDER SUBTITLE 10 OF THIS TITLE.

25 (3) AN INSTITUTION OF HIGHER EDUCATION OR ALTERNATIVE
26 TEACHER PREPARATION PROGRAM AND A PARTNER SCHOOL SHALL SEEK TO
27 PROVIDE TEACHER TRAINING PRACTICUM PLACEMENTS IN A VARIETY OF SCHOOL
28 ENVIRONMENTS WITH DIVERSE STUDENT POPULATIONS THAT PROVIDE
29 PARTICIPANTS WITH THE SAME KIND OF EXPERIENCES AS TEACHERS EMPLOYED IN
30 THE STATE.

(4) (I) SUBJECT TO SUBPARAGRAPH (II) OF THIS PARAGRAPH, A MENTOR TEACHER FOR A PARTICIPANT IN A TEACHER TRAINING PRACTICUM SHALL BE A HIGHLY COMPETENT TEACHER, TRAINED AND SELECTED BY THE PARTNER SCHOOL WHO WILL WORK TO INSTILL IN THE PARTICIPANT THE SKILLS, ATTITUDES, VALUES, AND KNOWLEDGE NECESSARY FOR THE NEXT GENERATION OF TEACHERS.

(II) WHEN THE ACCOUNTABILITY AND IMPLEMENTATION BOARD ESTABLISHED UNDER § 5-402 OF THIS ARTICLE DETERMINES THAT THE CAREER LADDER SYSTEM UNDER SUBTITLE 10 OF THIS TITLE IS WELL ESTABLISHED THROUGHOUT THE STATE, MENTOR TEACHERS WILL BE SELECTED FOR THIS ROLE USING CRITERIA FROM THE CAREER LADDER SYSTEM.

(5) A PARTNER SCHOOL SHALL:

(I) ASSIST AN INSTITUTION OF HIGHER EDUCATION OR ALTERNATIVE TEACHER PREPARATION PROGRAM IN FINDING TEACHER TRAINING PRACTICUM PLACEMENTS FOR PARTICIPANTS; AND

(II) COMPENSATE MENTOR TEACHERS WHO SUPERVISE PARTICIPANTS IN A TEACHER TRAINING PRACTICUM.

(6) AN INSTITUTION OF HIGHER EDUCATION OR ALTERNATIVE TEACHER PREPARATION PROGRAM SHALL COLLABORATE WITH MENTOR TEACHERS OF A PARTNER SCHOOL TO EVALUATE PARTICIPANTS IN A TEACHER TRAINING PRACTICUM TO ENSURE EACH PARTICIPANT DEMONSTRATES THE COMPETENCIES REQUIRED OF CERTIFIED TEACHERS.

(7) A PARTNER SCHOOL OR A TEACHER PREPARATION PROGRAM MAY APPLY TO THE DEPARTMENT FOR A GRANT FROM THE TEACHER COLLABORATIVE GRANT PROGRAM UNDER § 6-123 OF THIS SUBTITLE FOR DEVELOPMENT OF A TEACHER TRAINING PRACTICUM.

(F) THE STATE BOARD AND THE PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD SHALL ADOPT REGULATIONS TO IMPLEMENT THE PROVISIONS OF THIS SUBSECTION.

6-121.

(A) A TEACHER PREPARATION PROGRAM SHALL:

(1) INCLUDE THE FOLLOWING COMPONENTS OF INSTRUCTION:

1 **(I) BASIC RESEARCH SKILLS AND METHODS AND TRAINING ON**
2 **THE ROUTINE EVALUATION AND USE OF RESEARCH AND DATA TO IMPROVE STUDENT**
3 **PERFORMANCE;**

4 **(II) DIFFERENTIATION OF INSTRUCTION AND DEMONSTRATION**
5 **OF CULTURAL COMPETENCE FOR STUDENTS OF DIVERSE RACIAL, ETHNIC,**
6 **LINGUISTIC, AND ECONOMIC BACKGROUNDS WITH DIFFERENT LEARNING**
7 **ABILITIES.**

8 **(III) IMPLEMENTATION OF RESTORATIVE APPROACHES FOR**
9 **STUDENT BEHAVIORS;**

10 **(IV) IDENTIFYING AND ASSESSING, IN THE CONTEXT OF THE**
11 **CLASSROOM, TYPICAL STUDENT LEARNING DEFICITS AND TECHNIQUES TO REMEDY**
12 **LEARNING DEFICITS;**

13 **(V) RECOGNIZING AND EFFECTIVELY USING HIGH QUALITY**
14 **INSTRUCTIONAL MATERIALS, INCLUDING DIGITAL RESOURCES AND COMPUTER**
15 **TECHNOLOGY;**

16 **(VI) CORE ACADEMIC SUBJECTS THAT TEACHERS WILL BE**
17 **TEACHING;**

18 **(VII) METHODS AND TECHNIQUES FOR IDENTIFYING AND**
19 **ADDRESSING THE SOCIAL AND EMOTIONAL NEEDS OF STUDENTS, INCLUDING**
20 **TRAUMA-INFORMED APPROACHES TO PEDAGOGY; AND**

21 **(VIII) SKILLS AND TECHNIQUES FOR EFFECTIVE CLASSROOM**
22 **MANAGEMENT;**

23 **(2) REQUIRE PROGRAM PARTICIPANTS TO DEMONSTRATE**
24 **COMPETENCY IN EACH OF THE COURSES REQUIRED UNDER PARAGRAPH (1) OF THIS**
25 **SUBSECTION;**

26 **(3) PROVIDE TRAINING IN THE KNOWLEDGE AND SKILLS REQUIRED**
27 **TO UNDERSTAND AND TEACH THE MARYLAND CURRICULUM FRAMEWORKS; AND**

28 **(4) ON OR AFTER JULY 1, 2025, REQUIRE PASSING A**
29 **PERFORMANCE-BASED ASSESSMENT AS A REQUIREMENT FOR GRADUATION.**

30 **(B) EACH TEACHER PREPARATION PROGRAM SHALL INCORPORATE**
31 **CLASSROOM OBSERVATIONS IN WHICH THE PROGRAM PARTICIPANT IS OBSERVED**
32 **IN DIFFERENT SCHOOL SETTINGS AT THE BEGINNING OF THE TEACHER**

1 PREPARATION PROGRAM TO ASSIST A PROGRAM PARTICIPANT IN DETERMINING IF
2 THE PROGRAM PARTICIPANT HAS THE APTITUDE AND TEMPERAMENT FOR
3 TEACHING.

4 (C) A TEACHER PREPARATION PROGRAM SHALL DEVELOP A METHOD FOR
5 REGULARLY COMMUNICATING AND COLLABORATING WITH LOCAL SCHOOL
6 SYSTEMS, INCLUDING, IF NECESSARY, THROUGH FINANCIAL MEMORANDA OF
7 UNDERSTANDING, TO STRENGTHEN TEACHER PREPARATION, INDUCTION, AND
8 PROFESSIONAL DEVELOPMENT PROGRAMS.

9 (D) (1) AN INSTITUTION OF HIGHER EDUCATION THAT OFFERS
10 GRADUATE LEVEL COURSES IN SCHOOL ADMINISTRATION SHALL DEVELOP:

11 (I) A METHOD FOR EVALUATING THE POTENTIAL OF PROGRAM
12 PARTICIPANTS TO BE EFFECTIVE SCHOOL LEADERS; AND

13 (II) A CURRICULUM TO ENABLE SCHOOL LEADERS TO
14 ORGANIZE AND MANAGE SCHOOLS TO ACHIEVE THE EFFECTIVENESS OF
15 TOP-PERFORMING SCHOOLS OR SCHOOL SYSTEMS, INCLUDING:

16 1. MANAGEMENT OF HIGHLY SKILLED PROFESSIONALS
17 IN A PROFESSIONAL WORK ENVIRONMENT; AND

18 2. EFFECTIVE PEER OBSERVATIONS AND EFFECTIVE
19 EVALUATIONS OF OTHER PERSONNEL.

20 (2) THESE COURSES SHALL INCLUDE CLINICAL EXPERIENCE AND
21 ASSESSMENTS TO DETERMINE WHETHER PARTICIPANTS DEMONSTRATE
22 COMPETENCY IN THESE AREAS.

23 (E) AN INSTITUTION OF HIGHER EDUCATION:

24 (1) MAY, IF THE INSTITUTION OF HIGHER EDUCATION SHOWS CAUSE,
25 EXPAND THE TOTAL NUMBER OF CREDIT HOURS REQUIRED TO GRADUATE FROM AN
26 UNDERGRADUATE TEACHER PREPARATION PROGRAM BY UP TO 12 CREDITS; AND

27 (2) MAY NOT REQUIRE A NUMBER OF CREDIT HOURS IN EXCESS OF
28 132 TOTAL CREDIT HOURS TO GRADUATE FROM AN UNDERGRADUATE TEACHER
29 PREPARATION PROGRAM.

30 (F) TO FURTHER SUPPORT AND STRENGTHEN THE PROFESSION OF
31 TEACHING IN THE STATE, THE DEPARTMENT SHALL:

32 (1) PROVIDE TECHNICAL ASSISTANCE AND OTHER SUPPORTS TO

1 **TEACHER PREPARATION PROGRAMS AT INSTITUTIONS OF HIGHER EDUCATION IN**
2 **THE STATE; AND**

3 **(2) DEVELOP A SYSTEMIC METHOD OF PROVIDING FEEDBACK TO**
4 **TEACHER PREPARATION PROGRAMS TO ENSURE THAT INSTITUTIONS OF HIGHER**
5 **EDUCATION HAVE THE MOST CURRENT INFORMATION ABOUT THE CONTENT,**
6 **COMPOSITION, AND EXPECTATIONS FOR TEACHERS OF PREKINDERGARTEN**
7 **THROUGH 12TH GRADE CLASSES.**

8 **(G) THE STATE BOARD AND THE PROFESSIONAL STANDARDS AND**
9 **TEACHER EDUCATION BOARD SHALL ADOPT REGULATIONS TO CARRY OUT THE**
10 **PROVISIONS OF THIS SECTION.**

11 6–122.

12 (a) Except as provided in § 6–704.1 of this title and beginning on or before July 1,
13 2018, the State Board shall require all certificated school personnel who have direct contact
14 with students on a regular basis to complete training on or before December 1 each year,
15 by a method determined by each county board, in the skills required to:

16 (1) Understand and respond to youth suicide risk; [and]

17 (2) Identify professional resources to help students in crisis;

18 **(3) RECOGNIZE STUDENT BEHAVIORAL HEALTH ISSUES;**

19 **(4) RECOGNIZE STUDENTS EXPERIENCING TRAUMA OR VIOLENCE**
20 **OUT OF SCHOOL AND REFER STUDENTS TO BEHAVIORAL HEALTH SERVICES; AND**

21 **(5) IF THE SCHOOL IS A COMMUNITY SCHOOL, SUPPORT ANY**
22 **STUDENTS NEEDING THE SERVICES AT A COMMUNITY SCHOOL.**

23 (b) The training required under subsection (a) of this section shall be:

24 (1) Provided to certificated school personnel during an in–service program;
25 or

26 (2) A professional development requirement that may be met during time
27 designated for professional development.

28 (c) The State Board shall adopt regulations to implement this section.

29 (d) (1) This section may not be construed to impose a duty of care on
30 certificated school personnel who complete training under subsection (a) of this section.

(2) Unless the acts or omissions of a certificated school employee who completed training under subsection (a) of this section are willful, wanton, or grossly negligent, a person may not bring an action against the county board for personal injury or wrongful death caused by any act or omission resulting from:

(i) Any training or lack of training of certificated school personnel under subsection (a) of this section; or

(ii) The implementation of the training required under subsection (a) of this section.

6–124.

(A) IN THIS SECTION, “PROGRAM” MEANS A SCHOOL LEADERSHIP TRAINING PROGRAM.

(B) THE DEPARTMENT SHALL ESTABLISH, IN COLLABORATION WITH THE ACCOUNTABILITY AND IMPLEMENTATION BOARD ESTABLISHED UNDER § 5–402 OF THIS ARTICLE, SEPARATE SCHOOL LEADERSHIP TRAINING PROGRAMS FOR:

(1) THE STATE SUPERINTENDENT, LOCAL SCHOOL SUPERINTENDENTS, AND SENIOR, INSTRUCTION–RELATED STAFF; AND

(2) MEMBERS OF THE STATE BOARD, MEMBERS OF COUNTY BOARDS, AND SCHOOL PRINCIPALS.

(C) BOTH PROGRAMS SHALL BE:

(1) FOR A DURATION OF 12 TO 24 MONTHS;

(2) COHORT–BASED TO ENCOURAGE COLLABORATION AND SHARED LEARNING;

(3) JOB–EMBEDDED TO ALLOW FOR APPLICATION OF KNOWLEDGE AND TECHNIQUES;

(4) TAILORED TO PROGRAM PARTICIPANTS USING SELF–DIAGNOSTICS AND SCHOOL–LEVEL DIAGNOSTICS; AND

(5) EVIDENCE–BASED IN ACCORDANCE WITH THE GUIDELINES FOR THE FEDERAL EVERY STUDENT SUCCEEDS ACT.

(D) A PROGRAM FOR SCHOOL SUPERINTENDENTS AND SENIOR, INSTRUCTION–RELATED STAFF SHALL INCLUDE:

1 (1) A REVIEW OF EDUCATION IN THE UNITED STATES RELATIVE TO
2 COUNTRIES WITH TOP PERFORMING EDUCATION SYSTEMS AND THE IMPLICATIONS
3 OF HIGH PERFORMANCE FOR STUDENTS, THE ECONOMIC SECURITY OF THE UNITED
4 STATES, AND QUALITY OF LIFE;

5 (2) A MODEL FOR STRATEGIC THINKING THAT WILL ASSIST
6 EDUCATION LEADERS TO TRANSFORM DISTRICTS UNDER THEIR LEADERSHIP;

7 (3) TRAINING TO PROVIDE A WORKING KNOWLEDGE OF RESEARCH
8 ON HOW STUDENTS LEARN AND THE IMPLICATIONS FOR INSTRUCTIONAL REDESIGN,
9 CURRICULUM PLANS, AND PROFESSIONAL LEARNING;

10 (4) A RESEARCH-BASED MODEL FOR COACHING SCHOOL LEADERS;
11 AND

12 (5) LESSONS IN TRANSFORMATIONAL LEADERSHIP.

13 (E) A PROGRAM FOR BOARD OF EDUCATION MEMBERS AND SCHOOL
14 PRINCIPALS SHALL INCLUDE:

15 (1) A METHOD FOR ORGANIZING SCHOOLS TO ACHIEVE HIGH
16 PERFORMANCE, INCLUDING:

17 (I) BUILDING INSTRUCTIONAL LEADERSHIP TEAMS;

18 (II) IMPLEMENTING CAREER LADDERS FOR TEACHERS;

19 (III) OVERSEEING TEACHER INDUCTION AND MENTORING
20 SYSTEMS; AND

21 (IV) IDENTIFYING, RECRUITING, AND RETAINING
22 HIGH-QUALITY SCHOOL LEADERS;

23 (2) A MODEL FOR STRATEGIC THINKING THAT WILL ASSIST SCHOOL
24 LEADERS DRIVE REDESIGN EFFORTS IN THEIR SCHOOLS;

25 (3) TRAINING TO PROVIDE A DEEP UNDERSTANDING OF
26 STANDARDS-ALIGNED INSTRUCTIONAL SYSTEMS;

27 (4) TRAINING TO PROVIDE A WORKING KNOWLEDGE OF THE
28 RESEARCH ON HOW STUDENTS LEARN AND THE IMPLICATIONS OF THIS RESEARCH
29 FOR INSTRUCTIONAL REDESIGN, CURRICULUM, AND PROFESSIONAL LEARNING;

1 **(5) A RESEARCH-BASED MODEL FOR INSTRUCTIONAL COACHING;**

2 **(6) AN OVERVIEW OF ETHICAL LEADERSHIP DIRECTLY TIED TO THE**
3 **SCHOOL LEADERS' RESPONSIBILITY TO DRIVE EQUITABLE LEARNING IN THEIR**
4 **SCHOOLS; AND**

5 **(7) LESSONS IN TRANSFORMATIONAL LEADERSHIP.**

6 **6-125.**

7 **(A) (1) THE DEPARTMENT SHALL DETERMINE WHETHER THE BASIC**
8 **LITERACY SKILLS TEST REQUIRED FOR INITIAL TEACHER CERTIFICATION THAT IS**
9 **AT LEAST AS RIGOROUS AS THE SIMILAR EXAMINATION ADMINISTERED BY THE**
10 **COMMONWEALTH OF MASSACHUSETTS.**

11 **(2) IF THE DEPARTMENT DETERMINES THE BASIC LITERACY SKILLS**
12 **TEST IS INSUFFICIENT UNDER PARAGRAPH (1) OF THIS SUBSECTION, THE**
13 **DEPARTMENT SHALL DEVELOP A NEW LITERACY EXAMINATION OF SUFFICIENT**
14 **RIGOR.**

15 **(3) THE DEPARTMENT MAY NOT LIMIT THE NUMBER OF TIMES AN**
16 **INDIVIDUAL MAY TAKE THE LITERACY EXAMINATION DEVELOPED UNDER THIS**
17 **SUBSECTION IN ORDER TO PASS.**

18 **(B) (1) (I) BEGINNING AFTER THE IMPLEMENTATION OF THE**
19 **LITERACY EXAMINATION UNDER SUBSECTION (A) OF THIS SECTION, THE**
20 **DEPARTMENT SHALL DEVELOP AND ADMINISTER CHALLENGING, SUBJECT**
21 **SPECIFIC EXAMINATIONS TAILORED TO THE SUBJECTS AND GRADE LEVEL AT WHICH**
22 **TEACHERS WILL TEACH.**

23 **(II) SUBJECT SPECIFIC EXAMINATIONS SHALL BE AT LEAST AS**
24 **RIGOROUS AS SIMILAR EXAMINATIONS ADMINISTERED IN THE COMMONWEALTH OF**
25 **MASSACHUSETTS.**

26 **(III) THE DEPARTMENT MAY NOT LIMIT THE NUMBER OF TIMES**
27 **AN INDIVIDUAL MAY TAKE A SUBJECT SPECIFIC EXAMINATION TO PASS THE**
28 **EXAMINATION.**

29 **(2) BEFORE A SUBJECT SPECIFIC EXAMINATION DEVELOPED UNDER**
30 **PARAGRAPH (1) OF THIS SUBSECTION IS ADMINISTERED, THE DEPARTMENT SHALL**
31 **DEVELOP STANDARDS FOR THE SUBJECT SPECIFIC EXAMINATION AND SUBMIT THE**
32 **STANDARDS TO EACH DEPARTMENT APPROVED TEACHER PREPARATION PROGRAM**

1 1 YEAR BEFORE THE FIRST YEAR IN WHICH THE EXAMINATION IS EXPECTED TO BE
2 ADMINISTERED.

3 (3) A TEACHER PREPARATION PROGRAM WITH STANDARDS FOR A
4 SUBJECT SPECIFIC EXAMINATION DEVELOPED BY THE DEPARTMENT UNDER
5 PARAGRAPH (2) OF THIS SUBSECTION, SHALL INCORPORATE THE STANDARDS INTO
6 THE CURRICULUM OF THE TEACHER PREPARATION PROGRAM IN A TIMELY MANNER.

7 6-126.

8 (A) (1) THIS SUBSECTION APPLIES TO INDIVIDUALS WHO HAVE
9 GRADUATED FROM A TEACHER PREPARATION PROGRAM APPROVED BY THE
10 DEPARTMENT OR AN ALTERNATIVE TEACHER PREPARATION PROGRAM.

11 (2) BEGINNING ON JULY 1, 2025, TO QUALIFY FOR AN INITIAL
12 CERTIFICATE AN INDIVIDUAL SHALL:

13 (I) PASS AN EXAMINATION OF TEACHING ABILITY;

14 (II) PASS A RIGOROUS STATE-SPECIFIC EXAMINATION OF
15 MASTERY OF READING INSTRUCTION AND CONTENT FOR THE GRADE LEVEL THE
16 INDIVIDUAL WILL BE TEACHING; AND

17 (III) SATISFACTORILY COMPLETE ANY OTHER REQUIREMENTS
18 ESTABLISHED BY THE STATE BOARD.

19 (B) IN ADDITION TO ANY OTHER REQUIREMENTS ESTABLISHED BY THE
20 STATE BOARD, TO QUALIFY FOR A CERTIFICATE IN THE STATE, A TEACHER WHO
21 GRADUATED FROM AN INSTITUTION OF HIGHER EDUCATION IN ANOTHER STATE OR
22 HOLDS A PROFESSIONAL LICENSE OR CERTIFICATE FROM ANOTHER STATE SHALL:

23 (1) PASS AN EXAMINATION OF TEACHING ABILITY WITHIN 18 MONTHS
24 OF BEING HIRED BY A LOCAL SCHOOL SYSTEM; OR

25 (2) HOLD AN ACTIVE NATIONAL BOARD CERTIFICATION FROM THE
26 NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS.

27 (C) (1) THE DEPARTMENT, AFTER A REASONABLE PERIOD OF REVIEW
28 AND ASSESSMENT, SHALL DETERMINE WHETHER ONE OF THE ASSESSMENTS OF
29 TEACHING SKILL REQUIRED FOR INITIAL TEACHER CERTIFICATION UNDER THIS
30 SECTION MORE ADEQUATELY MEASURES THE SKILLS AND KNOWLEDGE REQUIRED
31 OF A HIGHLY QUALIFIED TEACHER.

(2) IF THE DEPARTMENT MAKES A DETERMINATION UNDER PARAGRAPH (1) OF THIS SUBSECTION THAT REQUIRES A REVISION TO THE STATUTORY REQUIREMENTS FOR INITIAL TEACHER CERTIFICATION, THE DEPARTMENT SHALL, IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, SUBMIT A REPORT TO GENERAL ASSEMBLY ON OR BEFORE THE NEXT SEPTEMBER 1 ON ITS RECOMMENDATIONS FOR REVISING THE QUALIFICATIONS FOR INITIAL TEACHER LICENSURE.

(D) (1) THE DEPARTMENT SHALL ACTIVELY MONITOR AND ASSESS, DURING THEIR IMPLEMENTATION AND DEVELOPMENT, NEW TEACHER STANDARDS AND ASSESSMENTS PRODUCED UNDER THIS SECTION FOR ANY NEGATIVE IMPACT ON THE DIVERSITY OF TEACHER CANDIDATES PASSING THE INITIAL TEACHER CERTIFICATION ASSESSMENTS.

(2) THE DEPARTMENT SHALL REPORT THE RESULTS OF ITS MONITORING AND ASSESSMENT TO THE ACCOUNTABILITY AND IMPLEMENTATION BOARD.

6-201.

(b) (1) Except as provided in subsection (a) of this section AND SUBTITLE 10 OF THIS TITLE, the county superintendent shall nominate for appointment by the county board:

(i) All professional assistants of the office of county superintendent;
and

(ii) All principals, teachers, and other certificated personnel.

6-408.

(c) (1) On request a public school employer or at least two of its designated representatives shall meet and negotiate with at least two representatives of the employee organization that is designated as the exclusive negotiating agent for the public school employees in a unit of the county on all matters that relate to:

(i) [Salaries,] IN ACCORDANCE WITH SUBTITLE 10 OF THIS TITLE, SALARIES, wages, hours, and other working conditions, including procedures regarding employee transfers and assignments; and

(ii) The structure, time, and manner of the access of the exclusive representative to a public school employer's new employee processing as required under § 6-407.1 of this subtitle.

6-411.

(a) This subtitle does not supersede [any]:

(1) ANY other provision of the Code or the rules and regulations of public school employers that establish and regulate tenure; OR

(2) THE CAREER LADDER ESTABLISHED UNDER SUBTITLE 10 OF THIS TITLE.

SUBTITLE 10. CAREER LADDER FOR EDUCATORS.

6–1001.

(A) IN THIS SUBTITLE THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(B) “CAREER LADDER” MEANS THE CAREER LADDER FOR PUBLIC PREKINDERGARTEN, PRIMARY, OR SECONDARY SCHOOL TEACHERS IN THE STATE IMPLEMENTED BY COUNTY BOARDS THAT MEETS THE STANDARDS SET FORTH UNDER THIS SUBTITLE AND THE STANDARDS ADOPTED BY THE DEPARTMENT.

(C) “NBC” MEANS NATIONAL BOARD CERTIFICATION ISSUED BY THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS.

(D) “NBC TEACHER” MEANS A TEACHER WHO HOLDS AN ACTIVE NATIONAL BOARD CERTIFICATION.

(E) (1) “TEACHER” MEANS A CERTIFIED PUBLIC SCHOOL EMPLOYEE WHO IS PRIMARILY RESPONSIBLE AND ACCOUNTABLE FOR TEACHING THE STUDENTS IN THE CLASS.

(2) “TEACHER” DOES NOT INCLUDE, UNLESS OTHERWISE PROVIDED:

(I) CURRICULUM SPECIALISTS;

(II) INSTRUCTIONAL AIDES;

(III) ATTENDANCE PERSONNEL;

(IV) PSYCHOLOGISTS;

(V) SOCIAL WORKERS;

(VI) CLERICAL PERSONNEL;

(VII) AN INDIVIDUAL WITH A RESIDENT TEACHER CERTIFICATE
ISSUED UNDER § 6–120 OF THIS TITLE; OR

(VIII) AN INDIVIDUAL WITH A CERTIFICATION FOR CAREER
PROFESSIONALS ISSUED UNDER § 6–121 OF THIS TITLE.

6–1002.

(A) (1) ON OR BEFORE JULY 1, 2023, EACH COUNTY BOARD SHALL
IMPLEMENT A CAREER LADDER THAT MEETS THE REQUIREMENTS OF THIS
SUBTITLE.

(2) EXCEPT AS OTHERWISE PROVIDED IN THIS SUBTITLE, THE
REQUIREMENTS OF THIS SUBTITLE SHALL BECOME EFFECTIVE IN A COUNTY ON THE
DATE THE COUNTY BOARD ADOPTS A CAREER LADDER UNDER PARAGRAPH (1) OF
THIS SUBSECTION.

(B) (1) THERE IS A CAREER LADDER FOR EDUCATORS IN THE STATE.

(2) THE PURPOSE OF THE CAREER LADDER IS TO:

(I) TRANSFORM TEACHING INTO A HIGH–STATUS PROFESSION
IN THE STATE;

(II) ATTRACT HIGH–PERFORMING STUDENTS TO PURSUE THE
HIGH–STATUS TEACHING PROFESSION;

(III) RETAIN HIGH–QUALITY TEACHERS WHO GAIN ADDITIONAL
RESPONSIBILITY, AUTHORITY, STATUS, AND COMPENSATION AS THEY GAIN
ADDITIONAL EXPERTISE;

(IV) TRANSFORM THE EDUCATION SYSTEM IN THE STATE INTO A
TOP–PERFORMING SYSTEM IN THE WORLD;

(V) SUPPORT THE RE–ORGANIZATION OF SCHOOLS TO PROVIDE
TEACHERS WITH PROFESSIONAL LEARNING AND PEER COLLABORATION TIME
DURING THE SCHOOL DAY BY HAVING MORE TEACHERS IN EACH SCHOOL; AND

(VI) ABOVE ALL, INSPIRE TEACHERS TO INSTILL IN THEIR
STUDENTS A PASSION FOR LEARNING AND A MASTERY OF THE SKILLS NECESSARY
TO SUCCEED IN THE GLOBAL ECONOMY.

(C) THE CAREER LADDER SHALL:

(1) ADEQUATELY COMPENSATE PROFESSIONAL TEACHERS FOR THEIR WORK;

(2) SUPPORT AND ENCOURAGE TEACHERS WORKING IN TEAMS TO SYSTEMATICALLY IMPROVE SCHOOLS AND CURRICULA;

(3) IDENTIFY AND WORK WITH STUDENTS WHO NEED EXTRA HELP, INCLUDING BY PROVIDING TEACHERS TIME DURING THE SCHOOL DAY TO TAKE ON THOSE PURSUITS; AND

(4) PROVIDE TEACHERS WITH THE OPPORTUNITY TO DEVELOP THEIR SKILLS AND KNOWLEDGE BY PARTICIPATING IN PROFESSIONAL DEVELOPMENT.

(D) THE GUIDING PRINCIPLES FOR DEVELOPMENT OF THE CAREER LADDER ARE:

(1) PROGRESSION OF TEACHERS IN A MANNER THAT INCENTIVIZES TEACHERS TO STAY ON THE TEACHER TRACK RATHER THAN MOVING TO THE ADMINISTRATOR TRACK;

(2) A TEACHER SALARY THAT ATTRACTS NEW TEACHERS TO THE PROFESSION;

(3) A TEACHER SALARY THAT INCENTIVIZES EXISTING TEACHERS TO OPT IN TO THE CAREER LADDER;

(4) TEACHER SALARY PROGRESSION AS PERFORMANCE INCREASES AS DEMONSTRATED BY ACHIEVING NBC; AND

(5) INCENTIVES THAT ARE SUCCESSFUL IN ALL LOCAL SCHOOL SYSTEMS.

(E) THE LEVELS OF THE CAREER LADDER ARE AS FOLLOWS:

(1) LEVEL ONE IS A STATE CERTIFIED TEACHER;

(2) LEVEL TWO IS A TEACHER PURSUING:

(I) A MASTER'S DEGREE;

(II) 30 CREDITS OF A PROGRAM OF STUDY APPROVED BY THE STATE BOARD, IN CONSULTATION WITH THE PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD; OR

(III) NBC;

(3) LEVEL THREE IS:

(I) A NBC TEACHER;

(II) A TEACHER WITH AN ADVANCED PROFESSIONAL CERTIFICATE; OR

(III) AN ASSISTANT PRINCIPAL; AND

(4) LEVEL FOUR IS:

(I) A TEACHER ON THE TEACHER LEADERSHIP TRACK, IN THE FOLLOWING TIERS:

1. LEAD TEACHER;

2. MASTER TEACHER; OR

3. PROFESSOR MASTER TEACHER; OR

(II) A TEACHER ON THE ADMINISTRATOR TRACK, IN THE FOLLOWING TIERS:

1. LICENSED PRINCIPAL; OR

2. MASTER PRINCIPAL.

(F) (1) SUBJECT TO PARAGRAPH (2) OF THIS SUBSECTION, TEACHERS AT EACH LEVEL OR TIER OF THE CAREER LADDER SHALL TEACH IN THE CLASSROOM FOR A MINIMUM PERCENTAGE OF THEIR TOTAL WORKING TIME, AS SPECIFIED IN THIS SUBTITLE.

(2) THE PERCENTAGES REFERENCED PARAGRAPH (1) OF THIS SUBSECTION SHALL BECOME EFFECTIVE IN PHASES OVER A 5-YEAR PERIOD BEGINNING ON JULY 1, 2025, AS SPECIFIED BY THE STATE BOARD.

(3) THE FOLLOWING TEACHERS SHALL BE GIVEN PRIORITY FOR

1 WORKING TIME OUTSIDE THE CLASSROOM AS THE PERCENTAGES ARE PHASED IN:

2 (I) NEWLY LICENSED TEACHERS, PARTICULARLY NEW
3 TEACHERS IN LOW-PERFORMING SCHOOLS OR SCHOOLS THAT HAVE A HIGH
4 CONCENTRATION OF STUDENTS LIVING IN POVERTY; AND

5 (II) TEACHERS IN SCHOOLS THAT:

6 1. ARE LOW-PERFORMING;

7 2. HAVE A HIGH CONCENTRATION OF STUDENTS LIVING
8 IN POVERTY; OR

9 3. HAVE LARGE ACHIEVEMENT GAPS BETWEEN
10 SUBPOPULATIONS OF STUDENTS.

11 (G) THE PERCENTAGE OF TEACHERS WHO ARE PROFESSOR MASTER
12 TEACHERS OR MASTER PRINCIPALS MAY NOT BE MORE THAN 1% OF THE TOTAL
13 NUMBER OF ALL TEACHERS.

14 (H) TEACHERS IN THE UPPER LEVELS OF THE CAREER LADDER SHALL
15 MENTOR TEACHERS IN THE LOWER LEVELS OF THE LADDER, ESPECIALLY THOSE
16 TEACHERS WHO TEACH IN SCHOOLS WITH HIGH PROPORTIONS OF
17 LOW-PERFORMING STUDENTS.

18 (I) A COUNTY BOARD MAY NOT RECEIVE FUNDING FROM THE STATE FOR
19 THE IMPLEMENTATION OF THE CAREER LADDER UNDER § 6-1009 OF THIS SUBTITLE
20 UNLESS THE COUNTY BOARD IMPLEMENTS A CAREER LADDER THAT MEETS THE
21 REQUIREMENTS OF THIS SUBTITLE.

22 6-1003.

23 (A) BEGINNING WITH TEACHERS LISTED UNDER § 6-1002(F)(3) OF THIS
24 SUBTITLE, AS SPECIFIED BY THE STATE BOARD, A TEACHER ON LEVEL THREE OF
25 THE CAREER LADDER SHALL:

26 (1) TEACH IN THE CLASSROOM FOR AT LEAST 60% OF THEIR
27 WORKING TIME; AND

28 (2) SPEND THE REMAINING TIME ON OTHER TEACHER ACTIVITIES,
29 INCLUDING:

30 (I) IMPROVING INSTRUCTION;

(II) IDENTIFYING, WORKING WITH, AND TUTORING STUDENTS WHO NEED ADDITIONAL HELP;

(III) WORKING WITH THE MOST CHALLENGING STUDENTS;

(IV) WORKING WITH STUDENTS LIVING IN CONCENTRATED POVERTY; AND

(V) PARTICIPATING IN PROFESSIONAL LEARNING.

(B) (1) AN ASSISTANT PRINCIPAL IS ON LEVEL THREE OF THE CAREER LADDER AND SHALL:

(I) BE A NBC TEACHER; OR

(II) HAVE AN ADVANCED PROFESSIONAL CERTIFICATE FOR ADMINISTRATION.

(2) BEGINNING WITH TEACHERS LISTED UNDER § 6-1002(F)(3) OF THIS SUBTITLE, AS SPECIFIED BY THE STATE BOARD, AN ASSISTANT PRINCIPAL SHALL:

(I) TEACH IN THE CLASSROOM FOR AT LEAST 20% OF THEIR WORKING HOURS; AND

(II) SPEND THE REMAINING TIME ON OTHER TEACHER ACTIVITIES, INCLUDING:

1. SETTING PRIORITIES FOR THE SUBJECT LEVEL DEPARTMENTS OF THE SCHOOL; AND

2. FULFILLING SPECIALIZED ROLES, SUCH AS HEAD OF PROFESSIONAL DEVELOPMENT.

6-1004.

(A) (1) THERE IS A TEACHER LEADERSHIP TRACK ON LEVEL FOUR OF THE CAREER LADDER.

(2) A TEACHER ON THE TEACHER LEADERSHIP TRACK IS RESPONSIBLE FOR MENTORING PEERS AND SERVING AS AN EXPERT RESOURCE ON CONTENT AND PEDAGOGY FOR THEIR SCHOOL, THEIR DISTRICT, AND THE STATE.

1 **(B) (1) THE FIRST TIER OF THE TEACHER LEADERSHIP TRACK IS A LEAD**
2 **TEACHER.**

3 **(2) A LEAD TEACHER SHALL:**

4 **(I) MEET ALL SKILL AND CREDENTIAL REQUIREMENTS FOR**
5 **LEVELS ONE THROUGH THREE ON THE CAREER LADDER;**

6 **(II) BE ABLE TO LEAD, IN AN EFFECTIVE AND DISCIPLINED WAY,**
7 **TEAMS OF TEACHERS WORKING TO IMPROVE THE CURRICULUM, INSTRUCTION, AND**
8 **ASSESSMENT IN THE SCHOOL;**

9 **(III) HAVE THE SKILLS AND KNOWLEDGE TO MENTOR NEW**
10 **TEACHERS OR LESS SKILLED TEACHERS TO ENABLE THEM TO DEVELOP THEIR**
11 **SKILLS;**

12 **(IV) HAVE SUFFICIENT RESEARCH EXPERTISE, INCLUDING**
13 **EXPERTISE IN ACTION RESEARCH, IN ORDER TO LEAD TEAMS OF TEACHERS THAT**
14 **WILL USE RESEARCH TO DEVELOP PROGRAMS, CURRICULUM, TEACHING**
15 **TECHNIQUES, AND OTHER INTERVENTIONS; AND**

16 **(V) BE ABLE TO CONDUCT FORMAL EVALUATIONS OF THE**
17 **INTERVENTIONS DEVELOPED UNDER ITEM (IV) OF THIS PARAGRAPH TO DETERMINE**
18 **THE EXTENT TO WHICH THEY ARE SUCCESSFUL AND TO ALTER THEM AS NECESSARY**
19 **TO IMPROVE OUTCOMES FOR STUDENTS.**

20 **(3) (I) WHEN A LEAD TEACHER POSITION BECOMES AVAILABLE IN**
21 **A COUNTY, A LEAD TEACHER SHALL BE SELECTED IN ACCORDANCE WITH THIS**
22 **PARAGRAPH.**

23 **(II) MASTER TEACHERS, PROFESSOR MASTER TEACHERS, AND,**
24 **IF NECESSARY BECAUSE OF A LIMITED NUMBER OF MASTER AND PROFESSOR**
25 **MASTER TEACHERS, LEAD TEACHERS WHO TEACH IN THE COUNTY SHALL PROVIDE**
26 **A LIST OF QUALIFIED CANDIDATES TO:**

27 **1. THE PRINCIPAL OF THE SCHOOL IN WHICH THE**
28 **POSITION IS AVAILABLE; AND**

29 **2. THE LOCAL SUPERINTENDENT.**

30 **(III) THE PRINCIPAL OF THE SCHOOL IN WHICH THE POSITION IS**
31 **AVAILABLE AND THE LOCAL SUPERINTENDENT SHALL APPOINT A CANDIDATE FROM**

1 THE LIST PROVIDED UNDER SUBPARAGRAPH (II) OF THIS PARAGRAPH.

2 (4) BEGINNING WITH TEACHERS LISTED UNDER § 6-1002(F)(3) OF
3 THIS SUBTITLE AS SPECIFIED BY THE STATE BOARD, A LEAD TEACHER SHALL:

4 (I) TEACH IN THE CLASSROOM FOR AT LEAST 50% OF THEIR
5 WORKING TIME; AND

6 (II) SPEND THE REMAINING TIME ON OTHER TEACHER
7 ACTIVITIES, INCLUDING:

8 1. MENTORING NEWER AND STRUGGLING TEACHERS;
9 AND

10 2. LEADING WORKSHOPS AND DEMONSTRATIONS AT
11 THE SCHOOL LEVEL.

12 (C) (1) THE SECOND TIER OF THE TEACHER LEADERSHIP TRACK IS A
13 MASTER TEACHER.

14 (2) A MASTER TEACHER SHALL HAVE DEMONSTRATED EXCEPTIONAL
15 SKILLS IN ALL THE DUTIES REQUIRED OF A LEAD TEACHER, WHICH MAY BE
16 DETERMINED THROUGH AN EVALUATION OF:

17 (I) THE TEACHING CAPABILITY OF THE TEACHER'S MENTEES;

18 (II) WHETHER THE TEAMS THE TEACHER LED RESULTED IN
19 EFFECTIVE IMPROVEMENTS IN CURRICULUM, INSTRUCTION, AND ASSESSMENT;

20 (III) THE QUALITY OF THE TEACHER'S PUBLISHED WORK,
21 INCLUDING PUBLICATION IN REFEREED JOURNALS;

22 (IV) THE DEMAND FOR THE TEACHER'S COUNSEL AND
23 GUIDANCE, BOTH INSIDE AND OUTSIDE OF THE TEACHER'S SCHOOL;

24 (V) THE TEACHER'S ETHICAL STANDARDS AND ABILITY TO
25 PROMOTE A SCHOOL CULTURE IN WHICH ALL STUDENTS ARE EXPECTED TO ACHIEVE
26 AT HIGH LEVELS AND ALL PROFESSIONALS ARE EXPECTED TO WORK TO HELP
27 STUDENTS ACHIEVE AT HIGH LEVELS; AND

28 (VI) THE ADMIRATION OF THE TEACHER'S PEERS AND
29 SUPERVISORS FOR THE TEACHER'S ABILITY TO INSPIRE, GUIDE, AND DEVELOP
30 TEACHERS TO ACHIEVE REAL COMPETENCE.

1 **(3) (I) WHEN A MASTER TEACHER POSITION BECOMES AVAILABLE**
2 **IN A COUNTY, A MASTER TEACHER SHALL BE SELECTED IN ACCORDANCE WITH THIS**
3 **PARAGRAPH.**

4 **(II) PROFESSOR MASTER TEACHERS AND, IF NECESSARY**
5 **BECAUSE OF A LIMITED NUMBER OF PROFESSOR MASTER TEACHERS, MASTER**
6 **TEACHERS WHO TEACH IN THE COUNTY, SHALL PROVIDE A LIST OF QUALIFIED**
7 **CANDIDATES TO:**

8 1. **THE PRINCIPAL OF THE SCHOOL IN WHICH THE**
9 **POSITION IS AVAILABLE; AND**

10 2. **THE LOCAL SUPERINTENDENT.**

11 **(III) THE PRINCIPAL OF THE SCHOOL IN WHICH THE POSITION IS**
12 **AVAILABLE AND THE LOCAL SUPERINTENDENT SHALL APPOINT A CANDIDATE FROM**
13 **THE LIST PROVIDED IN SUBPARAGRAPH (II) OF THIS PARAGRAPH.**

14 **(4) BEGINNING WITH TEACHERS LISTED UNDER § 6-1002(F)(3) OF**
15 **THIS SUBTITLE AS SPECIFIED BY THE STATE BOARD, A MASTER TEACHER SHALL:**

16 **(I) TEACH IN THE CLASSROOM FOR AT LEAST 40% OF THEIR**
17 **WORKING TIME; AND**

18 **(II) SPEND THE REMAINING TIME ON OTHER TEACHER**
19 **ACTIVITIES, INCLUDING:**

20 1. **MENTORING LEAD TEACHERS; AND**

21 2. **LEADING WORKSHOPS AND DEMONSTRATIONS AT**
22 **THE SCHOOL AND DISTRICT LEVEL.**

23 **(D) (1) THE THIRD TIER OF THE TEACHER LEADERSHIP TRACK IS A**
24 **PROFESSOR MASTER TEACHER.**

25 **(2) A PROFESSOR MASTER TEACHER IS A DISTINGUISHED TEACHER**
26 **WITH EXCEPTIONAL ACCOMPLISHMENTS, WHICH MAY BE DEMONSTRATED BY:**

27 **(I) A REPUTATION AS AMONG THE VERY BEST OF TEACHERS,**
28 **LEADERS OF TEACHERS, AND DEVELOPERS OF TEACHERS;**

29 **(II) THE PUBLICATION OF RESEARCH PAPERS AS A UNIVERSITY**

1 PROFESSOR; OR

2 (III) BEING QUALIFIED TO TEACH AND LEAD IN BOTH AN
3 INSTITUTION OF HIGHER EDUCATION AND AN ELEMENTARY OR SECONDARY
4 SCHOOL.

5 (3) CANDIDATES TO BE A PROFESSOR MASTER TEACHER INCLUDE:

6 (I) A SENIOR FACULTY MEMBER IN A PROFESSIONAL
7 DEVELOPMENT SCHOOL WHO HOLDS A DOCTORATE AND IS QUALIFIED TO SERVE AS
8 A CLINICAL PROFESSOR; AND

9 (II) A TEACHER WHO:

- 10 1. IS BASED AT AN INSTITUTION OF HIGHER EDUCATION;
11 2. SERVES AS A MENTOR AND INSTRUCTOR OF
12 TEACHERS IN TRAINING;
13 3. MENTORS NEW TEACHERS DURING INDUCTION; AND
14 4. DESIGNS AND LEADS PROFESSIONAL DEVELOPMENT
15 ACROSS THE STATE.

16 (4) A COUNTY BOARD SHALL APPOINT A PROFESSOR MASTER
17 TEACHER IN CONSULTATION WITH THE APPROPRIATE INSTITUTION OF HIGHER
18 EDUCATION.

19 (5) BEGINNING WITH TEACHERS LISTED UNDER § 6-1002(F)(3) OF
20 THIS SUBTITLE AS SPECIFIED BY THE STATE BOARD, A PROFESSOR MASTER
21 TEACHER SHALL TEACH IN A CLASSROOM FOR AT LEAST 20% OF THEIR WORKING
22 TIME.

23 (E) A COUNTY BOARD SHALL SELECT:

24 (1) A MENTOR TEACHER FOR INDUCTION PROGRAMS AND TEACHER
25 TRAINING PRACTICUMS FROM THE TEACHER LEADERSHIP TRACK; AND

26 (2) AN EXPERT TO WRITE CURRICULUM AND ASSESSMENT ITEMS AND
27 DEVELOP MODEL LESSONS FOR THE MASTER TEACHER AND PROFESSOR MASTER
28 TEACHER TIERS OF THE TEACHER LEADERSHIP TRACK.

29 (F) (1) EXCEPT AS PROVIDED IN PARAGRAPH (2) OF THIS SUBSECTION, A

1 TEACHER IN THE TEACHER LEADERSHIP TRACK SHALL SPEND A PORTION OF THEIR
2 WORKING TIME TEACHING IN THE CLASSROOM.

3 (2) A TEACHER IN THE TEACHER LEADERSHIP TRACK MAY BE
4 ASSIGNED NON-TEACHING DUTIES FOR A PERIOD OF TIME, BUT SHALL RETURN TO
5 TEACHING IN THE CLASSROOM AFTER A CERTAIN PERIOD OF TIME, AS DETERMINED
6 BY THE COUNTY BOARD.

7 6-1005.

8 (A) EACH COUNTY BOARD MAY CONVENE A LOCAL CAREER LADDER
9 DEVELOPMENT BOARD.

10 (B) THE MEMBERSHIP OF THE LOCAL CAREER LADDER DEVELOPMENT
11 BOARD SHALL INCLUDE ADVANCED TEACHERS AND STAKEHOLDERS.

12 (C) THE LOCAL CAREER LADDER DEVELOPMENT BOARD SHALL SET
13 STANDARDS FOR TEACHERS TO ACHIEVE EACH TIER IN THE TEACHER LEADERSHIP
14 TRACK IN THE COUNTY.

15 6-1006.

16 (A) (1) THERE IS AN ADMINISTRATOR TRACK ON LEVEL FOUR OF THE
17 CAREER LADDER.

18 (2) THE PRIMARY PURPOSE OF THE ADMINISTRATOR TRACK IS TO
19 DEVELOP TEACHERS INTO PRINCIPALS.

20 (3) A TEACHER ON THE ADMINISTRATOR TRACK IS RESPONSIBLE FOR
21 MANAGING ADMINISTRATIVE FUNCTIONS IN THE SCHOOL.

22 (B) (1) THE FIRST TIER OF THE ADMINISTRATOR TRACK IS A LICENSED
23 PRINCIPAL.

24 (2) (I) THE STATE BOARD, IN CONSULTATION WITH THE
25 PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD, SHALL ESTABLISH
26 THE CRITERIA THAT A TEACHER SHALL MEET TO ACHIEVE THE LICENSED PRINCIPAL
27 TIER.

28 (II) THE CRITERIA UNDER SUBPARAGRAPH (I) OF THIS
29 PARAGRAPH:

30 1. SHALL INCLUDE A REQUIREMENT THAT A TEACHER

1 BE A NBC TEACHER BEFORE THE TEACHER MAY BE A LICENSED PRINCIPAL; AND

2 2. MAY INCLUDE A REQUIREMENT THAT A TEACHER
3 SHALL COMPLETE AN INDUCTION OR TRAINING PROGRAM FOR NEW PRINCIPALS.

4 (3) BEGINNING WITH TEACHERS LISTED UNDER § 6-1002(F)(3) OF
5 THIS SUBTITLE AS SPECIFIED BY THE STATE BOARD, A LICENSED PRINCIPAL IS
6 ENCOURAGED TO TEACH IN THE CLASSROOM FOR AT LEAST 10% OF THEIR WORKING
7 HOURS.

8 (4) (I) WHEN A LICENSED PRINCIPAL POSITION BECOMES
9 AVAILABLE IN THE COUNTY, A LICENSED PRINCIPAL SHALL BE SELECTED IN
10 ACCORDANCE WITH THIS PARAGRAPH.

11 (II) TEACHER LEADERS, OTHER LICENSED PRINCIPALS, AND
12 MASTER PRINCIPALS IN THE COUNTY SHALL PROVIDE A LIST OF QUALIFIED
13 CANDIDATES TO THE LOCAL SUPERINTENDENT.

14 (III) THE LOCAL SUPERINTENDENT SHALL APPOINT A
15 CANDIDATE FROM THE LIST PROVIDED UNDER SUBPARAGRAPH (II) OF THIS
16 PARAGRAPH.

17 (C) (1) THE SECOND TIER OF THE ADMINISTRATOR TRACK IS MASTER
18 PRINCIPAL.

19 (2) TO BE A MASTER PRINCIPAL, A TEACHER SHALL DEMONSTRATE
20 THE ABILITY TO:

21 (I) EFFECTIVELY IDENTIFY, ATTRACT, LEAD, AND RETAIN
22 HIGHLY PROFESSIONAL TEACHERS;

23 (II) ORGANIZE AND MANAGE A SCHOOL IN A WAY THAT
24 INCENTIVIZES AND SUPPORTS TEACHERS TO DO THEIR BEST WORK;

25 (III) SET HIGH STANDARDS FOR FACULTY AND STUDENTS AND
26 LIVE UP TO THE STANDARDS SET FOR OTHERS;

27 (IV) WORK WITH STAKEHOLDERS ON THE TEACHER'S VISION;

28 (V) IDENTIFY AND HELP CULTIVATE TEACHERS' POTENTIAL
29 FOR GROWTH;

30 (VI) HELP STUDENTS, PARENTS, AND TEACHERS EMBRACE THE

1 GOAL FOR ALL STUDENTS TO ACHIEVE INTERNATIONALLY COMPETITIVE
2 STANDARDS;

3 (VII) MENTOR AND SUPPORT OTHER PRINCIPALS; AND

4 (VIII) HELP OTHER PRINCIPALS ACHIEVE HIGHER LEVELS OF
5 PERFORMANCE.

6 (3) BEGINNING WITH TEACHERS LISTED UNDER § 6-1002(F)(3) OF
7 THIS SUBTITLE AS SPECIFIED BY THE STATE BOARD, A MASTER PRINCIPAL IS
8 ENCOURAGED TO TEACH IN A CLASSROOM FOR AT LEAST 10% OF THEIR WORKING
9 HOURS.

10 (4) (I) WHEN A MASTER PRINCIPAL POSITION BECOMES
11 AVAILABLE IN THE COUNTY, A MASTER PRINCIPAL SHALL BE SELECTED IN
12 ACCORDANCE WITH THIS PARAGRAPH.

13 (II) TEACHER LEADERS AND OTHER MASTER PRINCIPALS IN
14 THE COUNTY SHALL PROVIDE A LIST OF QUALIFIED CANDIDATES TO THE LOCAL
15 SUPERINTENDENT.

16 (III) THE LOCAL SUPERINTENDENT SHALL APPOINT A
17 CANDIDATE FROM THE LIST PROVIDED UNDER SUBPARAGRAPH (II) OF THIS
18 PARAGRAPH.

19 (D) ALL LICENSED AND MASTER PRINCIPALS SHALL:

20 (1) BE TRAINED IN AND DEMONSTRATE CAPABILITY WITH RACIAL
21 AWARENESS AND CULTURAL COMPETENCE, INCLUDING:

22 (I) TEACHING STUDENTS AND MANAGING TEACHING FACULTY
23 FROM DIFFERENT RACIAL, ETHNIC, AND SOCIOECONOMIC BACKGROUNDS; AND

24 (II) IMPLEMENTING RESTORATIVE PRACTICES;

25 (2) CULTIVATE A SCHOOL ENVIRONMENT IN WHICH TEACHERS:

26 (I) DEVELOP CULTURAL COMPETENCE;

27 (II) ENHANCE EMPATHY AND RESPECT FOR STUDENTS;

28 (III) WORK TO ELIMINATE BIASES AND STEREOTYPES; AND

(IV) PROVIDE INSTRUCTION IN A MANNER THAT ASSUMES THAT ALL STUDENTS REGARDLESS OF THEIR RACE, ETHNICITY, GENDER, OR OTHER CHARACTERISTICS ARE CAPABLE OF THE HIGHEST LEVELS OF ACADEMIC ACHIEVEMENT; AND

(3) BE EVALUATED ON THEIR SUCCESS IN FOSTERING THE SCHOOL ENVIRONMENT IN ITEM (2) OF THIS SUBSECTION.

(E) A COUNTY BOARD MAY ADD A TIER TO THE ADMINISTRATOR TRACK FOR DISTRICT OFFICE DIRECTORS.

6-1007.

(A) (1) IN ADDITION TO THE OTHER REQUIREMENTS OF THIS SUBTITLE, MOVEMENT UP THE CAREER LADDER SHALL DEPEND ON:

(I) THE TEACHER'S PERFORMANCE;

(II) THE TEACHER'S EXPERIENCE; AND

(III) THE AVAILABILITY OF POSITIONS.

(2) A TEACHER MAY NOT BE PROMOTED TO THE NEXT LEVEL OR TIER ON THE CAREER LADDER UNLESS:

(I) THE MOST RECENT EVALUATION OF THE TEACHER'S INSTRUCTION BY THE PRINCIPAL OR OTHER INDIVIDUAL, AS DETERMINED BY THE COUNTY BOARD, IS POSITIVE;

(II) THE TEACHER, PRINCIPAL OR SUPERVISOR, OR ANY OTHER INDIVIDUAL, AS DETERMINED BY THE COUNTY BOARD, AGREE THAT THE TEACHER IS READY TO TAKE ON THE ADDITIONAL RESPONSIBILITIES REQUIRED BY THE POSITION AT THE NEXT LEVEL; AND

(III) THERE IS AN OPEN POSITION AT THE NEXT LEVEL.

(3) PROMOTION UP THE CAREER LADDER IS NOT GUARANTEED.

(B) IN CHOOSING A CANDIDATE FOR AN OPEN POSITION IN THE CAREER LADDER, CONSIDERATION SHALL BE GIVEN TO THE CANDIDATE'S EXPERIENCE IN SCHOOLS THAT REPRESENT THE DEMOGRAPHIC AND ECONOMIC DIVERSITY OF THE SCHOOL SYSTEM.

1 (C) AS A TEACHER MOVES UP THE CAREER LADDER AND RECEIVES
2 POSITIVE EVALUATIONS, THE TEACHER SHALL BE GIVEN INCREASED AUTHORITY,
3 RESPONSIBILITY, AND AUTONOMY FOR MAKING SCHOOL-LEVEL DECISIONS.

4 (D) MOVEMENT FROM ONE LEVEL OR TIER TO A HIGHER LEVEL OR TIER
5 SHALL RESULT IN A SALARY INCREASE CONSISTENT WITH § 6-1009 OF THIS
6 SUBTITLE.

7 (E) A TEACHER MAY MOVE FROM ONE TRACK OF THE CAREER LADDER TO A
8 DIFFERENT TRACK WITH THE APPROVAL OF THE PRINCIPAL OF THE SCHOOL IN
9 WHICH THEY TEACH.

10 6-1008.

11 (A) (1) SUBJECT TO PARAGRAPH (2) OF THIS SUBSECTION, AN
12 INDIVIDUAL WHO RECEIVES INITIAL STATE CERTIFICATION ON OR AFTER JULY 1,
13 2026, AND BEGINS TEACHING IN THE STATE AS A COUNTY BOARD EMPLOYEE:

14 (I) SHALL PARTICIPATE IN THE CAREER LADDER; AND

15 (II) IS NOT ELIGIBLE FOR SALARY INCREASES BASED ON
16 EXPERIENCE, DEGREES, OR CREDITS.

17 (2) PARAGRAPH (1) OF THIS SUBSECTION SHALL BE EFFECTIVE ONLY
18 AFTER THE AVERAGE RATE OF INDIVIDUALS IN MARYLAND WHO PASS THE TEST TO
19 OBTAIN NBC IS EQUAL TO OR GREATER THAN THE NATIONAL AVERAGE.

20 (B) (1) AN INDIVIDUAL WHO BECOMES A STATE LICENSED TEACHER ON
21 OR AFTER THE EFFECTIVE DATE OF SUBSECTION (A) OF THIS SECTION SHALL
22 COMPLY WITH THE REQUIREMENTS OF THIS SUBSECTION IN ORDER TO RETAIN A
23 LICENSE TO TEACH IN THE STATE.

24 (2) BY THE END OF THEIR 10TH YEAR OF TEACHING, THE TEACHER
25 SHALL:

26 (I) BE A NBC TEACHER; OR

27 (II) IF THERE IS NO ASSESSMENT COMPARABLE TO NBC FOR
28 THE TEACHER'S SUBJECT AREA, EARN:

29 1. A MASTER'S DEGREE; OR

30 2. 30 CREDITS IN AN APPROVED PROGRAM OF STUDY, AS

1 DETERMINED BY THE STATE BOARD, IN CONSULTATION WITH THE PROFESSIONAL
2 STANDARDS AND TEACHER EDUCATION BOARD.

3 (3) IF A TEACHER DOES NOT MEET THE REQUIREMENTS OF
4 PARAGRAPH (2) OF THIS SUBSECTION BEFORE THE END OF THEIR 10TH YEAR OF
5 TEACHING, THE TEACHER MAY NOT RECEIVE A SALARY INCREASE, EXCEPT FOR A
6 COST-OF-LIVING INCREASE, UNTIL THE TEACHER MEETS THE REQUIREMENTS OF
7 PARAGRAPH (2) OF THIS SUBSECTION.

8 (4) (I) EXCEPT AS PROVIDED IN SUBPARAGRAPH (II) OF THIS
9 PARAGRAPH, A NBC TEACHER SHALL RENEW THEIR NBC EVERY 5 YEARS IN ORDER
10 TO:

11 1. CONTINUE TO HOLD A LICENSE TO TEACH IN THE
12 STATE; AND

13 2. BE ELIGIBLE FOR THE SALARY INCREASE
14 ASSOCIATED WITH NBC RENEWAL.

15 (II) A NBC TEACHER WHO DOES NOT RENEW THEIR NBC
16 WITHIN 5 YEARS AFTER BECOMING CERTIFIED OR THE PRIOR RENEWAL OF
17 CERTIFICATION MAY COMPLETE THE CERTIFICATION WITHIN THE 6TH YEAR.

18 (III) A TEACHER WHO DOES NOT RENEW CERTIFICATION IN A
19 TIMELY MANNER IN ACCORDANCE WITH THIS PARAGRAPH MAY NOT RECEIVE A
20 SALARY INCREASE, EXCEPT FOR A COST-OF-LIVING INCREASE.

21 (5) COUNTY BOARDS SHALL ENCOURAGE TEACHERS, INCLUDING BY
22 PROVIDING ADDITIONAL COMPENSATION, AS APPROPRIATE AND THROUGH
23 COLLECTIVE BARGAINING, TO OBTAIN MASTER'S DEGREES IN FIELDS THAT
24 REQUIRE SPECIAL EXPERTISE, HAVE SHORTAGE AREAS, AND ENHANCE THE
25 TEACHER'S PROFESSIONAL SKILLS AND QUALIFICATIONS SO THAT TEACHERS ARE
26 ABLE TO TEACH DUAL-ENROLLMENT COURSES AS ADJUNCT FACULTY AT
27 INSTITUTIONS OF HIGHER EDUCATION.

28 (C) (1) THE PROVISIONS OF THIS SUBSECTION APPLY ONLY TO AN
29 INDIVIDUAL WHO IS A TEACHER ON THE EFFECTIVE DATE OF SUBSECTION (A) OF
30 THIS SECTION.

31 (2) IF THE TEACHER IS A NBC TEACHER OR BECOMES A NBC
32 TEACHER, RECEIVES POSITIVE PERFORMANCE EVALUATIONS, AND RECEIVES A
33 SALARY INCREASE ASSOCIATED WITH NBC, THE TEACHER SHALL:

1 (I) ON RECEIPT OF THE SALARY INCREASE, NO LONGER
2 RECEIVE A NBC STIPEND; AND

3 (II) BE PLACED IN THE APPROPRIATE POSITION ON THE
4 CAREER LADDER.

5 (3) A TEACHER WHO CHOOSES NOT TO PURSUE NBC SHALL HOLD AN
6 ADVANCED PROFESSIONAL CERTIFICATE BY THE END OF THEIR 10TH YEAR OF
7 TEACHING.

8 (4) A TEACHER WHO HAS 20 YEARS OR MORE OF EXPERIENCE AND IS
9 NOT A NBC TEACHER AS OF JULY 1, 2020:

10 (I) MAY PURSUE NBC; AND

11 (II) SHALL BECOME A NBC TEACHER ON OR BEFORE JULY 1,
12 2025, IN ORDER TO RECEIVE THE ASSOCIATED SALARY INCREASE.

13 6-1009.

14 (A) BEGINNING ON JULY 1, 2024, TEACHER SALARY INCREASES
15 ASSOCIATED WITH THE CAREER LADDER SHALL AT A MINIMUM INCLUDE THE
16 FOLLOWING:

17 (1) BECOMING A NBC TEACHER – \$12,000 SALARY INCREASE;

18 (2) A NBC TEACHER TEACHING AT A LOW-PERFORMING SCHOOL AS
19 IDENTIFIED BY THE COUNTY BOARD – \$5,000 SALARY INCREASE;

20 (3) EARNING A FIRST NBC RECERTIFICATION – \$8,000 SALARY
21 INCREASE;

22 (4) EARNING A SECOND NBC RECERTIFICATION – \$7,000 SALARY
23 INCREASE;

24 (5) EARNING A THIRD NBC RECERTIFICATION – \$6,000 SALARY
25 INCREASE;

26 (6) BECOMING LEAD TEACHER – \$5,000 SALARY INCREASE;

27 (7) BECOMING MASTER TEACHER – \$10,000 SALARY INCREASE;

28 (8) BECOMING PROFESSOR MASTER TEACHER – \$15,000 SALARY

1 INCREASE; AND

2 (9) EARNING A MASTER'S DEGREE OR ADVANCED PROFESSIONAL
3 CERTIFICATE – INCREASE EQUAL TO 3% OF CURRENT SALARY.

4 (B) BEGINNING ON JULY 1, 2024, SALARY INCREASES ASSOCIATED WITH
5 BECOMING A MASTER PRINCIPAL ON THE CAREER LADDER SHALL BE AT LEAST
6 \$15,000.

7 (C) ON OR BEFORE JULY 1, 2024, EACH COUNTY SHALL DEMONSTRATE TO
8 THE ACCOUNTABILITY AND IMPLEMENTATION BOARD THAT, DURING THE PERIOD
9 BETWEEN JULY 1, 2019 AND JUNE 30, 2024, TEACHERS IN THE COUNTY RECEIVED
10 A 10% SALARY INCREASE ABOVE THE NEGOTIATED SCHEDULE OF SALARY
11 INCREASES BETWEEN THE PUBLIC SCHOOL EMPLOYER AND EXCLUSIVE
12 REPRESENTATIVE FOR THE EMPLOYEE ORGANIZATION.

13 (D) BEGINNING ON JULY 1, 2029, THE MINIMUM TEACHER SALARY FOR ALL
14 TEACHERS SHALL BE \$60,000.

15 (E) (1) IN THIS SUBSECTION, "TOTAL STATE SHARE" MEANS THE
16 PRODUCT OF 0.5 AND THE TOTAL TEACHER SALARY INCREASE UNDER SUBSECTION
17 (A) OF THIS SECTION AND THE STATEWIDE NUMBER OF TEACHERS RECEIVING THE
18 SALARY INCREASE AND ROUNDED TO THE NEAREST WHOLE DOLLAR.

19 (2) THE INCREASE IN THE SALARY REQUIRED UNDER SUBSECTION (A)
20 OF THIS SECTION SHALL BE A SHARED COST BETWEEN THE STATE AND THE COUNTY
21 IN ACCORDANCE WITH THIS SUBSECTION.

22 (3) THE REQUIRED STATE SHARE FOR EACH COUNTY IS THE RESULT
23 OF THE FOLLOWING CALCULATION MULTIPLIED BY 0.5 AND ROUNDED TO THE
24 NEAREST WHOLE DOLLAR:

25 (I) THE SUM OF THE PRODUCT OF THE AMOUNT OF THE SALARY
26 INCREASE AND THE NUMBER OF TEACHERS ELIGIBLE TO RECEIVE THE SALARY
27 INCREASE IN THE PRIOR FISCAL YEAR FOR EACH ITEM IN SUBSECTION (A) OF THIS
28 SECTION;

29 (II) DIVIDE THE RESULT CALCULATED UNDER SUBPARAGRAPH
30 (I) OF THIS PARAGRAPH BY THE RATIO, ROUNDED TO SEVEN DECIMAL PLACES, OF
31 LOCAL WEALTH PER PUPIL TO STATEWIDE WEALTH PER PUPIL AS DEFINED IN §
32 5-201 OF THIS ARTICLE; AND

33 (III) MULTIPLY THE RESULT CALCULATED UNDER

SUBPARAGRAPH (II) OF THIS PARAGRAPH BY THE RESULT, ROUNDED TO SEVEN DECIMAL PLACES, THAT RESULTS FROM DIVIDING THE TOTAL STATE SHARE BY THE SUM OF ALL OF THE RESULTS CALCULATED UNDER SUBPARAGRAPH (II) OF THIS PARAGRAPH FOR ALL COUNTIES.

(4) THE REQUIRED LOCAL SHARE OF THE TEACHER SALARY INCREASE IS EQUAL TO THE PRODUCT OF THE SUM OF THE SALARY INCREASES UNDER SUBSECTION (A) OF THIS SECTION AND THE NUMBER OF TEACHERS IN THE COUNTY RECEIVING THE SALARY INCREASES MINUS THE STATE SHARE AND ROUNDED TO THE NEAREST WHOLE DOLLAR.

(F) (1) BEGINNING IN FISCAL YEAR 2025, THE STATE SHALL DISTRIBUTE THE STATE SHARE OF THE TEACHER SALARY INCREASES UNDER SUBSECTION (A) OF THIS SECTION TO EACH COUNTY BOARD.

(2) BEGINNING IN FISCAL YEAR 2025, THE COUNTY SHALL DISTRIBUTE THE LOCAL SHARE OF THE TEACHER SALARY INCREASES UNDER SUBSECTION (A) OF THIS SECTION TO EACH COUNTY BOARD.

(3) BEGINNING IN FISCAL YEAR 2025, THE COUNTY BOARD SHALL DISTRIBUTE THE STATE AND THE LOCAL SHARE OF THE TEACHER SALARY INCREASE TO THE SCHOOL IN WHICH THE TEACHER WORKS.

6-1010.

(A) TEACHER EVALUATION SYSTEMS USED IN CONNECTION WITH THE CAREER LADDER SHALL:

(1) BE ALIGNED WITH THE FIVE CORE PROPOSITIONS OF THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS;

(2) INCLUDE A PEER ASSISTANCE AND REVIEW MODEL;

(3) DEFINE THE SYSTEM'S EXPECTATIONS FOR AN EVALUATOR'S LEVEL OF SKILL AND KNOWLEDGE; AND

(4) INCLUDE A CALIBRATED METHOD TO MEASURE PERFORMANCE AND TO PROVIDE PERSONALIZED FEEDBACK THAT IS ALIGNED WITH THE TEACHER'S STRENGTHS, NEEDS, AND PROFESSIONAL LEARNING CONTEXT.

(B) AN EVALUATION SYSTEM USED IN CONNECTION WITH A CAREER LADDER SHALL USE OBSERVATIONS TO EVALUATE A TEACHER THAT:

1 **(1) INCLUDE DOCUMENTED OBSERVABLE EVIDENCE;**

2 **(2) ARE LINKED TO STUDENT LEARNING AND NOT SOLELY CONSIST**
3 **OF SIMPLE CHECKLISTS;**

4 **(3) INCLUDE POST OBSERVATION CONFERENCES BETWEEN THE**
5 **TEACHER AND EVALUATOR TO ENCOURAGE REFLECTION ON THE TEACHER'S**
6 **TEACHING PRACTICE;**

7 **(4) REQUIRE AN ASSESSMENT OF THE COMPETENCY OF THE**
8 **EVALUATOR;**

9 **(5) ARE DEVELOPED WITH STAKEHOLDERS; AND**

10 **(6) REQUIRE TEACHERS AND EVALUATORS TO BE FULLY TRAINED TO**
11 **UNDERSTAND THE EVALUATION PROCESS.**

12 **6-1011.**

13 **(A) (1) ON OR BEFORE JULY 1, 2023, THE DEPARTMENT SHALL DEVELOP**
14 **AND DESIGN A NEW SYSTEM OF PROFESSIONAL DEVELOPMENT THAT IS TIED TO THE**
15 **CAREER LADDER.**

16 **(2) THE NEW SYSTEM OF PROFESSIONAL DEVELOPMENT SHALL**
17 **INCLUDE:**

18 **(I) TRAINING ON HOW TO LEAD AND MENTOR TEAMS OF**
19 **PROFESSIONALS TO PROMOTE PROFESSIONAL LEARNING AMONG COLLEAGUES;**

20 **(II) TRAINING ON HOW TO COLLABORATE WITH COLLEAGUES**
21 **TO IMPROVE STUDENT PERFORMANCE;**

22 **(III) A TRAIN-THE-TRAINER MODEL; AND**

23 **(IV) ADVANCED TRAINING ON THE SCIENCE OF LEARNING**
24 **SPECIFIC TO INDIVIDUAL DISCIPLINES.**

25 **(B) ON OR BEFORE JUNE 30, 2025, EACH COUNTY BOARD SHALL PROVIDE**
26 **THE SYSTEM OF PROFESSIONAL DEVELOPMENT DESIGNED BY THE DEPARTMENT**
27 **UNDER SUBSECTION (A) OF THIS SECTION TO EACH TEACHER WHO TEACHES IN THE**
28 **COUNTY.**

29 **(C) BEGINNING ON JULY 1, 2025, EACH COUNTY BOARD SHALL PROVIDE**

1 THE SYSTEM OF PROFESSIONAL DEVELOPMENT DESIGNED BY THE DEPARTMENT
2 UNDER SUBSECTION (A) OF THIS SECTION TO EACH TEACHER TEACHING IN THE
3 COUNTY NO LATER THAN 1 YEAR AFTER THE TEACHER BEGINS TEACHING IN THE
4 STATE.

5 **6-1012.**

6 (A) (1) EXCEPT AS PROVIDED UNDER PARAGRAPH (2) OF THIS
7 SUBSECTION, EACH TEACHER WHO PURSUES NBC SHALL RECEIVE FROM THE
8 STATE AN AMOUNT EQUAL TO THE NATIONAL BOARD FOR PROFESSIONAL
9 TEACHING STANDARDS FEES ASSOCIATED WITH THE INITIAL ATTAINMENT AND
10 RENEWAL OF NBC.

11 (2) EACH TEACHER MAY ONLY RECEIVE PAYMENT UNDER THIS
12 SUBSECTION FOR ONE RETAKE OF EACH ASSESSMENT ON THE NATIONAL BOARD
13 FOR PROFESSIONAL TEACHING STANDARDS.

14 (B) EACH COUNTY SHALL PAY TO THE STATE ONE-THIRD OF THE COST FOR
15 EACH TEACHER WHO RECEIVES FUNDS UNDER SUBSECTION (A) OF THIS SECTION TO
16 PURSUE NBC.

17 (C) (1) A TEACHER WHO DOES NOT COMPLETE ALL THE REQUIREMENTS
18 FOR ASSESSMENT BY THE NATIONAL BOARD FOR PROFESSIONAL TEACHING
19 STANDARDS SHALL REIMBURSE THE STATE THE FULL AMOUNT OF THE FUNDS
20 RECEIVED UNDER SUBSECTION (A) OF THIS SECTION.

21 (2) THE STATE SHALL REIMBURSE THE COUNTY THE AMOUNT
22 RECEIVED UNDER SUBSECTION (B) OF THIS SECTION ON RECEIPT OF THE
23 REIMBURSEMENT FROM A TEACHER UNDER PARAGRAPH (1) OF THIS SUBSECTION.

24 (3) THE PROVISIONS OF PARAGRAPH (1) OF THIS SUBSECTION DO
25 NOT APPLY TO A TEACHER WHO COMPLETES ALL THE REQUIREMENTS FOR
26 ASSESSMENT BY THE NATIONAL BOARD OF PROFESSIONAL TEACHING STANDARDS
27 BUT DOES NOT OBTAIN NBC.

28 **6-1013.**

29 THE STATE BOARD, IN CONSULTATION WITH THE PROFESSIONAL
30 STANDARDS AND TEACHER EDUCATION BOARD SHALL ADOPT REGULATIONS TO
31 IMPLEMENT THE PROVISIONS OF THIS SUBTITLE.

32 **7-101.2.**

33 (a) (1) In this section the following terms have the meanings indicated.

(2) **“ECONOMICALLY DISADVANTAGED BACKGROUND” MEANS A FAMILY WHOSE INCOME IS NO MORE THAN 300% OF THE FEDERAL POVERTY GUIDELINES.**

(3) **[“Additional eligible] “ELIGIBLE YOUNG child” means a child:**

(i) Who is from an economically disadvantaged background;

(ii) Whose parent or legal guardian seeks to enroll the child in a publicly funded prekindergarten program established under this section; and

(iii) Who is **3 OR** 4 years old on September 1 of the school year in which the parent or legal guardian seeks to enroll the child in a publicly funded prekindergarten program established under this section.

[(3) “Economically disadvantaged background” means a family whose income is no more than 300% of the federal poverty guidelines.]

(4) **“Fund” means the Prekindergarten Expansion Fund.**

(5) **[“Judy Center” has the same meaning as provided in § 5–217 of this article.**

(6) **“Program” means the Prekindergarten Expansion Grant Program.**

[(7)] (6) “Qualified [vendor] PROVIDER” means:

(i) If partnering with a county board under a memorandum of understanding, a State accredited or nationally accredited child care center or a nonpublic school approved by the Department to provide prekindergarten services; **AND**

(ii) A county board **[that provides prekindergarten services under § 7–101.1 of this subtitle; and**

(iii) A Judy Center or private provider of preschool services that meets the grant requirements under § 5–217 of this article].

(b) (1) There is a grant program known as the Prekindergarten Expansion Grant Program in the State.

(2) The purpose of the Program is to broaden the availability of **HIGH-QUALITY** prekindergarten and school readiness services throughout the State for children and their families in coordination with **THE EXPANSION OF PUBLICLY FUNDED FULL-DAY PREKINDERGARTEN UNDER THE BLUEPRINT FOR MARYLAND’S FUTURE ESTABLISHED UNDER SUBTITLE 1A OF THIS TITLE** [the following programs:

1 (i) The publicly funded prekindergarten program established under
2 § 7–101.1 of this subtitle; and

3 (ii) The Judith P. Hoyer Early Childhood Education Enhancement
4 Program established under § 5–217 of this article].

5 (3) The Department shall administer the Program.

6 (4) (i) The Program shall be a competitive grant program to provide
7 funds to qualified [vendors] **PROVIDERS**.

8 (ii) The Department shall take measures to achieve geographic
9 diversity among participating qualified [vendors] **PROVIDERS**.

10 (iii) Priority for participation in the Program shall be given to
11 qualified [vendors] **PROVIDERS**:

12 1. That are located in areas of the State that have an unmet
13 need for prekindergarten or comprehensive early childhood education services;

14 2. That include a plan for long-term sustainability, including
15 community and business partnerships and matching funds to the extent possible; and

16 3. That incorporate parental engagement and the benefits of
17 educational activities beyond the classroom into the [vendors'] **PROVIDERS'** programs.

18 (iv) Prekindergarten Expansion Grants may be used to expand
19 prekindergarten services, including:

20 [1. Establishing or expanding existing half-day
21 prekindergarten for additional eligible children as defined in this section;]

22 [2.] **1.** Establishing or expanding full-day prekindergarten for
23 eligible **YOUNG** children [as defined in § 7–101.1 of this subtitle or additional eligible
24 children as defined in this section] **AND**;

25 [3. Establishing or expanding existing Judy Centers for the
26 families of eligible children as defined in § 7–101.1 of this subtitle or additional eligible
27 children as defined in this section who are located in Title I school attendance areas; and

28 **4.] 2.** Expanding existing half-day prekindergarten programs
29 into full-day prekindergarten programs for eligible **YOUNG** children [as defined in §
30 7–101.1 of this subtitle or additional eligible children as defined in this section].

31 (v) The Department may establish:

1. Additional eligibility criteria for the selection of qualified [vendors] **PROVIDERS**;

3. Any other policies and procedures necessary to implement the Program.

(c) Before approving qualified [vendors] **PROVIDERS** for prekindergarten services to receive a grant under this section, a qualified [vendor] **PROVIDER** shall certify to the Department that for each classroom funded under this section the [vendor] **PROVIDER** will:

(2) Provide in each classroom at least one teacher certified in early childhood education by the State and at least one teacher's aide who has at least a high school degree; [and]

(3) Operate an educational program for:

(i) 5 days per week;

(ii) 180 days per year, in accordance with the public school calendar established by the local school board; and

(iii) 1. For half-day programs, at least 2.5 hours per day; or

2. For full-day programs, at least 6.5 hours per day; **AND**

(4) NO LATER THAN 5 YEARS AFTER RECEIVING A GRANT UNDER THIS SECTION, MEET THE REQUIREMENTS OF § 7-1A-04 OF THIS TITLE.

(d) (1) **(I)** Beginning in fiscal year 2020 [and for each fiscal year thereafter] **THROUGH FISCAL YEAR 2025**, the Governor shall annually appropriate to the Fund an amount that is at least equal to the total amount of all funds received by the Program in the prior fiscal year.

(II) BEGINNING IN FISCAL YEAR 2026, THE FUNDS APPROPRIATED TO THE FUND SHALL BE CONSOLIDATED INTO THE PUBLICLY FUNDED FULL-DAY PREKINDERGARTEN PROGRAM ESTABLISHED IN SUBTITLE 1A OF THIS TITLE.

(2) The Governor may provide funds to the Department to administer the Program.

(e) Grants awarded under this section may not be used:

(1) To supplant existing funding for prekindergarten services; [or]

(2) For capital improvements; OR

(3) TO FUND THE SAME FULL-DAY PREKINDERGARTEN SLOT THAT IS FUNDED UNDER SUBTITLE 1A OF THIS TITLE.

7-103.

(f) Publicly funded **HALF-DAY** prekindergarten programs are not subject to the requirements of subsection (a) of this section.

7-125.

ALL PUBLIC SCHOOLS IN THE STATE ARE ENCOURAGED TO DEVELOP INTRODUCTORY CAREER AND TECHNICAL EDUCATION COURSES WITH THE GOAL OF MAKING CAREER AND TECHNICAL EDUCATION A PART OF ALL ELEMENTARY, MIDDLE SCHOOL, AND HIGH SCHOOL CURRICULA.

7-126.

(A) (1) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(2) “CTE COMMITTEE” MEANS THE CAREER AND TECHNICAL EDUCATION COMMITTEE ESTABLISHED UNDER § 21-207 OF THIS ARTICLE.

(3) “LOCAL CAREER COUNSELING AGREEMENT” MEANS A MEMORANDUM OF UNDERSTANDING BETWEEN A COUNTY BOARD, A LOCAL WORKFORCE DEVELOPMENT BOARD, A COMMUNITY COLLEGE, AND, IF APPROPRIATE, AN AMERICAN JOB CENTER TO PROVIDE CAREER COUNSELING SERVICES.

1 (4) “PROGRAM” MEANS THE CAREER COUNSELING PROGRAM FOR
2 MIDDLE AND HIGH SCHOOL STUDENTS.

3 (B) (1) THERE IS A CAREER COUNSELING PROGRAM FOR MIDDLE AND
4 HIGH SCHOOL STUDENTS.

5 (2) THE PURPOSE OF THE PROGRAM IS TO PROVIDE EACH MIDDLE
6 SCHOOL AND HIGH SCHOOL STUDENT IN THE COUNTY WITH INDIVIDUALIZED
7 CAREER COUNSELING SERVICES.

8 (C) (1) EACH COUNTY BOARD SHALL ENTER INTO A LOCAL CAREER
9 COUNSELING AGREEMENT WITH THE LOCAL WORKFORCE DEVELOPMENT BOARD,
10 THE COMMUNITY COLLEGE THAT SERVES THE COUNTY, AND, IF APPROPRIATE, AN
11 AMERICAN JOB CENTER.

12 (2) COUNSELING PROVIDED UNDER THE LOCAL CAREER
13 COUNSELING AGREEMENT SHALL HELP EACH STUDENT CHOOSE ONE OR MORE
14 POST-COLLEGE AND CAREER READINESS PATHWAYS UNDER § 7-205.1 OF THIS
15 TITLE.

16 (D) FUNDING RECEIVED BY THE COUNTY BOARD FOR CAREER COUNSELING
17 UNDER SUBTITLE 2 OF THIS TITLE, SHALL BE SPENT IN ACCORDANCE WITH THE
18 AGREEMENT.

19 (E) THE CTE COMMITTEE SHALL CONDUCT AN EVALUATION OF EACH
20 LOCAL CAREER COUNSELING AGREEMENT FOR BEST PRACTICES AND DISSEMINATE
21 ITS FINDINGS TO ALL COUNTY BOARDS, LOCAL WORKFORCE DEVELOPMENT
22 BOARDS, COMMUNITY COLLEGES, AND IF APPROPRIATE, AMERICAN JOB CENTERS,
23 IN THE STATE.

24 SUBTITLE 1A. PUBLICLY FUNDED FULL-DAY PREKINDERGARTEN PROGRAM.

25 7-1A-01.

26 (A) IN THIS SUBTITLE THE FOLLOWING WORDS HAVE THE MEANINGS
27 INDICATED.

28 (B) “COST OF QUALITY” MEANS THE PER-PUPIL AMOUNT PROVIDED UNDER
29 § 5-229 OF THIS ARTICLE.

30 (C) “ELIGIBLE PREKINDERGARTEN PROVIDER” INCLUDES AN:

31 (1) ELIGIBLE PUBLIC PROVIDER; AND

1 **(2) ELIGIBLE PRIVATE PROVIDER.**

2 **(D) “ELIGIBLE PUBLIC PROVIDER” MEANS AN EARLY LEARNING PROGRAM**
3 **THAT:**

4 **(1) IS PROVIDED BY A COUNTY BOARD AT A PUBLIC SCHOOL; AND**

5 **(2) MEETS THE REQUIREMENTS UNDER § 7-1A-05 OF THIS**
6 **SUBTITLE.**

7 **(E) (1) “ELIGIBLE PRIVATE PROVIDER” MEANS A COMMUNITY BASED**
8 **EARLY LEARNING PROGRAM THAT:**

9 **(I) IS LICENSED IN THE STATE;**

10 **(II) DOES NOT CHARGE MORE TUITION FOR FULL-DAY**
11 **PREKINDERGARTEN THAN THE COST OF QUALITY; AND**

12 **(III) MEETS THE REQUIREMENTS UNDER § 7-1A-05 OF THIS**
13 **SUBTITLE.**

14 **(2) “ELIGIBLE PRIVATE PROVIDER” INCLUDES THE ULYSSES CURRIE**
15 **HEAD START PROGRAM UNDER § 5-220 OF THIS ARTICLE.**

16 **(F) “FULL-DAY PREKINDERGARTEN” MEANS AN EARLY LEARNING**
17 **PROGRAM WITH A SIX AND ONE-HALF HOUR SCHOOL DAY.**

18 **(G) “PREKINDERGARTEN PROGRAM” MEANS AN EARLY LEARNING**
19 **PROGRAM AT AN ELIGIBLE PREKINDERGARTEN PROVIDER.**

20 **(H) “PREKINDERGARTEN SLOT” MEANS THE AVAILABLE SPACE FOR A**
21 **CHILD TO ATTEND A PREKINDERGARTEN PROGRAM.**

22 **(I) “TIER I CHILD” MEANS A CHILD:**

23 **(1) WHO IS 3 OR 4 YEARS OLD;**

24 **(2) WHOSE FAMILY INCOME IS LESS THAN OR EQUAL TO 300% OF THE**
25 **FEDERAL POVERTY LEVEL; AND**

26 **(3) WHOSE FAMILY CHOOSES TO ENROLL THE CHILD IN FULL-DAY**
27 **PREKINDERGARTEN PROVIDER.**

(J) “TIER II CHILD” MEANS A CHILD:

(1) WHO IS 4 YEARS OLD;

(2) WHOSE FAMILY INCOME IS MORE THAN 300% BUT NOT MORE THAN 600% OF THE FEDERAL POVERTY LEVEL; AND

(3) WHOSE FAMILY CHOOSES TO ENROLL THE CHILD IN FULL-DAY PREKINDERGARTEN.

(K) “TIER III CHILD” MEANS A CHILD:

(1) WHO IS 4 YEARS OLD;

(2) WHOSE FAMILY INCOME IS MORE THAN 600% OF THE FEDERAL POVERTY LEVEL; AND

(3) WHOSE FAMILY CHOOSES TO ENROLL THE CHILD IN FULL-DAY PREKINDERGARTEN.

7-1A-02.

(a) (1) A local department of social services or a local health department shall provide a parent or guardian with [an] oral and written notice that their child may be eligible for publicly funded prekindergarten programs if the parent or guardian:

(i) Applied for economic services with the local department of social services or the local health department; and

(ii) Has a child who will be 3 OR 4 years old [on] BY September 1 of the next academic year.

(2) The notice required under paragraph (1) of this subsection shall include:

(I) [contact] CONTACT information for the enrollment office of the local school system and the Division of Early Childhood Development in the Department; AND

(II) INFORMATION ON THE EXISTENCE OF THE CHILD CARE SCHOLARSHIP FOR BEFORE AND AFTER FULL-DAY PREKINDERGARTEN PROGRAMMING AND THE POSSIBILITY OF ELIGIBILITY FOR STATE AID.

(3) On or before December 1 of each year, each local department of social

services and each local health department shall report to the General Assembly, in accordance with § 2–1257 of the State Government Article, on the number of parents who were given a notification and subsequently enrolled their child in a publicly funded prekindergarten program.

(b) The requirements set forth in § 7–101(b) of this [subtitle] TITLE regarding the domicile of a child and the residency of the child’s parent or guardian shall apply to prekindergarten programs established by county boards as required by this [section] SUBTITLE.

7–1A–03.

(A) EXCEPT AS PROVIDED UNDER SUBSECTION (B) OF THIS SECTION, A COUNTY BOARD SHALL ENSURE THAT:

(1) BEGINNING IN THE 2020–2021 SCHOOL YEAR, ELIGIBLE PRIVATE PROVIDERS SHALL ACCOUNT FOR AT LEAST 30% OF ELIGIBLE PREKINDERGARTEN PROVIDERS IN EACH COUNTY;

(2) THE PROPORTION OF ELIGIBLE PRIVATE PROVIDERS IN EACH COUNTY INCREASES BY 5 PERCENTAGE POINTS EVERY SCHOOL YEAR, UNTIL, IN THE 2024–2025 SCHOOL YEAR, ELIGIBLE PRIVATE PROVIDERS ACCOUNT FOR AT LEAST 50% OF ELIGIBLE PREKINDERGARTEN PROVIDERS IN EACH COUNTY; AND

(3) IN EACH YEAR AFTER THE 2024–2025 SCHOOL YEAR, THE PROPORTION OF ELIGIBLE PRIVATE PROVIDERS IN EACH COUNTY SHALL CONTINUE TO CONSTITUTE AT LEAST 50% OF ELIGIBLE PREKINDERGARTEN PROVIDERS IN EACH COUNTY.

(B) (1) THE DEPARTMENT MAY ISSUE A WAIVER FROM THE REQUIREMENTS OF THIS SECTION TO A COUNTY BOARD IF:

(I) ALL FAMILIES IN THE COUNTY WHO DESIRE TO ENROLL THEIR ELIGIBLE CHILDREN WITH ELIGIBLE PREKINDERGARTEN PROVIDERS ARE ABLE TO DO SO; OR

(II) AFTER REASONABLE CROSS–JURISDICTIONAL OR REGIONAL EFFORTS, THERE ARE TOO FEW ELIGIBLE PRIVATE PROVIDERS TO MEET THE MINIMUM REQUIREMENTS OF THIS SECTION.

(2) THE DEPARTMENT MAY EXCLUDE BY ANNUAL WAIVER TIER I CHILDREN WHO ARE 3 YEARS OLD IN A COUNTY FROM THE CALCULATION OF THE UNDER SUBSECTION (A) OF THIS SECTION UNTIL THE 2029–2030 SCHOOL YEAR.

(3) THE DEPARTMENT MAY EXCLUDE BY ANNUAL WAIVER TIER I CHILDREN WHO ARE 4 YEARS OLD IN A COUNTY FROM THE CALCULATION UNDER SUBSECTION (A) OF THIS SECTION UNTIL THE 2025–2026 SCHOOL YEAR.

(4) THE DEPARTMENT SHALL ESTABLISH WAIVER APPLICATION PROCEDURES TO CARRY OUT THE PROVISIONS OF THIS SUBSECTION.

7–1A–04.

(A) ALL ELIGIBLE PREKINDERGARTEN PROVIDERS SHALL INCLUDE STRUCTURAL ELEMENTS THAT ARE EVIDENCE–BASED AND NATIONALLY RECOGNIZED AS IMPORTANT FOR ENSURING PROGRAM QUALITY, INCLUDING:

(1) (I) HIGH STAFF QUALIFICATIONS, INCLUDING TEACHERS WHO, AT A MINIMUM, HOLD:

1. STATE CERTIFICATION FOR TEACHING IN EARLY CHILDHOOD EDUCATION; OR

2. A BACHELOR’S DEGREE IN ANY FIELD AND ARE PURSUING RESIDENCY THROUGH THE MARYLAND APPROVED ALTERNATIVE PREPARATION PROGRAM, WHICH INCLUDES EARLY CHILDHOOD COURSEWORK, CLINICAL PRACTICE, AND EVIDENCE OF PEDAGOGICAL CONTENT KNOWLEDGE; AND

(II) TEACHING ASSISTANTS WHO HAVE AT LEAST:

1. A CHILD DEVELOPMENT ASSOCIATE (CDA) CERTIFICATE; OR

2. AN ASSOCIATE’S DEGREE;

(2) PROFESSIONAL DEVELOPMENT FOR ALL STAFF;

(3) A STUDENT–TO–TEACHER RATIO OF NO MORE THAN 10 TO 1 IN EACH CLASS;

(4) CLASS SIZES OF NO MORE THAN 20 STUDENTS PER CLASSROOM;

(5) BE A FULL–DAY PREKINDERGARTEN PROGRAM;

(6) INCLUSION OF STUDENTS WITH DISABILITIES TO ENSURE ACCESS TO AND FULL PARTICIPATION IN ALL PROGRAM OPPORTUNITIES;

1 **(7) FOR AT LEAST 1 YEAR BEFORE A STUDENT’S ENROLLMENT IN**
2 **KINDERGARTEN, LEARNING ENVIRONMENTS THAT:**

3 **(I) ARE ALIGNED WITH STATE EARLY LEARNING AND**
4 **DEVELOPMENT STANDARDS;**

5 **(II) USE EVIDENCE–BASED CURRICULA; AND**

6 **(III) USE INSTRUCTION METHODS THAT ARE:**

7 **1. DEVELOPMENTALLY APPROPRIATE; AND**

8 **2. CULTURALLY AND LINGUISTICALLY RESPONSIVE;**

9 **(8) INDIVIDUALIZED ACCOMMODATIONS AND SUPPORTS FOR ALL**
10 **STUDENTS;**

11 **(9) INSTRUCTIONAL STAFF SALARIES AND BENEFITS THAT ARE**
12 **COMPARABLE TO THE SALARIES AND BENEFITS OF INSTRUCTIONAL STAFF**
13 **EMPLOYED BY THE COUNTY BOARD OF THE COUNTY IN WHICH THE EARLY LEARNING**
14 **PROGRAM IS LOCATED;**

15 **(10) PROGRAM EVALUATION TO ENSURE CONTINUOUS PROGRAM**
16 **IMPROVEMENT;**

17 **(11) ON–SITE OR ACCESSIBLE COMPREHENSIVE SERVICES FOR**
18 **STUDENTS;**

19 **(12) COMMUNITY PARTNERSHIPS THAT PROMOTE ACCESS TO**
20 **COMPREHENSIVE SERVICES FOR FAMILIES OF STUDENTS; AND**

21 **(13) EVIDENCE–BASED HEALTH AND SAFETY STANDARDS.**

22 **(B) IN ADDITION TO THE REQUIREMENTS LISTED IN SUBSECTION (A) OF**
23 **THIS SECTION, AN ELIGIBLE PREKINDERGARTEN PROVIDER SHALL:**

24 **(1) IF THE PROVIDER IS AN ELIGIBLE PRIVATE PROVIDER, ACHIEVE A**
25 **QUALITY RATING LEVEL OF 3 IN THE MARYLAND EXCELS PROGRAM AND PUBLISH**
26 **THAT QUALITY RATING IN A PUBLICLY AVAILABLE MANNER, DETERMINED BY THE**
27 **DEPARTMENT;**

28 **(2) IF THE PROVIDER IS AN ELIGIBLE PUBLIC PROVIDER, ACHIEVE A**
29 **QUALITY RATING LEVEL OF 4 IN THE MARYLAND EXCELS PROGRAM AND PUBLISH**

1 THAT QUALITY RATING IN A PUBLICLY AVAILABLE MANNER, DETERMINED BY THE
2 DEPARTMENT;

3 (3) SUBMIT TO THE DEPARTMENT A PLAN TO ACHIEVE A QUALITY
4 RATING LEVEL 5 IN THE MARYLAND EXCELS PROGRAM WITHIN 5 YEARS AFTER
5 BECOMING AN ELIGIBLE PREKINDERGARTEN PROVIDER;

6 (4) ACHIEVE IN ACCORDANCE WITH THE PLAN A QUALITY RATING
7 LEVEL 5 IN THE MARYLAND EXCELS PROGRAM WITHIN 5 YEARS AFTER BECOMING
8 AN ELIGIBLE PREKINDERGARTEN PROVIDER AND PUBLISH THAT QUALITY RATING
9 IN A PUBLICLY AVAILABLE MANNER, DETERMINED BY THE DEPARTMENT; AND

10 (5) EXCEPT AS OTHERWISE PROVIDED IN § 7-1A-07 OF THIS
11 SUBTITLE, BE OPEN FOR PUPIL ATTENDANCE IN ACCORDANCE WITH § 7-103 OF THIS
12 TITLE.

13 (C) (1) AN ELIGIBLE PREKINDERGARTEN PROVIDER MAY NOT ENGAGE IN
14 EXPLICITLY RELIGIOUS ACTIVITIES DURING SCHOOL HOURS.

15 (2) IF AN ELIGIBLE PREKINDERGARTEN PROVIDER ENGAGES IN AN
16 EXPLICITLY RELIGIOUS ACTIVITY, THE ACTIVITY SHALL BE:

17 (I) SEPARATE IN TIME AND LOCATION FROM ANY INSTRUCTION
18 OFFERED BY THE ELIGIBLE PREKINDERGARTEN PROVIDER; AND

19 (II) VOLUNTARY.

20 (3) AN ELIGIBLE PREKINDERGARTEN PROVIDER MAY NOT BE
21 REQUIRED TO ADOPT ANY RULE, REGULATION, OR POLICY THAT CONFLICTS WITH
22 ITS RELIGIOUS OR MORAL TEACHINGS.

23 (4) (I) AN ELIGIBLE PREKINDERGARTEN PROVIDER SHALL
24 COMPLY WITH TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, AS AMENDED, TITLE
25 20, SUBTITLE 6 OF THE STATE GOVERNMENT ARTICLE, AND NOT DISCRIMINATE IN
26 STUDENT ADMISSIONS, RETENTION, OR EXPULSION OR OTHERWISE DISCRIMINATE
27 AGAINST ANY STUDENT OR PARENT OF A STUDENT ON THE BASIS OF RACE, COLOR,
28 NATIONAL ORIGIN, DISABILITY, SEXUAL ORIENTATION, OR GENDER IDENTITY OR
29 EXPRESSION.

30 (II) IF A STUDENT HAS A DISABILITY, PLACEMENT OF THE
31 STUDENT SHALL BE BASED ON WHERE THE STUDENT WILL BE BEST SERVED.

32 (III) AN ELIGIBLE PREKINDERGARTEN PROVIDER FOUND TO

1 HAVE VIOLATED THE NONDISCRIMINATION REQUIREMENTS UNDER THIS SECTION:

2 1. MAY NOT CONTINUE TO BE AN ELIGIBLE
3 PREKINDERGARTEN PROVIDER; AND

4 2. SHALL REIMBURSE THE DEPARTMENT ALL PUBLIC
5 FUNDS PROVIDED UNDER THIS SUBTITLE MINUS ANY AMOUNT RECEIVED FROM THE
6 CHILD CARE SCHOLARSHIP PROGRAM.

7 7-1A-05.

8 (A) EACH COUNTY BOARD SHALL ENTER INTO A MEMORANDUM OF
9 UNDERSTANDING WITH THE DEPARTMENT, EACH ELIGIBLE PRIVATE PROVIDERS
10 PARTICIPATING IN PUBLICLY FUNDED PREKINDERGARTEN IN THE COUNTY, AND
11 OTHER APPLICABLE GOVERNMENT AGENCIES.

12 (B) THE MEMORANDUM OF UNDERSTANDING SHALL PROVIDE FOR:

13 (1) SERVICES FOR CHILDREN WITH DISABILITIES;

14 (2) A PROCESS BY WHICH A PARENT IS ABLE TO INDICATE A
15 PREFERENCE FOR ELIGIBLE PREKINDERGARTEN PROVIDERS;

16 (3) THE MANNER FOR PROCESSING THE PAYMENT OF THE STATE
17 SHARE, LOCAL SHARE, AND FAMILY SHARE FOR EACH CHILD WHO IS ENROLLED
18 WITH AN ELIGIBLE PREKINDERGARTEN PROVIDER;

19 (4) ANY AGREED UPON ADMINISTRATIVE COSTS TO BE RETAINED BY
20 AN AGENCY THAT IS PARTY TO THE AGREEMENT;

21 (5) THE MANNER IN WHICH THE PARTIES WILL MEET THE
22 REQUIREMENTS OF THIS SUBTITLE; AND

23 (6) ANY OTHER PROVISIONS NECESSARY TO CARRY OUT THIS
24 SUBTITLE.

25 7-1A-06.

26 (A) BEGINNING IN THE 2021-2022 SCHOOL YEAR, TIER I CHILDREN WHO
27 ARE 3 OR 4 YEARS OLD MAY BE ENROLLED IN A FULL-DAY PREKINDERGARTEN
28 PROGRAM UNDER THIS SUBTITLE.

29 (B) (1) THE PROPORTION OF ENROLLED TIER I CHILDREN WHO ARE 3

YEARS OLD SHALL INCREASE ANNUALLY UNTIL ALL TIER I CHILDREN WHO ARE 3 YEARS OLD ARE ENROLLED IN A FULL-DAY PREKINDERGARTEN PROGRAM.

(2) THE PROPORTION OF ENROLLED TIER I CHILDREN WHO ARE 4 YEARS OLD SHALL INCREASE ANNUALLY SO THAT BY THE 2025–2026 SCHOOL YEAR, ALL TIER I CHILDREN WHO ARE 4 YEARS OLD SHALL BE ENROLLED IN A FULL-DAY PREKINDERGARTEN PROGRAM.

(C) BEGINNING IN THE 2025–2026 SCHOOL YEAR, TIER II CHILDREN MAY BE ENROLLED IN A FULL-DAY PREKINDERGARTEN PROGRAM IF PREKINDERGARTEN SLOTS ARE AVAILABLE UNTIL ALL TIER II CHILDREN WHO ARE 4 YEARS OLD ARE ENROLLED IN A FULL-DAY PREKINDERGARTEN PROGRAM.

(D) NOTWITHSTANDING SUBSECTION (A) THROUGH (C) OF THIS SECTION, PRIORITY IN EXPANDING PREKINDERGARTEN SLOTS SHALL BE PROVIDED TO 3- AND 4-YEAR OLDS WHO ARE:

(1) TIER I CHILDREN; AND

(2) CHILDREN WITH DISABILITIES, REGARDLESS OF INCOME.

7–1A–07.

(A) THE STATE SHALL PRIORITIZE PUBLIC SCHOOL CONSTRUCTION FUNDING REQUESTS FOR HIGH QUALITY PREKINDERGARTEN CLASSROOMS.

(B) A COUNTY BOARD MAY PARTNER WITH THE STATE OR THE COUNTY GOVERNMENT TO ADDRESS PHYSICAL SPACE CONSTRAINTS FOR ELIGIBLE PREKINDERGARTEN PROVIDERS BY UTILIZING EXISTING AVAILABLE SPACE AT A LOCATION THAT IS NOT AN ELIGIBLE PREKINDERGARTEN PROVIDER INCLUDING:

(1) SENIOR CARE FACILITIES; OR

(2) COMMUNITY CENTERS.

7–1A–08.

ON OR BEFORE DECEMBER 1, 2020, AND EACH DECEMBER 1 THEREAFTER, EACH COUNTY BOARD SHALL SUBMIT THE FOLLOWING INFORMATION, DISAGGREGATED BY ELIGIBLE PRIVATE AND ELIGIBLE PUBLIC PROVIDERS, TO THE DEPARTMENT AND THE ACCOUNTABILITY AND IMPLEMENTATION BOARD ESTABLISHED UNDER TITLE 5, SUBTITLE 4 OF THIS ARTICLE:

1 **(1) THE NUMBER OF ELIGIBLE PREKINDERGARTEN PROVIDERS IN**
2 **THE COUNTY;**

3 **(2) THE NUMBER OF ELIGIBLE PREKINDERGARTEN PROVIDERS IN**
4 **THE COUNTY THAT, IN THE IMMEDIATELY PRECEDING CALENDAR YEAR, EXPANDED**
5 **TO OFFER PREKINDERGARTEN PROGRAMS THAT ARE OPEN FOR PUPIL ATTENDANCE**
6 **A MINIMUM OF 6.5 HOURS DURING EACH SCHOOL DAY;**

7 **(3) THE MARYLAND EXCELS PROGRAM QUALITY RATING LEVEL OF**
8 **EACH ELIGIBLE PREKINDERGARTEN PROVIDER IN THE COUNTY;**

9 **(4) THE PARTICIPATION RATE OF ALL COUNTY 3-AND 4-YEAR OLDS**
10 **IN ELIGIBLE PREKINDERGARTEN PROVIDERS ESTABLISHED OR EXPANDED IN**
11 **ACCORDANCE WITH THIS SUBTITLE, DISAGGREGATED BY AGE AND TIER, IF**
12 **APPLICABLE;**

13 **(5) THE NUMBER AND PROPORTION OF ELIGIBLE**
14 **PREKINDERGARTEN PROVIDERS IN THE COUNTY THAT ARE ELIGIBLE PRIVATE**
15 **PROVIDERS;**

16 **(6) A MEASURE OF SCHOOL READINESS IN ACCORDANCE WITH §**
17 **7-210 OF THIS TITLE; AND**

18 **(7) A DEMONSTRATION THAT THE EXPANSION OF**
19 **PREKINDERGARTEN PROGRAMS IN THE COUNTY GAVE PRIORITY TO:**

20 **(I) CHILDREN IN AREAS WITH LIMITED OR NO ACCESS TO**
21 **QUALITY CHILD CARE, REGARDLESS OF FAMILY INCOME;**

22 **(II) TIER I CHILDREN; AND**

23 **(III) STUDENTS WITH DISABILITIES, REGARDLESS OF FAMILY**
24 **INCOME.**

25 **7-1A-09.**

26 **THE DEPARTMENT SHALL ADOPT REGULATIONS TO CARRY OUT THE**
27 **PROVISIONS OF THIS SUBTITLE.**

28 **7-202.1.**

29 **(A) THE DEPARTMENT SHALL, IN CONSULTATION WITH EXPERIENCED AND**
30 **HIGHLY EFFECTIVE TEACHERS, INCLUDING TEACHERS ON THE CAREER LADDER**

1 UNDER TITLE 6, SUBTITLE 10 OF THIS ARTICLE, DEVELOP CURRICULUM
2 STANDARDS AND CURRICULUM RESOURCES FOR EACH SUBJECT AT EACH GRADE
3 LEVEL, THAT BUILD ON ONE ANOTHER IN LOGICAL SEQUENCE, IN CORE SUBJECTS.

4 (B) (1) THE CURRICULUM RESOURCES DEVELOPED UNDER THIS
5 SECTION SHALL INCLUDE, FOR EACH CORE SUBJECT AT EACH GRADE LEVEL:

6 (I) COURSE SYLLABI;

7 (II) SAMPLE LESSONS FOR TEACHERS TO USE AS MODELS;

8 (III) EXAMPLES OF STUDENT WORK THAT MEET STANDARDS FOR
9 PROFICIENCY;

10 (IV) EXPLANATIONS OF WHY STUDENT WORK EXAMPLES MEET
11 PROFICIENCY STANDARDS SO THAT TEACHERS KNOW WHAT STUDENT KNOWLEDGE
12 IS REQUIRED; AND

13 (V) CURRICULUM UNITS ALIGNED WITH THE COURSE SYLLABI.

14 (2) IN DEVELOPING THE CURRICULUM RESOURCES UNDER THIS
15 SUBSECTION, THE DEPARTMENT:

16 (I) MAY USE AS A MODEL A COURSE OR UNIT DEVELOPED BY A
17 TEACHER IN OR OUT OF THE STATE; BUT

18 (II) SHALL REVIEW EACH MODEL COURSE AND UNIT FOR
19 QUALITY, USING ACCEPTED BENCHMARKS SUCH AS APPROVAL BY EdReports OR
20 TIER 1 AND TIER 2 EVIDENCE-BASED STANDARDS ESTABLISHED BY THE FEDERAL
21 EVERY STUDENT SUCCEEDS ACT.

22 (3) THE DEPARTMENT SHALL COMPILE CURRICULUM UNITS IN SUCH
23 A MANNER THAT:

24 (I) COMPLETE COURSES ARE FORMED; AND

25 (II) WHEN TAKEN BY A STUDENT IN SEQUENCE, THE STUDENT
26 CAN ACHIEVE THE COLLEGE AND CAREER READINESS STANDARD ADOPTED UNDER
27 § 7-205.1 OF THIS SUBTITLE BY THE END OF GRADE 10.

28 (C) THE DEPARTMENT SHALL SUBMIT CURRICULUM RESOURCES AND
29 CURRICULUM STANDARDS DEVELOPED UNDER THIS THIS SECTION TO THE STATE
30 BOARD FOR ADOPTION.

1 **(D) THE STATE BOARD SHALL ESTABLISH A SYSTEM OF ASSESSMENTS TO**
2 **ENSURE THAT STUDENTS ARE ACQUIRING THE KNOWLEDGE CONTAINED IN THE**
3 **CURRICULUM STANDARDS IN ENGLISH, MATHEMATICS, SCIENCE, AND HISTORY OR**
4 **SOCIAL STUDIES.**

5 **(E) (1) USING THE ASSESSMENTS ESTABLISHED UNDER SUBSECTION (D)**
6 **OF THIS SECTION, THE DEPARTMENT SHALL IDENTIFY LOW-PERFORMING**
7 **SCHOOLS.**

8 **(2) AN EXPERT REVIEW TEAM, ESTABLISHED UNDER § 5-411 OF THIS**
9 **ARTICLE, UNDER THE SUPERVISION OF THE DEPARTMENT, SHALL VISIT SCHOOLS**
10 **IDENTIFIED UNDER PARAGRAPH (1) OF THIS SUBSECTION ACCORDING TO THE**
11 **CRITERIA ESTABLISHED UNDER § 5-411 OF THIS ARTICLE.**

12 **(3) IF THE EXPERT REVIEW TEAM DETERMINES THAT A SCHOOL'S**
13 **LOW PERFORMANCE ON ASSESSMENTS IS, IN PART, DUE TO CURRICULAR**
14 **PROBLEMS, THE SCHOOL SHALL ADOPT THE CURRICULUM RESOURCES DEVELOPED**
15 **UNDER THIS SECTION.**

16 7-205.1.

17 **(a) IN THIS SECTION, "CCR STANDARD" MEANS THE COLLEGE AND CAREER**
18 **READINESS STANDARDS ESTABLISHED UNDER THIS SECTION.**

19 **(B) (1) The State Board shall establish high school curriculum, COLLEGE AND**
20 **CAREER READINESS STANDARDS, and graduation requirements for all public schools in**
21 **accordance with this section.**

22 **(2) THE STATE BOARD SHALL COORDINATE AND CONSULT WITH THE**
23 **MARYLAND HIGHER EDUCATION COMMISSION, THE GOVERNOR'S WORKFORCE**
24 **DEVELOPMENT BOARD, AND THE ACCOUNTABILITY AND IMPLEMENTATION BOARD**
25 **IN PERFORMING ITS DUTIES UNDER THIS SUBSECTION.**

26 **[(b) (1) Beginning with the 2015-2016 school year, all students shall be**
27 **assessed using acceptable college placement cut scores no later than 11th grade to**
28 **determine whether the student is ready for college-level credit-bearing course work in**
29 **English Language Arts, Literacy, and Mathematics.**

30 **(2) (i) Subject to subparagraph (ii) of this paragraph, the Department,**
31 **in collaboration with local school systems and public community colleges, shall develop and**
32 **implement, by the 2016-2017 school year, transition courses or other instructional**
33 **opportunities to be delivered in the 12th grade to students who have not achieved college**
34 **and career readiness by the end of the 11th grade.**

(ii) The implementation of transition courses or other instructional opportunities required under subparagraph (i) of this paragraph:

1. Shall include an assessment or reassessment of the student after completion of the course; and

2. May not preclude or replace enrollment in a course otherwise required for graduation from high school.]

(C) (1) IT IS THE GOAL OF THE STATE THAT STUDENTS ENROLLED IN PUBLIC SCHOOL SHALL MEET THE CCR STANDARD BEFORE THE END OF THE 10TH GRADE AND NO LATER THAN THE TIME THE STUDENT GRADUATES FROM HIGH SCHOOL.

(2) A STUDENT SHALL MEET THE CCR STANDARD WHEN THE STUDENT MEETS A STANDARD IN ENGLISH LANGUAGE ARTS, MATHEMATICS, AND, WHEN PRACTICABLE, SCIENCE THAT ENABLES THE STUDENT TO BE SUCCESSFUL IN ENTRY LEVEL CREDIT BEARING COURSES OR POSTSECONDARY EDUCATION TRAINING AT A STATE COMMUNITY COLLEGE.

(3) ON OR BEFORE JANUARY 1, 2021, THE DEPARTMENT SHALL DEVELOP AND BEGIN TO IMPLEMENT A COMMUNICATION STRATEGY TO INFORM PARENTS, STUDENTS, EDUCATORS, AND THE WIDER PUBLIC ABOUT THE CCR STANDARD DEVELOPED UNDER THIS SECTION.

(D) (1) BEGINNING WITH THE 2020–2021 SCHOOL YEAR, EACH STUDENT SHALL BE ASSESSED NO LATER THAN THE 10TH GRADE BY A METHOD ADOPTED BY THE STATE BOARD TO DETERMINE WHETHER THE STUDENT MEETS THE CCR STANDARD REQUIRED UNDER SUBSECTION (C) OF THIS SECTION.

(2) (I) MEETING THE CCR STANDARD SHALL INITIALLY REQUIRE A STUDENT TO ACHIEVE THE EQUIVALENT OF A SCORE OF 4 OR 5 IN THE MATHEMATICS AND ENGLISH PORTIONS OF THE PARTNERSHIP FOR ASSESSMENT FOR COLLEGE AND CAREER READINESS GRADE 10 ASSESSMENTS ON THE MARYLAND COMPREHENSIVE ASSESSMENT PROGRAM GRADE 10 ASSESSMENTS OR ANY SUCCESSOR ASSESSMENTS.

(II) AFTER THE EMPIRICAL STUDY REQUIRED UNDER PARAGRAPH (3) OF THIS SUBSECTION IS COMPLETE, THE CCR STANDARD SHALL REFLECT THE RESULTS OF THAT STUDY.

(3) (I) ON OR BEFORE JULY 1, 2021, THE DEPARTMENT SHALL CONTRACT WITH A PUBLIC OR PRIVATE ENTITY TO CONDUCT AN EMPIRICAL STUDY OF THE CCR STANDARD REQUIRED UNDER THIS SUBSECTION TO DETERMINE

1 WHETHER THAT STANDARD ADEQUATELY MEETS THE CCR STANDARD REQUIRED
2 UNDER SUBSECTION (C) OF THIS SECTION.

3 (II) 1. AN ENTITY WITH WHOM THE DEPARTMENT
4 CONTRACTS UNDER THIS PARAGRAPH SHALL DETERMINE THE LEVELS AND TYPES
5 OF LITERACY IN READING, WRITING, MATHEMATICS, AND WHEN PRACTICABLE,
6 SCIENCE, THAT ARE NEEDED TO SUCCEED IN ENTRY-LEVEL COURSES AND
7 POSTSECONDARY TRAINING OFFERED AT COMMUNITY COLLEGES IN THE STATE.

8 2. IN PERFORMING THE STUDY REQUIRED UNDER THIS
9 SUBPARAGRAPH, THE ENTITY SHALL EXAMINE TOP-PERFORMING EDUCATIONAL
10 SYSTEMS THROUGHOUT THE WORLD, COMPARING THESE SYSTEMS TO THE
11 EDUCATION OFFERED IN THE STATE.

12 (III) IN FISCAL YEAR 2022, THE GOVERNOR SHALL INCLUDE IN
13 THE ANNUAL BUDGET BILL AN APPROPRIATION OF \$500,000 FOR THE STUDY
14 REQUIRED UNDER THIS PARAGRAPH.

15 (IV) AFTER THE REQUEST FOR PROPOSAL PROCESS BEGINS, IF
16 THE MONEY APPROPRIATED UNDER SUBPARAGRAPH (III) OF THIS PARAGRAPH IS
17 INSUFFICIENT TO FUND THE COST OF THE STUDY, THE GOVERNOR SHALL ALLOCATE
18 ADDITIONAL FUNDING UNTIL THE STUDY IS FULLY FUNDED.

19 (V) ON OR BEFORE SEPTEMBER 1, 2022, THE ENTITY SHALL
20 REPORT TO THE GOVERNOR, IN ACCORDANCE WITH § 2-1257 OF THE STATE
21 GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY, AND THE ACCOUNTABILITY
22 AND IMPLEMENTATION BOARD ON THE RESULTS OF ITS STUDY AND
23 RECOMMENDATIONS TO MODIFY THE CCR STANDARD TO ALIGN WITH THE
24 LITERACY STANDARDS NECESSARY TO BE SUCCESSFUL IN STATE COMMUNITY
25 COLLEGES AND COMPARABLE POSTSECONDARY INSTITUTIONS IN TOP PERFORMING
26 SYSTEMS.

27 (4) AFTER THE STUDY CONDUCTED UNDER PARAGRAPH (3) OF THIS
28 SUBSECTION IS COMPLETE, AND PERIODICALLY THEREAFTER, THE STATE BOARD
29 SHALL:

30 (I) ADOPT A NEW CCR STANDARD AS REQUIRED BY
31 PARAGRAPH (2) OF THIS SUBSECTION;

32 (II) DETERMINE WHETHER THE ASSESSMENTS REQUIRED
33 UNDER SUBSECTION (3) OF THIS SECTION ARE SUFFICIENT TO DETERMINE
34 WHETHER HIGH SCHOOL STUDENTS MEET THE CCR STANDARD; AND

(III) IF THE ASSESSMENTS ARE NOT SUFFICIENT, ADJUST THE ASSESSMENTS ACCORDINGLY.

(E) (1) (I) EACH COUNTY BOARD, IN COLLABORATION WITH THE COMMUNITY COLLEGES, SHALL DEVELOP AND IMPLEMENT BY THE 2021–2022 SCHOOL YEAR, A PROGRAM OF STUDY FOR STUDENTS WHO HAVE NOT MET THE CCR STANDARD BY THE END OF THE 10TH GRADE.

(II) COURSES DEVELOPED UNDER THIS PARAGRAPH SHALL INCLUDE APPLIED, EXPERIENTIAL COURSES THAT ARE HIGHLY ENGAGING AND FOCUS ON THE COMPLETION OF PROJECTS AND SOLUTION OF PROBLEMS AS CORE COURSE COMPONENTS.

(2) COURSES UNDER THIS SUBSECTION SHALL BE DELIVERED:

(I) IN THE 11TH AND 12TH GRADES TO STUDENTS WHO HAVE NOT ACHIEVED THE CCR STANDARD BY THE END OF THE 10TH GRADE; AND

(II) SUBJECT TO THE REQUIREMENTS UNDER PARAGRAPH (4) OF THIS SUBSECTION, BEFORE THE 10TH GRADE FOR A STUDENT WHO IS NOT ON TRACK TO MEET THE CCR STANDARD BY THE END OF THE 10TH GRADE.

(3) (I) THE IMPLEMENTATION OF THE COURSES REQUIRED UNDER THIS SUBSECTION:

1. SHALL INCLUDE AN ASSESSMENT OR REASSESSMENT OF THE STUDENT AFTER COMPLETION OF THE COURSE;

2. MAY NOT PRECLUDE OR REPLACE ENROLLMENT IN A COURSE OTHERWISE REQUIRED FOR GRADUATION FROM HIGH SCHOOL; AND

3. SUBJECT TO SUBPARAGRAPH (II) OF THIS PARAGRAPH, BEGINNING WITH THE 2021–2022 SCHOOL YEAR, MAY NOT PRECLUDE ENROLLMENT IN THE INITIAL STAGES OF ONE OR MORE POST–CCR PATHWAYS ESTABLISHED UNDER SUBSECTION (I) OF THIS SECTION, INCLUDING THE OPPORTUNITY TO MAKE PROGRESS TOWARDS A CTE CREDENTIAL.

(II) WHEN THE ACCOUNTABILITY AND IMPLEMENTATION BOARD DETERMINES THAT THE BLUEPRINT FOR MARYLAND’S FUTURE HAS BEEN FULLY IMPLEMENTED, POST–CCR PATHWAYS SHALL BE AVAILABLE ONLY TO STUDENTS WHO HAVE MET THE CCR STANDARD, EXCEPT UNDER LIMITED CIRCUMSTANCES DETERMINED BY THE BOARD.

1 (4) (I) A MIDDLE SCHOOL OR HIGH SCHOOL STUDENT WHO IS NOT
2 PROGRESSING IN A MANNER THAT WOULD PREDICTABLY RESULT IN THE STUDENT
3 MEETING THE CCR STANDARD BY THE END OF THE 10TH GRADE SHALL BE
4 ENROLLED IN AN EXTENDED CURRICULUM WITH ALTERNATIVE APPROACHES THAT
5 ARE TAILORED TO THE STUDENT'S SPECIFIC CIRCUMSTANCES AND NEEDS.

6 (II) THE EXTENDED CURRICULUM MAY INCLUDE CULTURALLY
7 RESPONSIVE LESSONS, ADJUSTMENT IN PEDAGOGY, WITH AN EMPHASIS ON
8 PROJECT-BASED AND PROBLEM-BASED APPLIED LEARNING, AND VARIED
9 INSTRUCTIONAL TIMING.

10 (III) A STUDENT MAY BE PLACED IN THE EXTENDED
11 CURRICULUM FOR SPECIFIC SUBJECTS.

12 (IV) A STUDENT WHO IS CLOSE TO MEETING THE CCR
13 STANDARD BY THE END OF THE 10TH GRADE MAY BE ENROLLED IN AN EXTENDED
14 SUMMER CURRICULUM.

15 (V) A STUDENT WHO IS PLACED IN THE EXTENDED
16 CURRICULUM AND MAKES MORE PROGRESS THAN EXPECTED, MAY BE RETURNED TO
17 OTHER COURSES.

18 (F) (1) EACH STUDENT WHO HAS NOT MET THE CCR STANDARD BY THE
19 END OF THE 10TH GRADE SHALL BE ASSIGNED A TEACHER WHO SHALL HAVE
20 OVERALL RESPONSIBILITY FOR THE STUDENT'S SUCCESS IN MEETING THE CCR
21 STANDARD.

22 (2) A TEACHER WORKING WITH A STUDENT UNDER THIS SUBSECTION
23 SHALL:

24 (I) ASSEMBLE A TEAM OF OTHER TEACHERS TO MONITOR THE
25 STUDENT'S PROGRESS;

26 (II) MEET WITH THE STUDENT'S PARENTS OR GUARDIANS TO
27 HELP PLAN FOR THE STUDENT'S SUCCESS; AND

28 (III) WORK WITH PUBLIC AND PRIVATE AGENCIES TO PROVIDE
29 THE STUDENT AND THE STUDENT'S FAMILY WITH SUPPORT NECESSARY TO FOSTER
30 THE STUDENT'S SUCCESS.

31 (G) (1) BEGINNING IN THE 2023-2024 SCHOOL YEAR, EACH COUNTY
32 BOARD SHALL PROVIDE ALL STUDENTS WHO MEET THE CCR STANDARD REQUIRED
33 UNDER SUBSECTION (C) OF THIS SECTION WITH ACCESS TO THE FOLLOWING POST

COLLEGE AND CAREER READINESS (POST-CCR) PATHWAYS, AT NO COST TO THE STUDENT OR THE STUDENT'S PARENTS, INCLUDING THE COST OF ANY FEES:

(I) A COMPETITIVE ENTRY COLLEGE PREPARATORY PROGRAM, CHOSEN BY THE COUNTY BOARD, CONSISTING OF:

1. THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM;

2. THE CAMBRIDGE AICE DIPLOMA PROGRAM; OR

3. A COMPARABLE PROGRAM CONSISTING OF ADVANCED PLACEMENT COURSES SPECIFIED BY THE COLLEGE BOARD;

(II) A PROGRAM THAT ALLOWS A STUDENT, THROUGH DUAL ENROLLMENT AT A STUDENT'S HIGH SCHOOL AND AN INSTITUTION OF HIGHER EDUCATION TO EARN:

1. AN ASSOCIATE DEGREE IN ART OR SCIENCE; OR

2. AT LEAST 60 CREDITS TOWARD A BACHELOR'S DEGREE IN ART OR SCIENCE; AND

(III) A ROBUST SET OF CAREER AND TECHNOLOGY EDUCATION PROGRAMS THAT ARE RECOMMENDED BY THE CTE SKILLS STANDARDS ADVISORY COMMITTEE AND APPROVED BY THE CTE COMMITTEE AND THAT ALLOW STUDENTS TO COMPLETE:

1. A CERTIFICATE OR LICENSE PROGRAM, COURSE, OR SEQUENCE OF COURSES AT A SECONDARY OR POSTSECONDARY INSTITUTION THAT LEADS TO AN INDUSTRY RECOGNIZED OCCUPATIONAL-CREDENTIAL;

2. A REGISTERED APPRENTICESHIP PROGRAM APPROVED BY THE DIVISION OF WORKFORCE DEVELOPMENT AND ADULT LEARNING WITHIN THE MARYLAND DEPARTMENT OF LABOR; OR

3. A YOUTH APPRENTICESHIP PROGRAM, UNDER TITLE 18, SUBTITLE 18 OF THIS ARTICLE.

(2) EACH PUBLIC HIGH SCHOOL SHALL PROVIDE ACCESS TO THE PROGRAMS DESCRIBED UNDER PARAGRAPH (1) OF THIS SUBSECTION THROUGH THAT PUBLIC SCHOOL OR THROUGH ANOTHER PUBLIC SCHOOL IN THE COUNTY.

1 **(3) (I) EACH STUDENT WHO MEETS THE CCR STANDARD**
2 **REQUIRED UNDER SUBSECTION (C) OF THIS SECTION SHALL BE ENROLLED IN AT**
3 **LEAST ONE POST-CCR PATHWAY DESCRIBED IN PARAGRAPH (1) OF THIS**
4 **SUBSECTION.**

5 **(II) EACH STUDENT WHO ENROLLS IN A POST-CCR PATHWAY**
6 **SHALL REMAIN ENROLLED IN THE STUDENT'S PUBLIC HIGH SCHOOL.**

7 **(III) EACH PUBLIC HIGH SCHOOL SHALL PROVIDE TO EVERY**
8 **STUDENT, REGARDLESS OF WHETHER THE STUDENT IS ENROLLED IN A POST-CCR**
9 **PATHWAY, THE FULL RANGE OF SERVICES TO WHICH THE STUDENT IS ENTITLED,**
10 **INCLUDING:**

11 **1. PERSONAL, CAREER, AND ACADEMIC ADVISING; AND**

12 **2. COUNSELING, IN ACCORDANCE WITH § 7-126 OF THIS**
13 **TITLE, TO HELP THE STUDENT CHOOSE ONE OR MORE POST-CCR PATHWAYS, OR**
14 **COURSES WITHIN A POST-CCR PATHWAY, THAT FITS WITH THE STUDENT'S**
15 **EDUCATIONAL AND CAREER GOALS.**

16 **(IV) PRIORITY FOR COUNSELING AND ADVISING SERVICES**
17 **DESCRIBED UNDER SUBPARAGRAPH (III) OF THIS PARAGRAPH SHALL BE GIVEN TO**
18 **STUDENTS WHO HAVE NOT MET THE CCR STANDARD BY THE END OF 10TH GRADE.**

19 **(V) ANY HIGH SCHOOL GRADUATION REQUIREMENTS THAT A**
20 **STUDENT DOES NOT MEET BY THE TIME THE STUDENT HAS COMPLETED THE**
21 **ASSESSMENT REQUIRED UNDER SUBSECTION (D) OF THIS SECTION SHALL BE**
22 **PROVIDED WITHIN THE POST-CCR PATHWAY THE STUDENT CHOOSES.**

23 **(4) (I) THE STATE BOARD SHALL ADOPT REGULATIONS TO CARRY**
24 **OUT THIS SUBSECTION.**

25 **(II) THE REGULATIONS SHALL INCLUDE STANDARDS THAT:**

26 **1. GUARANTEE, TO THE EXTENT PRACTICABLE,**
27 **STATEWIDE UNIFORMITY IN THE QUALITY OF THE POST-CCR PATHWAYS;**

28 **2. MEET THE REQUIREMENTS OF PARAGRAPH (1) OF**
29 **THIS SUBSECTION; AND**

30 **3. REQUIRE HIGH SCHOOL GRADUATION CREDIT TO BE**
31 **AWARDED FOR ANY PROGRAMS ADMINISTERED IN ACCORDANCE WITH THIS**
32 **SUBSECTION.**

1 [(c)] (H) (1) (I) Beginning with the 9th grade class of 2014, and subject to
2 paragraph (2) of this subsection and subsection [(e)] (J) of this section, each student shall
3 enroll in a mathematics course in each year [of high school] that the student attends high
4 school.

5 (II) THE REQUIREMENTS OF THIS SUBSECTION MAY BE
6 ACHIEVED UNDER POST-CCR PATHWAYS.

7 (2) The Department shall adopt regulations that establish the
8 mathematics and math-related courses that fulfill the requirements of this subsection,
9 which may include math-related career and [technology] TECHNICAL program courses.

10 [(d)] (I) It is the goal of the State that:

11 (1) SUBJECT TO ITEM (2) OF THIS SUBSECTION, all students achieve
12 mathematics competency in Algebra II; AND

13 (2) AFTER THE COMPLETION OF THE STUDY REQUIRED UNDER
14 SUBSECTION (D) OF THIS SECTION, ALL STUDENTS ACHIEVE MATHEMATICS
15 COMPETENCY IN THE STANDARD THE STATE BOARD ADOPTS IN RESPONSE TO THE
16 STUDY.

17 [(e)] (J) A student who is enrolled in a credit-bearing mathematics transition
18 course under subsection [(b)(2)] (E) of this section:

19 (1) Subject to item (2) of this subsection, shall be considered to meet the
20 requirements of subsection [(c)] (H) of this section; and

21 (2) May not be considered to meet the requirements of subsection [(c)] (H)
22 of this section if other credit-bearing courses required for graduation have not been met.

23 [(f)] (K) The State Board may only require a passing score on a standardized
24 assessment to evaluate a student for graduation from high school after the assessment has
25 been field-tested and piloted for at least 1 year.

26 [(g)] (L) (1) The Department [may] SHALL adopt regulations to require the
27 award of credit toward high school graduation requirements FOR THE TIME STUDENTS
28 SPEND PARTICIPATING IN POST-CCR PATHWAYS UNDER SUBSECTION (H) OF THIS
29 SECTION [for the time a student spends participating in:

30 (1) A registered apprenticeship program approved by the Division of
31 Workforce Development and Adult Learning within the Maryland Department of Labor; or

32 (2) A youth apprenticeship program under Title 18, Subtitle 18 of this

1 article].

2 **(2) THE DEPARTMENT'S REGULATIONS SHALL INCLUDE HIGH**
3 **SCHOOL CREDIT TOWARDS THE HIGH SCHOOL GRADUATION REQUIREMENTS FOR**
4 **ANY COLLEGE COURSES THAT ARE APPROVED BY THE DEPARTMENT.**

5 7–210.

6 (a) [Except as provided in subsection (b) of this section, a] **BEGINNING IN THE**
7 **2020–2021 SCHOOL YEAR, A RACIALLY AND CULTURALLY UNBIASED** statewide
8 kindergarten assessment that is administered with the purpose of measuring school
9 readiness **TO BE USED FOR DIAGNOSTIC PURPOSES, CURRICULUM DEVELOPMENT,**
10 **EARLY DETECTION OF LEARNING CHALLENGES [**

11 (1) Shall] **SHALL** be [limited to a representative sample, as determined by
12 the Department, of kindergarten] **GIVEN TO ALL INCOMING KINDERGARTEN** students
13 [from within each local school system] in the [State:] **STATE** and:

14 **[(2)] (1)** May include an evaluation of:

- 15 (i) Language and literacy skills;
- 16 (ii) Academic knowledge in mathematics, science, and social studies;
- 17 (iii) Physical development; and
- 18 (iv) Social development; **AND**

19 **(2) SHALL BE COMPLETED ON OR BEFORE OCTOBER 30 WITH THE**
20 **AGGREGATE RESULTS RETURNED WITHIN 45 DAYS AFTER ADMINISTRATION OF THE**
21 **ASSESSMENT.**

22 (b) [A principal and a teacher who are in mutual agreement, or a county board,
23 may administer a statewide kindergarten assessment with the purpose of measuring school
24 readiness if:

25 (1) The assessment is completed on or before October 10; and

26 (2) The aggregate results are returned within 45 days after administration
27 of the assessment.

28 (c)] (1) Except as provided in paragraph (2) of this subsection, a statewide
29 kindergarten assessment may not be administered to an enrolled prekindergarten student.

30 (2) A statewide kindergarten assessment or early learning assessment may

be administered to an enrolled prekindergarten student by a school psychologist or other school-based professional who intends to use the results in order to identify a disability.

[(d)] (C) [(1)] Subject to [paragraph (2) of this subsection] SUBSECTION (D) OF THIS SECTION, a county board may:

(1) [administer] ADMINISTER A PORTION OF the [early learning] assessment TO STUDENTS IN THE COUNTY DURING THE SUMMER MONTHS BEFORE KINDERGARTEN BEGINS [to enrolled prekindergarten students in the county]; AND

(2) ADMINISTER THE REMAINING PORTION OF THE ASSESSMENT DURING THE SCHOOL YEAR.

(D) [(2)] Before administering the early learning assessment, a county board shall consult with [prekindergarten] KINDERGARTEN teachers, including teachers nominated by the exclusive bargaining representative, in determining how to implement the assessment.

(E) THE ASSESSMENT IN THIS SECTION SHALL BE THE SOLE DIAGNOSTIC ASSESSMENT FOR MEASURING SCHOOL READINESS.

[(e)] (F) The Department shall adopt regulations to implement the requirements of this section.

7-446.

(A) IN THIS SECTION, “BEHAVIORAL HEALTH SERVICES” MEANS PREVENTION, INTERVENTION, AND TREATMENT SERVICES FOR THE SOCIAL-EMOTIONAL, PSYCHOLOGICAL, BEHAVIORAL, AND PHYSICAL HEALTH OF STUDENTS, INCLUDING BEHAVIORAL HEALTH AND SUBSTANCE ABUSE DISORDERS.

(B) EACH LOCAL SCHOOL SYSTEM SHALL APPOINT A BEHAVIORAL HEALTH SERVICES COORDINATOR.

(C) IN ADDITION TO THE REQUIREMENTS UNDER SUBTITLE 15 OF THIS TITLE, EACH BEHAVIORAL HEALTH SERVICES COORDINATOR SHALL:

(1) COORDINATE EXISTING BEHAVIORAL HEALTH SERVICES AND REFERRAL PROCEDURES FOR BEHAVIORAL HEALTH SERVICES WITHIN THE LOCAL SCHOOL SYSTEM;

(2) WORKING IN COLLABORATION WITH THE LOCAL HEALTH DEPARTMENT, THE LOCAL DEPARTMENT OF SOCIAL SERVICES, AND OTHER LOCAL ENTITIES THAT PROVIDE BEHAVIORAL HEALTH SERVICES, ENSURE THAT A STUDENT

WHO IS REFERRED FOR BEHAVIORAL HEALTH SERVICES OBTAINS THE NECESSARY SERVICES IN A TIMELY MANNER;

(3) MAXIMIZE EXTERNAL FUNDING FOR BEHAVIORAL HEALTH AND WRAPAROUND SERVICES;

(4) HAVE AT A MINIMUM A MASTER'S DEGREE AND BEHAVIORAL HEALTH TRAINING EXPERIENCE IN SCHOOLS;

(5) PROVIDE THE REQUIRED BEHAVIORAL HEALTH TRAINING UNDER § 6-122 OF THIS ARTICLE; AND

(6) DEVELOP AND IMPLEMENT A STANDARDIZED SCREENING TO IDENTIFY STUDENTS WITH BEHAVIORAL HEALTH SERVICE NEEDS USING AN EVIDENCE-BASED MEASUREMENT APPROACH.

(D) (1) THE DEPARTMENT SHALL DEDICATE STAFF TO COORDINATE WITH BEHAVIORAL HEALTH SERVICES COORDINATORS AND STAFF IN LOCAL EDUCATION AGENCIES.

(2) THE STAFF IN THE DEPARTMENT WILL BE RESPONSIBLE FOR CLOSE COLLABORATION WITH OTHER YOUTH-SERVING AGENCIES TO ESTABLISH:

(I) SHARED GOALS;

(II) PROCESSES TO COLLECT AND SHARE DATA; AND

(III) WAYS TO LEVERAGE AND BLEND FUNDING TO SUPPORT BEHAVIORAL HEALTH IN SCHOOLS.

7-1511.

(a) [On or before September 1, 2018, each local school system shall appoint a mental health services coordinator.

(b)] Each [mental] BEHAVIORAL health services coordinator UNDER § 7-446 OF THIS ARTICLE shall[:

(1) Coordinate existing mental health services and referral procedures for mental health services within the local school system;

(2) Working in collaboration with the local health department, the local department of social services, and other local entities that provide mental health services, ensure that a student who is referred for mental health services obtains the necessary

1 services;

2 (3) Maximize external funding for mental health and wraparound services;
3 and

4 (4) Develop] **DEVELOP** plans for delivering behavioral health and
5 wraparound services to students who exhibit behaviors of concern.

6 [(c)] **(B)** (1) The Subcabinet may provide grants from the Fund to local school
7 systems to develop plans for delivering behavioral health and wraparound services to
8 students who exhibit behaviors of concern.

9 (2) In applying for a grant under this subsection, a local school system shall
10 provide evidence of how external funding will be maximized to provide students with
11 behavioral health and wraparound services, including through the submission of claims to
12 health insurance plans, if applicable, for any covered health services.

13 [(d)] **(C)** The Subcabinet shall adopt regulations to carry out this section.

14 8–201.

15 **(A)** In this subtitle, “gifted and talented student” means an elementary or
16 secondary student who is identified by professionally qualified individuals as:

17 (1) Having outstanding talent and performing, or showing the potential for
18 performing, at remarkably high levels of accomplishment when compared with other
19 students of a similar age, experience, or environment;

20 (2) Exhibiting high performance capability in intellectual, creative, or
21 artistic areas;

22 (3) Possessing an unusual leadership capacity; or

23 (4) Excelling in specific academic fields.

24 **(B) (1) BEGINNING WITH THE 2021–2022 SCHOOL YEAR, A GIFTED AND**
25 **TALENTED STUDENT IN MIDDLE SCHOOL, 9TH GRADE, OR 10TH GRADE MAY MEET**
26 **THE COLLEGE AND CAREER READINESS STANDARD UNDER § 7–205.1 OF THIS**
27 **ARTICLE.**

28 **(2) EACH LOCAL SCHOOL SYSTEM SHALL DEVELOP ACCELERATED**
29 **PATHWAYS AND ENRICHMENT PROGRAMS FOR GIFTED AND TALENTED STUDENTS**
30 **TO ACHIEVE COLLEGE AND CAREER READINESS BEFORE THE END OF THE 10TH**
31 **GRADE.**

32 Subtitle 9. Child Care [Subsidy Program] **ACCREDITATION.**

1 **9.5–901.**

2 **IN THIS SUBTITLE, “OFFICE” MEANS THE OFFICE OF CHILD CARE WITHIN THE**
3 **DEPARTMENT.**

4 **9.5–902.**

5 **(A) THERE IS A CHILD CARE ACCREDITATION SUPPORT FUND.**

6 **(B) THE FUND MAY ONLY BE USED BY THE OFFICE TO:**

7 **(1) PAY FOR THE ACTUAL EXPENSE OF AN APPLICATION FEE FOR AN**
8 **APPROVED ACCREDITING ORGANIZATION ON BEHALF OF A PROVIDER; OR**

9 **(2) REIMBURSE A CHILD CARE PROVIDER FOR A PROGRAM**
10 **IMPROVEMENT COST.**

11 **9.5–903.**

12 **(A) THERE IS A CHILD CARE INCENTIVE GRANT PROGRAM.**

13 **(B) THE OFFICE MAY AWARD FUNDING TO A CHILD CARE PROVIDER**
14 **THROUGH THE PROGRAM FOR THE PURPOSE OF IMPROVING THE CHILD CARE**
15 **PROVIDER’S QUALITY OF CARE THROUGH THE PURCHASE OF OFFICE APPROVED:**

16 **(1) MATERIALS;**

17 **(2) EQUIPMENT; OR**

18 **(3) SUPPLIES.**

19 **9.5–904.**

20 **(A) THERE IS A MARYLAND CHILD CARE CREDENTIAL PROGRAM.**

21 **(B) AN INDIVIDUAL MAY APPLY TO THE OFFICE FOR A STAFF CREDENTIAL,**
22 **INCLUDING A CHILD DEVELOPMENT ASSOCIATE CREDENTIAL, OR AN**
23 **ADMINISTRATOR CREDENTIAL UNDER THIS SUBSECTION.**

24 **(C) IF A PERSON PURSUES, OBTAINS, OR ALREADY HOLDS AN OFFICE**
25 **APPROVED CREDENTIAL, THE OFFICE MAY AWARD TO THE INDIVIDUAL:**

(1) AN ACHIEVEMENT BONUS;

(2) TRAINING REIMBURSEMENT; OR

(3) A TRAINING VOUCHER.

9.5–905.

(A) THERE IS A CHILD CARE CAREER AND PROFESSIONAL DEVELOPMENT FUND.

(B) THE OFFICE MAY AWARD FUNDING FROM THE FUND TO AN INDIVIDUAL WHO HAS:

(1) OBTAINED AT LEAST A LEVEL 2 IN THE MARYLAND CHILD CARE CREDENTIAL PROGRAM UNDER § 9.5–904 OF THIS SUBTITLE;

(2) DOCUMENTED AT LEAST 1 YEAR EXPERIENCE WORKING WITH GROUPS OF CHILDREN IN AN APPROVED SETTING; AND

(3) BEEN ACCEPTED BY AN ACCREDITED COLLEGE OR UNIVERSITY FOR ENROLLMENT IN AT LEAST ONE COURSE FOR CREDIT TOWARD A DEGREE IN EARLY CHILDHOOD EDUCATION OR RELATED FIELD.

(C) AN AWARD UNDER THIS SECTION MAY ONLY BE:

(1) APPLIED TOWARD THE COST OF:

(i) TUITION AND FEES; OR

(ii) TEXTBOOKS REQUIRED BY A COURSE IN WHICH THE AWARDEE IS ENROLLED; AND

(2) USED BY THE AWARDEE FOR THE ACTUAL EXPENSE OF COLLEGE COURSEWORK INCURRED SUBSEQUENT TO AN AWARD TOWARD THE COMPLETION OF:

(i) A COLLEGE DEGREE IN EARLY CHILDHOOD EDUCATION OR RELATED FIELD; OR

(ii) DEVELOPMENTAL COURSEWORK REQUIRED TO MEET PREREQUISITES FOR A DEGREE PROGRAM IN EARLY CHILDHOOD EDUCATION OR RELATED FIELD.

1 **9.5–906.**

2 **THE OFFICE SHALL AWARD A PROGRAM THAT PARTICIPATES IN THE**
3 **MARYLAND EXCELS PROGRAM A BONUS:**

4 **(1) ON INITIAL PUBLICATION OF A QUALITY RATING LEVEL 1, 2, 3, OR**
5 **4;**

6 **(2) ON EACH PUBLICATION OF A HIGHER QUALITY RATING LEVEL**
7 **AFTER THE INITIAL PUBLICATION;**

8 **(3) ON INITIAL PUBLICATION OF A QUALITY RATING LEVEL 5; AND**

9 **(4) ANNUALLY ON RENEWAL AND REPUBLICATION OF A QUALITY**
10 **RATING LEVEL 5.**

11 **9.5–907.**

12 **IN ADDITION TO FUNDING PROVIDED IN THE BUDGET IN FISCAL YEAR 2021,**
13 **BEGINNING IN FISCAL YEAR 2022, FUNDING FOR EACH PROGRAM OR FUND UNDER**
14 **THIS SUBTITLE SHALL INCREASE BY 10 PERCENTAGE POINTS EACH FISCAL YEAR**
15 **UNTIL FISCAL YEAR 2030.**

16 **SUBTITLE 10. FAMILY SUPPORT SERVICES.**

17 **9.5–1001.**

18 **(A) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS**
19 **INDICATED.**

20 **(B) “APPLICANT” MEANS A PARENT WHO HAS APPLIED TO RECEIVE**
21 **SERVICES FROM A FAMILY SUPPORT CENTER IN THE NETWORK OF**
22 **COMMUNITY–BASED FAMILY SUPPORT CENTERS.**

23 **(C) “CENTER” MEANS A FAMILY SUPPORT CENTER OPERATED BY A**
24 **PROVIDER UNDER A CONTRACT WITH THE INTERMEDIARY.**

25 **(D) “INTERMEDIARY” MEANS THE DEPARTMENT OR A DESIGNEE OF THE**
26 **DEPARTMENT THAT PROVIDES MANAGEMENT FOR THE OPERATION OF THE STATE’S**
27 **NETWORK OF COMMUNITY–BASED FAMILY SUPPORT CENTERS.**

28 **(E) (1) “PARENT” MEANS THE BIOLOGICAL OR ADOPTIVE PARENT OF A**

1 CHILD.

2 (2) "PARENT" INCLUDES A LEGAL GUARDIAN OF A CHILD.

3 (F) "PROVIDER" MEANS AN AGENCY OR INDIVIDUAL WHO CONTRACTS WITH
4 THE INTERMEDIARY TO OPERATE A CENTER.

5 9.5-1002.

6 (A) A FAMILY SUPPORT CENTER SHALL PROVIDE PARENTS AND THEIR
7 CHILDREN WITH A HOSPITABLE AND CONSTRUCTIVE ENVIRONMENT AND SERVICES
8 THAT:

9 (1) IMPROVE PARENTING SKILLS;

10 (2) DEVELOP THE FAMILY AS A FUNCTIONING UNIT; AND

11 (3) PROMOTE THE GROWTH AND DEVELOPMENT OF THEIR
12 CHILDREN.

13 (B) (1) FOR EACH OF FISCAL YEARS 2021 THROUGH 2030, THE STATE
14 SHALL PROVIDE FUNDING FOR 3 ADDITIONAL CENTERS PER FISCAL YEAR.

15 (2) THE GOVERNOR SHALL APPROPRIATE IN EACH OF FISCAL YEARS
16 2021 THROUGH 2030, \$330,000 FOR EACH ADDITIONAL CENTER REQUIRED UNDER
17 THIS SUBSECTION.

18 (C) THE DEPARTMENT SHALL SELECT THE LOCATION FOR THE CENTERS
19 FUNDED UNDER SUBSECTION (B) OF THIS SECTION.

20 9.5-1003.

21 (A) A CENTER SHALL PROVIDE SERVICES INCLUDING:

22 (1) PARENTAL SKILLS TRAINING, PARENT EDUCATION CLASSES, AND
23 OTHER RELATED ACTIVITIES;

24 (2) HEALTH CARE COUNSELING;

25 (3) DIAGNOSTIC AND ASSESSMENT SERVICES TO IDENTIFY A CHILD'S
26 POTENTIAL DEVELOPMENTAL DISABILITIES;

27 (4) CHILD CARE FOR PARENTS WHILE PARENTS ARE PARTICIPATING

1 IN CENTER-BASED SERVICES;

2 (5) PEER SUPPORT ACTIVITIES, INCLUDING RECREATIONAL AND
3 SOCIAL ACTIVITIES;

4 (6) EDUCATIONAL SERVICES SUCH AS GED AND POSTSECONDARY
5 CREDENTIALS; AND

6 (7) PRE-EMPLOYMENT COUNSELING AND SKILL DEVELOPMENT TO
7 ASSIST THE PARENT IN SECURING AND MAINTAINING EMPLOYMENT.

8 (B) A CENTER SHALL PROVIDE SERVICES TO A CHILD AND THE CHILD'S
9 PARENTS, GRANDPARENTS, AND OTHER FAMILY MEMBERS TO THE EXTENT
10 POSSIBLE.

11 (C) A CENTER MAY PROVIDE OTHER SERVICES IF APPROVED BY THE
12 INTERMEDIARY.

13 9.5-1004.

14 (A) BEFORE OPERATING A CENTER, THE PROVIDER SHALL SUBMIT TO THE
15 INTERMEDIARY A PLAN THAT DESCRIBES THE:

16 (1) SERVICES TO BE PROVIDED;

17 (2) MANNER IN WHICH THE SERVICES ARE PROVIDED; AND

18 (3) STAFF WHO WILL PROVIDE SERVICES AT THE CENTER AND
19 TRAINING FOR OTHER STAFF.

20 (B) THE PROVIDER, IN ACCORDANCE WITH THE PLAN:

21 (1) SHALL EMPLOY STAFF;

22 (2) MAY RECRUIT, TRAIN, AND SUPERVISE VOLUNTEERS; AND

23 (3) SHALL OPERATE THE CENTER DURING PERIODS OF TIME,
24 INCLUDING, IF NECESSARY, WEEKENDS AND NIGHTS, TO ACCOMMODATE PARENTS'
25 NEEDS.

26 (C) THE PLAN SHALL DESCRIBE THE METHODS TO BE USED TO REFER
27 PARENTS TO OTHER ENTITIES THAT PROVIDE SERVICES NOT AVAILABLE AT THE
28 CENTER.

9.9–101.

(a) In this title the following words have the meanings indicated.

(b) “Community school” means a public school that establishes a set of strategic partnerships between the school and other community resources that promote student achievement, positive learning conditions, and the well-being of students, families, and the community **BY PROVIDING WRAPAROUND SERVICES.**

(c) [“CSC” means a community school coordinator.

(d)] “School–community partnership” means a partnership between a local school system or an existing public school and a community–based organization or agency for the purpose of planning and implementing a community school.

(D) “TRAUMA–INFORMED INTERVENTION” MEANS A METHOD FOR UNDERSTANDING AND RESPONDING TO AN INDIVIDUAL WITH SYMPTOMS OF CHRONIC INTERPERSONAL TRAUMA OR TRAUMATIC STRESS.

(E) “WRAPAROUND SERVICES” INCLUDES:

(1) EXTENDED LEARNING TIME, INCLUDING BEFORE AND AFTER SCHOOL, WEEKENDS, SUMMER SCHOOL, AND AN EXTENDED SCHOOL YEAR;

(2) SAFE TRANSPORTATION TO SCHOOL;

(3) VISION AND DENTAL CARE SERVICES;

(4) ESTABLISHING OR EXPANDING SCHOOL–BASED HEALTH CENTER SERVICES;

(5) ADDITIONAL SOCIAL WORKERS, MENTORS, COUNSELORS, PSYCHOLOGISTS, AND RESTORATIVE PRACTICE COACHES;

(6) ENHANCING PHYSICAL WELLNESS, INCLUDING PROVIDING HEALTHY FOOD FOR IN–SCHOOL AND OUT–OF–SCHOOL TIME AND LINKAGES TO COMMUNITY PROVIDERS;

(7) ENHANCING BEHAVIORAL HEALTH SERVICES, INCLUDING ACCESS TO MENTAL HEALTH PRACTITIONERS AND PROVIDING PROFESSIONAL DEVELOPMENT TO SCHOOL STAFF TO PROVIDE TRAUMA–INFORMED INTERVENTIONS;

(8) PROVIDING FAMILY AND COMMUNITY ENGAGEMENT AND SUPPORTS, INCLUDING INFORMING PARENTS OF ACADEMIC COURSE OFFERINGS, LANGUAGE CLASSES, WORKFORCE DEVELOPMENT TRAINING, OPPORTUNITIES FOR CHILDREN, AND AVAILABLE SOCIAL SERVICES AS WELL AS EDUCATING FAMILIES ON HOW TO MONITOR A CHILD'S LEARNING;

(9) ESTABLISHING AND ENHANCING LINKAGES TO JUDY CENTERS AND OTHER EARLY EDUCATION PROGRAMS THAT FEED INTO THE SCHOOL;

(10) ENHANCING STUDENT ENRICHMENT EXPERIENCES;

(11) IMPROVING STUDENT ATTENDANCE;

(12) IMPROVING THE LEARNING ENVIRONMENT AT THE SCHOOL; AND

(13) ANY PROFESSIONAL DEVELOPMENT FOR TEACHERS AND SCHOOL STAFF TO QUICKLY IDENTIFY STUDENTS WHO ARE IN NEED OF THESE RESOURCES.

9.9–102.

The purpose of a community school is to help students and families overcome the in-school and out-of-school barriers that prevent children from learning and succeeding over the course of their lives by having an integrated focus on academics, health and social services, youth and community development, and familial and community engagement.

9.9–103.

(a) There are community schools in the State.

(b) A community school shall:

(1) Promote active family and community engagement, including educational opportunities for adults and family members of students at the school who live in the neighborhood of the school;

(2) Have a [dedicated staff member] **COMMUNITY SCHOOL COORDINATOR**, as described under § 9.9–104 of this title[, to coordinate support programs that address out-of-school learning barriers for students and families that may include:

(i) Tutoring;

(ii) English language learner courses;

(iii) Early childhood development and parenting classes;

(iv) College and career advising;

(v) Employment opportunities;

(vi) Citizenship education;

(vii) Food pantries; and

(viii) School-based mental and physical health services];

(3) Promote expanded and enriched learning time and opportunities provided after school, during weekends, and in the summer that emphasize mastering 21st-century skills through practical learning opportunities and community problem-solving;

(4) Promote collaborative leadership and practices that empower parents, students, teachers, principals, and community partners to build a culture of professional learning, collective trust, and shared responsibility using strategies such as site-based leadership teams and teacher learning communities;

(5) Have a parent teacher organization or a school family council; and

(6) Have a community school leadership team.

(C) (1) THERE SHALL BE A DIRECTOR OF COMMUNITY SCHOOLS IN THE DEPARTMENT.

(2) THE DIRECTOR OF COMMUNITY SCHOOLS IN THE DEPARTMENT SHALL COORDINATE PROFESSIONAL DEVELOPMENT FOR COMMUNITY SCHOOL COORDINATORS AT EACH COMMUNITY SCHOOL.

9.9–104.

(a) A community school shall have [a] **AN EXPERIENCED AND QUALIFIED community school coordinator WHO IS HIRED AT THE APPROPRIATE ADMINISTRATIVE LEVEL.**

(b) **(1) A [CSC] COMMUNITY SCHOOL COORDINATOR** shall be responsible for:

(I) ESTABLISHING A COMMUNITY SCHOOL;

(II) COMPLETING AN ASSESSMENT OF THE NEEDS OF THE STUDENTS IN THE SCHOOL FOR APPROPRIATE WRAPAROUND SERVICES TO ENHANCE THE SUCCESS OF ALL STUDENTS IN THE SCHOOL;

(III) [developing] **DEVELOPING** [and implementing a] **AN IMPLEMENTATION** plan based on [an] **THE** assessment of needs for the community school, in cooperation with other interested stakeholders; **AND**

(IV) **COORDINATING SUPPORT PROGRAMS THAT ADDRESS OUT-OF-SCHOOL LEARNING BARRIERS FOR STUDENTS AND FAMILIES, INCLUDING:**

1. **WRAPAROUND SERVICES; AND**

2. **AS APPROPRIATE:**

A. **TUTORING;**

B. **ENGLISH LANGUAGE LEARNER COURSES;**

C. **EARLY CHILDHOOD DEVELOPMENT AND PARENTING CLASSES;**

D. **COLLEGE AND CAREER ADVISING;**

E. **EMPLOYMENT OPPORTUNITIES;**

F. **CITIZENSHIP EDUCATION;**

G. **FOOD PANTRIES; AND**

H. **SCHOOL-BASED BEHAVIORAL AND PHYSICAL HEALTH SERVICES.**

(2) **THE NEEDS ASSESSMENT COMPLETED UNDER THIS SUBSECTION SHALL:**

(I) **BE DONE IN COLLABORATION WITH:**

1. **THE PRINCIPAL;**

2. **A SCHOOL HEALTH CARE PRACTITIONER; AND**

3. **A PARENT TEACHER ORGANIZATION OR A SCHOOL COUNCIL;**

(II) **INCLUDE AN ASSESSMENT OF THE PHYSICAL, BEHAVIORAL,**

1 AND MENTAL HEALTH NEEDS AND WRAPAROUND SERVICE NEEDS OF STUDENTS,
2 THEIR FAMILIES, AND THEIR COMMUNITIES; AND

3 (III) BE SUBMITTED TO THE DEPARTMENT AND THE LOCAL
4 SCHOOL SYSTEM WITHIN 1 YEAR OF RECEIVING A PERSONNEL GRANT UNDER §
5 5-223 OF THIS ARTICLE OR WITHIN 1 YEAR OF BECOMING A COMMUNITY SCHOOL.

6 (3) THE IMPLEMENTATION PLAN COMPLETED UNDER THIS
7 SUBSECTION SHALL INCLUDE:

8 (I) A STRATEGY FOR PROVIDING WRAPAROUND SERVICES TO
9 ADDRESS THE NEEDS OF THE STUDENTS, THEIR FAMILIES, AND THEIR
10 COMMUNITIES, BUILDING ON AND STRENGTHENING COMMUNITY RESOURCES NEAR
11 THE SCHOOL;

12 (II) INCLUSION, IF POSSIBLE AND PRACTICABLE, OF
13 COMMUNITY PARTNERS IN GEOGRAPHIC PROXIMITY TO THE SCHOOL THAT CAN
14 ASSIST IN MEETING THE NEEDS IDENTIFIED IN THE ASSESSMENT;

15 (III) ENSURE THAT TIME IS MADE AVAILABLE TO TRAIN STAFF
16 ON THE SUPPORTS AVAILABLE, THE NEED FOR THE SUPPORTS, AND HOW TO ENGAGE
17 WITH THE COMMUNITY SCHOOLS COORDINATOR TO ACCESS THESE SUPPORTS; AND

18 (IV) DEVELOP STRATEGIES TO MAXIMIZE EXTERNAL
19 NON-STATE OR NON-LOCAL EDUCATION FUNDING.

20 (4) (I) THE IMPLEMENTATION PLAN SHALL BE SUBMITTED TO THE
21 LOCAL SCHOOL SYSTEM FOR APPROVAL WITHIN 1 YEAR OF COMPLETION OF THE
22 NEEDS ASSESSMENT.

23 (II) AFTER THE IMPLEMENTATION PLAN IS APPROVED BY THE
24 LOCAL SCHOOL SYSTEM IT SHALL BE SUBMITTED TO THE DEPARTMENT.

25 9.9-105.

26 (A) Subject to the approval required under § 9.9-106 of this title, a local school
27 system or an existing public school may form a school-community partnership for the
28 planning and implementation of a community school.

29 (B) A COMMUNITY SCHOOL OR THE SCHOOL'S COMMUNITY SCHOOL
30 COORDINATOR MAY SOLICIT THE ASSISTANCE AND SUPPORT OF COMMUNITY
31 PARTNERS WHEN FULFILLING THE REQUIREMENTS OF THE SUBTITLE, INCLUDING
32 LOCAL MANAGEMENT BOARDS CREATED UNDER TITLE 8, SUBTITLE 3 OF THE
33 HUMAN SERVICES ARTICLE.

1 9.9–106.

2 **(A) THIS SECTION DOES NOT APPLY TO A COMMUNITY SCHOOL THAT**
3 **RECEIVES FUNDING UNDER § 5–223 OF THIS ARTICLE.**

4 **[(a)] (B)** A local school system shall review and approve a community school.

5 **[(b)] (C)** A community school may not be implemented without the approval of a
6 local school system.

7 **(D) LOCAL GOVERNMENTS ARE EXPECTED TO DEMONSTRATE SUPPORT FOR**
8 **A COMMUNITY SCHOOL THROUGH MEANINGFUL PARTNERSHIPS AND SUPPORT THAT**
9 **IS SUPPLEMENTAL TO AND DOES NOT SUPPLANT EXISTING EFFORTS.**

10 9.9–107.

11 **(A) THIS SECTION DOES NOT APPLY TO A COMMUNITY SCHOOL THAT**
12 **RECEIVES FUNDING UNDER § 5–223 OF THIS ARTICLE.**

13 **[(a)] (B)** A local school system shall make public school funding available to a
14 community school.

15 **[(b)] (C)** Eligible interventions for which a community school may receive
16 funding include academic services, parental involvement programs, physical and [mental]
17 **BEHAVIORAL** health services, and community involvement programs.

18 **[(c)] (D)** (1) Academic services include:

19 (i) Academic support and enrichment activities;

20 (ii) Counseling;

21 (iii) Job training, internship opportunities, higher education
22 advising, and career, apprenticeship, and employment opportunities;

23 (iv) Programs that provide assistance to students who are chronically
24 absent, tardy, suspended, or expelled;

25 (v) Specialized instructional support services; and

26 (vi) Early childhood education, including Head Start or Early Head
27 Start.

28 (2) Parental involvement programs include:

(i) Programs that promote and encourage parental involvement and family literacy;

(ii) Parent leadership development and advocacy activities; and

(iii) Parenting education activities.

(3) Physical and mental health services include:

(i) Mentoring and other youth development services, including after school and summer learning opportunities and services;

(ii) Juvenile justice system involvement prevention, reentry, rehabilitation, and restorative practices;

(iii) Home visitation services;

(iv) Developmentally appropriate physical education;

(v) Nutrition services;

(vi) Primary health and dental care; and

(vii) Mental health and counseling services.

(4) Community involvement programs include:

(i) Service and service-learning opportunities;

(ii) Adult education, including English as a second language classes;

(iii) Homelessness prevention and permanent housing services; and

(iv) Other services designed to meet the needs of the community school and the community as identified by the community school leadership team and in accordance with the plan developed under § 9.9–104(b) of this title.

[(d)] (E) A community school or the [CSC] COMMUNITY SCHOOL COORDINATOR may solicit the assistance and support of community partners when fulfilling the requirements of this section.

11–206.3.

(A) (1) AN INSTITUTION OF HIGHER EDUCATION MAY REQUEST TO ESTABLISH A PROGRAM THAT LEADS TO CERTIFICATION OR LICENSURE IN SCHOOL LEADERSHIP, INCLUDING TO BE AN ASSISTANT PRINCIPAL, LICENSED PRINCIPAL,

1 OR MASTER PRINCIPAL.

2 (2) THE INSTITUTION OF HIGHER EDUCATION MAKING A REQUEST
3 UNDER THIS SUBSECTION SHALL PRESENT EVIDENCE TO THE COMMISSION THAT
4 THE PROGRAM WILL EVALUATE CANDIDATES BASED ON THEIR POTENTIAL TO BE
5 EFFECTIVE SCHOOL LEADERS, INCLUDING BY REVIEWING EVIDENCE THAT THE
6 CANDIDATE:

7 (I) HAS A RECORD OF SUCCESSFUL TEACHING; AND

8 (II) HAS PERFORMED WELL IN TEACHER LEADERSHIP ROLES.

9 (B) (1) AN INSTITUTION OF HIGHER EDUCATION MAY REQUEST TO
10 ESTABLISH A PROGRAM THAT OFFERS GRADUATE LEVEL COURSES IN SCHOOL
11 ADMINISTRATION FOR CONTINUING CERTIFICATION.

12 (2) THE INSTITUTION OF HIGHER EDUCATION MAKING THE REQUEST
13 UNDER THIS SUBSECTION SHALL PRESENT EVIDENCE TO THE COMMISSION THAT
14 THE PROGRAM'S CURRICULUM WILL ENABLE GRADUATES TO:

15 (I) SUCCESSFULLY ORGANIZE AND MANAGE SCHOOLS AND
16 SCHOOL SYSTEMS;

17 (II) MANAGE HIGHLY SKILLED PROFESSIONALS WORKING IN A
18 MODERN PROFESSIONAL WORK ENVIRONMENT; AND

19 (III) EFFECTIVELY CONDUCT PEER OBSERVATION AND
20 EVALUATION OF OTHER SCHOOL PERSONNEL.

21 11-701.

22 In cooperation with the State's public and private nonprofit institutions of
23 postsecondary education, [the Governor's P-20 Leadership Council of Maryland,] the
24 Maryland State Department of Education, and the local school systems, the Commission
25 shall establish and administer a College Preparation Intervention Program.

26 15-126.

27 (A) THIS SECTION APPLIES IF, AFTER EMPIRICAL REVIEW, THE STATE
28 BOARD DETERMINES THAT THE COLLEGE AND CAREER READINESS ASSESSMENT
29 REQUIRED UNDER § 7-205.1 OF THIS ARTICLE ALIGNS WITH GLOBAL STANDARDS.

30 (B) NOTWITHSTANDING ANY OTHER PROVISION OF LAW, EACH COMMUNITY
31 COLLEGE AND OTHER OPEN-ENROLLMENT PUBLIC INSTITUTION OF HIGHER

1 EDUCATION SHALL ACCEPT FOR ENROLLMENT IN CREDIT-BEARING COURSES ANY
2 INDIVIDUAL WHO HAS ACHIEVED COLLEGE AND CAREER READINESS ACCORDING TO
3 THE STANDARD ADOPTED BY THE STATE BOARD UNDER § 7-205.1 OF THIS ARTICLE.

4 15-127.

5 (a) IN THIS SECTION, “DUALLY ENROLLED STUDENT” MEANS A STUDENT
6 WHO IS DUALLY ENROLLED IN:

7 (1) A SECONDARY SCHOOL IN THE STATE; AND

8 (2) AN INSTITUTION OF HIGHER EDUCATION IN THE STATE.

9 (B) A public institution of higher education may not charge tuition to a dually
10 enrolled student.

11 [(b)] (C) [(1)] Subject to subsection (d) of this section, for each dually enrolled
12 student who is enrolled in a public school in the county, the county board shall pay **75% OF**
13 **THE COST OF TUITION FOR A PUBLIC INSTITUTION OF HIGHER EDUCATION IN THE**
14 **STATE.** [for up to a maximum of four courses in which the student is enrolled while a
15 student in a public secondary school in the State:

16 (i) For a public senior institution of higher education, 75% of the
17 cost of tuition; and

18 (ii) For a community college, the lesser of:

19 1. 5% of the target per pupil foundation amount established
20 under § 5-202(a) of this article; or

21 2. 75% of the cost of tuition.

22 (2) For each course in excess of four in which a dually enrolled student is
23 enrolled, the county board shall pay:

24 (i) For a public senior institution of higher education, 90% of the
25 cost of tuition; and

26 (ii) For a community college, the lesser of:

27 1. 5% of the target per pupil foundation amount established
28 under § 5-202(a) of this article; or

29 2. 90% of the cost of tuition.

30 (3)] (D) If there is an agreement before July 1, [2013] **2020**, between a

public school and a public institution of higher education in which the public institution of higher education charges less than 75% of the cost of tuition to a dually enrolled student, the county board shall pay the cost of tuition under the existing agreement.

[(c) (1) (i) A county board may charge a dually enrolled student a fee not to exceed 90% of the amount paid under subsection (b)(1) of this section.

(ii) A county board may charge a dually enrolled student a fee not to exceed 100% of the amount paid under subsection (b)(2) of this section.

(2) A county board shall consider the financial ability of students when setting fees.

(3) A county board shall waive the fee for students who are eligible for free and reduced price meals.

(d) If there is an agreement between a public school and a public institution of higher education in which a public school agrees to pay for more than four courses at a public institution of higher education for a dually enrolled student, the public school shall pay for the number of courses under the agreement.]

SUBTITLE 4. TEACHER QUALITY AND DIVERSITY PROGRAM.

17-401.

(A) THERE IS A TEACHER QUALITY AND DIVERSITY PROGRAM TO ASSIST INSTITUTIONS OF HIGHER EDUCATION IN TAKING ADVANTAGE OF NATIONAL FOUNDATION EFFORTS TO DEVELOP HIGHLY QUALIFIED TEACHERS AND LEADERS FROM DIVERSE BACKGROUNDS.

(B) THE MARYLAND HIGHER EDUCATION COMMISSION SHALL IMPLEMENT AND ADMINISTER THE TEACHER QUALITY AND DIVERSITY PROGRAM UNDER THIS SUBTITLE.

17-402.

(A) IF AN INSTITUTION OF HIGHER EDUCATION RECEIVES GRANT FUNDING FROM A NON-STATE SOURCE TO INCREASE THE QUALITY AND DIVERSITY OF APPLICANTS FOR THE INSTITUTION'S TEACHER TRAINING PROGRAM, THE INSTITUTION MAY RECEIVE ADDITIONAL GRANT FUNDING FROM THE STATE, AS NEEDED, IN AN AMOUNT EQUAL TO OR LESS THAN THE NON-STATE GRANT RECEIVED BY THE INSTITUTION.

(B) IN EACH FISCAL YEAR, THE AMOUNT OF GRANT FUNDING PROVIDED BY THE STATE TO INSTITUTIONS OF HIGHER EDUCATION IN ACCORDANCE WITH

SUBSECTION (A) OF THIS SECTION MAY NOT EXCEED \$ 500,000.

17-403.

THE COMMISSION SHALL PROVIDE ASSISTANCE WITH APPLYING FOR GRANTS UNDER THIS SUBTITLE TO INSTITUTIONS OF HIGHER EDUCATION THAT ARE REQUIRED UNDER § 6-123 OF THIS ARTICLE TO SEEK GRANT FUNDING TO INCREASE THE QUALITY AND DIVERSITY OF APPLICANTS FOR THE INSTITUTION'S TEACHER TRAINING PROGRAM.

18-1502.

(c) Subject to the provisions of subsection (b) of this section, the Office shall assist in the repayment of the amount of any higher education loan owed by a public school teacher in the State who:

(1) Has taught in Maryland for at least 2 years:

(i) In science, technology, engineering, or math subjects; or

(ii) In a school in which at least [75%] THE FOLLOWING PERCENTAGES of the students are enrolled in the free and reduced price lunch program in the State:

1. 75% THROUGH JUNE 30, 2025; OR

2. 55% BEGINNING JULY 1, 2025; and

(2) Has received the highest performance evaluation rating for the most recent year available in the county in which the teacher taught.

18-1506.

THE OFFICE SHALL PUBLICIZE THE AVAILABILITY OF THE PROGRAM.

18-2209.

The Governor annually shall include at least [\$2,000,000] THE FOLLOWING AMOUNTS in the State budget for the Commission to award scholarships under this subtitle:

(1) FOR FISCAL YEAR 2022, \$4,000,000;

(2) FOR FISCAL YEAR 2023, \$8,000,000;

(3) FOR FISCAL YEAR 2024, \$12,000,000; AND

**(4) FOR FISCAL YEAR 2025 AND EACH FISCAL YEAR THEREAFTER,
\$18,000,000.**

Subtitle 2. Career and [Technology] **TECHNICAL** Education.

21–201.

**(A) In this subtitle[, “federal acts” means:] THE FOLLOWING WORDS HAVE THE
MEANINGS INDICATED.**

(B) (1) “CTE” MEANS CAREER AND TECHNICAL EDUCATION.

(2) “CTE” INCLUDES:

**(I) A REGISTERED APPRENTICESHIP PROGRAM APPROVED BY
THE DIVISION OF WORKFORCE DEVELOPMENT AND ADULT LEARNING WITHIN THE
MARYLAND DEPARTMENT OF LABOR; OR**

**(II) A YOUTH APPRENTICESHIP PROGRAM UNDER TITLE 18,
SUBTITLE 18 OF THIS ARTICLE.**

**(C) “CTE COMMITTEE” MEANS THE CAREER AND TECHNICAL EDUCATION
COMMITTEE ESTABLISHED UNDER § 21–207 OF THIS SUBTITLE.**

(D) “FEDERAL ACTS” MEANS:

(1) The Smith–Hughes Act;

(2) The George–Barden Act;

(3) The Carl D. Perkins Career and Technical Education Act;

(4) The Vocational Education Act of 1963;

**(5) Any other career and technology education act of the United States
Congress; and**

(6) Any amendments to any of these acts.

21–203.

**(A) Career and [technology] TECHNICAL EDUCATION programs in the public
schools shall:**

(1) Offer a sequence of academic and occupational courses, career development, and work experience to prepare students to begin careers and to pursue lifelong learning; and

(2) Integrate academic knowledge and occupational competence to enable students to develop the critical thinking, problem solving, employability, and technical skills required to meet the workforce preparation and economic development needs of the 21st century.

(B) (1) BEGINNING WITH THE 2023–2024 SCHOOL YEAR, CAREER AND TECHNICAL EDUCATION PROGRAMS SHALL BE ALIGNED WITH THE SYSTEM IMPLEMENTED BY THE CTE COMMITTEE ESTABLISHED UNDER § 21–207 OF THIS SUBTITLE.

(2) BEGINNING IN FISCAL YEAR 2024, THE ADOPTION OF PROGRAMS RELATING TO, AND THE PROVISION OF, CAREER AND TECHNICAL EDUCATION BY COUNTY BOARDS, THE STATE BOARD, AND COMMUNITY COLLEGES SHALL BE CONSISTENT WITH THE SYSTEM IMPLEMENTED BY THE CTE COMMITTEE.

[21–204.

(a) On or before December 1, 2017, the State Board, in consultation with the Department of Labor, Licensing, and Regulation and the Governor’s Workforce Development Board, shall establish, for each year for 2018 through 2024, inclusive, statewide goals that reach 45% by January 1, 2025, for the percentages of high school students who, prior to graduation:

- (1) Complete a career and technical education (CTE) program;
- (2) Earn industry–recognized occupational or skill credentials; or
- (3) Complete a registered youth or other apprenticeship.

(b) On or before December 1, 2017, the Maryland Longitudinal Data System Center and the Governor’s Workforce Development Board shall develop annual income earnings goals for high school graduates who have not earned at least a 2–year college degree by age 25.

(c) On or before December 1, 2017, the State Board shall develop a method to consider a student’s attainment of a State–approved industry credential or completion of an apprenticeship program as equivalent to earning a score of 3 or better on an Advanced Placement examination for purposes of the Maryland Accountability Program established by the Department if the student:

- (1) (i) Was enrolled in the State–approved CTE program at the

concentrator level or higher; and

(ii) Successfully earned the credential aligned with the State-approved CTE program; or

(2) Successfully completed a youth or other apprenticeship training program approved by the Maryland Apprenticeship Training Council in accordance with § 11-405 of the Labor and Employment Article.

(d) On or before December 1, 2017, and December 1 of each year thereafter, the State Board shall report to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly on the progress, by high school and community college, toward attaining the goals established by the State Board in accordance with subsection (a) of this section and the goals established under subsection (b) of this section.]

21-204.

(A) (1) ON OR BEFORE DECEMBER 1, 2021, THE CTE COMMITTEE SHALL ESTABLISH, FOR EACH YEAR FOR 2022 THROUGH 2030, INCLUSIVE, STATEWIDE GOALS THAT REACH 45% BY THE 2029-2030 SCHOOL YEAR, FOR THE PERCENTAGE OF HIGH SCHOOL STUDENTS WHO, PRIOR TO GRADUATION, COMPLETE AN INDUSTRY-RECOGNIZED OCCUPATIONAL CREDENTIAL.

(2) TO THE EXTENT PRACTICABLE, THE CTE COMMITTEE SHALL ENSURE THAT THE LARGEST NUMBER OF STUDENTS ACHIEVE THE REQUIREMENT OF THIS SUBSECTION BY COMPLETING:

(I) A YOUTH APPRENTICESHIP PROGRAM UNDER TITLE 18, SUBTITLE 18 OF THIS ARTICLE; OR

(II) A REGISTERED APPRENTICESHIP PROGRAM APPROVED BY THE DIVISION OF WORKFORCE DEVELOPMENT AND ADULT LEARNING WITHIN THE MARYLAND DEPARTMENT OF LABOR.

(B) ON OR BEFORE DECEMBER 1 EACH YEAR, BEGINNING IN 2021, THE CTE COMMITTEE SHALL REPORT TO THE GOVERNOR, IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY, AND THE ACCOUNTABILITY AND IMPLEMENTATION BOARD ON THE PROGRESS, BY HIGH SCHOOL, TOWARD ATTAINING THE GOALS ESTABLISHED BY THE CTE COMMITTEE IN ACCORDANCE WITH SUBSECTION (A) OF THIS SECTION.

21-205.

(a) [(1)] In this section, [the following words have the meanings indicated.

(2) “CTE” means Career and Technology Education.

(3) “Grant”] **“GRANT”** means the Career and [Technology] **TECHNICAL** Education Innovation Grant.

(b) (1) There is a Career and [Technology] **TECHNICAL** Education Innovation Grant.

(c) (1) (i) A county board or a community college may submit a proposal to the Department to receive a grant for a CTE pathway that is in furtherance of the purpose of the Grant.

(ii) To be eligible for a grant, an application shall identify a partnership with at least one county board, one community college, and one industry partner to develop an innovative CTE pathway that:

1. Is of high quality;
2. Is aligned with the skills needed by employers;
3. Will lead to an industry–recognized license or certificate;
4. Creates internship or apprenticeship opportunities; and
5. Prepares students to successfully compete in a global economy.

(2) An application shall include:

(i) A description of the proposed curriculum framework and pathway that is articulated between secondary and postsecondary education or training;

(ii) A business plan that includes the estimated total cost, including any one–time or capital equipping costs, of implementing the proposed curriculum framework and pathway; and

(iii) Any other information required by the Department.

(3) The Department shall establish processes and procedures for accepting and evaluating applications.

(4) The Department shall make awards in a timely fashion.

(d) (1) **[The] FOR EACH FISCAL YEAR THROUGH FISCAL YEAR 2024, THE** Governor shall annually appropriate at least \$2,000,000 in the operating budget of the Department for the grant program.

(2) The Department may retain up to 3% of the appropriation required under this subsection to hire staff necessary to administer the grant program.

21-207.

(A) THERE IS A CAREER AND TECHNICAL EDUCATION COMMITTEE.

(B) (1) THE CTE COMMITTEE IS A UNIT WITHIN THE GOVERNOR'S WORKFORCE DEVELOPMENT BOARD.

(2) THE CTE COMMITTEE SHALL OPERATE UNDER THE OVERSIGHT OF THE ACCOUNTABILITY AND IMPLEMENTATION BOARD, ESTABLISHED UNDER TITLE 5, SUBTITLE 4 OF THIS ARTICLE.

(C) (1) THE PURPOSE OF THE CTE COMMITTEE IS TO BUILD AN INTEGRATED, GLOBALLY COMPETITIVE FRAMEWORK FOR PROVIDING CTE TO MARYLAND STUDENTS IN PUBLIC SCHOOLS, INSTITUTIONS OF POSTSECONDARY EDUCATION, AND THE WORKFORCE.

(2) THE CTE COMMITTEE SHALL STRIVE TO INTEGRATE CTE IN SECONDARY AND POSTSECONDARY INSTITUTIONS IN THE STATE.

(D) THE CTE COMMITTEE IS COMPOSED OF THE FOLLOWING MEMBERS OF THE GOVERNOR'S WORKFORCE DEVELOPMENT BOARD:

(1) THE STATE SUPERINTENDENT;

(2) THE SECRETARY OF HIGHER EDUCATION;

(3) THE SECRETARY OF LABOR;

(4) THE SECRETARY OF COMMERCE;

(5) THE CHAIR OF THE SKILLS STANDARDS ADVISORY COMMITTEE, ESTABLISHED UNDER § 21-208 OF THIS SUBTITLE; AND

(6) THE FOLLOWING MEMBERS, JOINTLY SELECTED BY THE GOVERNOR, THE PRESIDENT OF THE SENATE, AND THE SPEAKER OF THE HOUSE OF DELEGATES, WHO REPRESENT:

(I) EMPLOYERS;

(II) INDUSTRY ASSOCIATIONS;

1 (III) LABOR ORGANIZATIONS; AND

2 (IV) COMMUNITY COLLEGES.

3 (E) THE GOVERNOR, THE PRESIDENT OF THE SENATE, AND THE SPEAKER
4 OF THE HOUSE OF DELEGATES JOINTLY SHALL APPOINT A CHAIR OF THE CTE
5 COMMITTEE FROM AMONG THE COMMITTEE'S MEMBERS WHO ARE BUSINESS
6 REPRESENTATIVES.

7 (F) THE CTE COMMITTEE MAY EMPLOY ADDITIONAL STAFF NECESSARY TO
8 CARRY OUT THE COMMITTEE'S FUNCTIONS AS PROVIDED IN THE STATE BUDGET.

9 (G) THE CTE COMMITTEE SHALL PERFORM THE FOLLOWING DUTIES:

10 (1) DEVELOP A STATEWIDE FRAMEWORK FOR CTE THAT PREPARES
11 STUDENTS FOR EMPLOYMENT IN A DIVERSE, MODERN ECONOMY;

12 (2) ALLOCATE ROLES AND RESPONSIBILITIES TO STATE AGENCIES
13 FOR THE CREDENTIALING OF STUDENTS ENGAGED IN CTE PROGRAMS;

14 (3) ADOPT, AND WHERE APPROPRIATE, DEVELOP AND REGULARLY
15 UPDATE A COMPREHENSIVE AND COHESIVE SYSTEM OF OCCUPATIONAL SKILLS
16 STANDARDS TO DRIVE THE STATE'S CTE SYSTEM;

17 (4) WORK WITH THE BUSINESS COMMUNITY TO DEVELOP CTE
18 LEARNING OPPORTUNITIES;

19 (5) BRING TOGETHER REPRESENTATIVES FROM PUBLIC SCHOOLS,
20 INSTITUTIONS OF POSTSECONDARY EDUCATION, AND THE BUSINESS COMMUNITY
21 TO ENSURE THAT CTE PROGRAMS ARE ALIGNED WITH THE STATE'S ECONOMIC
22 DEVELOPMENT AND WORKFORCE GOALS AND OPERATE WITH BEST GLOBAL
23 PRACTICES;

24 (6) SET QUALIFICATION STANDARDS FOR CTE INSTRUCTORS;

25 (7) DETERMINE WHICH PROGRAMS SHOULD BE APPROVED FOR
26 CREDIT TOWARDS HIGH SCHOOL GRADUATION REQUIREMENTS;

27 (8) APPROVE, REJECT, OR MODIFY THE PROPOSALS MADE BY THE
28 CTE SKILLS STANDARDS ADVISORY COMMITTEE, ESTABLISHED UNDER § 21-208
29 OF THIS SUBTITLE TO ESTABLISH CTE PROGRAMS FOR PUBLIC SCHOOL STUDENTS;

30 (9) ADDRESS OPERATIONAL ISSUES ASSOCIATED WITH DELIVERING

1 CTE PROGRAMS TO STUDENTS, INCLUDING TRANSPORTATION TO AND FROM JOB
2 SITES;

3 (10) REVIEW AGENCY BUDGET PROPOSALS INVOLVING CTE AND
4 MAKE RECOMMENDATIONS TO THE GOVERNOR AND, IN ACCORDANCE WITH §
5 2-1257 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY ON OR
6 BEFORE DECEMBER 15 EACH YEAR;

7 (11) MONITOR THE PROGRESS OF CTE IN THE STATE, INCLUDING
8 PROGRESS ON IMPLEMENTING THE CTE GOALS IN THE BLUEPRINT FOR
9 MARYLAND'S FUTURE;

10 (12) DEVELOP YEARLY GOALS FOR EACH COUNTY BOARD TO REACH
11 THE STATEWIDE GOAL UNDER § 21-204 OF THIS SUBTITLE THAT 45% OF PUBLIC
12 SCHOOL STUDENTS ACHIEVE AN INDUSTRY-RECOGNIZED OCCUPATIONAL
13 CREDENTIAL BEFORE THEY GRADUATE;

14 (13) TRACK PROGRESS TOWARD AND PERFORM ANY TASKS
15 NECESSARY TO ACHIEVE THE STATEWIDE GOAL UNDER § 21-204 OF THIS SUBTITLE
16 THAT 45% OF PUBLIC HIGH SCHOOL STUDENTS ACHIEVE A YOUTH APPRENTICESHIP
17 OR ANY OTHER INDUSTRY-RECOGNIZED OCCUPATIONAL CREDENTIAL BEFORE
18 THEY GRADUATE;

19 (14) ESTABLISH, ADMINISTER, AND SUPERVISE THE CTE EXPERT
20 REVIEW TEAMS ESTABLISHED UNDER § 5-412 OF THIS ARTICLE;

21 (15) IDENTIFY SCHOOLS TO BE INVESTIGATED BY CTE EXPERT
22 REVIEW TEAMS, USING STATE ACCOUNTABILITY DATA, IN WHICH INSUFFICIENT
23 NUMBERS OF STUDENTS OR GROUPS OF DEMOGRAPHICALLY DISTINCT STUDENTS
24 ARE NOT MAKING ADEQUATE PROGRESS TOWARDS THE COMPLETION OF THE CTE
25 PATHWAY;

26 (16) SUBMIT PLANS FOR DEPLOYING CTE EXPERT REVIEW TEAMS TO
27 THE ACCOUNTABILITY AND IMPLEMENTATION BOARD, AND DEPLOY THE TEAMS IN
28 ACCORDANCE WITH APPROVED PLANS;

29 (17) SHARE INFORMATION ON CTE EDUCATION WITH THE
30 ACCOUNTABILITY AND IMPLEMENTATION BOARD; AND

31 (18) PERFORM ANY OTHER DUTIES ASSIGNED BY THE GOVERNOR'S
32 WORKFORCE DEVELOPMENT BOARD.

33 (H) THE CTE COMMITTEE MAY:

1 (1) MAKE GRANTS TO INNOVATIVE PROGRAMS DEVELOPED BY
2 PUBLIC SCHOOLS, INSTITUTIONS OF POSTSECONDARY EDUCATION, NONPROFITS,
3 AND OTHER PERSONS THAT HELP FURTHER THE CTE COMMITTEE'S PURPOSE;

4 (2) CONTRACT WITH A PUBLIC OR PRIVATE ENTITY TO RESEARCH
5 AND ANALYZE THE PROVISION OF CTE TO STUDENTS;

6 (3) CREATE ADVISORY STRUCTURES NECESSARY TO ENSURE
7 ESSENTIAL INPUT FROM EDUCATORS, PARENTS, COMMUNITY ORGANIZERS, LOCAL
8 WORKFORCE BOARDS, AND OTHER KEY STAKEHOLDERS; AND

9 (4) ADOPT ANY REGULATIONS NECESSARY TO CARRY OUT THE
10 COMMITTEE'S DUTIES AND ADMINISTER CTE IN THE STATE.

11 (I) (1) A MAJORITY OF CTE COMMITTEE MEMBERS CONSTITUTES A
12 QUORUM.

13 (2) ACTION BY THE CTE COMMITTEE REQUIRES THE AFFIRMATIVE
14 VOTE OF A MAJORITY OF THE COMMITTEE MEMBERS PRESENT.

15 (J) (1) EACH YEAR, THE CTE COMMITTEE SHALL REPORT TO THE
16 GOVERNOR, IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT
17 ARTICLE, THE GENERAL ASSEMBLY, AND THE ACCOUNTABILITY AND
18 IMPLEMENTATION BOARD.

19 (2) THE CTE COMMITTEE'S REPORT SHALL INCLUDE:

20 (I) AN ANNUAL ASSESSMENT OF THE STATE OF CTE WITHIN
21 THE STATE; AND

22 (II) STATUTORY, REGULATORY, BUDGETARY, AND STRUCTURAL
23 CHANGES NEEDED TO ADDRESS THE CHALLENGES OF THE EVOLVING CTE SYSTEM.

24 21-208.

25 (A) IN THIS SECTION, "ADVISORY COMMITTEE" MEANS THE CTE SKILLS
26 STANDARDS ADVISORY COMMITTEE.

27 (B) THE CTE COMMITTEE SHALL CREATE A CTE SKILLS STANDARDS
28 ADVISORY COMMITTEE.

29 (C) (1) THE PURPOSE OF THE ADVISORY COMMITTEE IS TO MAKE

1 RECOMMENDATIONS AND PROVIDE ADVICE TO THE CTE COMMITTEE ON SETTING
2 THE OCCUPATIONAL STANDARDS NECESSARY FOR A STRONG CTE SYSTEM.

3 (2) THE RECOMMENDATIONS MADE BY THE ADVISORY COMMITTEE
4 SHALL FORM THE BASIS FOR THE POST-CCR CTE PATHWAY REQUIRED UNDER §
5 7-205.1 OF THIS ARTICLE.

6 (D) (1) THE ADVISORY COMMITTEE SHALL BE COMPOSED OF MEMBERS
7 APPOINTED BY THE CHAIR OF THE CTE COMMITTEE THAT INCLUDE EMPLOYERS,
8 APPRENTICESHIP SPONSORS, AND OTHER EXPERTS ON OCCUPATIONAL SKILLS.

9 (2) TO THE EXTENT PRACTICABLE, THE ADVISORY COMMITTEE
10 SHALL BE COMPOSED OF MEMBERS OF THE GOVERNOR'S WORKFORCE
11 DEVELOPMENT BOARD WHO DO NOT SERVE ON THE CTE COMMITTEE.

12 (E) (1) THE ADVISORY COMMITTEE SHALL MAKE RECOMMENDATIONS
13 TO THE CTE COMMITTEE CONCERNING:

14 (I) A COMPREHENSIVE ARRAY OF CAREER ADVANCEMENT
15 GUIDELINES, INCLUDING STANDARDS FOR EACH OCCUPATION IN A PROFESSION,
16 AND CONCRETE STEPS AND ACCOMPLISHMENTS NEEDED TO PROGRESS TO A
17 GREATER SKILLED OCCUPATION IN A GIVEN FIELD;

18 (II) CREDENTIALS TO BE ISSUED AT EACH STAGE OF
19 ADVANCEMENT, AND CRITERIA NECESSARY TO BE AWARDED A PARTICULAR
20 CREDENTIAL; AND

21 (III) NECESSARY ADJUSTMENTS TO ENSURE THAT THE STATE'S
22 CTE SYSTEM REMAINS GLOBALLY COMPETITIVE AND ADMINISTERED ACCORDING
23 TO BEST GLOBAL PRACTICES.

24 (2) IN MAKING RECOMMENDATIONS UNDER THIS SUBSECTION, THE
25 ADVISORY COMMITTEE SHALL STRIVE TO CREATE A COMPREHENSIVE, UNIFIED
26 SYSTEM OF CAREER PROGRESSION THAT:

27 (I) IS ATTUNED TO THE STATE'S WORKFORCE NEEDS;

28 (II) FEATURES INTEGRATION AMONG AS MANY INDUSTRIES AS
29 POSSIBLE;

30 (III) FEATURES PERFORMANCE ASSESSMENTS ADMINISTERED
31 BY INDUSTRY PRACTITIONERS WHENEVER POSSIBLE;

(IV) **ALLOWS A STUDENT TRAINED IN ONE CAREER TO SEAMLESSLY TRANSFER THE STUDENT'S SKILLS AND EDUCATION TO A NEW CAREER IN A DIFFERENT FIELD;**

(V) **SEEKS TO INCORPORATE AS MUCH EDUCATION OUTSIDE THE SCHOOL IN AN AUTHENTIC JOB SETTING AS IS PRACTICABLE; AND**

(VI) **INCORPORATES EDUCATION IN HIGH SCHOOL, COMMUNITY COLLEGE, AND OTHER POSTSECONDARY OCCUPATION PROGRAMS INTO A SEAMLESS WHOLE THAT WILL PROVIDE STUDENTS WITH CREDENTIALS AT VARIOUS POINTS THAT BUILD ON PREVIOUS CREDENTIALS.**

(F) **THE TERMS, MEETING TIMES, PROCEDURES, AND POLICIES GUIDING REMOVAL OF MEMBERS FOR THE ADVISORY COMMITTEE SHALL BE DETERMINED BY THE CTE COMMITTEE.**

24-703.

(a) There is a Maryland Longitudinal Data System Center.

(b) The Center is an independent unit within State government.

(c) The organizational placement and location of the Center shall be determined by the Governing Board.

(d) (1) The head of the Center is the Executive Director, who shall be appointed by the Governing Board.

(2) The Center may employ the additional staff necessary to carry out the Center's functions as provided in the State budget.

(e) The Center shall be considered an authorized representative of the State Department of Education and the Maryland Higher Education Commission under applicable federal and State statutes for purposes of accessing and compiling student record data for research purposes.

(f) The Center shall perform the following functions and duties:

(1) Serve as a central repository of student data and workforce data in the Maryland Longitudinal Data System, including data sets provided by:

(i) The State Department of Education;

(ii) Local education agencies;

(iii) The Maryland Higher Education Commission;

(iv) Institutions of higher education;

(v) The Maryland Department of Labor; and

(vi) The Department of Juvenile Services;

(2) Oversee and maintain the warehouse of the Maryland Longitudinal Data System data sets;

(3) Ensure routine and ongoing compliance with the federal Family Educational Rights and Privacy Act and other relevant privacy laws and policies, including:

(i) The required use of de-identified data in data research and reporting;

(ii) The required disposition of information that is no longer needed;

(iii) Providing data security, including the capacity for audit trails;

(iv) Providing for performance of regular audits for compliance with data privacy and security standards; and

(v) Implementing guidelines and policies that prevent the reporting of other potentially identifying data;

(4) Conduct research using timely and accurate student data and workforce data to improve the State's education system and guide decision making by State and local governments, educational agencies, institutions, teachers, and other education professionals;

(5) Conduct research relating to:

(i) The impact of State and federal education programs;

(ii) The performance of educator preparation programs; and

(iii) Best practices regarding classroom instruction, education programs and curriculum, and segment alignment;

(6) SHARE DATA WITH THE ACCOUNTABILITY AND IMPLEMENTATION BOARD TO HELP THE BOARD FULFILL ITS DUTIES;

[(6)] (7) Fulfill information and data requests to facilitate State and federal education reporting with existing State agencies as appropriate; and

[(7)] (8) Fulfill approved public information requests.

(g) (1) Direct access to data in the Maryland Longitudinal Data System shall be restricted to authorized staff of the Center **AND THE ACCOUNTABILITY AND IMPLEMENTATION BOARD.**

(2) The Center may only use de-identified data in the analysis, research, and reporting conducted by the Center.

(3) The Center may only use aggregate data in the release of data in reports and in response to data requests.

(4) Data that may be identifiable based on the size or uniqueness of the population under consideration may not be reported in any form by the Center.

(5) The Center may not release or sell information that may not be disclosed under the federal Family Educational Rights and Privacy Act and other relevant privacy laws and policies.

(h) The Center may receive funding from the following sources:

(1) State appropriations;

(2) Grants or other assistance from local education agencies and institutions of higher education;

(3) Federal grants; and

(4) Any other grants or contributions from public or private entities received by the Center.

Article – Tax – Property

2–218.1.

THE DEPARTMENT SHALL PROVIDE THE DATA REQUIRED TO MAKE ANY CALCULATIONS RELATED TO REAL PROPERTY AND PERSONAL PROPERTY UNDER TITLE 5 SUBTITLE 2 OF THE EDUCATION ARTICLE TO THE DEPARTMENT OF BUDGET AND MANAGEMENT, THE STATE DEPARTMENT OF EDUCATION, AND THE DEPARTMENT OF LEGISLATIVE SERVICES BY DECEMBER 1 OF EACH YEAR.

SECTION 4. AND BE IT FURTHER ENACTED, That Section(s) 13 of Chapter 771 of the Acts of the General Assembly of 2019 be repealed.

SECTION 5. AND BE IT FURTHER ENACTED, That:

(a) On or before July 1, 2021, each county board of education shall evaluate its

1 hiring practices to determine if those practices are contributing to a lack of diversity in
2 Maryland's teaching staff, make changes as appropriate, and report its findings and
3 proposed changes to the Governor, in accordance with § 2-1257 of the State Government
4 Article, the General Assembly, and the Accountability and Implementation Board
5 established under Section 3 of this Act.

6 (b) On or before July 1, 2022, the State Board of Education shall:

7 (1) study whether the college and career readiness literacy and numeracy
8 standards set by the National Center on Education and the Economy's 2013 report "What
9 Does It Really Mean to Be College and Work Ready?: The Mathematics and English
10 Literacy Required of First Year Community College Students" are comparable to the global
11 standard in top-performing countries for the same-age cohort as in Maryland and whether
12 the standards align with the workforce needs of Maryland, including by:

13 (i) completing an equating study in which a sample of Maryland
14 students take the assessments of top-performing jurisdictions as well as Maryland
15 assessments and the results are compared; and

16 (ii) coordinating with Maryland employers and with the bodies
17 charged with economic and workforce development; and

18 (2) report its findings to the Governor, in accordance with § 2-1257 of the
19 State Government Article, the General Assembly, and the Accountability and
20 Implementation Board established under Section 3 of this Act.

21 SECTION 6. AND BE IT FURTHER ENACTED, That on or before September 30,
22 2021:

23 (a) The State Department of Education, the Maryland Higher Education
24 Commission, and each institution of higher education that offers a teacher preparation
25 program jointly shall review State requirements for teacher preparation programs to
26 determine whether the requirement align with the recommendations of the Commission on
27 Innovation and Excellence in Education established under Chapters 701 and 702 of the
28 Acts of the General Assembly of 2016.

29 (b) If a requirement of a teacher preparation program is determined to be
30 unaligned with the recommendations under subsection (a) of this section and are also
31 extraneous, redundant, or unnecessary, the requirement shall be eliminated to allow for
32 completion of the teacher training practicum required under § 6-704.2 of the Education
33 Article as enacted by Section 3 of this Act within the 120 credit hours requirement.

34 SECTION 7. AND BE IT FURTHER ENACTED, That:

35 (a) Each local school systems shall develop a plan to:

36 (1) enhance and expand school behavioral health service availability to

1 ensure that all students have some exposure and access to behavioral health programming
2 and services, taking into account the needs assessment in § 9.9–104 of the Education
3 Article;

4 (2) ensure that schools without a school based health center will organize
5 response plans to connect all students to community–based behavioral health and other
6 services, as needed.

7 (b) On or before November 1, 2020, each school system shall report their plan
8 under subsection (a) of this section to the, Accountability and Implementation Board,
9 Governor, and, in accordance with § 2–1257 of the State Government Article, the General
10 Assembly.

11 SECTION 8. AND BE IT FURTHER ENACTED, That the Governor shall
12 appropriate from The Blueprint for Maryland’s Future Fund under § 5–206 of the
13 Education Article \$2,500,000 in each of fiscal years 2021 and 2022 to the State Department
14 of Education for the purpose of developing and implementing a modern financial
15 management system and student data system to carry out the Department’s
16 responsibilities under The Blueprint for Maryland’s Future as enacted by this Act.

17 SECTION 9. AND BE IT FURTHER ENACTED, That the provisions of Title 5
18 Subtitle 2 of the Education Article enacted by this Act and in effect on July 1, 2020 shall be
19 used to calculate State education aid beginning in fiscal year 2022.

20 SECTION 10. AND BE IT FURTHER ENACTED, That the publisher of the
21 Annotated Code of Maryland, in consultation with and subject to the approval of the
22 Department of Legislative Services, shall correct, with no further action required by the
23 General Assembly, cross–references and terminology rendered incorrect by this Act. The
24 publisher shall adequately describe any correction that is made in an editor’s note following
25 the section affected.

26 SECTION 11. AND BE IT FURTHER ENACTED, That this Act shall take effect
27 July 1, 2020.