

UNOFFICIAL COPY OF HOUSE BILL 1300

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F1, F2, Q1

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CF SB 1000

By: **The Speaker (By Request - Commission on Innovation and Excellence in**

1 **Education) and Delegates McIntosh, Kaiser, B. Barnes, Ebersole,**

2 **M. Jackson, Luedtke, and Washington**

Introduced and read first time: February 7, 2020

Assigned to: Appropriations and Ways and Means

A BILL ENTITLED

3 AN ACT concerning

4 **Blueprint for Maryland's Future - Implementation**

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

1 Implementation Plan to implement The Blueprint for Maryland's Future, reviewing
 2 and approving State and local government unit's implementation plans, reviewing
 3 the use of certain funds by certain State and local government agencies, retaining
 4 certain funds from certain local school systems under certain circumstances, and
 5 contracting with an entity to conduct an independent assessment of the progress in
 6 implementing The Blueprint for Maryland's Future; requiring the State Department
 7 of Education and certain State and local government units to take certain actions
 8 regarding implementation plans; requiring certain State and local units to include certain information
 9 in certain implementation plans; requiring the Department to establish, administer,
 10 and supervise an Expert Review Team program; providing for the purpose of the
 11 program; specifying the duties of the Department and the Expert Review Teams
 12 regarding the program; requiring the Department to establish a school leadership
 13 training program for certain individuals; altering and enhancing requirements for
 14 teacher training practicums and teacher preparation programs; requiring certain
 15 qualifications for certain individuals to obtain an initial certification to teach in the
 16 State and to retain certification; altering the manner in which certain rules and regulations
 17 recommended by the State Board or the Professional Standards and Teacher Education Board are
 18 implemented; establishing a career ladder system for educators
 19 ~~comprised composed~~ of levels through which teachers may progress and gain certain authority,
 20 status, and compensation as they gain certain expertise; ~~requiring certain~~
 21 ~~individuals to participate in the career ladder; authorizing certain individuals to~~
 22 ~~participate in the career ladder~~ providing that the career ladder is subject to collective
 23 bargaining except as provided by this Act; encouraging teachers to obtain a certain certificate and
 24 participate in the career ladder and providing or encouraging the provision of certain support;
 25 specifying certain qualifications and salary
 26 increases associated with levels of the career ladder; requiring a certain minimum
 27 teacher salary beginning on a certain date; requiring certain teacher evaluation
 28 systems to meet certain requirements; altering the Prekindergarten Expansion
 29 Grant Program; establishing a Career Counseling Program for Middle and High
 30 School Students; expanding full-day kindergarten, Judy Centers, and Family
 31 Support Centers over a certain period of time; prohibiting certain prekindergarten providers from
 32 disciplining certain students in a certain manner, except under certain circumstances; altering the date
 33 by which a certain kindergarten assessment shall be completed; requiring each county board to enter into
 34 a certain memorandum of understanding with certain parties to provide publicly funded prekindergarten in
 35 the county in a certain manner; extending the teacher collaborative grant program through a certain
 36 fiscal year; requiring the Department to develop
 37 certain curriculum standards and to use certain assessments established by the
 38 State Board to identify certain low-performing schools; requiring the State Board to
 39 establish certain college and career readiness standards and requiring the
 40 Department, State Board, county boards, and community colleges to take certain
 41 actions related to the standards; requiring each county board to provide post college
 42 and career readiness pathways at no cost to certain students; altering the
 43 requirements for certain child care accreditation and credential programs; establishing that certain
 44 child care centers and programs shall be given priority for certain awards;
 45 establishing a Director of Community Schools position in the Department; requiring
 46 each community school to have a community school coordinator who performs certain

duties; providing that a community school coordinator may be a social worker; establishing the process by which an institution of higher education may request to establish a certain program; altering the Dual Enrollment Grant Program; establishing the Teacher Quality and Diversity Program; providing for the implementation and administration of the Teacher Quality and Diversity Program; requiring the Maryland Higher Education Commission to provide certain assistance to certain institutions of higher education; altering the qualifications to receive certain loan repayment assistance; requiring the Office of Student Financial Assistance to publicize the availability of a certain program; establishing the Career and Technical Education Committee; providing for the purpose and membership of the Committee; specifying the duties of the Committee, including the establishment of the CTE Expert Review Team program and the creation of a CTE Skills Standards Advisory Committee to perform certain duties; altering certain mandated appropriations; requiring the Governor to include certain appropriations in the annual budget bill for certain fiscal years; requiring the State to provide certain funding for certain purposes in certain fiscal years; altering the uses of certain funds; requiring the Department to develop certain guidelines and standards, make certain determinations, adopt certain regulations, and take certain actions; requiring each 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, 5-401 through 5-402 and the subtitle "Subtitle 4.

Accountability Reporting, 6-112, 6-120, 6-121, 6-306, 7-101.1(a), (b),

and (e), 7-2001 through 7-2006 and the subtitle "Subtitle 20. Learning in Extended Academic

Programs (LEAP) 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~~ ; 7-101.1(c) and (d), respectively; and 18-14A-04

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 : 7-1A-02(a) and (b), respectively, to be under the new section 7-1A-02; and 15-127

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), 5-210, 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, ~~6-123(f) and (g), 6-201(b)~~ 6-201(b)(1), 6-408(c)(1), 6-411(a),

~~6-704(a)~~, 7-101.2, 7-103(f), 7-1A-02, 7-205.1,

7-210, ~~7-305.1~~, 7-1511, 8-201, 8-416(h), 9.5-901(a), 9.9-101, 9.9-103, through

9.9-107, 11-701, 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), 8-416(a), and 9.9-102

Annotated Code of Maryland

(2018 Replacement Volume and 2019 Supplement)

BY adding to

Article - Education

Section 5-101(g), 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, and 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~~ 5-413 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~~ through 7-127; 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; 7-446; 9.5-901 through 9.5-907 to be under the amended subtitle "Subtitle 9. Child Care Support Programs 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; and 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)

BY repealing and reenacting, with amendments,
Article - Education
Section 7-1A-02 and 15-127
Annotated Code of Maryland
(2018 Replacement Volume and 2019 Supplement)
(As enacted by Section 2 of this Act)

BY adding to
Article - Tax - Property
Section 2-218.1
Annotated Code of Maryland
(2019 Replacement Volume)

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

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
That ~~Sections~~ Section(s) 5-201(c) through (e), 5-202(a), (b), (e), (f), (i), (k), and (l), 5-207

1 through
 2 5-209, 5-211, 5-213, 5-213.1, 5-218, 5-401 through 5-402 and the subtitle "Subtitle 4. Accountability
 3 Reporting 6-112, 6-120, 6-121, 6-306, 7-101.1(a), (b), and (c), 8-414,
 4 21-204, and 24-801 of ~~the Education Article~~ Article - Education of the Annotated Code of Maryland be
 5 repealed.

6 SECTION 2. AND BE IT FURTHER ENACTED, That Section(s) 5-202(g), (h), and
 7 (j), respectively; 5-205; 5-220; 5-214, 5-215, 5-221, and 5-216, respectively; 7-101.1(c) and (d),
 8 respectively; and
 9 18-14A-04 of Article - Education of the Annotated Code of Maryland be renumbered to be
 10 Section(s) 5-208, 5-209, and 5-207, respectively, to be under the new part "Part II. General
 11 Provisions" and the amended subtitle "Subtitle 2. Aid to Education"; 5-218 to be under the
 12 new part "Part III. Funding for General Education Programs" and the amended subtitle
 13 "Subtitle 2. Aid to Education"; 5-231 to be under the new part "Part V. Early Childhood
 14 and Prekindergarten" and the amended subtitle "Subtitle 2. Aid to Education"; 5-236,
 15 5-237, 5-238, and 5-239, respectively, to be under the new part "Part VI. Miscellaneous"
 16 and the amended subtitle "Subtitle 2. Aid to Education"; 7-1A-02(a) and (b), respectively, to be under the
 17 new section 7-1A-02; and 15-127.

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

20 **Article - Education**

21 1-301.

22 (a) The General Assembly finds and declares that The Blueprint for Maryland's
 23 Future based on the [policy] recommendations [described in the January 2019 Interim
 24 Report] of the Maryland Commission on Innovation and Excellence in Education
 25 established by Chapters 701 and 702 of the Acts of the General Assembly of 2016 is
 26 necessary to transform Maryland's education system to world-class student achievement
 27 levels.

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

29 1-302.

30 (a) The following principles of The Blueprint for Maryland's Future are intended
 31 to transform Maryland's early childhood, primary, and secondary education system to the
 32 levels of high-performing systems around the world so that Maryland's education system:

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

36 (2) Gives its children access to educational experiences and opportunities

1 beginning in early childhood that enable them to reach their full promise and potential and
2 be ready for success in college and a rewarding career by the end of high school; and

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

6 (b) Achieving the principles of The Blueprint for Maryland's Future will require
7 a sustained and coordinated statewide effort and a strong accountability system that will
8 hold all entities accountable for implementing the policies effectively so that the public and
9 especially parents will have confidence that the investment in the policies outlined in §
10 1-303 of this subtitle will achieve the desired outcomes.

11 1-303.

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

14 (1) Early support and interventions for young children and their families,
15 including:

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

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

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

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

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

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

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

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

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

11 1. Highly competitive college preparatory programs;

12 2. Early college programs that:

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

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

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

20 A. Are developed in partnership with the private sector;

21 B. Include an apprenticeship or other workplace experience;
22 and

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

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

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

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

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

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

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

6 (ii) Students from families where English is not the primary
7 language; and

8 (iii) Students with disabilities;

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

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

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

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

22 ~~5-101.~~

23 ~~(a) (1) Subject to the rules and regulations of the State Board and with the~~
24 ~~advice of the county superintendent, each county board shall prepare an annual budget~~
25 ~~according to:~~

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

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

28 ~~(2) In addition to the information required by this section, the county fiscal~~
29 ~~authorities may require the county board to provide details to the service areas and~~
30 ~~activities levels in the account structure within the "Financial Reporting Manual for~~
31 ~~Maryland Public Schools".~~

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

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

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

6 ~~(iii) BEGINNING WITH THE FISCAL YEAR 2023 BUDGET, THE~~
7 ~~BUDGET FOR EACH PUBLIC SCHOOL IN THE COUNTY INCLUDING;~~

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

10 ~~2. THE AMOUNT OF FUNDS FOR EACH OF THE~~
11 ~~FOLLOWING CATEGORIES;~~

12 ~~A. FOUNDATION PROGRAM UNDER § 5-213 OF THIS~~
13 ~~TITLE, INCLUDING FUNDS PROVIDED IN THE FOUNDATION PROGRAM FOR;~~

14 ~~I. INCREASED SALARIES;~~

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

17 ~~III. BEHAVIORAL HEALTH;~~

18 ~~IV. COLLEGE AND CAREER READINESS;~~

19 ~~V. CAREER COUNSELING;~~

20 ~~VI. SCHOOL MAINTENANCE AND OPERATION; AND~~

21 ~~VII. SUPPLIES AND MATERIALS FOR TEACHERS;~~

22 ~~B. COMPENSATORY EDUCATION PROGRAM UNDER §~~
23 ~~5-222 OF THIS TITLE;~~

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

26 ~~D. ENGLISH LEARNER PROGRAM UNDER § 5-224 OF THIS~~
27 ~~TITLE;~~

28 ~~E. SPECIAL EDUCATION PROGRAM UNDER § 5-225 OF~~
29 ~~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.

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

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

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

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

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

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

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

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

28 2. ~~THE OUTSTANDING VALUE OF THE TAX INCREMENT~~
29 ~~FINANCING BONDS ISSUED UNDER TITLE 12, SUBTITLE 2 OF THE ECONOMIC~~
30 ~~DEVELOPMENT ARTICLE OR ARTICLE II, § 62 OF THE CHARTER OF BALTIMORE~~
31 ~~CITY FOR A DEVELOPMENT DISTRICT AS CERTIFIED BY THE STATE DEPARTMENT~~
32 ~~OF ASSESSMENTS AND TAXATION~~ THE QUOTIENT OF THE ANNUAL DEBT SERVICE FOR A TAX INCREMENT
33 FINANCING BOND IN A DEVELOPMENT DISTRICT DIVIDED BY THE COUNTY'S REAL PROPERTY TAX RATE PLEDGED TO
34 THE TAX
35 INCREMENT FINANCING BOND MULTIPLIED BY 100.

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

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

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

3 (E) ~~"FULL-TIME EQUIVALENT ENROLLMENT" MEANS THE SUM OF:~~

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

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

10 ~~(3) THE NUMBER OF P-TECH STUDENTS, AS PROVIDED IN §~~
11 ~~7-1804(B) OF THIS ARTICLE~~ ENROLLMENT COUNT" MEANS THE GREATER OF:

12 (1) THE FULL-TIME EQUIVALENT ENROLLMENT; OR

13 (2) THE 3-YEAR MOVING AVERAGE ENROLLMENT.

14 (F) "FOUNDATION PROGRAM" MEANS THE PRODUCT OF THE ANNUAL PER
15 PUPIL FOUNDATION AMOUNT AND A COUNTY'S ENROLLMENT COUNT.

16 (G) ~~"ENROLLMENT COUNT" MEANS THE GREATER OF:~~

17 ~~(1) THE FULL-TIME EQUIVALENT ENROLLMENT; OR~~

18 ~~(2) THE 3-YEAR MOVING AVERAGE ENROLLMENT~~ FULL-TIME EQUIVALENT ENROLLMENT" MEANS
19 THE SUM OF:

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

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

26 (3) THE NUMBER OF P-TECH STUDENTS, AS PROVIDED IN §
27 7-1804(B) OF THIS ARTICLE.

28 (H) (1) SUBJECT TO PARAGRAPH (2) OF THIS SUBSECTION, "INFLATION
29 ADJUSTMENT" MEANS A PERCENTAGE, ROUNDED TO THE NEAREST ~~2~~ TWO DECIMAL
30 PLACES, THAT IS THE LESSER OF:

31 (I) THE INCREASE IN THE IMPLICIT PRICE DEFLATOR FOR

1 STATE AND LOCAL GOVERNMENT EXPENDITURES FOR THE SECOND PRIOR FISCAL
2 YEAR;

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

6 (III) 5%.

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

12 (I) "LOCAL CONTRIBUTION RATE" MEANS THE FIGURE THAT IS
13 CALCULATED AS FOLLOWS:

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

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

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

21 (J) "LOCAL SHARE OF THE FOUNDATION PROGRAM" MEANS THE PRODUCT
22 OF THE LOCAL CONTRIBUTION RATE AND A COUNTY'S WEALTH ROUNDED TO THE
23 NEAREST WHOLE DOLLAR.

24 (K) "LOCAL WEALTH PER PUPIL" MEANS A COUNTY'S WEALTH DIVIDED BY
25 THE COUNTY'S FULL-TIME EQUIVALENT ENROLLMENT.

26 (L) "MAJOR EDUCATION AID" MEANS THE SUM OF THE STATE AND LOCAL
27 SHARE OF THE FOLLOWING:

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

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

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

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

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

~~(11)~~ (12) 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
THE LOCAL SHARE OF THE FOUNDATION PROGRAM; AND

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

22 (1) NET TAXABLE INCOME;

23 (2) 100 PERCENT OF THE ASSESSED VALUE OF THE OPERATING REAL
24 PROPERTY OF PUBLIC UTILITIES;

25 (3) 40 PERCENT OF THE ASSESSED VALUE OF ALL OTHER REAL
26 PROPERTY; AND

27 (4) 50 PERCENT OF ASSESSED VALUE OF PERSONAL PROPERTY.

1 **5-202. RESERVED.**

2 **5-203. RESERVED.**

3 **PART II. GENERAL PROVISIONS.**

4 **[5-201.] 5-204.**

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

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

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

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

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

21 **[5-212.] 5-205.**

22 (a) **[Ten] EXCEPT AS PROVIDED IN SUBSECTIONS (E) AND (F) OF THIS**
23 **SECTION, ~~TEN~~ 10** days before the end of July, September, November, January, March, and
24 May, the State Superintendent shall certify to the State Comptroller the amount due at the
25 end of each of these months to each county board for the annual [State share of:

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

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

28 (3) Funding for compensatory education under § 5-207 of this subtitle;

29 (4) Funding for students with limited English proficiency under § 5-208 of
30 this subtitle;

31 (5) Funding for special education students under § 5-209 of this subtitle;

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

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

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

6 (c) Within 5 days before the end of each of these months, the State Comptroller
7 shall draw the Comptroller's warrant on the State Treasurer for the amount due to the
8 treasurer of each county board.

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

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

15 **(F) AFTER NOTIFICATION IS RECEIVED UNDER § 5-405 OF THIS TITLE, THE**
16 **STATE SUPERINTENDENT SHALL CERTIFY TO THE COMPTROLLER THE AMOUNT TO**
17 **BE RELEASED OR WITHHELD.**

18 **[5-219.] 5-206.**

19 (a) In this section, "Fund" means The Blueprint for Maryland's Future Fund.

20 (b) There is The Blueprint for Maryland's Future Fund.

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

26 (d) The Department shall administer the Fund.

27 (e) (1) The Fund is a special, nonlapsing fund that is not subject to § 7-302 of
28 the State Finance and Procurement Article.

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

31 (f) The Fund consists of:

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

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

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

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

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

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

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

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

17 **5-210. RESERVED.**

18 **5-211. RESERVED.**

19 **PART III. FUNDING FOR GENERAL EDUCATION PROGRAMS.**

20 **5-212.**

21 **THE TARGET PER PUPIL FOUNDATION AMOUNT INCLUDES COSTS ASSOCIATED**
22 **WITH IMPLEMENTING THE BLUEPRINT FOR MARYLAND'S FUTURE INCLUDING:**

23 **(1) INCREASING SALARIES;**

24 **(2) ADDITIONAL TEACHERS TO PROVIDE PROFESSIONAL LEARNING**
25 **AND COLLABORATIVE TIME FOR TEACHERS;**

26 **(3) CAREER COUNSELING;**

27 **(4) BEHAVIORAL HEALTH;**

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

(6) MAINTENANCE AND OPERATION OF SCHOOLS; AND

(7) SUPPLIES AND MATERIALS FOR TEACHERS.

5-213.

(A) ~~(4)~~ EACH FISCAL YEAR, THE STATE SHALL DISTRIBUTE THE STATE SHARE OF THE FOUNDATION PROGRAM TO EACH COUNTY BOARD.

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

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

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

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

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

(3) "Additional education effort" means a county's additional education appropriation divided by the county's wealth, rounded to seven decimal places.

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

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

(i) 20% of the annual per pupil foundation amount [calculated 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

(3) BALTIMORE COUNTY.....\$2,953,950

(4) CAROLINE COUNTY.....\$966,820

(5) CECIL COUNTY.....\$49,060

(6) DORCHESTER COUNTY.....\$1,321,515

(7) GARRETT COUNTY.....\$1,201,160

(8) HOWARD COUNTY.....\$41,743

- (9) KENT COUNTY.....\$1,005,090
- (10) MONTGOMERY COUNTY.....\$7,712,745
- (11) PRINCE GEORGE'S COUNTY \$20,505,652; AND
- (12) ST. MARY'S COUNTY.....\$3,251,181.

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

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

5-216.

(A) IN THIS SUBSECTION, "~~CWI~~ COMPARABLE WAGE INDEX (CWI) ADJUSTMENT" MEANS, FOR
EACH COUNTY,
THE FOUNDATION PROGRAM MULTIPLIED BY:

- (1) 0.000 IN ALLEGANY;
- (2) 0.109 IN ANNE ARUNDEL;
- (3) 0.066 IN BALTIMORE CITY;
- (4) 0.065 IN BALTIMORE;
- (5) 0.079 IN CALVERT;
- (6) 0.000 IN CAROLINE;
- (7) 0.000 IN CARROLL;

(8) 0.000 IN CECIL;

(9) 0.055 IN CHARLES;

(10) 0.000 IN DORCHESTER;

(11) 0.047 IN FREDERICK;

(12) 0.000 IN GARRETT;

(13) 0.073 IN HARFORD;

(14) 0.131 IN HOWARD;

(15) 0.000 IN KENT;

(16) 0.166 IN MONTGOMERY;

(17) 0.129 IN PRINCE GEORGE'S;

(18) 0.000 IN QUEEN ANNE'S;

(19) 0.079 IN ST. MARY'S;

(20) 0.000 IN SOMERSET;

(21) 0.000 IN TALBOT;

(22) 0.000 IN WASHINGTON;

(23) 0.000 IN WICOMICO; AND

(24) 0.000 IN WORCESTER.

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

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

(I) 49% IN FISCAL YEAR 2024;

(II) 48% IN FISCAL YEAR 2025;

- (III) 47% IN FISCAL YEAR 2026;
- (IV) 46% IN FISCAL YEAR 2027;
- (V) 44% IN FISCAL YEAR 2028;
- (VI) 43% IN FISCAL YEAR 2029; AND
- (VII) 42% IN FISCAL YEAR 2030 AND EACH FISCAL YEAR THEREAFTER.

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

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

5-217.

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

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

(3) "CCR PER PUPIL AMOUNT" MEANS:

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

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

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

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

(6) "STATE SHARE" MEANS, FOR EACH COUNTY, THE RESULT,

1 ROUNDED TO THE NEAREST WHOLE DOLLAR, OF THE FOLLOWING CALCULATION
 2 MULTIPLIED BY 0.5:

3 (I) MULTIPLY THE CCR PER PUPIL AMOUNT BY THE NUMBER
 4 OF CCR STUDENTS;

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

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

13 (7) "TOTAL STATE SHARE" MEANS THE PRODUCT OF 0.5 AND THE
 14 CCR PER PUPIL AMOUNT AND THE NUMBER OF CCR STUDENTS IN THE STATE.

15 ~~(C) (B)~~ (1) ~~(A)~~ EACH FISCAL YEAR, THE STATE SHALL DISTRIBUTE THE
 16 STATE SHARE OF THE CCR PROGRAM AMOUNT TO EACH COUNTY BOARD.

17 ~~(H) EACH FISCAL YEAR, THE COUNTY SHALL DISTRIBUTE THE~~
 18 ~~LOCAL SHARE OF THE CCR PROGRAM AMOUNT TO THE COUNTY BOARD.~~

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

22 5-219. ~~RESERVED.~~

23 FOR THE REGIONAL COST DIFFERENCES OF PROVIDING EDUCATION SERVICES, THE STATE
 24 SHALL DISTRIBUTE IN FISCAL YEAR 2022 AND 2023 THE FOLLOWING AMOUNTS TO THE
 25 FOLLOWING COUNTY BOARDS:

County Board	Fiscal Year 2022	Fiscal Year 2023
Anne Arundel	\$11,279,907	\$11,648,498
Baltimore City	\$23,001,580	\$23,399,130
Baltimore	\$6,714,151	\$6,903,262
Calvert	\$2,441,896	\$2,468,678
Carroll	\$2,581,183	\$2,626,795
Charles	\$4,008,206	\$4,119,541
Frederick	\$7,629,055	\$7,829,066
Howard	\$6,541,811	\$6,781,197
Kent	\$136,228	\$137,449
Montgomery	\$41,131,349	\$42,290,391

1	<u>Prince George's</u>	<u>\$47,196,798</u>	<u>\$48,807,990</u>
2	<u>Queen Anne's</u>	<u>\$615,392</u>	<u>\$630,307</u>
3	<u>St. Mary's</u>	<u>\$259,366</u>	<u>\$267,347</u>

4 **5-220. RESERVED.**

5 **PART IV. AT-PROMISE STUDENT FUNDING.**

6 **5-221.**

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

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

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

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

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

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

26 (2) THE RESULT OBTAINED BY MULTIPLYING THE PER PUPIL
27 AMOUNT BY THE COUNTY'S ENROLLMENT APPLICABLE UNDER § 5-222, § 5-224, OR
28 § 5-225 OF THIS SUBTITLE AND BY 0.8.

29 (3) FOR THE CONCENTRATION OF POVERTY PER PUPIL GRANT UNDER
30 § 5-223 OF THIS SUBTITLE AND FOR TRANSITIONAL SUPPLEMENTAL INSTRUCTION
31 UNDER § 5-226 OF THIS SUBTITLE, "STATE SHARE" MEANS THE CALCULATION
32 UNDER (C)(1) OF THIS SUBSECTION.

33 (D) (1) EXCEPT AS PROVIDED IN PARAGRAPH (2) OF THIS SUBSECTION,

1 "TOTAL PROGRAM AMOUNT" MEANS, FOR EACH COUNTY, THE PRODUCT OF THE PER
2 PUPIL AMOUNT AND THE COUNTY ENROLLMENT APPLICABLE UNDER § 5-222, §
3 5-223, § 5-224, § 5-225, OR § 5-226 OF THIS SUBTITLE.

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

7 (E) "TOTAL STATE SHARE" MEANS THE PRODUCT OF 0.5 AND THE PER
8 PUPIL AMOUNT AND THE STATEWIDE ENROLLMENT APPLICABLE UNDER § 5-222, §
9 5-223, § 5-224, § 5-225, OR § 226 OF THIS SUBTITLE.

10 5-222.

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

13 (2) "COMPENSATORY EDUCATION ENROLLMENT" MEANS:

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

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

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

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

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

35 3. THE NUMBER OF STUDENTS DIRECTLY CERTIFIED

1 AND WHO ARE ENROLLED IN A PUBLIC SCHOOL IN THE COUNTY IN THE PRIOR FISCAL
2 YEAR; AND

3 (II) FOR FISCAL YEAR 2026 AND EACH FISCAL YEAR
4 THEREAFTER, THE GREATER OF:

5 1. THE NUMBER OF STUDENTS ELIGIBLE FOR FREE OR
6 REDUCED PRICE MEALS USING THE UNITED STATES DEPARTMENT OF
7 AGRICULTURE COUNT OR THE ALTERNATIVE STATE FORM FOR THE PRIOR FISCAL
8 YEAR; OR

9 2. THE NUMBER OF DIRECT CERTIFICATION STUDENTS
10 WHO ARE ENROLLED IN A PUBLIC SCHOOL IN THE COUNTY IN THE PRIOR FISCAL
11 YEAR.

12 (III) FOR THE PURPOSE OF THE CALCULATION UNDER ITEM B OF
13 SUBPARAGRAPH (I) OF THIS PARAGRAPH, THE SCHOOLS PARTICIPATING IN THE
14 COMMUNITY ELIGIBILITY PROVISION DURING THE PILOT YEAR MAY USE THE
15 PERCENTAGE OF STUDENTS IDENTIFIED FOR FREE AND REDUCED PRICE MEALS
16 DURING THE PILOT YEAR.

17 (3) "COMPENSATORY EDUCATION PER PUPIL AMOUNT" MEANS THE
18 FOLLOWING PROPORTIONS OF THE TARGET PER PUPIL FOUNDATION AMOUNT:

19 (I) FOR FISCAL YEAR 2022, 91%;

20 (II) FOR FISCAL YEAR 2023, 89%;

21 (III) FOR FISCAL YEAR 2024, 87%;

22 (IV) FOR FISCAL YEAR 2025, 85%;

23 (V) FOR FISCAL YEAR 2026, 83%;

24 (VI) FOR FISCAL YEAR 2027, 80%;

25 (VII) FOR FISCAL YEAR 2028, 77%;

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

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

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

31 (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) ~~(A)~~ EACH FISCAL YEAR, THE STATE SHALL DISTRIBUTE THE STATE SHARE FOR COMPENSATORY EDUCATION TO EACH COUNTY BOARD.

~~(H) 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 EDUCATION CALCULATED UNDER § 5-234 OF THIS SUBTITLE.

(C) (1) BY SCHOOL YEAR 2021-2022, THE STATE ALTERNATIVE INCOME ELIGIBILITY FORM SHALL BE COLLECTED BY EACH SCHOOL THAT IS PARTICIPATING IN THE UNITED STATES DEPARTMENT OF AGRICULTURE COMMUNITY ELIGIBILITY PROVISION AND MAY BE COLLECTED BY ALL OTHER SCHOOLS.

(2) THE STATE ALTERNATIVE INCOME ELIGIBILITY FORM SHALL BE DEVELOPED BY THE DEPARTMENT AND SHALL INCLUDE A STATEMENT INDICATING THAT THE INCOME INFORMATION REQUESTED ON THE FORM IS USED TO DETERMINE LOCAL AND STATE FUNDING FOR EDUCATION.

[5-203.] 5-223.

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

(2) "Community school" means a [public school that establishes a set of

1 strategic partnerships between the school and other community resources that promote
 2 student achievement, positive learning conditions, and the well-being of students by
 3 providing wraparound services] **COMMUNITY SCHOOL UNDER TITLE 9.9 OF THIS**
 4 **ARTICLE.**

5 (3) ["Eligible for free or reduced price meals" means eligible for free or
 6 reduced price meals based on eligibility requirements established by the United States
 7 Department of Agriculture.

8 (4) **"CONCENTRATION OF POVERTY LEVEL" MEANS THE AVERAGE**
 9 **PERCENTAGE OF ELIGIBLE STUDENTS OF THE SCHOOL'S ENROLLMENT FOR THE 3**
 10 **PRIOR FISCAL YEARS ROUNDED TO THE NEAREST WHOLE PERCENT.**

11 (4) (i) "Eligible school" means a public school in which at least 80% of
 12 the students were eligible:

13 1. For fiscal year 2020, for free or reduced price meals in the
 14 2017-2018 school year; and

15 2. For fiscal year 2021, for free or reduced price meals in the:

16 A. 2017-2018 school year; or

17 B. 2018-2019 school year.]

18 (I) **"ELIGIBLE SCHOOL" MEANS A PUBLIC SCHOOL WITH A**
 19 **CONCENTRATION OF POVERTY LEVEL OF:**

20 1. **FOR FISCAL YEAR 2022, AT LEAST 80%;**

21 2. **FOR FISCAL YEAR 2023, AT LEAST 75%;**

22 3. **FOR FISCAL YEAR 2024, AT LEAST 70%;**

23 4. **FOR FISCAL YEAR 2025, AT LEAST 65%;**

24 5. **FOR FISCAL YEAR 2026, AT LEAST 60%; AND**

25 6. **FOR FISCAL YEAR 2027, AND EACH FISCAL YEAR**
 26 **THEREAFTER, AT LEAST 55%.**

27 (ii) "Eligible school" does not include a school that is eligible to
 28 receive funding under this section but has closed.

29 (5) **"ELIGIBLE STUDENT" MEANS THE ~~PRODUCT OF THE~~**
 30 **~~CONCENTRATION OF POVERTY LEVEL AND TOTAL ENROLLMENT IN AN ELIGIBLE~~**

1 ~~SCHOOL~~ COMPENSATORY EDUCATION ENROLLMENT AS DEFINED IN § 5-222 OF THIS SUBTITLE IN THE
2 SECOND PRIOR FISCAL YEAR ROUNDED TO THE NEAREST WHOLE
3 NUMBER.

4 (6) "LOCALLY FUNDED COUNTY" MEANS A COUNTY BOARD THAT
5 RECEIVES A COMPENSATORY EDUCATION STATE SHARE UNDER § 5-221(C)(2) OF
6 THIS SUBTITLE.

7 (7) "NEEDS ASSESSMENT" MEANS THE ASSESSMENT COMPLETED
8 UNDER § 9.5-104 OF THIS ARTICLE.

9 (8) "PER PUPIL GRANT AMOUNT" MEANS, FOR ALL ELIGIBLE
10 SCHOOLS IN THE COUNTY, THE PER PUPIL AMOUNT FOR EACH ELIGIBLE SCHOOL
11 CALCULATED UNDER SUBSECTION (D) OF THIS SECTION MULTIPLIED BY THE
12 NUMBER OF ELIGIBLE STUDENTS IN THE SCHOOL.

13 (9) "PER PUPIL MAXIMUM AMOUNT" MEANS:

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

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

17 [(5)] (10) "Program" means the Concentration of Poverty School Grant
18 Program established under this section.

19 (11) "SLIDING SCALE ADJUSTMENT FACTOR" MEANS:

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

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

23 (12) "SLIDING SCALE UPPER LIMIT" MEANS:

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

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

27 (13) "STATE FUNDED COUNTY" MEANS A COUNTY THAT IS NOT A
28 LOCALLY FUNDED COUNTY.

29 [(6)] "Trauma-informed intervention" means a method for understanding
30 and responding to an individual with symptoms of chronic interpersonal trauma or
31 traumatic stress.]

1 **[(7)] (14)** "Wraparound services" includes **THE WRAPAROUND SERVICES**
2 **DEFINED UNDER § 9.9-101 OF THIS ARTICLE**[:

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

5 (ii) Safe transportation to school;

6 (iii) Vision and dental care services;

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

8 (v) Additional social workers, mentors, counselors, psychologists,
9 and restorative practice coaches;

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

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

15 (viii) Providing family and community engagement and supports,
16 including informing parents of academic course offerings, language classes, workforce
17 development training, opportunities for children, and available social services as well as
18 educating families on how to monitor a child's learning;

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

21 (x) Enhancing student enrichment experiences;

22 (xi) Improving student attendance;

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

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

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

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

30 **(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 THE AMOUNT PROVIDED UNDER PARAGRAPH (1)(I) OF THIS SUBSECTION [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 AND THE PLAN IS SUBMITTED TO THE ACCOUNTABILITY AND IMPLEMENTATION BOARD UNDER § 5-402 OF THIS ARTICLE.

[(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 Department.]

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

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

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

3. This subparagraph may not be construed to:

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

B. Preclude the hiring of any other health care practitioners

1 that meet the needs of the students.

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

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

7 (i) **[Wraparound] PROVIDE WRAPAROUND** services to the
8 students enrolled in the eligible school; ~~and~~

9 (ii) **[The] COMPLETE THE NEEDS** assessment **[required under**
10 subsection (e) of this section] **; AND**

11 **(III) IN FISCAL YEARS 2021 AND 2022, PROVIDE THE**
12 **REQUIREMENTS UNDER COMAR 13A.04.16.01.**

13 **[(4)] (5) (I)** If an eligible school, **[as of June 30, 2019,] PRIOR TO**
14 **RECEIVING A PERSONNEL GRANT**, employs an individual in a position or has the
15 coverage required under paragraph **[(1)](2)** of this subsection, at least the same amount of
16 funds shall be provided to the eligible school to be used for those positions or coverage **[in**
17 **fiscal years 2020 and 2021] AFTER RECEIVING A PERSONNEL GRANT.**

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

21 **[(e)] (6) [(1)]** The community school coordinator shall be **[responsible for**
22 **establishing a community school, including completing an assessment by July 1, 2020, of**
23 **the needs of the students in the school for appropriate wraparound services to enhance the**
24 **success of all students in the school] SUBJECT TO THE REQUIREMENTS UNDER §**
25 **9.9-104 OF THIS ARTICLE.**

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

27 (i) Be done in collaboration with:

28 1. The principal;

29 2. A school health care practitioner; and

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

31 and

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

1 ~~[(f)]~~ (7) A county that provides a school nurse, school health services, or
2 community school services from funds outside of those made in the fiscal year 2019 local
3 appropriation to the county board shall continue to provide at least the same resources to
4 an eligible school ~~in fiscal years 2020 and 2021~~ **THROUGH FISCAL YEAR 2030.**

5 (8) IF AN ELIGIBLE SCHOOL BECOMES INELIGIBLE, THE SCHOOL
6 SHALL REMAIN ENTITLED TO THE PERSONNEL GRANT FOR TWO SCHOOL YEARS
7 AFTER THE SCHOOL LOSES ELIGIBILITY BUT MAY NOT RECEIVE THE PER PUPIL
8 GRANT.

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

12 2. ~~ELIGIBLE SCHOOLS WITH A CONCENTRATION OF~~
13 ~~POVERTY LEVEL BELOW 80% SHALL RECEIVE A PER PUPIL GRANT BEGINNING IN~~
14 ~~FISCAL YEAR 2023~~ **ALL OTHER ELIGIBLE SCHOOLS SHALL RECEIVE THE PER PUPIL GRANT 1 YEAR AFTER**
15 **BECOMING ELIGIBLE AND ON COMPLETION OF THE NEEDS ASSESSMENT REQUIRED UNDER § 9.9-104 OF THIS**
16 **ARTICLE.**

17 (ii) EXCEPT AS PROVIDED IN PARAGRAPH (3) OF THIS
18 SUBSECTION, EACH ELIGIBLE SCHOOL SHALL RECEIVE A PER PUPIL GRANT EACH
19 FISCAL YEAR EQUAL TO THE PRODUCT OF THE TOTAL NUMBER OF ELIGIBLE
20 STUDENTS IN THE SCHOOL AND THE PER PUPIL AMOUNT BASED ON THE SLIDING
21 SCALE UNDER PARAGRAPH (2) OF THIS SUBSECTION.

22 (2) (i) THE SLIDING SCALE PER PUPIL AMOUNT SHALL BE
23 CALCULATED AS PROVIDED IN THIS PARAGRAPH.

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

26 (iii) FOR SCHOOLS WITH A CONCENTRATION OF POVERTY LEVEL
27 GREATER THAN 55% BUT LESS THAN 80%, THE PER PUPIL AMOUNT IS EQUAL TO THE
28 PRODUCT OF THE CONCENTRATION OF POVERTY LEVEL AND THE SLIDING SCALE
29 UPPER LIMIT MINUS THE SLIDING SCALE ADJUSTMENT FACTOR.

30 (iv) FOR SCHOOLS WITH A CONCENTRATION OF POVERTY LEVEL
31 EQUAL TO OR GREATER THAN 80% THE PER PUPIL AMOUNT IS THE MAXIMUM PER
32 PUPIL AMOUNT.

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

1 (I) FOR FISCAL YEAR 2022, 12.77%;
 2 (II) FOR FISCAL YEAR 2023, 24.35%;
 3 (III) FOR FISCAL YEAR 2024, 28.41%;
 4 (IV) FOR FISCAL YEAR 2025, 41.56%;
 5 (V) FOR FISCAL YEAR 2026, 50.63%;
 6 (VI) FOR FISCAL YEAR 2027, 60.28%;
 7 (VII) FOR FISCAL YEAR 2028, 75.48%;
 8 (VIII) FOR FISCAL YEAR 2029, 90.70%; AND
 9 (IX) FOR FISCAL YEAR 2030 AND EACH FISCAL YEAR
 10 THEREAFTER, 100.00%.

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

12 ~~(I) EACH FISCAL YEAR, THE STATE SHALL DISTRIBUTE THE~~
 13 ~~STATE SHARE OF THE PER PUPIL GRANT AMOUNT TO EACH COUNTY BOARD; AND~~
 14 ~~(II) EACH FISCAL YEAR, THE COUNTY SHALL DISTRIBUTE THE~~
 15 ~~LOCAL SHARE OF THE PER PUPIL GRANT AMOUNT TO THE COUNTY BOARD.~~

16 (2) FOR A STATE FUNDED COUNTY:

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

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

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

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

27 (2) IF A LOCAL SCHOOL SYSTEM HAS AT LEAST 40 ELIGIBLE
 28 SCHOOLS, THE COUNTY BOARD MAY, ON BEHALF OF THE ELIGIBLE SCHOOLS, EXPEND THE
 29 FUNDS DISTRIBUTED FOR THE PER PUPIL GRANT, PROVIDED THAT A PLAN IS DEVELOPED IN

1 CONSULTATION WITH THE ELIGIBLE SCHOOLS THAT ENSURES THAT THE REQUIREMENTS OF
 2 PARAGRAPH (1) OF THIS SUBSECTION ARE MET AND THE PLAN IS SUBMITTED TO THE
 3 ACCOUNTABILITY AND IMPLEMENTATION BOARD UNDER § 5-402 OF THIS
 4 ARTICLE.

5 ~~(2)~~ (3) A LOCAL SCHOOL SYSTEM MAY REQUEST FLEXIBILITY IN
 6 DISTRIBUTING FUNDS THROUGH THE ACCOUNTABILITY AND IMPLEMENTATION
 7 BOARD APPEAL PROCESS UNDER § 5-406 OF THIS TITLE.

8 5-224.

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

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

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

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

19 (I) FOR FISCAL YEAR 2022, 100%;

20 (II) FOR FISCAL YEAR 2023, 100%;

21 (III) FOR FISCAL YEAR 2024, 100%;

22 (IV) FOR FISCAL YEAR 2025, 100%;

23 (V) FOR FISCAL YEAR 2026, 96%;

24 (VI) FOR FISCAL YEAR 2027, 93%;

25 (VII) FOR FISCAL YEAR 2028, 91%;

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

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

29 (B) (1) ~~(2)~~ EACH FISCAL YEAR, THE STATE SHALL DISTRIBUTE THE
 30 STATE SHARE FOR ENGLISH LEARNER EDUCATION TO EACH COUNTY BOARD.

1 ~~(H) EACH FISCAL YEAR, THE COUNTY SHALL DISTRIBUTE THE~~
2 ~~LOCAL SHARE FOR ENGLISH LEARNER EDUCATION TO THE COUNTY BOARD.~~

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

6 5-225.

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

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

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

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

- 18 1. THE MARYLAND SCHOOL FOR THE BLIND;
- 19 2. THE MARYLAND SCHOOL FOR THE DEAF; OR
- 20 3. AN EDUCATIONAL PROGRAM OPERATED BY THE
21 STATE.

22 (3) "SPECIAL EDUCATION PER PUPIL AMOUNT" MEANS THE
23 FOLLOWING PROPORTIONS OF THE TARGET PER PUPIL FOUNDATION AMOUNT:

- 24 (I) FOR FISCAL YEAR 2022, 86%;
- 25 (II) FOR FISCAL YEAR 2023, 86%;
- 26 (III) FOR FISCAL YEAR 2024, 92%;
- 27 (IV) FOR FISCAL YEAR 2025, 97%;
- 28 (V) FOR FISCAL YEAR 2026, 101%;
- 29 (VI) FOR FISCAL YEAR 2027, 111%;

(VII) FOR FISCAL YEAR 2028, 120%;

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

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

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

(C) (1) ~~(H)~~ EACH FISCAL YEAR, THE STATE SHALL DISTRIBUTE THE
STATE SHARE FOR SPECIAL EDUCATION TO EACH COUNTY BOARD.

~~(H) EACH FISCAL YEAR, THE COUNTY SHALL DISTRIBUTE THE
LOCAL SHARE FOR SPECIAL EDUCATION TO THE COUNTY BOARD.~~

(2) EACH FISCAL YEAR, THE COUNTY BOARD SHALL DISTRIBUTE TO
EACH SCHOOL OR PUBLICLY FUNDED PREKINDERGARTEN PROGRAM THE MINIMUM
SCHOOL FUNDING AMOUNT FOR SPECIAL EDUCATION CALCULATED UNDER § 5-234
OF THIS SUBTITLE.
5-226.

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

(2) (I) "STRUGGLING LEARNER" MEANS A KINDERGARTEN THROUGH GRADE 3
STUDENT WHO, ON THE
MARYLAND COMPREHENSIVE ASSESSMENT PROGRAM (MCAP) OR ON ANY
SUCCESSOR ASSESSMENT, IN THE PRIOR FISCAL YEAR, SCORES THE EQUIVALENT OF
A ~~1 OR 2~~ 1, 2, OR 3 IN ENGLISH LANGUAGE ARTS OR READING ON THE ~~PARCC~~ PARCC
ASSESSMENT.

(II) THE NUMBER OF GRADE THREE STRUGGLING LEARNERS SHALL BE
USED AS A PROXY FOR THE NUMBER OF STRUGGLING LEARNERS IN EACH OF KINDERGARTEN,
GRADE 1, AND GRADE 2.

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

(II) "TRANSITIONAL SUPPLEMENTAL INSTRUCTION"
INCLUDES:

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

4 2. CROSS-AGE PEER TUTORING; AND

5 3. SCREENING, IDENTIFYING, AND ADDRESSING
6 LITERACY DEFICITS.

7 (4) "TRANSITIONAL SUPPLEMENTAL INSTRUCTION PER PUPIL
8 AMOUNT" MEANS:

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

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

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

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

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

14 (VI) FOR FISCAL YEAR 2027 AND EACH FISCAL YEAR
15 THEREAFTER, \$0.

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

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

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

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

28 (4) AN INDIVIDUAL WHO PROVIDES TRANSITIONAL SUPPLEMENTAL
29 INSTRUCTION SHALL, TO THE EXTENT PRACTICABLE, BE EMPLOYED BY THE SCHOOL
30 DISTRICT.

31 (C) (1) ~~(4)~~ EACH FISCAL YEAR, THE STATE SHALL DISTRIBUTE THE

1 STATE SHARE FOR TRANSITIONAL SUPPLEMENTAL INSTRUCTION TO EACH COUNTY
2 BOARD.

3 ~~(H) EACH FISCAL YEAR, THE COUNTY SHALL DISTRIBUTE THE~~
4 ~~LOCAL SHARE FOR TRANSITIONAL SUPPLEMENTAL INSTRUCTION TO THE COUNTY~~
5 ~~BOARD.~~

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

9 5-227. RESERVED.

10 5-228. RESERVED.

11 PART V. EARLY CHILDHOOD AND PREKINDERGARTEN.

12 5-229.

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

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

17 (3) "LOCAL SHARE" MEANS, FOR EACH COUNTY, THE RESULT OF THE
18 TOTAL PROGRAM AMOUNT MINUS THE STATE SHARE ROUNDED TO THE NEAREST
19 WHOLE DOLLAR.

20 (4) "PER PUPIL AMOUNT" MEANS:

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

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

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

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

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

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

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

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

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

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

(5) "PREKINDERGARTEN ENROLLMENT" MEANS:

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

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

(6) "STATE SHARE" MEANS, FOR EACH COUNTY, ROUNDED TO THE
NEAREST ~~WHOLE~~ WHOLE DOLLAR, THE FOLLOWING CALCULATIONS MULTIPLIED BY 0.5:

(I) MULTIPLY THE PER PUPIL AMOUNT BY THE COUNTY'S
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.

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

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

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

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

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

12 (D) (1) ~~(H)~~ EACH FISCAL YEAR, THE STATE SHALL DISTRIBUTE THE
13 STATE SHARE FOR PREKINDERGARTEN TO EACH COUNTY BOARD.

14 ~~(H) EACH FISCAL YEAR, THE COUNTY SHALL DISTRIBUTE THE~~
15 ~~LOCAL SHARE FOR PREKINDERGARTEN TO THE COUNTY BOARD.~~

16 (2) EACH FISCAL YEAR, THE COUNTY BOARD SHALL DISTRIBUTE TO
17 EACH PUBLICLY ~~FUNDING~~ FUNDED PREKINDERGARTEN PROVIDER THE MINIMUM SCHOOL
18 FUNDING AMOUNT FOR PREKINDERGARTEN CALCULATED UNDER § 5-234 OF THIS
19 SUBTITLE.

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

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

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

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

30 (3) (I) 1. BEGINNING IN FISCAL YEAR 2026, THE STATE SHALL
31 DISTRIBUTE THE STATE SHARE FOR TIER II ~~PREKINDERGARTEN~~ CHILDREN TO EACH COUNTY
32 BOARD.

1 **2. BEGINNING IN FISCAL YEAR 2026, THE COUNTY**
 2 **SHALL DISTRIBUTE THE LOCAL SHARE FOR TIER II ~~PREKINDERGARTEN~~ CHILDREN TO THE**
 3 **COUNTY BOARD.**

4 **(II) BEGINNING IN FISCAL YEAR 2026, THE COUNTY BOARD**
 5 **SHALL DISTRIBUTE TO EACH PUBLICLY FUNDED PREKINDERGARTEN PROVIDER**
 6 **THE MINIMUM SCHOOL FUNDING AMOUNT FOR TIER II ~~PREKINDERGARTEN~~ CHILDREN**
 7 **CALCULATED UNDER § 5-234 OF THIS SUBTITLE.**

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

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

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

17 **[5-217.] 5-230.**

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

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

21 (3) "Accrediting agency" means a State agency or national organization
 22 that has developed a recognized accrediting process.

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

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

27 (6) "Full day" means a period of time during the day that:

28 (i) Meets the needs of families; and

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

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

1 programs.

2 (8) "Judy Center Grant" means a grant that is distributed under subsection
3 (d) of this section.

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

6 (10) "Participating agencies and programs" includes:

7 (i) Public prekindergarten and kindergarten programs;

8 (ii) Head Start programs;

9 (iii) Family literacy programs and services;

10 (iv) Local infants and toddlers programs;

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

12 (vi) Family support centers;

13 (vii) Healthy family sites;

14 (viii) Parent involvement programs;

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

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

19 (11) "Preschool Services Grant" means a grant that is distributed under
20 subsection (e) of this section.

21 (12) "Program" means the Judith P. Hoyer Early Childhood Education
22 Enhancement Program established under this section.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

32 (2) Documentation that shows that:

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

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

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

9 (e) (1) The Department may distribute a Preschool Services Grant to be used
10 to provide prekindergarten services for 4-year-old children whose birthdays fall on or
11 before September 1 of the school year during which services will be provided and whose
12 family income is below a level set by the Department.

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

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

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

19 (2) For professional development activities leading to increased
20 competency and appropriate credentialing that is related to early childhood education
21 services.

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

25 [(g)] (H) (1) The Department shall:

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

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

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

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

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

6 (1) Administer the Grant award;

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

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

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

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

13 (2) For capital improvements.

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

16 (1) The Judy Centers; and

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

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

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

28 **5-232. RESERVED.**

29 **5-233. RESERVED.**

30 **PART VI. MISCELLANEOUS.**

31 **5-234.**

1 (A) (1) ~~For~~ EXCEPT AS PROVIDED BY SUBSECTIONS (E) AND (F) OF THIS SECTION,
 2 FOR EACH OF THE FOLLOWING PROGRAMS, "MINIMUM SCHOOL
 3 FUNDING" MEANS AT LEAST 75% OF THE PER PUPIL AMOUNT APPLICABLE TO EACH
 4 OF THE FOLLOWING PROGRAMS:

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

7 (II) THE COMPENSATORY EDUCATION PROGRAM UNDER §
 8 5-222 OF THIS SUBTITLE;

9 (III) THE ENGLISH LEARNER EDUCATION PROGRAM UNDER §
 10 5-224 OF THIS SUBTITLE;

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

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

15 (VI) TRANSITIONAL SUPPLEMENTAL INSTRUCTION UNDER §
 16 5-226 OF THIS SUBTITLE;

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

19 (VIII) THE COLLEGE AND CAREER READINESS PROGRAM UNDER §
 20 5-217 OF THIS SUBTITLE.

21 (2) FOR EACH OF THE FOLLOWING PROGRAMS, "MINIMUM SCHOOL
 22 FUNDING" MEANS 100% OF THE PER PUPIL AMOUNT APPLICABLE TO EACH OF THE
 23 FOLLOWING PROGRAMS:

24 (I) PRIVATE PROVIDERS OF PREKINDERGARTEN UNDER §
 25 5-229 OF THIS SUBTITLE; AND

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

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

31 (2) ON OR BEFORE JULY 1, ~~2021~~ 2023, FOR FISCAL YEAR 2024, AND EACH JULY 1
 32 THEREAFTER,
 33 EACH COUNTY BOARD SHALL REPORT ON THE COUNTY BOARD'S COMPLIANCE WITH

1 THIS SECTION TO THE DEPARTMENT AND THE ACCOUNTABILITY AND
2 IMPLEMENTATION BOARD ESTABLISHED UNDER SUBTITLE 4 OF THIS TITLE.

3 (3) A COUNTY BOARD MAY REQUEST A WAIVER UNDER § 5-406 OF
4 THIS TITLE FROM THIS PROVISION FOR REASONS INCLUDING:

5 (I) A SIGNIFICANT SHIFT IN TOTAL SCHOOL-LEVEL ENROLLMENT
6 BETWEEN THE PRIOR YEAR AND THE CURRENT YEAR; AND

7 (II) A SIGNIFICANT SHIFT IN SCHOOL-LEVEL ENROLLMENT OF
8 AT-PROMISE STUDENTS BETWEEN THE PRIOR YEAR AND THE CURRENT YEAR; AND

9 (III) A SIGNIFICANT DIFFERENCE IN THE AMOUNT OF FUNDING
10 PROVIDED THROUGH THE FORMULA AND THE AMOUNT OF EXPENDITURES NECESSARY FOR A
11 CATEGORY OF AT-PROMISE STUDENTS.

12 (C) ON OR BEFORE JULY 1, 2022, THE DEPARTMENT SHALL, IN
13 COLLABORATION WITH THE ACCOUNTABILITY AND IMPLEMENTATION BOARD ESTABLISHED
14 UNDER SUBTITLE 4 OF THIS TITLE:

15 (1) IMPLEMENT A FINANCIAL MANAGEMENT SYSTEM AND STUDENT
16 DATA SYSTEM CAPABLE OF TRACKING AND ANALYZING THE REQUIREMENTS UNDER THIS
17 SECTION AND INTEGRATING LOCAL SCHOOL SYSTEM DATA; AND

18 (2) UPDATE THE "FINANCIAL REPORTING MANUAL FOR MARYLAND
19 PUBLIC SCHOOLS" TO ENSURE UNIFORMITY IN REPORTING EXPENDITURES FOR EACH
20 SCHOOL.

21 (D) FOR FISCAL YEARS 2022 AND 2023, EACH COUNTY BOARD AND THE
22 DEPARTMENT SHALL REPORT TO THE ACCOUNTABILITY AND IMPLEMENTATION BOARD
23 ESTABLISHED UNDER SUBTITLE 4 OF THIS TITLE EXPENDITURES FOR EACH SCHOOL IN
24 ACCORDANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT REQUIREMENTS FOR
25 REPORTING EXPENDITURES.

26 (E) (1) A COUNTY BOARD MAY EXCLUDE FROM THE
27 REQUIREMENTS OF THIS SECTION, COUNTYWIDE OBLIGATIONS AND CONTRACTS FOR GOODS AND
28 SERVICES THAT CANNOT BE ALLOCATED AT THE SCHOOL LEVEL.

29 (2) IF A COUNTY BOARD MAKES THE EXCLUSION UNDER PARAGRAPH
30 (1) OF THIS SUBSECTION, THE COUNTY BOARD SHALL REPORT THE REASON FOR THE EXCLUSION
31 TO THE DEPARTMENT.

32 (F) FOR THE PURPOSES OF THIS SECTION, SUBSECTION (A)(1)(IV) OF THIS
33 SECTION MAY BE REPORTED IN THE AGGREGATE FOR EACH COUNTY.

34 [5-202.] 5-235.

1 [(d)] (A) (1) (i) Subject to [§ 5-213.1 of this subtitle,] **SUBSECTION (O)**
2 **OF THIS SECTION**, the county governing body shall levy and appropriate an annual tax
3 sufficient to provide an amount of revenue for elementary and secondary public education
4 purposes equal to the [local share of the foundation program] **LOCAL SHARE OF MAJOR**
5 **EDUCATION AID AS ADJUSTED UNDER § 5-239 OF THIS SUBTITLE.**

6 (II) **FOR THE PURPOSES OF CALCULATING THE LOCAL SHARE**
7 **OF MAJOR EDUCATION AID AND REGARDLESS OF THE SOURCE OF THE FUNDS, ALL**
8 **FUNDS THAT A COUNTY BOARD OR THE MAYOR AND CITY COUNCIL OF BALTIMORE**
9 **CITY ARE AUTHORIZED TO EXPEND FOR SCHOOLS MAY BE CONSIDERED AS LEVIED**
10 **BY THE COUNTY COUNCIL, BOARD OF COUNTY COMMISSIONERS, OR THE MAYOR AND**
11 **CITY COUNCIL OF BALTIMORE EXCEPT FOR:**

12 1. **STATE APPROPRIATIONS;**
13 2. **FEDERAL EDUCATION AID PAYMENTS; AND**
14 3. **THE AMOUNT OF THE EXPENDITURE AUTHORIZED**
15 **FOR DEBT SERVICE AND CAPITAL OUTLAY.**

16 [(ii) 1.] (2) (I) [Except as provided in
17 subsubparagraph 2 of this
18 subparagraph and subject] **SUBJECT** to [§ 5-213 of this subtitle,] **SUBSECTION (O) OF**
19 **THIS SECTION AND EXCEPT AS PROVIDED IN SUBPARAGRAPH (II) OF THIS PARAGRAPH**, the county
20 **governing body shall appropriate local funds to the school**
21 **operating budget in an amount no less than the product of the county's [full-time**
22 **equivalent] enrollment COUNT for the current fiscal year and the local appropriation on a**
23 **per pupil basis for the prior fiscal year USING ENROLLMENT COUNT.**

24 (II) **EXCEPT AS PROVIDED IN SUBSECTION (C)(2) OF THIS SECTION,**
25 **IN FISCAL YEARS 2022 AND 2023, IF A COUNTY'S EDUCATION EFFORT, AS DEFINED IN**
26 **SUBSECTION (J) OF THIS SECTION, IS BELOW 100% OF THE STATEWIDE 5-YEAR MOVING**
27 **AVERAGE OF EDUCATION EFFORT, THE REQUIRED MAINTENANCE OF EFFORT AMOUNT FOR THE**
28 **COUNTY SHALL BE ADJUSTED BY INCREASING THE PER PUPIL AMOUNT BY THE LESSER**
29 **OF:**

30 1. **THE COUNTY'S INCREASE IN THE LOCAL WEALTH PER**
31 **PUPIL;**
32 2. **THE STATEWIDE AVERAGE INCREASE IN LOCAL WEALTH PER**
33 **PUPIL; OR**
34 3. **2.5%.**
35 [2. Except as provided in paragraph (3)(ii) of this subsection

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

- 6 A. A county's increase in the local wealth per pupil;
- 7 B. The statewide average increase in local wealth per pupil;
- 8 or
- 9 C. 2.5%.

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

- 13 1. For fiscal years 2015 through 2017, September 1; and
- 14 2. For fiscal year 2018 and each fiscal year thereafter,
- 15 November 1.]

16 [(2)] (B) Except as provided in [paragraph (3)(i) of this subsection]
 17 **SUBSECTION (C) OF THIS SECTION**, for purposes of this [subsection] **SECTION**, the local
 18 appropriation on a per pupil basis for the prior fiscal year for a county is derived by dividing
 19 the county's highest local appropriation to its school operating budget for the prior fiscal
 20 year by the county's [full-time equivalent] enrollment **COUNT** for the prior fiscal year. For
 21 example, the calculation of the foundation aid for fiscal year 2003 shall be based on the
 22 highest local appropriation for the school operating budget for a county for fiscal year 2002.
 23 Program shifts between a county operating budget and a county school operating budget
 24 may not be used to artificially satisfy the requirements of this paragraph.

25 [(3)] (i) [(C)] **(1)** For purposes of this [subsection, for
 26 fiscal year 1997 and
 27 each subsequent fiscal year.] **SUBSECTION**, the calculation of the county's highest local
 28 appropriation to its school operating budget for the prior fiscal year shall exclude:

29 [1.] ~~(1)~~ **(I)** A nonrecurring cost that is supplemental to the
 30 regular school operating budget, if the exclusion qualifies under regulations adopted by the
 31 State Board;

32 [2.] ~~(2)~~ **(II)** A cost of a program that has been shifted from
 33 the
 34 county school operating budget to the county operating budget;

35 [3.] ~~(3)~~ **(III)** The cost of debt service incurred for school

1 construction projects; and

2 [4.] ~~(4)~~ (IV) For a county that shifts the recurring costs
 3 associated with providing retiree health benefits for current retirees to the county board,
 4 any reduction in those retiree health costs from the amount the county was required to
 5 appropriate in the previous year.

6 ~~[(ii)] (2)~~
 7 For purposes of the adjustment required under ~~paragraph (1)(ii)2~~
 8 ~~of this subsection~~ **SUBSECTION (A)(2)(II) OF THIS SECTION**, a county that dedicates to public
 9 school construction any additional State
 10 funds received from recurring retiree health costs shifted to the county board may exclude
 11 those retiree health costs from the highest local appropriation on a per pupil basis. ~~1~~

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

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

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

- 22 [(i)] (1) Computer laboratories;
- 23 [(ii)] (2) Technology enhancement;
- 24 [(iii)] (3) New instructional program start-up costs; and
- 25 [(iv)] (4) Books other than classroom textbooks.

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

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

34 [1.] (I) The county shall be assessed in accordance with [§
 35 5-213 of this subtitle;] **SUBSECTION (O) OF THIS SECTION**; and

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

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

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

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

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

19 [4.] (IV) Subject to [paragraph (11) of this subsection]
 20 **SUBSECTION (K) OF THIS SECTION**, a determination that lease payments were made by
 21 the county board to a county revenue authority or private entity holding title to property
 22 used as a public school by a county board in accordance with § 4-114(c)(1) or (d) of this
 23 article.

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

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

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

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

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

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

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

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

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

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

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

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

18 [9.] (IX) The history of compensation adjustments for
19 employees of the county board and county government.

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

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

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

34 [(ii) 1.] (2) (I) The State Board shall grant a waiver request

1 in the amount that has been agreed on by the county and county board that is attributable
2 to reductions in recurring costs.

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

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

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

10 [1.] (I) Exceed the entire amount of the reduction in
11 recurring costs; or

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

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

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

21 [1.] (I) "Education appropriation" includes any money
22 redirected to a county board under [§ 5-213 or § 5-213.1 of this subtitle] **SUBSECTION (O)**
23 **OF THIS SECTION.**

24 [2.] (II) "Education effort" means a county's education
25 appropriation divided by the county's wealth.

26 [3.] (III) "5-year moving average" means the average of the
27 5 years before the waiver year.

28 [4.] (IV) "Waiver year" means the fiscal year for which a
29 waiver from the maintenance of effort requirement in [paragraph (1)(ii) of this subsection]
30 **SUBSECTION (A) OF THIS SECTION** is requested.

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

33 [1.] (I) Received a waiver under [paragraph (8)(i)1 of this
34 subsection] **SUBSECTION (H)(1)(I) OF THIS SECTION** from the maintenance of effort

1 requirement; and

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

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

9 [(iv)] (4) When considering whether to grant a county's waiver
10 request under this [paragraph] **SUBSECTION**, the State Board shall consider the following
11 factors:

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

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

18 [3.] (III) Whether a county's education appropriation is
19 commensurate with a county's wealth;

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

23 [5.] (V) Whether a county has received a rebasing waiver in
24 the past 5 years.

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

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

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

35 [B.] 2. For a county with a 5-year moving average for

1 education effort that is more than 110% and less than or equal to 120% of the statewide
 2 5-year moving average of education effort, 2% of the county's required maintenance of
 3 effort requirement; or

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

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

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

17 **[(vii)] (7)** If the State Board does not grant a waiver under this
 18 [paragraph] **SUBSECTION**, the minimum appropriation of local funds required under this
 19 [subsection] **SECTION** for the next fiscal year shall be calculated based on the per pupil
 20 local appropriation for the prior fiscal year in which the county met the maintenance of
 21 effort requirement under [paragraph (1)(ii) of this subsection] **SUBSECTION (A) OF THIS**
 22 **SECTION**.

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

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

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

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

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

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

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

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

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

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

15 **[(13) (i)] (M) (1)** A county shall submit to the Superintendent the
 16 county's approved budget no later than 7 days after approval of the budget or June 30,
 17 whichever is earlier.

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

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

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

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

36 **(3) (I)** **WITHIN 15 DAYS OF RECEIPT OF CERTIFICATION OF**

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

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

10 5-239.

11 (A) (1) UNDER THIS SECTION A COUNTY MAY BE ELIGIBLE FOR
12 A REDUCTION IN THE LOCAL SHARE OF MAJOR EDUCATION AID REQUIRED UNDER §
13 5-235(A)(1) OF THIS SUBTITLE.

14 (2) A REDUCTION IN THE LOCAL SHARE OF MAJOR EDUCATION AID
15 UNDER THIS SECTION MAY NOT REDUCE THE LOCAL SHARE BELOW THE PER PUPIL
16 APPROPRIATION REQUIRED UNDER § 5-235(A)(2) OF THIS SUBTITLE.

17 (3) IF A REDUCTION IN THE LOCAL SHARE OF MAJOR EDUCATION AID
18 UNDER THIS SECTION WOULD RESULT IN A LOCAL SHARE THAT IS LESS THAN THE
19 REQUIREMENT UNDER § 5-235(A)(2) OF THIS SUBTITLE, THEN THE STATE DISTRIBUTIONS
20 REQUIRED UNDER THIS SECTION SHALL BE REDUCED.

21 (4) FOR THE PURPOSES OF § 5-205 OF THIS SUBTITLE, STATE
22 DISTRIBUTIONS REQUIRED UNDER THIS SECTION SHALL BE INCLUDED IN THE STATE SHARE OF
23 MAJOR EDUCATION AID.

24 (B) (1) (i) IN THIS SUBSECTION THE FOLLOWING
25 WORDS HAVE THE MEANINGS INDICATED.

26 (II) "EDUCATION EFFORT ADJUSTMENT" EQUALS THE LOCAL SHARE OF
27 MAJOR EDUCATION AID MINUS THE MAXIMUM LOCAL SHARE.

28 (III) "EDUCATION EFFORT INDEX" MEANS LOCAL
29 EDUCATION EFFORT DIVIDED BY THE STATE AVERAGE EDUCATION EFFORT.

30 (IV) "LOCAL EDUCATION EFFORT" MEANS, FOR EACH COUNTY, THE
31 COUNTY'S LOCAL SHARE OF MAJOR EDUCATION AID DIVIDED BY THE COUNTY'S WEALTH AND
32 ROUNDED TO THE NEAREST SEVEN DECIMAL PLACES.

33 (V) "MAJOR EDUCATION AID" HAS THE MEANING STATED IN §
34 5-201(L) OF THIS SUBTITLE MINUS ITEM (9) OF § 5-201(L) OF THIS SUBTITLE.

1 (VI) "MAXIMUM LOCAL SHARE" EQUALS THE LOCAL WEALTH
2 MULTIPLIED BY THE STATE AVERAGE EDUCATION EFFORT.

3 (VII) "STATE AVERAGE EDUCATION EFFORT" EQUALS THE LOCAL SHARE
4 OF MAJOR EDUCATION AID FOR ALL COUNTIES DIVIDED BY THE WEALTH OF ALL COUNTIES AND
5 ROUNDED TO THE NEAREST SEVEN DECIMAL PLACES.

6 (2) (I) A COUNTY IS ELIGIBLE FOR THE EDUCATION EFFORT
7 ADJUSTMENT IF THE EDUCATION EFFORT INDEX IS GREATER THAN 1 FOR 2 CONSECUTIVE FISCAL
8 YEARS.

9 (II) SUBJECT TO SUBSECTION (A) OF THIS SECTION, THE REQUIRED
10 LOCAL SHARE OF MAJOR EDUCATION AID IS REDUCED BY THE AMOUNT PROVIDED BY THE
11 STATE UNDER THIS SUBSECTION.

12 (3) FOR EACH COUNTY, IF THE EDUCATION EFFORT INDEX IS GREATER
13 THAN 1 BUT LESS THAN 1.15, THE STATE SHALL DISTRIBUTE TO THE COUNTY BOARD THE
14 FOLLOWING PROPORTION OF THE EDUCATION EFFORT ADJUSTMENT AND THE COUNTY SHALL
15 PROVIDE THE REMAINDER:

16 (I) FOR FISCAL YEAR 2022, 10%;

17 (II) FOR FISCAL YEAR 2023, 15%;

18 (III) FOR FISCAL YEAR 2024, 20%;

19 (IV) FOR FISCAL YEAR 2025, 25%;

20 (V) FOR FISCAL YEAR 2026, 30%;

21 (VI) FOR FISCAL YEAR 2027, 35%;

22 (VII) FOR FISCAL YEAR 2028, 40%;

23 (VIII) FOR FISCAL YEAR 2029, 45%; AND

24 (IX) FOR FISCAL YEAR 2030 AND EACH FISCAL YEAR THEREAFTER,
25 50%.

26 (4) FOR EACH COUNTY, IF THE EDUCATION EFFORT INDEX IS AT LEAST
27 1.15 BUT LESS THAN 1.27, THE STATE SHALL DISTRIBUTE TO THE COUNTY BOARD THE
28 FOLLOWING PROPORTION OF THE EDUCATION EFFORT ADJUSTMENT AND THE COUNTY SHALL
29 PROVIDE THE REMAINDER:

30 (I) FOR FISCAL YEAR 2022, 20%;

(II) FOR FISCAL YEAR 2023, 20%;

(III) FOR FISCAL YEAR 2024, 35%;

(VI) FOR FISCAL YEAR 2025, 45%;

(V) FOR FISCAL YEAR 2026, 55%;

(VI) FOR FISCAL YEAR 2027, 65%;

(VII) FOR FISCAL YEAR 2028, 75%;

(VIII) FOR FISCAL YEAR 2029, 85%; AND

(IX) FOR FISCAL YEAR 2030 AND EACH FISCAL YEAR THEREAFTER,

100%.

(5) FOR EACH COUNTY, IF THE EDUCATION EFFORT INDEX IS AT LEAST 1.27, FOR FISCAL YEAR 2022 AND EACH FISCAL YEAR THEREAFTER, THE STATE SHALL DISTRIBUTE TO THE COUNTY BOARD 100% OF THE EDUCATION EFFORT ADJUSTMENT.

(C) SUBJECT TO THE LIMITATION IN SUBSECTION (A) OF THIS SECTION, THE LOCAL SHARE OF MAJOR EDUCATION AID SHALL BE REDUCED BY THE AMOUNT OF STATE FUNDS PROVIDED TO A COUNTY BOARD UNDER § 5-214 OF THIS SUBTITLE.

(D) SUBJECT TO THE LIMITATION IN SUBSECTION (A) OF THIS SECTION, THE LOCAL SHARE OF MAJOR EDUCATION AID SHALL BE REDUCED BY THE SUM OF THE AMOUNT OF STATE FUNDS PROVIDED TO A COUNTY BOARD IN A COUNTY THAT IS ELIGIBLE FOR THE MINIMUM STATE FUNDING UNDER THE FOUNDATION PROGRAM AS DEFINED IN § 5-201(q)(2) OF THIS SUBTITLE OR UNDER THE AT-PROMISE PROGRAMS AS DEFINED IN § 5-221(c)(2) OF THIS SUBTITLE AND THE DIFFERENCE BETWEEN THE LOCAL SHARE OF THE FOUNDATION PROGRAM AND THE FOUNDATION PROGRAM.

~~5-239~~ 5-240.

(A) (1) BEGINNING IN FISCAL YEAR 2021, THE GOVERNOR SHALL APPROPRIATE IN THE ANNUAL BUDGET \$6,500,000 TO THE DEPARTMENT FOR THE PURPOSE OF PROVIDING GRANTS ~~TO LOCAL SCHOOL SYSTEMS~~ TO MAINTAIN OR ESTABLISH SCHOOL BASED HEALTH CENTERS.

(2) (i) 1. THE DEPARTMENT SHALL DESIGNATE A PRIMARY CONTACT EMPLOYEE FOR SCHOOL-BASED HEALTH CENTERS.

2. THE DEPARTMENT'S PRIMARY CONTACT EMPLOYEE SHALL:

A. ASSIST INDIVIDUALS INVOLVED IN SCHOOL-BASED HEALTH CENTERS WHO INTERACT WITH THE DEPARTMENT;

B. PROVIDE TECHNICAL ASSISTANCE TO SUPPORT THE ESTABLISHMENT AND EXPANSION OF SCHOOL-BASED HEALTH CENTERS; AND

C. COORDINATE THE DEPARTMENT'S EFFORTS WITH THOSE OF THE MARYLAND DEPARTMENT OF HEALTH AND OTHER GOVERNMENT AGENCIES TO BUILD A ROBUST NETWORK OF SCHOOL-BASED HEALTH CENTERS IN THE STATE.

(ii) 1. THE MARYLAND DEPARTMENT OF HEALTH SHALL DESIGNATE A PRIMARY CONTACT EMPLOYEE FOR SCHOOL-BASED HEALTH CENTERS.

2. THE MARYLAND DEPARTMENT OF HEALTH'S PRIMARY CONTACT EMPLOYEE SHALL:

A. ASSIST INDIVIDUALS INVOLVED IN SCHOOL-BASED HEALTH CENTERS WHO INTERACT WITH THE MARYLAND DEPARTMENT OF HEALTH;

B. PROVIDE TECHNICAL ASSISTANCE TO SUPPORT THE ESTABLISHMENT AND EXPANSION OF SCHOOL-BASED HEALTH CENTERS; AND

C. COORDINATE THE MARYLAND DEPARTMENT OF HEALTH'S EFFORTS WITH THOSE OF THE DEPARTMENT AND OTHER GOVERNMENT AGENCIES TO BUILD A ROBUST NETWORK OF SCHOOL-BASED HEALTH CENTERS IN THE STATE.

(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.~~ CHAPTER 361 OF THE ACTS OF THE GENERAL ASSEMBLY OF 2018, CHAPTER 771 OF THE ACTS OF THE GENERAL ASSEMBLY OF 2019, AND CHAPTER (S.B.

1 1000/H.B. 1300) OF THE ACTS OF THE GENERAL ASSEMBLY OF
2 2020.

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

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

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

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

12 5-402.

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

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

16 (C) (1) (I) THE PURPOSE OF THE BOARD IS TO HOLD STATE AND LOCAL
17 GOVERNMENTS, INCLUDING COUNTY BOARDS, ACCOUNTABLE FOR IMPLEMENTING
18 THE BLUEPRINT FOR MARYLAND'S FUTURE AND EVALUATING THE OUTCOMES
19 ACHIEVED AGAINST THE GOALS OF THE BLUEPRINT FOR MARYLAND'S FUTURE AND
20 THE COMMISSION DURING THE IMPLEMENTATION PERIOD.

21 (II) THE BOARD SHALL STRIVE TO PROVIDE EQUAL ACCESS TO A HIGH
22 QUALITY EDUCATION WITH EQUITABLE OUTCOMES FOR EACH MARYLAND STUDENT
23 REGARDLESS OF THE STUDENT'S RACE, ETHNICITY, GENDER, ADDRESS, OR SOCIOECONOMIC
24 STATUS OR THE LANGUAGE SPOKEN IN THE STUDENT'S HOME.

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

26 (I) DEVELOP A COMPREHENSIVE IMPLEMENTATION PLAN FOR
27 THE BLUEPRINT FOR MARYLAND'S FUTURE THAT ALL UNITS OF STATE AND LOCAL
28 GOVERNMENT RESPONSIBLE FOR IMPLEMENTING THE BLUEPRINT FOR
29 MARYLAND'S FUTURE WILL FOLLOW;

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

32 (III) MONITOR IMPLEMENTATION OF THE COMPREHENSIVE
33 IMPLEMENTATION PLAN DURING THE IMPLEMENTATION PERIOD; AND

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

3 (D) (1) (I) THE BOARD IS COMPOSED OF SEVEN MEMBERS APPOINTED BY
4 THE GOVERNOR, WITH THE ADVICE AND CONSENT OF THE SENATE, CHOSEN FROM
5 A SLATE PREPARED BY THE NOMINATING COMMITTEE ESTABLISHED UNDER §
6 5-403 OF THIS SUBTITLE.

7 (II) WHEN APPOINTING MEMBERS OF THE BOARD, THE GOVERNOR
8 MAY NOT REJECT THE SLATE OF NOMINEES NOMINATED IN ACCORDANCE WITH § 5-403(C) OF
9 THIS SUBTITLE.

10 (2) THE BOARD SHALL CONSIST OF INDIVIDUALS WHO
11 COLLECTIVELY ~~HAVE~~:

12 (I) REFLECT, TO THE EXTENT PRACTICABLE, THE GEOGRAPHIC, RACIAL,
13 ETHNIC, CULTURAL, AND GENDER DIVERSITY OF THE STATE; AND

14 (II) HAVE A HIGH LEVEL OF KNOWLEDGE AND EXPERTISE IN:

15 ~~(I)~~ 1. EARLY EDUCATION THROUGH SECONDARY EDUCATION
16 POLICY;

17 ~~(II)~~ 2. POSTSECONDARY EDUCATION POLICY;

18 ~~(III)~~ 3. TEACHING IN PUBLIC SCHOOLS;

19 ~~(IV)~~ 4. STRATEGIES USED BY TOP-PERFORMING STATE AND
20 NATIONAL EDUCATION SYSTEMS IN THE WORLD;

21 ~~(V)~~ 5. LEADING AND IMPLEMENTING SYSTEMIC CHANGE IN
22 COMPLEX ORGANIZATIONS; AND

23 ~~(VI)~~ 6. FINANCIAL AUDITING AND ACCOUNTING.

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

27 (4) A MEMBER OF THE BOARD:

28 (I) MAY NOT RECEIVE COMPENSATION AS A MEMBER OF THE
29 BOARD; BUT

30 (II) IS ENTITLED TO REIMBURSEMENT FOR EXPENSES UNDER THE

1 STANDARD STATE TRAVEL REGULATIONS FOR DUTIES PERFORMED UNDER THIS
2 SUBTITLE.

3 (5) A MAJORITY OF BOARD MEMBERS CONSTITUTES A QUORUM.

4 ~~(5)~~ (6) ACTION BY THE BOARD REQUIRES THE AFFIRMATIVE VOTE OF A
5 MAJORITY OF THE MEMBERS PRESENT.

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

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

10 (3) (I) FOR FISCAL YEAR 2021, THE GOVERNOR SHALL
11 INCLUDE AN APPROPRIATION OF AT LEAST \$1,500,000 IN THE ANNUAL BUDGET FOR THE
12 ESTABLISHMENT OF THE BOARD.

13 (II) FOR FISCAL YEAR 2022 AND EACH FISCAL YEAR THEREAFTER, THE
14 GOVERNOR SHALL INCLUDE IN THE ANNUAL BUDGET BILL AN APPROPRIATION OF AT LEAST
15 \$1,800,000 FOR THE BOARD, WHICH INCLUDES FUNDS TO SUPPORT 15 PROFESSIONAL
16 STAFF.

17 (F) THE BOARD MAY:

18 (1) ADOPT REGULATIONS TO CARRY OUT THE PROVISIONS OF THIS SUBTITLE;

19 (2) ADOPT BYLAWS FOR THE CONDUCT OF ITS BUSINESS;

20 ~~(2)~~ (3) MAINTAIN OFFICES AT A PLACE THE BOARD DESIGNATES IN THE
21 STATE;

22 ~~(3)~~ (4) ACCEPT LOANS, GRANTS, OR ASSISTANCE OF ANY KIND FROM ANY
23 ENTITY OF FEDERAL, STATE, OR LOCAL GOVERNMENT, AN INSTITUTION OF HIGHER
24 EDUCATION, OR A PRIVATE SOURCE;

25 ~~(4)~~ (5) ENTER INTO CONTRACTS OR OTHER LEGAL INSTRUMENTS,
26 INCLUDING, AS NECESSARY, CONTRACTS WITH INDEPENDENT EXPERTS TO FULFILL
27 ANY OF ITS DUTIES UNDER THIS SUBTITLE;

28 ~~(5)~~ (6) SUE OR BE SUED; AND

29 ~~(6)~~ (7) SUBPOENA DATA NEEDED TO COMPLETE ITS FUNCTIONS AND
30 DUTIES UNDER THIS SUBTITLE.

31 (G) (1) EXCEPT AS PROVIDED IN THIS SUBSECTION, THE BOARD IS

1 EXEMPT FROM:

2 (I) TITLE 10 AND DIVISION II OF THE STATE FINANCE AND
3 PROCUREMENT ARTICLE; AND

4 (II) THE PROVISIONS OF DIVISION I OF THE STATE PERSONNEL
5 AND PENSIONS ARTICLE THAT GOVERN THE STATE PERSONNEL MANAGEMENT
6 SYSTEM.

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

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

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

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

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

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

16 (1) THE OPERATIONAL AUTHORITY OF THE DEPARTMENT, THE
17 GOVERNOR'S WORKFORCE DEVELOPMENT BOARD, THE MARYLAND HIGHER
18 EDUCATION COMMISSION, THE DEPARTMENT OF COMMERCE, OR THE MARYLAND
19 DEPARTMENT OF LABOR;

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

24 (3) THE LAWFUL COLLECTIVE BARGAINING PROCESS DUE
25 EDUCATORS AND OTHERS IN THE STATE.

26 5-403.

27 (A) THERE IS AN ACCOUNTABILITY AND IMPLEMENTATION BOARD
28 NOMINATING COMMITTEE.

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

30 (2) THE GOVERNOR, THE PRESIDENT OF THE SENATE, AND THE
31 SPEAKER OF THE HOUSE OF DELEGATES EACH SHALL APPOINT TWO MEMBERS TO

1 THE NOMINATING COMMITTEE.

2 (3) THE NOMINATING COMMITTEE SHALL CONSIST OF INDIVIDUALS
3 WHO ~~HAVE~~;

4 (I) COLLECTIVELY REFLECT, TO THE EXTENT PRACTICABLE, THE
5 GEOGRAPHIC, RACIAL, ETHNIC, CULTURAL, AND GENDER DIVERSITY OF THE STATE;
6 AND

7 (II) HAVE COLLECTIVE KNOWLEDGE OF:

8 ~~(i)~~ 1. EDUCATION POLICY FOR EARLY CHILDHOOD EDUCATION
9 THROUGH POSTSECONDARY EDUCATION;

10 ~~(ii)~~ 2. EDUCATION STRATEGIES USED BY TOP-PERFORMING
11 STATE AND NATIONAL SYSTEMS IN THE WORLD;

12 ~~(iii)~~ 3. SYSTEMIC CHANGES IN COMPLEX ORGANIZATIONS; AND

13 ~~(iv)~~ 4. FINANCIAL AUDITING AND ACCOUNTING.

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

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

20 (D) NOMINATIONS FOR THE BOARD MADE BY THE NOMINATING COMMITTEE SHALL BE DECIDED BY
21 A MAJORITY VOTE, ~~PROVIDED~~
22 ~~THAT AT LEAST ONE VOTE CAST IN THE MAJORITY IS A VOTE CAST BY A MEMBER~~
23 ~~APPOINTED BY THE GOVERNOR.~~

24 5-404.

25 (A) (1) THE BOARD SHALL DEVELOP A COMPREHENSIVE
26 IMPLEMENTATION PLAN TO IMPLEMENT THE BLUEPRINT FOR MARYLAND'S
27 FUTURE, CONSIDERING ANY INPUT PROVIDED BY INTERESTED STAKEHOLDERS IN
28 THE STATE.

29 (2) THE COMPREHENSIVE IMPLEMENTATION PLAN SHALL INCLUDE
30 A TIMELINE FOR IMPLEMENTATION OF ~~THE BLUEPRINT~~ THE BLUEPRINT FOR MARYLAND'S FUTURE WITH
31 KEY MILESTONES TO
32 BE ACHIEVED BY EACH STATE OR LOCAL GOVERNMENT UNIT REQUIRED TO
33 IMPLEMENT AN ELEMENT OF ~~THE BLUEPRINT~~ THE BLUEPRINT FOR MARYLAND'S FUTURE FOR EACH YEAR

1 OF THE
2 IMPLEMENTATION PERIOD.

3 (3) (I) THE COMPREHENSIVE IMPLEMENTATION PLAN SHALL BE
4 ADOPTED BY THE BOARD NO LATER THAN ~~DECEMBER 15, 2020~~ FEBRUARY 15, 2021.

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

7 (B) (1) THE BOARD SHALL ADOPT GUIDELINES FOR ENTITIES REQUIRED
8 TO SUBMIT AND CARRY OUT IMPLEMENTATION PLANS UNDER THIS SECTION, WHICH INCLUDES ESTABLISHING A
9 MAXIMUM PAGE LENGTH, INCLUDING APPENDICES, FOR IMPLEMENTATION PLANS.

10 (2) STATE AND LOCAL GOVERNMENT UNITS RESPONSIBLE FOR
11 IMPLEMENTING AN ELEMENT OF THE BLUEPRINT FOR MARYLAND'S FUTURE SHALL
12 DEVELOP IMPLEMENTATION PLANS CONSISTENT WITH THE COMPREHENSIVE
13 IMPLEMENTATION PLAN THAT DESCRIBE THE GOALS, OBJECTIVES, AND
14 STRATEGIES THAT WILL BE USED TO IMPROVE STUDENT ACHIEVEMENT AND MEET
15 ~~THE BLUEPRINT~~ THE BLUEPRINT FOR MARYLAND'S FUTURE RECOMMENDATIONS FOR EACH SEGMENT OF
16 THE STUDENT
17 POPULATION.

18 (3) (I) AFTER ~~DECEMBER 15, 2020~~ FEBRUARY 15, 2021, AND NO LATER
19 THAN
20 ~~FEBRUARY~~ APRIL 1, 2021, THE DEPARTMENT SHALL DEVELOP CRITERIA TO BE USED TO
21 RECOMMEND APPROVAL OR DISAPPROVAL OF LOCAL SCHOOL SYSTEM
22 IMPLEMENTATION PLANS AND RELEASE OF FUNDS UNDER THIS SECTION.

23 (II) THE CRITERIA SHALL BE SUBMITTED FOR APPROVAL TO
24 THE BOARD.

25 (C) (1) (I) EACH UNIT RESPONSIBLE FOR DEVELOPING AN
26 IMPLEMENTATION PLAN UNDER THIS SECTION, SHALL SUBMIT THE PLAN TO THE
27 BOARD FOR APPROVAL ON OR BEFORE ~~SEPTEMBER~~ JUNE 15, 2021.

28 (II) EACH LOCAL SCHOOL SYSTEM SHALL SUBMIT A COPY OF ITS
29 PLAN TO THE DEPARTMENT FOR REVIEW AND A RECOMMENDATION OF APPROVAL
30 OR DISAPPROVAL.

31 (2) GOVERNMENTAL UNITS SHALL SUBMIT IMPLEMENTATION PLANS
32 ON ELEMENTS OF THE BLUEPRINT FOR MARYLAND'S FUTURE UNDER THIS
33 SUBSECTION, INCLUDING:

34 (I) PLANS FROM EACH LOCAL SCHOOL SYSTEM TO IMPLEMENT
35 EACH ELEMENT OF ~~THE BLUEPRINT~~ THE BLUEPRINT FOR MARYLAND'S FUTURE, INCLUDING HOW TO
36 ~~ADAPT~~ :

1 **1. ADAPT CURRICULUM,**
 2 **INSTRUCTION, AND THE ORGANIZATION OF THE SCHOOL DAY TO ENABLE MORE**
 3 **STUDENTS TO ACHIEVE COLLEGE AND CAREER READINESS BY THE END OF 10TH**
 4 **GRADE , TO PROVIDE STUDENTS WITH NEEDED SERVICES INCLUDING COMMUNITY-PARTNERED BEHAVIORAL HEALTH**
 5 **SERVICES IF APPROPRIATE, AND TO IDENTIFY STUDENTS WHO ARE FALLING BEHIND AND DEVELOP A**
 6 **PLAN TO GET THEM BACK ON TRACK;**

7 **2. CLOSE STUDENT ACHIEVEMENT GAPS LISTED UNDER §**
 8 **5-408(A)(2)(I) OF THIS SUBTITLE WITHIN THE LOCAL SYSTEM; AND**

9 **3. AVOID THE DISPROPORTIONATE PLACEMENT OF STUDENTS**
 10 **WITH PARTICULAR RACIAL, ETHNIC, LINGUISTIC, ECONOMIC, OR DISABILITY STATUS**
 11 **CHARACTERISTICS WITH NOVICE TEACHERS OR TEACHERS PROVIDING INSTRUCTION IN FIELDS**
 12 **IN WHICH THEY LACK EXPERTISE.**

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

16 **(III) A PLAN FROM THE DEPARTMENT FOR THE EXPANSION AND**
 17 **COORDINATION OF JUDY CENTERS UNDER § 5-230 OF THIS TITLE**
 18 **AND A PLAN FOR THE EXPANSION OF**
 19 **COMMUNITY-BASED FAMILY SUPPORT CENTERS UNDER TITLE 9.5, SUBTITLE 10 OF THIS**
 20 **ARTICLE;**

21 **(IV) THE DEPARTMENT'S PLAN FOR SELECTION, ASSEMBLY,**
 22 **AND DEPLOYMENT OF EXPERT REVIEW TEAMS UNDER § 5-411 OF THIS SUBTITLE;**

23 **(V) THE DEPARTMENT'S PLAN FOR IMPLEMENTING THE**
 24 **TEACHER CAREER LADDER AND TRAINING MARYLAND TEACHERS, SCHOOL**
 25 **LEADERS, AND ADMINISTRATORS UNDER TITLE 6, SUBTITLE 10 OF THIS ARTICLE;**

26 **(VI) THE CAREER AND TECHNICAL EDUCATION COMMITTEE**
 27 **PLAN FOR DEVELOPING RIGOROUS CTE PATHWAYS UNDER ~~§ 24-706~~ § 21-207 OF THIS**
 28 **ARTICLE; ~~AND~~**

29 **(VII) ANY MEMORANDUM OF UNDERSTANDING ENTERED INTO**
 30 **UNDER § 7-1A-05 OF THIS ARTICLE; AND**

31 **~~(VII)~~ (VIII) ANY OTHER IMPLEMENTATION PLANS THE BOARD**
 32 **DETERMINES ARE NECESSARY.**

33 **(3) AN IMPLEMENTATION PLAN SUBMITTED TO THE BOARD FOR**
 34 **APPROVAL UNDER THIS SECTION SHALL BE ~~CONSISTENT~~ :**

35 **(I) CONSISTENT WITH THE DEVELOPED**

1 GUIDELINES AND, IF APPLICABLE, THE APPROVED CRITERIA UNDER SUBSECTION
2 (B) OF THIS SECTION ; AND

3 (II) CONCISE AND FOCUSED ON THE MEASURES TAKEN AND THE
4 MEASURES TO BE TAKEN TO IMPLEMENT AND ACHIEVE THE BLUEPRINT'S GOALS.

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

7 (D) THE BOARD SHALL:

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

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

12 (I) DISSEMINATE INFORMATION ON BEST PRACTICES,
13 PROGRAMS, AND RESOURCES;

14 (II) PROVIDE TECHNICAL ASSISTANCE AND TRAINING;

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

16 (IV) PROMOTE INTERAGENCY EFFORTS TO:

17 1. ACHIEVE THE PURPOSES OF THE BLUEPRINT FOR
18 MARYLAND'S FUTURE; AND

19 2. REDUCE THE EFFECTS OF SOCIETAL AND ECONOMIC
20 ISOLATION ON STUDENT ACHIEVEMENT AND OPPORTUNITY BY PROMOTING
21 SOCIOECONOMIC DIVERSITY IN COMMUNITIES AND SCHOOLS; ;

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

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

28 (E) A GOVERNMENTAL UNIT RESPONSIBLE FOR DEVELOPING AND
29 CARRYING OUT AN IMPLEMENTATION PLAN SHALL PROVIDE:

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

(2) ANY INFORMATION THE BOARD REQUESTS.

(F) THE BOARD SHALL MAINTAIN A PUBLIC WEBSITE ON WHICH IS PUBLISHED:

(1) THE COMPREHENSIVE IMPLEMENTATION PLAN;

(2) THE DEPARTMENT'S CRITERIA, DEVELOPED UNDER SUBSECTION (B)(3) OF THIS SECTION;

(3) PROPOSED IMPLEMENTATION PLANS, SUBMITTED UNDER SUBSECTION (C) OF THIS SECTION; AND

(4) IMPLEMENTATION PLANS APPROVED BY THE BOARD UNDER SUBSECTION (D) OF THIS SECTION.

(G) A UNIT OF STATE GOVERNMENT REQUIRED TO IMPLEMENT AN ELEMENT OF THE BLUEPRINT FOR MARYLAND'S FUTURE, SHALL, BEFORE ADOPTING REGULATIONS RELATING TO THE BLUEPRINT, CONSULT WITH THE BOARD.

(H) FOR EACH OF FISCAL YEARS 2021 THROUGH 2025, THE GOVERNING BODY OF A COUNTY AND THE LOCAL SCHOOL SYSTEM JOINTLY SHALL APPOINT A SINGLE IMPLEMENTATION COORDINATOR RESPONSIBLE FOR THE IMPLEMENTATION OF THE BLUEPRINT FOR MARYLAND'S FUTURE BY ALL GOVERNMENT UNITS OPERATING IN THE COUNTY.

5-405.

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

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

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

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

1 **(2) HAS RECEIVED APPROVAL FOR ITS INITIAL IMPLEMENTATION**
 2 **PLAN AND FOR ANY SUBSEQUENT MODIFICATIONS.**

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

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

8 **(I) THE DEPARTMENT;**

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

11 **(III) AN EXPERT REVIEW TEAM ESTABLISHED UNDER § 5-411 OF THIS**
 12 **SUBTITLE; OR**

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

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

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

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

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

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

32 **(G) THE BOARD SHALL NOTIFY THE GOVERNOR, THE PRESIDENT OF THE**
 33 **SENATE, AND THE SPEAKER OF THE HOUSE OF DELEGATES OF A DECISION NOT TO**

1 RELEASE FUNDS OR TO WITHHOLD ADDITIONAL FUNDS.

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

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

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

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

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

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

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

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

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

29 (K) THE BOARD SHALL DEVELOP AN APPEALS PROCESS THROUGH WHICH A
30 PUBLIC SCHOOL OR LOCAL SCHOOL SYSTEM MAY CONTEST THE WITHHOLDING OF
31 FUNDS UNDER THIS SECTION.
32 5-406.

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

1 (B) (1) ON OR BEFORE JANUARY 1 EACH YEAR IN 2021 THROUGH 2031,
2 THE DEPARTMENT SHALL SUBMIT TO THE BOARD INFORMATION ON THE USE OF
3 SCHOOL-LEVEL EXPENDITURES IN THE CURRENT FISCAL YEAR, COLLECTED UNDER
4 § 5-101 OF THIS TITLE, TO AID THE BOARD IN FULFILLING ITS RESPONSIBILITIES
5 UNDER THIS SUBTITLE.

6 (2) EACH LOCAL SCHOOL SYSTEM SHALL REPORT TO THE
7 DEPARTMENT, IN A MANNER DETERMINED BY THE DEPARTMENT, ON
8 SCHOOL-LEVEL SPENDING TO AID THE DEPARTMENT IN FULFILLING ITS
9 OBLIGATIONS UNDER THIS SUBTITLE.

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

13 (D) THE BOARD SHALL MONITOR THE EXPENDITURES OF FUNDING PROVIDED TO LOCAL SCHOOL SYSTEMS UNDER
14 § 5-223 OF THIS TITLE TO ENSURE THAT PUBLIC SCHOOLS ARE PROVIDING THE NECESSARY SERVICES.

15 (E) (1) THE BOARD SHALL MONITOR HOW ADDITIONAL
16 SPECIAL EDUCATION FUNDING PROVIDED UNDER § 5-225 OF THIS TITLE IS BEING USED,
17 INCLUDING:

18 (I) THE AGGREGATE NUMBER OF CHILDREN IN SPECIAL EDUCATION
19 SERVICES BY SCHOOL; AND

20 (II) THE SPECIAL EDUCATION SERVICES THAT HAVE BEEN PROVIDED
21 THROUGH FUNDING UNDER § 5-225 OF THIS TITLE.

22 (2) IF A LOCAL SCHOOL SYSTEM IS NOT SPENDING FUNDING ALLOCATED
23 UNDER § 5-225 IN ADDITION TO SPECIAL EDUCATION SPENDING LEVELS PROVIDED BY STATE
24 AND LOCAL FUNDS ON JUNE 30, 2020, THE SCHOOL SYSTEM SHALL PROVIDE A WRITTEN
25 RESPONSE TO THE BOARD EXPLAINING WHY ADDITIONAL SPENDING ON SPECIAL EDUCATION
26 IS NOT NECESSARY.

27 (F) THE BOARD ~~MAY~~ SHALL DEVELOP AN APPEALS PROCESS THROUGH WHICH
28 LOCAL SCHOOL SYSTEMS MAY REQUEST GREATER FLEXIBILITY IN MEETING THIS
29 REQUIREMENT FOR REASONS INCLUDING A SIGNIFICANT SHIFT IN TOTAL ENROLLMENT OR AT-PROMISE ENROLLMENT
30 BETWEEN SCHOOLS FROM THE PRIOR SCHOOL YEAR TO THE CURRENT SCHOOL YEAR.

31 5-407.

32 (A) BEGINNING IN FISCAL YEAR 2022, THE BOARD MAY DETERMINE TO
33 WITHHOLD APPROPRIATED FUNDS FROM THE DEPARTMENT, THE MARYLAND
34 HIGHER EDUCATION COMMISSION, THE CAREER AND TECHNICAL EDUCATION
35 COMMITTEE, OR ANY OTHER ENTITY OF STATE OR LOCAL GOVERNMENT

1 RESPONSIBLE FOR DEVELOPING AN IMPLEMENTATION PLAN UNDER § 5-404 OF
2 THIS SUBTITLE IF THE ENTITY:

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

5 (2) HAS NOT IMPLEMENTED ITS IMPLEMENTATION PLAN
6 APPROPRIATELY.

7 (B) THE BOARD SHALL NOTIFY THE COMPTROLLER, THE GOVERNOR, THE
8 PRESIDENT OF THE SENATE, AND THE SPEAKER OF THE HOUSE OF DELEGATES
9 REGARDING THE INTENT TO WITHHOLD APPROPRIATED FUNDS UNDER THIS
10 SECTION.

11 (C) AFTER RECEIVING NOTIFICATION FROM THE BOARD UNDER
12 SUBSECTION (B) OF THIS SECTION, THE COMPTROLLER SHALL WITHHOLD THE
13 AMOUNT OF FUNDING THAT THE BOARD DETERMINES IS NECESSARY TO BE
14 WITHHELD.

15 5-408.

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

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

20 (I) THE DEPARTMENT;

21 (II) LOCAL SCHOOL SYSTEMS; AND

22 (III) PUBLIC SCHOOLS;

23 (2) USING REPORTS SUBMITTED IN ACCORDANCE WITH ITEM (1) OF
24 THIS SUBSECTION, AND THE BOARD'S ONGOING MONITORING AS A GUIDE, GATHER
25 AND ANALYZE DISAGGREGATED DATA , IN ACCORDANCE WITH SUBSECTION (C) OF THIS SECTION, TO
26 MEASURE PROGRESS MADE ON THE
27 IMPLEMENTATION OF THE BLUEPRINT FOR MARYLAND'S FUTURE, BY EXAMINING:

28 (I) THE EFFECTS ~~OF~~ ON STUDENT PERFORMANCE OVER TIME,
29 WITH SPECIFIC EMPHASIS ON CLOSING ACHIEVEMENT GAPS BETWEEN STUDENT
30 GROUPS OF DIFFERENT:

31 1. RACE;

32 2. ETHNICITY;

- 1 3. **DISABILITY STATUS;**
- 2 4. **HOUSEHOLD INCOME; AND**
- 3 5. **ANY OTHER STUDENT GROUP CHARACTERISTICS**
- 4 **THAT FEATURE ACHIEVEMENT GAPS AS DETERMINED BY THE BOARD; AND**

- 5 **(II) STUDENT OUTCOMES, SUCH AS:**
- 6 1. **ABSENTEEISM;**
- 7 2. **DISCIPLINARY ACTION;**
- 8 3. **ENRICHMENT OPPORTUNITIES; AND**
- 9 4. **MEANINGFUL FAMILY INVOLVEMENT;**

10 **(3) MONITOR AND REVIEW THE PERFORMANCE OF EACH TEACHER**
 11 **PREPARATION PROGRAM AT AN INSTITUTION OF HIGHER EDUCATION AND**
 12 **ALTERNATIVE TEACHER PREPARATION PROGRAM;**

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

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

18 **(6) MONITOR AND REVIEW THE PLACEMENT AND CONCENTRATION OF STUDENTS IN PARTICULAR RACIAL,**
 19 **ETHNIC, LINGUISTIC, ECONOMIC, AND DISABILITY STATUS GROUPS ASSIGNED TO:**

20 **(I) NOVICE TEACHERS;**

21 **(II) TEACHERS PROVIDING INSTRUCTION IN FIELDS IN WHICH THEY**
 22 **LACK EXPERTISE;**

23 **(III) SUBSTITUTE TEACHERS WHO TEACH THE SAME CLASS FOR MORE**
 24 **THAN 1 WEEK; AND**

25 **(IV) EFFECTIVE TEACHERS, INCLUDING TEACHERS AT LEVELS THREE**
 26 **AND FOUR OF THE CAREER LADDER ESTABLISHED UNDER TITLE 6, SUBTITLE 10 OF THIS**
 27 **ARTICLE;**

28 **(7) MONITOR AND REVIEW THE PROGRESS OF COMMUNITY SCHOOLS**
 29 **RECEIVING GRANTS UNDER § 5-223 OF THIS ARTICLE;**

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

5 ~~**(7)**~~ **(9)** EXAMINE THE RACIAL, ETHNIC, DISABILITY-STATUS, AND INCOME
 6 MAKEUP OF FULL-DAY PREKINDERGARTEN STUDENTS, DISAGGREGATED BY
 7 PROVIDERS, AND MONITOR WHETHER THE MIX OF PUBLIC AND PRIVATE
 8 PREKINDERGARTEN PROVIDERS IS EFFECTIVELY MEETING THE NEEDS OF
 9 FAMILIES; AND

10 ~~**(8)**~~ **(10)** APPROVE THE PLANS FOR DEPLOYMENT OF EXPERT REVIEW
 11 TEAMS SUBMITTED BY THE DEPARTMENT AND THE CAREER AND TECHNICAL
 12 EDUCATION COMMITTEE UNDER ~~§§ 5-409 AND 5-410~~ **§§ 5-411 AND 5-412** OF THIS SUBTITLE.

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

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

20 **(3)** UNLESS OTHERWISE PROHIBITED BY LAW, ~~AN~~ **A GOVERNMENT** AGENCY SHALL
 21 PROVIDE THE BOARD WITH ANY REQUESTED DATA.

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

25 **(C)** **THE BOARD MAY DIRECT THE MARYLAND LONGITUDINAL DATA**
 26 **SYSTEM CENTER TO PROVIDE:**

27 **(1)** **A RESEARCHER DESIGNATED BY THE BOARD ACCESS TO THE DATA**
 28 **IN THE MARYLAND LONGITUDINAL DATA SYSTEM IN ACCORDANCE WITH THE PROCEDURES**
 29 **FOR STAFF AUTHORIZATION AND DATA ACCESS ESTABLISHED BY THE MARYLAND**
 30 **LONGITUDINAL DATA SYSTEM GOVERNING BOARD;**

31 **(2)** **AGGREGATE DATA TABLES; OR**

32 **(3)** **RESEARCH OR EVALUATION.**

33 **(D)** **ANY STUDENT-LEVEL INFORMATION REPORTED TO OR BY THE BOARD**
 34 **SHALL BE DISAGGREGATED BY RACE, ETHNICITY, GENDER, FAMILY INCOME LEVEL, LINGUISTIC**
 35 **STATUS, AND DISABILITY STATUS.**

1 5-409.

2 (A) IN ADDITION TO ANY OTHER DUTIES ASSIGNED OR DUTIES GRANTED TO
3 THE BOARD UNDER THIS SUBTITLE, THE BOARD HAS THE POWER TO PERFORM THE
4 DUTIES DESCRIBED IN THIS SECTION.

5 (B) THE BOARD SHALL:

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

8 (2) COORDINATE THROUGH THE DEPARTMENT, THE STATE'S
9 PARTICIPATION IN THE ORGANIZATION FOR ECONOMIC COOPERATION AND
10 DEVELOPMENT'S PROGRAM FOR INTERNATIONAL STUDENT ASSESSMENT SURVEY
11 PROGRAM;

12 (3) ~~REPORT~~ IN ACCORDANCE WITH § 5-408(C) OF THIS SUBTITLE, REPORT ON OR
13 BEFORE NOVEMBER 1 EACH YEAR FOR CALENDAR
14 YEARS 2021 THROUGH 2030, TO THE GOVERNOR, THE PUBLIC, AND, IN
15 ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL
16 ASSEMBLY, ON:

17 (I) PROGRESS MADE ON THE IMPLEMENTATION OF THE
18 BLUEPRINT FOR MARYLAND'S FUTURE;

19 (II) RECOMMENDED LEGISLATIVE CHANGES, INCLUDING ANY
20 CHANGES NECESSARY TO ENSURE THAT THE IMPLEMENTATIONS HAVE ADEQUATE
21 RESOURCES AND MEASUREMENTS;

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

25 (IV) WHETHER THE FUNDS PROVIDED BY THE STATE AND LOCAL
26 GOVERNMENTS ARE CONSISTENT WITH THE BOARD'S ESTIMATE OF WHAT IS
27 NECESSARY TO FULLY IMPLEMENT ~~THE BLUEPRINT~~ THE BLUEPRINT FOR MARYLAND'S FUTURE; AND

28 (4) PROVIDE TRAINING TO EXPERT REVIEW TEAMS ESTABLISHED
29 UNDER § 5-411 OF THIS SUBTITLE.

30 (C) THE BOARD MAY:

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

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

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

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

5-410.

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

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

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

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

(3) ANY RECOMMENDATIONS TO ALTER THE GOALS OR STRATEGIES EMPLOYED TO REACH THE GOALS, INCLUDING NEW USES FOR EXISTING FUNDS OR 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

1 ARTICLE, THE GENERAL ASSEMBLY ON WHETHER THE BLUEPRINT FOR
2 MARYLAND'S FUTURE IS BEING IMPLEMENTED AS INTENDED AND ACHIEVING THE
3 EXPECTED OUTCOMES.

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

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

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

11 3. IMPROVING BEHAVIORAL HEALTH SERVICES IN ACCORDANCE WITH § 7-446 OF THIS
12 ARTICLE;

13 4 ENSURING THAT STUDENTS ENROLLED IN PUBLIC
14 SCHOOLS MEET COLLEGE AND CAREER STANDARDS IN ACCORDANCE WITH § 7-205.1
15 OF THIS ARTICLE.

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

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

23 (3) THE BOARD'S REPORTS UNDER THIS SUBSECTION SHALL
24 INCLUDE:

25 (I) PRACTICES BEING USED TO CLOSE ACHIEVEMENT GAPS BETWEEN
26 STUDENTS OF DIFFERENT GROUPS LISTED IN § 5-408(A)(2)(I) OF THIS SUBTITLE;

27 (II) PROGRESS MADE IN CLOSING THE ACHIEVEMENT GAPS LISTED
28 UNDER ITEM (I) OF THIS PARAGRAPH; AND

29 (III) ASSESSMENTS OF STUDENT OUTCOMES LISTED UNDER §
30 5-408(A)(2)(II) OF THIS SUBTITLE, DISAGGREGATED BY RACE, INCOME, ETHNICITY, AND
31 GENDER.

32 (E) (1) THE BOARD SHALL DETERMINE:

33 (I) WHETHER THE BLUEPRINT FOR MARYLAND'S FUTURE IS
34 WORKING AS INTENDED;

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

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

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

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

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

19 **(4) THE BOARD SHALL REPORT ITS FINDINGS UNDER THIS SUBSECTION**
 20 **IN THE REPORT REQUIRED UNDER SUBSECTION (D)(2) OF THIS SECTION.**

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:**

33 **(I) DETERMINE REASONS WHY STUDENT PROGRESS IS**

1 INSUFFICIENT; AND

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

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

8 (I) TEACHERS WHO ARE REPRESENTED BY TEACHERS' ORGANIZATIONS REPRESENTING A
9 MAJORITY OF TEACHERS IN THE STATE FOR PURPOSES OF COLLECTIVE BARGAINING;

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 (3) TO THE EXTENT PRACTICABLE, A TEACHER WHO VISITS AN
18 ELEMENTARY, MIDDLE, OR HIGH SCHOOL AS A MEMBER OF AN EXPERT REVIEW TEAM
19 SHALL HAVE EXPERIENCE WORKING IN OR KNOWLEDGE OF THE TYPE OF SCHOOL BEING
20 VISITED.

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

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

26 (I) CONDUCT COMPREHENSIVE IN-SCHOOL INVESTIGATIONS
27 OF THE CAUSES OF POOR STUDENT PERFORMANCE; AND

28 (II) MAKE RECOMMENDATIONS TO THE FOLLOWING ENTITIES
29 ON THE MEASURES NEEDED TO IMPROVE THE PERFORMANCE OF LOW-PERFORMING
30 SCHOOLS AND CORRECT IDENTIFIED PROBLEMS:

31 1. PRINCIPAL AND COUNTY SUPERINTENDENT;

32 2. SCHOOL FACULTY;

3. COUNTY BOARDS OF EDUCATION; AND

4. THE COMMUNITY.

(2) AN EXPERT REVIEW TEAM MAY, IN THE COURSE OF ITS WORK UNDER PARAGRAPH (1) OF THIS SUBSECTION:

(I) PERFORM EVALUATIONS OF BEHAVIORAL HEALTH SERVICES PROVIDED IN A SCHOOL; AND

(II) IF THE TEAM DETERMINES THAT POOR STUDENT PERFORMANCE IS DUE, IN PART, TO MISSING OR INADEQUATE BEHAVIORAL-HEALTH SERVICES, MAKE RECOMMENDATIONS TO THE APPROPRIATE ENTITIES TO CORRECT THE IDENTIFIED PROBLEMS.

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

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

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

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

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

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

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

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

(II) THE LOWEST PERFORMING SCHOOLS SHALL BE

1 DETERMINED BY ~~ANALYZING PERFORMANCE DATA OF SCHOOLS WITH:~~

2 1. A. THE LOWEST OVERALL PERFORMANCE ON
3 STATE ASSESSMENTS; AND

4 B. SUBGROUPS OF STUDENTS WHO PERFORMED POORLY
5 ON STATE ASSESSMENTS; OR

6 2. BASED ON DATA PRODUCED BY THE DATA
7 MONITORING SYSTEM ESTABLISHED UNDER THE FEDERAL EVERY STUDENT
8 SUCCEEDS ACT.

9 (4) BEGINNING ON JULY 1, 2025, A SCHOOL THAT HAS NOT BEEN
10 SELECTED FOR REVIEW BY AN EXPERT REVIEW TEAM MAY SUBMIT A REQUEST TO
11 THE DEPARTMENT FOR A REVIEW.

12 (5) THE BOARD MAY REQUEST THAT THE DEPARTMENT SEND AN
13 EXPERT REVIEW TEAM TO A PARTICULAR SCHOOL.

14 (H) DURING THE PERIOD FROM JULY 1, 2023, THROUGH JUNE 30, 2025,
15 THE REPORT AND RECOMMENDATIONS OF AN EXPERT REVIEW TEAM SHALL BE
16 ADVISORY ONLY AND MAY BE USED BY A SCHOOL AND LOCAL SCHOOL SYSTEM TO
17 STRENGTHEN THE SCHOOL PROGRAM AND THE MANAGEMENT OF THE SCHOOL AND
18 LOCAL SCHOOL SYSTEM.

19 (I) (1) (I) BEGINNING ON JULY 1, 2025, THE REPORT AND
20 RECOMMENDATIONS OF AN EXPERT REVIEW TEAM SHALL BE USED BY THE
21 DEPARTMENT AS THE BASIS FOR A RECOMMENDATION TO THE BOARD UNDER §
22 ~~5-404 5-405~~ OF THIS SUBTITLE AS TO WHETHER TO RELEASE A PORTION OF THE ANNUAL
23 INCREASE IN FUNDING FOR THE UPCOMING SCHOOL YEAR BECAUSE THE SCHOOL
24 AND THE LOCAL SCHOOL SYSTEM HAVE DEVELOPED A SATISFACTORY PLAN FOR THE
25 USE OF THE FUNDS CONSISTENT WITH EXPERT REVIEW TEAM'S
26 RECOMMENDATIONS.

27 (II) IN FULFILLING ITS DUTIES UNDER THIS SUBSECTION, AN
28 EXPERT REVIEW TEAM IN THE PROGRAM MAY MAKE RECOMMENDATIONS ON:

29 1. REQUIRING STATE ACTION IN ACCORDANCE WITH §
30 7-203.4 OF THIS ARTICLE; OR

31 2. PAIRING THE SCHOOL WITH A HIGHER PERFORMING
32 SCHOOL WITH SIMILAR DEMOGRAPHICS FROM WHICH THE SCHOOL LEADERSHIP
33 COLLABORATES AND SHARES EXPERTISE FOR THE BENEFIT OF FACULTY AND STAFF.

34 (2) IF THE BOARD DETERMINES THAT ALL OR A PORTION OF A
35 SCHOOL'S ANNUAL INCREASE IN FUNDING SHOULD NOT BE RELEASED DUE TO AN

1 UNSATISFACTORY PLAN, THE DEPARTMENT SHALL WORK WITH THE SCHOOL AND
2 LOCAL SCHOOL SYSTEM TO DEVELOP A SATISFACTORY PLAN TO ALLOW RELEASE OF
3 THE WITHHELD FUNDS.

4 **5-412.**

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

7 (2) "CTE COMMITTEE" MEANS THE CAREER AND TECHNICAL
8 EDUCATION COMMITTEE ESTABLISHED UNDER § 21-207 OF THIS ARTICLE.

9 (3) "PROGRAM" MEANS THE CTE EXPERT REVIEW TEAM PROGRAM.

10 (B) (1) THE CTE COMMITTEE SHALL ESTABLISH, ADMINISTER, AND
11 SUPERVISE A CTE EXPERT REVIEW TEAM PROGRAM FOR SCHOOLS WITH CAREER
12 AND TECHNICAL EDUCATION PROGRAMS AND PATHWAYS.

13 (2) SUBJECT TO THE PROVISIONS OF THIS SUBSECTION, THE
14 PROGRAM WILL HAVE THE SAME PURPOSE, STRUCTURE, TRAINING, AND REPORTING
15 REQUIREMENTS AS THE EXPERT REVIEW TEAM PROGRAM ESTABLISHED BY THE
16 DEPARTMENT UNDER ~~§ 5-407~~ § 5-411 OF THIS SUBTITLE.

17 (3) (I) THE CTE COMMITTEE SHALL SELECT THE MEMBERS OF
18 CTE EXPERT REVIEW TEAMS IN THE PROGRAM.

19 (II) THE CTE COMMITTEE SHALL SELECT CTE EXPERT
20 REVIEW TEAM MEMBERS WHO, TO THE EXTENT PRACTICABLE, REFLECT THE GEOGRAPHIC,
21 RACIAL, ETHNIC, LINGUISTIC, AND GENDER DIVERSITY OF THE POPULATION OF THE
22 PUBLIC SCHOOL STUDENTS, FROM THE FOLLOWING GROUPS:

23 1. HIGHLY REGARDED CAREER AND TECHNICAL
24 EDUCATION TEACHERS WHO ARE REPRESENTED BY TEACHERS' ORGANIZATIONS REPRESENTING A MAJORITY OF
25 TEACHERS IN THE STATE FOR PURPOSES OF COLLECTIVE BARGAINING;

26 2. SCHOOL LEADERS;

27 3. EMPLOYERS;

28 4. TRADE UNIONS; AND

29 5. APPRENTICESHIP AND INTERNSHIP SPONSORS.

30 (4) DURING A SCHOOL VISIT, A CTE EXPERT REVIEW TEAM SHALL
31 CONDUCT INTERVIEWS, OBSERVE CLASSES, AND USE OTHER DATA TO:

32 (I) DETERMINE ~~REASONS WHY~~ WHETHER STUDENT PROGRESS IS

1 INSUFFICIENT TOWARD SUCCESSFUL COMPLETION OF THE CTE PATHWAY; AND

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

5 (5) AFTER A CTE EXPERT REVIEW TEAM ISSUES A REPORT, THE
6 SCHOOL, THE COUNTY BOARD, THE EMPLOYERS, AND APPRENTICESHIP OR
7 INTERNSHIP SPONSORS SHALL:

8 (I) REVIEW THE REPORT AND RECOMMENDATIONS; AND

9 (II) IF NECESSARY, SUBMIT A PLAN TO THE CTE COMMITTEE
10 ADDRESSING THE RECOMMENDATIONS IN THE REPORT.

11 (6) (I) BEGINNING ON JULY 1, 2021, AND ENDING JULY 1, 2030,
12 THE CTE COMMITTEE SHALL DEVELOP AND SUBMIT TO THE BOARD, FOR
13 APPROVAL, A PLAN TO DEPLOY THE CTE EXPERT REVIEW TEAMS IN THE
14 FOLLOWING SCHOOL YEAR.

15 (II) SUBJECT TO THE BOARD'S APPROVAL, THE CTE
16 COMMITTEE SHALL SCHEDULE CTE EXPERT REVIEW TEAM SCHOOL VISITS IN A
17 MANNER DESIGNED TO PROVIDE THE CTE COMMITTEE AND THE DEPARTMENT
18 WITH SUFFICIENT INFORMATION TO MAKE INFORMED DECISIONS ON THE RELEASE
19 OF SCHOOL FUNDS CONDITIONED ON STUDENT PERFORMANCE, INCLUDING
20 ADEQUATE TIME FOR A SCHOOL TO RESPOND TO AN EXPERT REVIEW TEAM'S
21 REPORT AND RECOMMENDATIONS BEFORE DECISIONS ARE MADE REGARDING THE
22 RETAINING OF SCHOOL FUNDS.

23 5-413.

24 (A) ON OR BEFORE JULY 1 EACH YEAR, BEGINNING IN 2021, THE
25 DEPARTMENT, IN COORDINATION WITH THE MARYLAND HIGHER EDUCATION
26 COMMISSION, SHALL SUBMIT A REPORT TO THE BOARD, THE GOVERNOR, AND IN
27 ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL
28 ASSEMBLY ON THE PROGRESS MADE IN INCREASING THE PREPARATION AND
29 DIVERSITY OF TEACHER CANDIDATES AND NEW TEACHERS IN THE STATE AS
30 REQUIRED BY ~~THE~~ THE BLUEPRINT FOR MARYLAND'S FUTURE.

31 (B) THE REPORT REQUIRED UNDER SUBSECTION (A) OF THIS SECTION
32 SHALL INCLUDE:

33 (1) DATA TRENDS IN:

34 (I) THE NUMBER OF APPLICATIONS TO AND ACCEPTANCE BY
35 MARYLAND TEACHER EDUCATION INSTITUTIONS AND ALTERNATIVE PROGRAMS

1 THAT PREPARE EDUCATORS, AS A WHOLE AND DISAGGREGATED 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~~ GROUPS HISTORICALLY UNDERREPRESENTED IN THE
22 TEACHING PROFESSION WHO APPLY TO TEACHER
23 EDUCATION INSTITUTIONS;

24 (3) MEASURES TAKEN TO INCREASE THE NUMBER OF HIGH SCHOOL
25 GRADUATES WITH VERY STRONG ACADEMIC BACKGROUNDS WHO SELECT TEACHING
26 AS A CAREER;

27 (4) MEASURES TAKEN TO MAKE TEACHER EDUCATION IN THE
28 UNDERLYING DISCIPLINES MORE RIGOROUS;

29 (5) MEASURES TAKEN TO BETTER ALIGN THE PROGRAMS OF THE
30 TEACHER EDUCATION INSTITUTIONS WITH STATE CURRICULUM FRAMEWORKS;

31 (6) MEASURES TAKEN TO IMPROVE THE BACKGROUND OF
32 BEGINNING TEACHERS IN RESEARCH AND RESEARCH TECHNIQUES;

33 (7) IMPLEMENTATION OF MORE RIGOROUS LICENSING STANDARDS
34 AND MEASURES FOR NEW TEACHERS IN BOTH MASTERY OF THE SUBJECT BEING
35 TAUGHT AND THE METHODS FOR TEACHING IT;

1 **(8) IMPLEMENTATION OF INCENTIVES TO ATTRACT HIGH-QUALITY**
 2 **HIGH SCHOOL GRADUATES INTO CAREERS IN TEACHING;**

3 **(9) TRENDS IN THE RATES AT WHICH TEACHERS ARE ACQUIRING THE**
 4 **CREDENTIALS NEEDED TO ADVANCE UP THE CAREER LADDER, ESTABLISHED UNDER**
 5 **TITLE 6, SUBTITLE 10 OF THIS ARTICLE, INCLUDING NATIONAL BOARD**
 6 **CERTIFICATION AND HIGHER STEPS ON THE LADDER;**

7 **(10) TRENDS IN THE DISTRIBUTION OF TEACHERS ALONG THE STEPS**
 8 **OF THE CAREER LADDER;**

9 **(11) TRENDS IN LONGEVITY IN TEACHING IN MARYLAND SCHOOLS**
 10 **AND, IN PARTICULAR, ~~IN-SERVICE IN~~ SCHOOLS SERVING HIGH PROPORTIONS OF**
 11 **HISTORICALLY UNDERSERVED STUDENTS;**

12 **(12) TRENDS IN THE NUMBER OF TEACHER CANDIDATES OF COLOR**
 13 **HIRED BY LOCAL SCHOOL SYSTEMS DISAGGREGATED BY HIGHER EDUCATION**
 14 **INSTITUTION AND ALTERNATIVE TEACHER PREPARATION PROGRAM AND THE**
 15 **SYSTEMS IN WHICH THOSE NEW TEACHERS WERE HIRED; AND**

16 **(13) TRENDS IN THE NUMBER OF TEACHERS CERTIFIED THROUGH**
 17 **ALTERNATIVE PREPARATION PROGRAMS THAT MEET THE REQUIREMENTS OF THE ~~THE~~ THE**
 18 **BLUEPRINT FOR**
 19 **MARYLAND'S FUTURE RELATED TO A LONGER PRACTICUM BY SCHOOL SYSTEM.**

20 6-117.

21 (a) **(1)** The Department shall develop guidelines for the establishment of
 22 comprehensive induction programs for new teachers [employed by hard-to-staff schools,
 23 as that term is defined by the Department].

24 **(2) IN DEVELOPING THE GUIDELINES UNDER PARAGRAPH (1) OF THIS**
 25 **SUBSECTION, THE DEPARTMENT SHALL CONSULT WITH LOCAL SCHOOL SYSTEMS**
 26 **AND THE MARYLAND EDUCATION DEANS AND DIRECTORS COUNCIL.**

27 (b) The guidelines shall:

28 **(1)** [include] **INCLUDE** provisions concerning the following:

29 [(1)] **(I)** Mentoring; **AND**

30 [(2)] **(II)** Professional development training and support; **AND**

31 [(3)] Eligibility criteria for teachers to participate in the program; and

1 (4) The standards to determine which schools are considered hard-to-staff
2 schools.]

3 (2) INCORPORATE THE FRAMEWORK OF THE TEACHER INDUCTION,
4 RETENTION, AND ADVANCEMENT PILOT PROGRAM.

5 (c) (1) SUBJECT TO PARAGRAPH (2) OF THIS SUBSECTION, A MENTOR
6 TEACHER FOR A TEACHER IN AN INDUCTION PROGRAM SHALL BE A HIGHLY
7 COMPETENT TEACHER SELECTED BY THE LOCAL SCHOOL SYSTEM WHO WILL WORK
8 TO INSTILL IN THE TEACHER THE SKILLS AND KNOWLEDGE FOR THE NEXT
9 GENERATION OF TEACHERS.

10 (2) AFTER THE CAREER LADDER SYSTEM ESTABLISHED UNDER
11 SUBTITLE 10 OF THIS TITLE IS WELL ESTABLISHED, MENTOR TEACHERS WILL BE
12 SELECTED ~~FOR THIS ROLE~~ USING CRITERIA FROM THE CAREER LADDER SYSTEM.

13 [(c) Funding to support the development of the guidelines required under this
14 section shall be as provided in the State budget.]

15 6-120.

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

18 (2) "ALTERNATIVE TEACHER PREPARATION PROGRAM" MEANS A
19 PROGRAM ESTABLISHED BY A COUNTY BOARD AND APPROVED BY THE STATE
20 SUPERINTENDENT THAT:

21 (I) LEADS TO A PARTICIPANT RECEIVING A RESIDENT
22 TEACHER CERTIFICATE ISSUED BY THE DEPARTMENT; AND

23 (II) INCLUDES TEACHING ASSIGNMENTS WITH SUPERVISION
24 AND MENTORING BY A QUALIFIED TEACHER.

25 (3) "PARTNER SCHOOL" MEANS A LOCAL SCHOOL SYSTEM,
26 NONPUBLIC SCHOOL, OR NONPUBLIC SPECIAL EDUCATION SCHOOL THAT HAS A
27 WRITTEN PARTNERSHIP AGREEMENT WITH AN INSTITUTION OF HIGHER EDUCATION
28 OR ALTERNATIVE TEACHER PREPARATION PROGRAM TO PROVIDE A TEACHER
29 TRAINING PRACTICUM FOR PARTICIPANTS ENROLLED IN A TEACHER PREPARATION
30 PROGRAM AT THE INSTITUTION OF HIGHER EDUCATION OR ALTERNATIVE TEACHER
31 PREPARATION PROGRAM.

32 (B) (1) EACH PARTICIPANT IN AN UNDERGRADUATE AND A GRADUATE
33 TEACHER PREPARATION PROGRAM SHALL COMPLETE A TEACHER TRAINING
34 PRACTICUM AS A REQUIREMENT FOR GRADUATION.

1 **(2) AN ALTERNATIVE TEACHER PREPARATION PROGRAM SHALL**
 2 **REQUIRE EACH PARTICIPANT TO SUCCESSFULLY COMPLETE A TEACHER TRAINING**
 3 **PRACTICUM.**

4 **(c) (1) A TEACHER TRAINING PRACTICUM FOR A PARTICIPANT IN:**

5 **(I) AN UNDERGRADUATE TEACHER PREPARATION PROGRAM**
 6 **SHALL BE:**

7 **1. A MINIMUM OF 100 DAYS; AND**

8 **2. BEGINNING ON OR BEFORE JULY 1, 2025,**
 9 **EQUIVALENT TO ONE FULL SCHOOL YEAR; AND**

10 **(II) A GRADUATE TEACHER PREPARATION PROGRAM:**

11 **1. SHALL BE FOR A MINIMUM OF 100 DAYS; OR**

12 **2. MAY BE UP TO THE EQUIVALENT OF ONE FULL**
 13 **SCHOOL YEAR, AT THE DISCRETION OF THE INSTITUTION OF HIGHER EDUCATION.**

14 **(2) (I) EXCEPT AS PROVIDED IN SUBPARAGRAPH (II) OF THIS**
 15 **PARAGRAPH, A TEACHER TRAINING PRACTICUM IN AN ALTERNATIVE TEACHER**
 16 **PREPARATION PROGRAM SHALL HAVE A DURATION OF:**

17 **1. BEGINNING ON OR BEFORE JULY 1, 2021, A MINIMUM**
 18 **OF 100 DAYS; AND**

19 **2. BEGINNING ON JULY 1, 2025, A MINIMUM OF THE**
 20 **EQUIVALENT OF ONE FULL SCHOOL YEAR.**

21 **(II) 1. THIS SUBPARAGRAPH APPLIES ONLY TO AN**
 22 **ALTERNATIVE TEACHER PREPARATION PROGRAM OPERATING IN THE STATE ON OR**
 23 **BEFORE JULY 1, 2020, THAT PROVIDES EFFECTIVE AND DIVERSE TEACHERS IN**
 24 **SCHOOLS AND LOCAL SCHOOL SYSTEMS, AS APPROVED BY THE STATE**
 25 **SUPERINTENDENT, THAT HAVE HIGH RATES, RELATIVE TO OTHER PUBLIC SCHOOLS**
 26 **IN THE STATE, OF:**

27 **A. TEACHER VACANCIES;**

28 **B. TEACHER TURNOVER; AND**

29 **C. NEW TEACHERS.**

30 **2. BEGINNING ON JULY 1, 2025, THE DURATION OF A**
 31 **TEACHER TRAINING PRACTICUM IN AN ALTERNATIVE TEACHER PREPARATION**
 32 **PROGRAM SHALL BE A MINIMUM OF 100 DAYS.**

1 (3) THE MINIMUM DURATION OF A TEACHER TRAINING PRACTICUM
2 MAY BE A COMPLETED CONSECUTIVELY OR OVER THE COURSE OF THE TEACHER
3 PREPARATION PROGRAM.

4 (D) A TEACHER TRAINING PRACTICUM IN AN ALTERNATIVE TEACHER
5 PREPARATION PROGRAM SHALL INCLUDE, AT MINIMUM, THE FOLLOWING CONTENT:

6 (1) PREPARING LESSON PLANS;

7 (2) TEACHING;

8 (3) DEBRIEFING;

9 (4) OBSERVATION OF A CLASS OF STUDENTS TO WHICH THE
10 PARTICIPANT IS ASSIGNED AS A STUDENT TEACHER; AND

11 (5) 40 HOURS OF TEACHING DURING CLASS PERIODS.

12 (E) (1) ~~A (I) SUBJECT TO SUBPARAGRAPH (II) OF THIS PARAGRAPH, A~~
13 TEACHER TRAINING PRACTICUM SHALL BE ESTABLISHED
14 THROUGH A WRITTEN PARTNERSHIP AGREEMENT BETWEEN A PARTNER SCHOOL
15 AND AN INSTITUTION OF HIGHER EDUCATION OR ALTERNATIVE TEACHER
16 PREPARATION PROGRAM.

17 (II) IN ESTABLISHING A TEACHER TRAINING PRACTICUM, AN
18 INSTITUTION OF HIGHER EDUCATION OR ALTERNATIVE TEACHER PREPARATION PROGRAM SHALL
19 PRIORITIZE SELECTING PARTNER SCHOOLS IN THE SAME COMMUNITY AS THE INSTITUTION OF
20 HIGHER EDUCATION OR ALTERNATIVE TEACHER PREPARATION PROGRAM.

21 (2) THE INSTRUCTIONAL PROGRAM AND WORK ORGANIZATION OF A
22 PARTNER SCHOOL SHALL BE DESIGNED TO REFLECT THE CAREER LADDER
23 DEVELOPED UNDER SUBTITLE 10 OF THIS TITLE.

24 (3) AN INSTITUTION OF HIGHER EDUCATION OR ALTERNATIVE
25 TEACHER PREPARATION PROGRAM AND A PARTNER SCHOOL SHALL SEEK TO
26 PROVIDE TEACHER TRAINING PRACTICUM PLACEMENTS IN A VARIETY OF SCHOOL
27 ENVIRONMENTS WITH DIVERSE STUDENT POPULATIONS THAT PROVIDE
28 PARTICIPANTS WITH THE SAME KIND OF EXPERIENCES AS TEACHERS EMPLOYED IN
29 THE STATE.

30 (4) (I) SUBJECT TO SUBPARAGRAPH (II) OF THIS PARAGRAPH, A
31 MENTOR TEACHER FOR A PARTICIPANT IN A TEACHER TRAINING PRACTICUM SHALL
32 BE A HIGHLY COMPETENT TEACHER, TRAINED AND SELECTED BY THE PARTNER
33 SCHOOL , WHO WILL WORK TO INSTILL IN THE PARTICIPANT THE SKILLS, ATTITUDES,
34 VALUES, AND KNOWLEDGE NECESSARY FOR THE NEXT GENERATION OF TEACHERS.

1 (II) WHEN THE ACCOUNTABILITY AND IMPLEMENTATION
2 BOARD ESTABLISHED UNDER § 5-402 OF THIS ARTICLE DETERMINES THAT THE
3 CAREER LADDER SYSTEM UNDER SUBTITLE 10 OF THIS TITLE IS WELL ESTABLISHED
4 THROUGHOUT THE STATE, MENTOR TEACHERS WILL BE SELECTED ~~FOR THIS ROLE~~
5 USING CRITERIA FROM THE CAREER LADDER SYSTEM.

6 (5) A PARTNER SCHOOL SHALL:

7 (I) ASSIST AN INSTITUTION OF HIGHER EDUCATION OR
8 ALTERNATIVE TEACHER PREPARATION PROGRAM IN FINDING TEACHER TRAINING
9 PRACTICUM PLACEMENTS FOR PARTICIPANTS; AND

10 (II) ~~COMPENSATE~~ 1. SUBJECT TO SUBSUBPARAGRAPH 2 OF THIS SUBPARAGRAPH,
11 COMPENSATE MENTOR TEACHERS WHO SUPERVISE
12 PARTICIPANTS IN A TEACHER TRAINING PRACTICUM ; AND

13 2. WHEN THE ACCOUNTABILITY AND IMPLEMENTATION BOARD
14 ESTABLISHED UNDER § 5-402 OF THIS ARTICLE DETERMINES THAT THE CAREER LADDER
15 SYSTEM UNDER SUBTITLE 10 OF THIS TITLE IS WELL ESTABLISHED THROUGHOUT THE STATE,
16 COMPENSATE MENTOR TEACHERS ACCORDING TO THE CAREER LADDER SYSTEM.

17 (6) AN INSTITUTION OF HIGHER EDUCATION OR ALTERNATIVE
18 TEACHER PREPARATION PROGRAM SHALL COLLABORATE WITH MENTOR TEACHERS
19 OF A PARTNER SCHOOL TO EVALUATE PARTICIPANTS IN A TEACHER TRAINING
20 PRACTICUM TO ENSURE EACH PARTICIPANT DEMONSTRATES THE COMPETENCIES
21 REQUIRED OF CERTIFIED TEACHERS.

22 (7) A PARTNER SCHOOL OR A TEACHER PREPARATION PROGRAM MAY
23 APPLY TO THE DEPARTMENT FOR A GRANT FROM THE TEACHER COLLABORATIVE
24 GRANT PROGRAM UNDER § 6-123 OF THIS SUBTITLE FOR DEVELOPMENT OF A
25 TEACHER TRAINING PRACTICUM.

26 (F) THE STATE BOARD AND THE PROFESSIONAL STANDARDS AND
27 TEACHER EDUCATION BOARD SHALL , IN CONSULTATION WITH THE ACCOUNTABILITY AND IMPLEMENTATION BOARD
28 ESTABLISHED UNDER § 5-402 OF THIS ARTICLE, ADOPT REGULATIONS TO IMPLEMENT THE
29 PROVISIONS OF THIS SUBSECTION.

30 6-121.

31 (A) A TEACHER PREPARATION PROGRAM SHALL:

32 (1) INCLUDE THE FOLLOWING COMPONENTS OF INSTRUCTION:

33 (I) BASIC RESEARCH SKILLS AND METHODS AND TRAINING ON
34 THE ROUTINE EVALUATION AND USE OF RESEARCH AND DATA TO IMPROVE STUDENT
35 PERFORMANCE;

1 **(II) DIFFERENTIATION OF INSTRUCTION AND DEMONSTRATION**
 2 **OF CULTURAL COMPETENCE FOR STUDENTS OF DIVERSE RACIAL, ETHNIC,**
 3 **LINGUISTIC, AND ECONOMIC BACKGROUNDS WITH DIFFERENT LEARNING**
 4 **ABILITIES;**

5 **(III) IMPLEMENTATION OF RESTORATIVE APPROACHES FOR**
 6 **STUDENT BEHAVIORS;**

7 **(IV) IDENTIFYING AND ASSESSING, IN THE CONTEXT OF THE**
 8 **CLASSROOM, TYPICAL STUDENT LEARNING DEFICITS AND TECHNIQUES TO REMEDY**
 9 **LEARNING DEFICITS;**

10 **(V) RECOGNIZING AND EFFECTIVELY USING HIGH QUALITY**
 11 **INSTRUCTIONAL MATERIALS, INCLUDING DIGITAL RESOURCES AND COMPUTER**
 12 **TECHNOLOGY;**

13 **(VI) CORE ACADEMIC SUBJECTS THAT TEACHERS WILL BE**
 14 **TEACHING;**

15 **(VII) METHODS AND TECHNIQUES FOR IDENTIFYING AND**
 16 **ADDRESSING THE SOCIAL AND EMOTIONAL NEEDS OF STUDENTS, INCLUDING**
 17 **TRAUMA-INFORMED APPROACHES TO PEDAGOGY; AND**

18 **(VIII) SKILLS AND TECHNIQUES FOR EFFECTIVE CLASSROOM**
 19 **MANAGEMENT;**

20 **(2) REQUIRE PROGRAM PARTICIPANTS TO DEMONSTRATE**
 21 **COMPETENCY IN EACH OF THE ~~COURSES~~ COURSE COMPONENTS REQUIRED UNDER PARAGRAPH (1) OF THIS**
 22 **SUBSECTION;**

23 **(3) PROVIDE TRAINING IN THE KNOWLEDGE AND SKILLS REQUIRED**
 24 **TO UNDERSTAND AND TEACH THE MARYLAND CURRICULUM FRAMEWORKS; AND**

25 **(4) ON OR AFTER JULY 1, 2025, REQUIRE PASSING A**
 26 **PERFORMANCE-BASED ASSESSMENT AS A REQUIREMENT FOR GRADUATION.**

27 **(B) EACH TEACHER PREPARATION PROGRAM SHALL INCORPORATE**
 28 **CLASSROOM OBSERVATIONS IN WHICH THE PROGRAM PARTICIPANT IS OBSERVED**
 29 **IN DIFFERENT SCHOOL SETTINGS AT THE BEGINNING OF THE TEACHER**
 30 **PREPARATION PROGRAM TO ASSIST A PROGRAM PARTICIPANT IN DETERMINING IF**
 31 **THE PROGRAM PARTICIPANT HAS THE APTITUDE AND TEMPERAMENT FOR**
 32 **TEACHING.**

33 **(C) A TEACHER PREPARATION PROGRAM SHALL DEVELOP A METHOD FOR**
 34 **REGULARLY COMMUNICATING AND COLLABORATING WITH LOCAL SCHOOL**

1 SYSTEMS, INCLUDING, IF NECESSARY, THROUGH FINANCIAL MEMORANDA OF
2 UNDERSTANDING, TO STRENGTHEN TEACHER PREPARATION, INDUCTION, AND
3 PROFESSIONAL DEVELOPMENT PROGRAMS.

4 (D) (1) AN INSTITUTION OF HIGHER EDUCATION THAT OFFERS
5 GRADUATE LEVEL COURSES IN SCHOOL ADMINISTRATION SHALL DEVELOP:

6 (I) A METHOD FOR EVALUATING THE POTENTIAL OF PROGRAM
7 PARTICIPANTS TO BE EFFECTIVE SCHOOL LEADERS; AND

8 (II) A CURRICULUM TO ENABLE SCHOOL LEADERS TO
9 ORGANIZE AND MANAGE SCHOOLS TO ACHIEVE THE EFFECTIVENESS OF
10 TOP-PERFORMING SCHOOLS OR SCHOOL SYSTEMS, INCLUDING:

11 1. MANAGEMENT OF HIGHLY SKILLED PROFESSIONALS
12 IN A PROFESSIONAL WORK ENVIRONMENT; AND

13 2. EFFECTIVE PEER OBSERVATIONS AND EFFECTIVE
14 EVALUATIONS OF OTHER PERSONNEL.

15 (2) THESE COURSES SHALL INCLUDE CLINICAL EXPERIENCE AND
16 ASSESSMENTS TO DETERMINE WHETHER PARTICIPANTS DEMONSTRATE
17 COMPETENCY IN THESE AREAS.

18 (E) AN INSTITUTION OF HIGHER EDUCATION:

19 (1) MAY, IF THE INSTITUTION OF HIGHER EDUCATION SHOWS CAUSE,
20 EXPAND THE TOTAL NUMBER OF CREDIT HOURS REQUIRED TO GRADUATE FROM AN
21 UNDERGRADUATE TEACHER PREPARATION PROGRAM BY UP TO 12 CREDITS; AND

22 (2) MAY NOT REQUIRE A NUMBER OF CREDIT HOURS IN EXCESS OF
23 132 TOTAL CREDIT HOURS TO GRADUATE FROM AN UNDERGRADUATE TEACHER
24 PREPARATION PROGRAM.

25 (F) TO FURTHER SUPPORT AND STRENGTHEN THE PROFESSION OF
26 TEACHING IN THE STATE, THE DEPARTMENT SHALL:

27 (1) PROVIDE TECHNICAL ASSISTANCE AND OTHER SUPPORTS TO
28 TEACHER PREPARATION PROGRAMS AT INSTITUTIONS OF HIGHER EDUCATION IN
29 THE STATE; ~~AND~~

30 (2) DEVELOP A SYSTEMIC METHOD OF PROVIDING FEEDBACK TO
31 TEACHER PREPARATION PROGRAMS TO ENSURE THAT INSTITUTIONS OF HIGHER
32 EDUCATION HAVE THE MOST CURRENT INFORMATION ABOUT THE CONTENT,
33 COMPOSITION, AND EXPECTATIONS FOR TEACHERS OF PREKINDERGARTEN
34 THROUGH 12TH GRADE CLASSES ; AND

1 **(3) ASSIST TEACHER PREPARATION PROGRAMS IN SEEKING HIGHLY**
2 **QUALIFIED INDIVIDUALS, INCLUDING INDIVIDUALS FROM GROUPS HISTORICALLY**
3 **UNDERREPRESENTED IN THE TEACHING PROFESSION.**

4 **(G) THE STATE BOARD AND THE PROFESSIONAL STANDARDS AND**
5 **TEACHER EDUCATION BOARD SHALL ,IN CONSULTATION WITH THE ACCOUNTABILITY AND IMPLEMENTATION BOARD**
6 **ESTABLISHED UNDER § 5-402 OF THIS ARTICLE, ADOPT REGULATIONS TO CARRY OUT THE**
7 **PROVISIONS OF THIS SECTION.**

8 6-122.

9 (a) Except as provided in § 6-704.1 of this title and beginning on or before July 1,
10 2018, the State Board shall require all certificated school personnel who have direct contact
11 with students on a regular basis to complete training on or before December 1 each year,
12 by a method determined by each county board, in the skills required to:

13 (1) Understand and respond to youth suicide risk; [and]

14 (2) Identify professional resources to help students in crisis;

15 **(3) RECOGNIZE STUDENT BEHAVIORAL HEALTH ISSUES;**

16 **(4) RECOGNIZE STUDENTS EXPERIENCING TRAUMA OR VIOLENCE**
17 **OUT OF SCHOOL AND REFER STUDENTS TO BEHAVIORAL HEALTH SERVICES; AND**

18 **(5) IF THE SCHOOL IS A COMMUNITY SCHOOL, SUPPORT ANY**
19 **STUDENTS NEEDING THE SERVICES AT A COMMUNITY SCHOOL.**

20 (b) The training required under subsection (a) of this section shall be:

21 (1) Provided to certificated school personnel during an in-service program;
22 or

23 (2) A professional development requirement that may be met during time
24 designated for professional development.

25 (c) The State Board shall adopt regulations to implement this section.

26 (d) (1) This section may not be construed to impose a duty of care on
27 certificated school personnel who complete training under subsection (a) of this section.

28 (2) Unless the acts or omissions of a certificated school employee who
29 completed training under subsection (a) of this section are willful, wanton, or grossly
30 negligent, a person may not bring an action against the county board for personal injury or
31 wrongful death caused by any act or omission resulting from:

1 (i) Any training or lack of training of certificated school personnel
2 under subsection (a) of this section; or

3 (ii) The implementation of the training required under subsection (a)
4 of this section.

5 6-123.

6 (f) (1) For each of fiscal years 2020 [and 2021] THROUGH
7 2024, the State shall distribute at least \$2,500,000 to the Department for the
8 Teacher Collaborative Grant Program.

9 (2) The Department may retain up to 3% of the appropriation required
10 under this subsection to hire staff necessary to administer the Program.

11 (g) On or before December 1, 2019, and [on or before December 1 of
12 2020 and 2021] ANNUALLY THROUGH DECEMBER 1 OF 2024, the Department
13 shall report to the Governor and, in accordance with § 2-1257 of the State
14 Government Article, to the General Assembly on:

15 (1) The number of grant applications received under the Program;

16 (2) The number of grants awarded under the Program; and

17 (3) The current status of each grantee and the grantee's activities funded
18 under the Program.

19 **6-124.**

20 ~~(A) IN THIS SECTION, "PROGRAM" MEANS A SCHOOL LEADERSHIP TRAINING~~
21 ~~PROGRAM.~~

22 ~~(B)~~ (A) **THE DEPARTMENT SHALL ESTABLISH, IN COLLABORATION WITH THE**
23 **ACCOUNTABILITY AND IMPLEMENTATION BOARD ESTABLISHED UNDER § 5-402 OF**
24 **THIS ARTICLE, SEPARATE SCHOOL LEADERSHIP TRAINING PROGRAMS FOR:**

25 (1) **THE STATE SUPERINTENDENT, LOCAL SCHOOL**
26 **SUPERINTENDENTS, AND SENIOR, INSTRUCTION-RELATED STAFF; AND**

27 (2) **MEMBERS OF THE STATE BOARD, MEMBERS OF COUNTY BOARDS,**
28 **AND SCHOOL PRINCIPALS.**

29 ~~(C)~~ (B) **BOTH PROGRAMS SHALL BE:**

30 (1) **FOR A DURATION OF 12 TO 24 MONTHS;**

1 (2) COHORT-BASED TO ENCOURAGE COLLABORATION AND SHARED
2 LEARNING;

3 (3) JOB-EMBEDDED TO ALLOW FOR APPLICATION OF KNOWLEDGE
4 AND TECHNIQUES;

5 (4) TAILORED TO PROGRAM PARTICIPANTS USING
6 SELF-DIAGNOSTICS AND SCHOOL-LEVEL DIAGNOSTICS; AND

7 (5) EVIDENCE-BASED IN ACCORDANCE WITH THE GUIDELINES FOR
8 THE FEDERAL EVERY STUDENT SUCCEEDS ACT.

9 ~~(B)~~ (C) A PROGRAM FOR SCHOOL SUPERINTENDENTS AND SENIOR,
10 INSTRUCTION-RELATED STAFF SHALL INCLUDE:

11 (1) A REVIEW OF EDUCATION IN THE UNITED STATES RELATIVE TO
12 COUNTRIES WITH TOP PERFORMING EDUCATION SYSTEMS AND THE IMPLICATIONS
13 OF HIGH PERFORMANCE FOR STUDENTS, THE ECONOMIC SECURITY OF THE UNITED
14 STATES, AND QUALITY OF LIFE;

15 (2) A MODEL FOR STRATEGIC THINKING THAT WILL ASSIST
16 EDUCATION LEADERS TO TRANSFORM DISTRICTS UNDER THEIR LEADERSHIP;

17 (3) TRAINING TO PROVIDE A WORKING KNOWLEDGE OF RESEARCH
18 ON HOW STUDENTS LEARN AND THE IMPLICATIONS FOR INSTRUCTIONAL REDESIGN,
19 CURRICULUM PLANS, AND PROFESSIONAL LEARNING;

20 (4) A RESEARCH-BASED MODEL FOR COACHING SCHOOL LEADERS;
21 AND

22 (5) LESSONS IN TRANSFORMATIONAL LEADERSHIP.

23 ~~(B)~~ (D) A PROGRAM FOR BOARD OF EDUCATION MEMBERS AND SCHOOL
24 PRINCIPALS SHALL INCLUDE:

25 (1) A METHOD FOR ORGANIZING SCHOOLS TO ACHIEVE HIGH
26 PERFORMANCE, INCLUDING:

27 (I) BUILDING INSTRUCTIONAL LEADERSHIP TEAMS;

28 (II) IMPLEMENTING CAREER LADDERS FOR TEACHERS;

29 (III) OVERSEEING TEACHER INDUCTION AND MENTORING
30 SYSTEMS; AND

31 (IV) IDENTIFYING, RECRUITING, AND RETAINING

1 HIGH-QUALITY SCHOOL LEADERS;

2 (2) A MODEL FOR STRATEGIC THINKING THAT WILL ASSIST SCHOOL
3 LEADERS ~~DRIVE~~ IN DRIVING REDESIGN EFFORTS IN THEIR SCHOOLS;

4 (3) TRAINING TO PROVIDE A DEEP UNDERSTANDING OF
5 STANDARDS-ALIGNED INSTRUCTIONAL SYSTEMS;

6 (4) TRAINING TO PROVIDE A WORKING KNOWLEDGE OF THE
7 RESEARCH ON HOW STUDENTS LEARN AND THE IMPLICATIONS OF THIS RESEARCH
8 FOR INSTRUCTIONAL REDESIGN, CURRICULUM, AND PROFESSIONAL LEARNING;

9 (5) A RESEARCH-BASED MODEL FOR INSTRUCTIONAL COACHING;

10 (6) AN OVERVIEW OF ETHICAL LEADERSHIP DIRECTLY TIED TO THE
11 SCHOOL LEADERS' RESPONSIBILITY TO DRIVE EQUITABLE LEARNING IN THEIR
12 SCHOOLS; AND

13 (7) LESSONS IN TRANSFORMATIONAL LEADERSHIP.

14 6-125.

15 (A) (1) THE DEPARTMENT SHALL DETERMINE WHETHER THE BASIC
16 LITERACY SKILLS TEST REQUIRED FOR INITIAL TEACHER CERTIFICATION THAT IS
17 AT LEAST AS RIGOROUS AS THE SIMILAR EXAMINATION ADMINISTERED BY THE
18 COMMONWEALTH OF MASSACHUSETTS.

19 (2) IF THE DEPARTMENT DETERMINES THE BASIC LITERACY SKILLS
20 TEST IS INSUFFICIENT UNDER PARAGRAPH (1) OF THIS SUBSECTION, THE
21 DEPARTMENT SHALL DEVELOP A NEW LITERACY EXAMINATION OF SUFFICIENT
22 RIGOR.

23 (3) THE DEPARTMENT MAY NOT LIMIT THE NUMBER OF TIMES AN
24 INDIVIDUAL MAY TAKE THE LITERACY EXAMINATION DEVELOPED UNDER THIS
25 SUBSECTION IN ORDER TO PASS.

26 (B) (1) (I) BEGINNING AFTER THE IMPLEMENTATION OF THE
27 LITERACY EXAMINATION UNDER SUBSECTION (A) OF THIS SECTION, THE
28 DEPARTMENT SHALL DEVELOP AND ADMINISTER CHALLENGING, SUBJECT
29 SPECIFIC EXAMINATIONS TAILORED TO THE SUBJECTS AND GRADE LEVEL AT WHICH
30 TEACHERS WILL TEACH.

31 (II) SUBJECT SPECIFIC EXAMINATIONS SHALL BE AT LEAST AS
32 RIGOROUS AS SIMILAR EXAMINATIONS ADMINISTERED IN THE COMMONWEALTH OF
33 MASSACHUSETTS.

1 (III) THE DEPARTMENT MAY NOT LIMIT THE NUMBER OF TIMES
2 AN INDIVIDUAL MAY TAKE A SUBJECT SPECIFIC EXAMINATION TO PASS THE
3 EXAMINATION.

4 (2) BEFORE A SUBJECT SPECIFIC EXAMINATION DEVELOPED UNDER
5 PARAGRAPH (1) OF THIS SUBSECTION IS ADMINISTERED, THE DEPARTMENT SHALL
6 DEVELOP STANDARDS FOR THE SUBJECT SPECIFIC EXAMINATION AND SUBMIT THE
7 STANDARDS TO EACH DEPARTMENT APPROVED TEACHER PREPARATION PROGRAM
8 1 YEAR BEFORE THE FIRST YEAR IN WHICH THE EXAMINATION IS EXPECTED TO BE
9 ADMINISTERED.

10 (3) A TEACHER PREPARATION PROGRAM WITH STANDARDS FOR A
11 SUBJECT SPECIFIC EXAMINATION DEVELOPED BY THE DEPARTMENT UNDER
12 PARAGRAPH (2) OF THIS SUBSECTION, SHALL INCORPORATE THE STANDARDS INTO
13 THE CURRICULUM OF THE TEACHER PREPARATION PROGRAM IN A TIMELY MANNER.

14 6-126.

15 (A) (1) THIS SUBSECTION APPLIES TO INDIVIDUALS WHO HAVE
16 GRADUATED FROM A TEACHER PREPARATION PROGRAM APPROVED BY THE
17 DEPARTMENT OR AN ALTERNATIVE TEACHER PREPARATION PROGRAM.

18 (2) BEGINNING ON JULY 1, 2025, TO QUALIFY FOR AN INITIAL
19 CERTIFICATE AN INDIVIDUAL SHALL:

20 (I) PASS AN EXAMINATION OF TEACHING ABILITY;

21 (II) PASS A RIGOROUS STATE-SPECIFIC EXAMINATION OF
22 MASTERY OF READING INSTRUCTION AND CONTENT FOR THE GRADE LEVEL THE
23 INDIVIDUAL WILL BE TEACHING; AND

24 (III) SATISFACTORILY COMPLETE ANY OTHER REQUIREMENTS
25 ESTABLISHED BY THE STATE BOARD.

26 (B) IN ADDITION TO ANY OTHER REQUIREMENTS ESTABLISHED BY THE
27 STATE BOARD, TO QUALIFY FOR A CERTIFICATE IN THE STATE, A TEACHER WHO
28 GRADUATED FROM AN INSTITUTION OF HIGHER EDUCATION IN ANOTHER STATE OR
29 HOLDS A PROFESSIONAL LICENSE OR CERTIFICATE FROM ANOTHER STATE SHALL:

30 (1) PASS AN EXAMINATION OF TEACHING ABILITY WITHIN 18 MONTHS
31 OF BEING HIRED BY A LOCAL SCHOOL SYSTEM; OR

32 (2) HOLD AN ACTIVE NATIONAL BOARD CERTIFICATION FROM THE
33 NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS.

34 (C) (1) THE DEPARTMENT, AFTER A REASONABLE PERIOD OF REVIEW

1 AND ASSESSMENT, SHALL DETERMINE WHETHER ONE OF THE ASSESSMENTS OF
2 TEACHING SKILL REQUIRED FOR INITIAL TEACHER CERTIFICATION UNDER THIS
3 SECTION MORE ADEQUATELY MEASURES THE SKILLS AND KNOWLEDGE REQUIRED
4 OF A HIGHLY QUALIFIED TEACHER.

5 (2) IF THE DEPARTMENT MAKES A DETERMINATION UNDER
6 PARAGRAPH (1) OF THIS SUBSECTION THAT REQUIRES A REVISION TO THE
7 STATUTORY REQUIREMENTS FOR INITIAL TEACHER CERTIFICATION, THE
8 DEPARTMENT SHALL, IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT
9 ARTICLE, SUBMIT A REPORT TO GENERAL ASSEMBLY ON OR BEFORE THE NEXT
10 SEPTEMBER 1 ON ITS RECOMMENDATIONS FOR REVISING THE QUALIFICATIONS FOR
11 INITIAL TEACHER LICENSURE.

12 (D) (1) THE DEPARTMENT SHALL ACTIVELY MONITOR AND ASSESS,
13 DURING THEIR IMPLEMENTATION AND DEVELOPMENT, NEW TEACHER STANDARDS
14 AND ASSESSMENTS PRODUCED UNDER THIS SECTION FOR ANY NEGATIVE IMPACT
15 ON THE DIVERSITY OF TEACHER CANDIDATES PASSING THE INITIAL TEACHER
16 CERTIFICATION ASSESSMENTS.

17 (2) THE DEPARTMENT SHALL REPORT THE RESULTS OF ITS
18 MONITORING AND ASSESSMENT TO THE ACCOUNTABILITY AND IMPLEMENTATION
19 BOARD UNDER § 5-402 OF THIS ARTICLE.

20 6-201.

21 (b) (1) Except as provided in subsection (a) of this section **AND SUBTITLE 10**
22 **OF THIS TITLE**, the county superintendent shall nominate for appointment by the county
23 board:

24 (i) All professional assistants of the office of county superintendent;
25 and

26 (ii) All principals, teachers, and other certificated personnel.

27 6-408.

28 (c) (1) On request a public school employer or at least two of its designated
29 representatives shall meet and negotiate with at least two representatives of the employee
30 organization that is designated as the exclusive negotiating agent for the public school
31 employees in a unit of the county on all matters that relate to:

32 (i) ~~Salaries, and~~ ~~IN ACCORDANCE WITH SUBTITLE 10 OF THIS~~
33 ~~TITLE, SALARIES,~~ wages, hours, and other working conditions, including procedures
34 regarding employee transfers and assignments; ~~and~~

35 (ii) The structure, time, and manner of the access of the exclusive
36 representative to a public school employer's new employee processing as required under §

1 6-407.1 of this subtitle ;AND

2 **(III) A CAREER LADDER FOR EDUCATORS ESTABLISHED UNDER**
 3 **SUBTITLE 10 OF THIS TITLE.**

4 6-411.

5 (a) This subtitle does not supersede [any]:

6 **(1) ANY** other provision of the Code or the rules and regulations of public
 7 school employers that establish and regulate tenure; **OR**

8 **(2) THE CAREER LADDER ESTABLISHED UNDER SUBTITLE 10 OF THIS**
 9 **TITLE.**

10 6-704.

11 (a) (1) In accordance with Title 10, Subtitle 1 of the State Government
 12 Article, both the State Board and the Board shall develop for consideration rules and
 13 regulations for:

14 (i) Except as provided in item (iii) of this paragraph, the certification of
 15 teachers and other professional personnel in accordance with this article;

16 (ii) Requirements for preparation of teachers and other education
 17 personnel; and

18 (iii) The certification of social workers employed by a local school
 19 employer as professional personnel.

20 (2) Rules and regulations developed by the State Board shall be reviewed
 21 by the Board.

22 (3) Rules and regulations developed by the Board shall be reviewed by the
 23 State Board.

24 (4) Rules and regulations that are initiated by either the State Board or
 25 the Board and submitted for review to each other shall be acted upon within 60 days of
 26 their receipt by the other party.

27 (5) Recommendations on rules and regulations [that are
 28 initiated by the Board] shall be implemented [unless
 29 disapproved by three-fourths of the members of the State Board] IF BOTH THE
 30 BOARD AND THE STATE BOARD APPROVE THEM.

31 (6) [Recommendations on rules and regulations that are initiated by

1 the State Board shall be implemented unless disapproved by the Board.

2 (7) If the rules or regulations are disapproved under paragraph (6) of this
 3 subsection, the rules or regulations shall be implemented if they are approved by
 4 three-fourths of the members of the State Board.

5 (8) An individual who is otherwise qualified may not be denied
 6 the right to receive credentials from the Board, to receive training to become a teacher,
 7 or to practice teaching in any school because that individual is totally or partially
 8 blind.

9 [(9)] (7) A county board may not refuse to contract with
 10 or engage a teacher because of blindness if the blind teacher is capable of performing
 11 the duties of the position for which he has applied.

12 [(10)] (8) The right of a school psychologist, who is
 13 certified by the Board to practice school psychology consistent with the provisions of
 14 that certification, may not be limited by Title 18 of the Health Occupations Article
 15 with respect to the practice of school psychology in an educational institution.

16 **SUBTITLE 10. CAREER LADDER FOR EDUCATORS.**

17 **6-1001.**

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

20 **(B) "CAREER LADDER" MEANS THE CAREER LADDER FOR PUBLIC**
 21 **PREKINDERGARTEN, PRIMARY, OR SECONDARY SCHOOL TEACHERS IN THE STATE**
 22 **IMPLEMENTED BY COUNTY BOARDS THAT MEETS THE STANDARDS SET FORTH**
 23 **UNDER THIS SUBTITLE AND THE STANDARDS ADOPTED BY THE DEPARTMENT.**

24 **(C) "NBC" MEANS NATIONAL BOARD CERTIFICATION ISSUED BY THE**
 25 **NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS.**

26 **(D) "NBC TEACHER" MEANS A TEACHER WHO HOLDS AN ACTIVE NATIONAL**
 27 **BOARD CERTIFICATION.**

28 **(E) (1) "TEACHER" MEANS A CERTIFIED PUBLIC SCHOOL EMPLOYEE WHO**
 29 **IS PRIMARILY RESPONSIBLE AND ACCOUNTABLE FOR TEACHING THE STUDENTS IN**
 30 **THE CLASS.**

31 **(2) "TEACHER" DOES NOT INCLUDE, UNLESS OTHERWISE PROVIDED:**

32 **(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, INCLUDING TIME:

1 1. TO WORK IN TEAMS OF TEACHERS BY SUBJECT AND
2 GRADE;

3 2. TO WORK TOGETHER WITH OTHER TEACHERS TO CONTINUOUSLY
4 IMPROVE INSTRUCTION;

5 3. TO REVIEW TOGETHER WITH OTHER TEACHERS INDIVIDUAL
6 STUDENT NEEDS, INCLUDING NEEDS RELATED TO BEHAVIORAL ISSUES, AND DEVELOP PLANS
7 TO ADDRESS THOSE NEEDS; AND

8 4. FOR PROFESSIONAL LEARNING FOR TEACHERS PURSUING
9 NBC; AND

10 (VI) DEVELOP AND SUPPORT HIGHLY COMPETENT SCHOOL LEADERS
11 THAT ARE ABLE TO LEAD HIGH PERFORMING SCHOOLS DUE TO THEIR:

12 1. KNOWLEDGE OF TEACHING AND LEARNING;

13 2. EXPERIENCE AS TEACHERS, LEADERS, AND MENTORS OF
14 TEACHERS; AND

15 3. KNOWLEDGE OF AND EXPERIENCE WITH ORGANIZING SCHOOLS
16 SO THAT ALL STUDENTS ARE SUCCESSFUL IN THE GLOBAL ECONOMY; AND

17 ~~(VI)~~ (VII) ABOVE ALL, INSPIRE TEACHERS AND SCHOOL LEADERS TO
18 INSTILL IN THEIR
19 STUDENTS A PASSION FOR LEARNING AND A MASTERY OF THE SKILLS NECESSARY
20 TO SUCCEED IN THE GLOBAL ECONOMY.

21 (C) EXCEPT AS PROVIDED IN THIS SUBTITLE, THE CAREER LADDER IS
22 SUBJECT TO COLLECTIVE BARGAINING IN ACCORDANCE WITH § 6-408 OF THIS TITLE.

23 ~~(C)~~ (D) THE CAREER LADDER SHALL:

24 (1) ADEQUATELY COMPENSATE PROFESSIONAL TEACHERS FOR
25 THEIR WORK;

26 (2) SUPPORT AND ENCOURAGE TEACHERS WORKING IN TEAMS TO
27 SYSTEMATICALLY IMPROVE SCHOOLS AND CURRICULA;

28 (3) ~~IDENTIFY~~ PROVIDE TEACHERS WITH THE OPPORTUNITY TO IDENTIFY AND WORK
29 WITH STUDENTS WHO NEED EXTRA HELP,
30 INCLUDING BY PROVIDING TEACHERS TIME DURING THE SCHOOL DAY TO TAKE ON
31 THOSE PURSUITS; AND

1 (4) **PROVIDE TEACHERS WITH THE OPPORTUNITY TO DEVELOP THEIR**
 2 **SKILLS AND KNOWLEDGE BY PARTICIPATING IN JOB-EMBEDDED JOB-EMBEDDED PROFESSIONAL**
 3 **DEVELOPMENT.**

4 ~~(D)~~ **(E) THE GUIDING PRINCIPLES FOR DEVELOPMENT OF THE CAREER LADDER**
 5 **ARE:**

6 (1) **PROGRESSION OF TEACHERS IN A MANNER THAT INCENTIVIZES**
 7 **TEACHERS TO STAY ON THE TEACHER TRACK RATHER THAN MOVING TO THE**
 8 **ADMINISTRATOR TRACK;**

9 (2) **A TEACHER SALARY THAT ATTRACTS NEW TEACHERS TO THE**
 10 **PROFESSION;**

11 (3) **A TEACHER SALARY THAT INCENTIVIZES EXISTING TEACHERS TO**
 12 **OPT IN TO THE CAREER LADDER;**

13 (4) **TEACHER SALARY PROGRESSION AS PERFORMANCE INCREASES**
 14 **AS DEMONSTRATED BY A TEACHER ACHIEVING NBC; AND**

15 (5) **INCENTIVES THAT ARE SUCCESSFUL IN ALL LOCAL SCHOOL**
 16 **SYSTEMS.**

17 ~~(E)~~ **(F) THE LEVELS OF THE CAREER LADDER ARE AS FOLLOWS:**

18 (1) **LEVEL ONE IS A STATE CERTIFIED TEACHER;**

19 (2) **LEVEL TWO IS A TEACHER PURSUING:**

20 (I) **A MASTER'S DEGREE;**

21 (II) **30 CREDITS OF A PROGRAM OF STUDY APPROVED BY THE**
 22 **STATE BOARD, IN CONSULTATION WITH THE PROFESSIONAL STANDARDS AND**
 23 **TEACHER EDUCATION BOARD; OR**

24 (III) **NBC;**

25 (3) **LEVEL THREE IS:**

26 (I) **A NBC TEACHER;**

27 (II) **~~A~~ IF THERE IS NO ASSESSMENT COMPARABLE TO NBC FOR THE TEACHER'S SUBJECT**
 28 **AREA, A TEACHER WITH ~~AN ADVANCED PROFESSIONAL~~**
 29 **CERTIFICATE A MASTER'S DEGREE IN THE TEACHER'S SUBJECT AREA; OR**

30 (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~~ DISTINGUISHED TEACHER; OR
3. PROFESSOR ~~MASTER~~ DISTINGUISHED TEACHER; OR

(II) A TEACHER ON THE ADMINISTRATOR TRACK, IN THE FOLLOWING TIERS:

1. LICENSED PRINCIPAL; OR
2. ~~MASTER~~ DISTINGUISHED PRINCIPAL.

(G) IF A TEACHER ACHIEVES LEVEL THREE OR FOUR OF THE CAREER LADDER BY BEING A NBC TEACHER, THE TEACHER SHALL MAINTAIN AN ACTIVE NATIONAL BOARD CERTIFICATION IN ORDER TO REMAIN ON LEVEL THREE OR FOUR OF THE CAREER LADDER, AS APPLICABLE.

~~(F)~~ (H) (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 IN 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 WORKING TIME OUTSIDE THE CLASSROOM AS THE PERCENTAGES REFERENCED IN PARAGRAPH (1) OF THIS SUBSECTION ARE PHASED IN:

(I) NEWLY LICENSED TEACHERS, PARTICULARLY NEW TEACHERS IN LOW-PERFORMING SCHOOLS OR SCHOOLS THAT HAVE A HIGH CONCENTRATION OF STUDENTS LIVING IN POVERTY; AND

(II) TEACHERS IN SCHOOLS THAT:

1. ARE LOW-PERFORMING;
2. HAVE A HIGH CONCENTRATION OF STUDENTS LIVING IN POVERTY; OR

1 3. HAVE LARGE ACHIEVEMENT GAPS BETWEEN
2 SUBPOPULATIONS OF STUDENTS.

3 ~~(C)~~ (I) THE PERCENTAGE OF TEACHERS WHO ARE PROFESSOR ~~MASTER~~
4 DISTINGUISHED
5 TEACHERS OR ~~MASTER~~ DISTINGUISHED PRINCIPALS MAY NOT BE MORE THAN 1% OF THE TOTAL
6 NUMBER OF ALL TEACHERS.

7 ~~(H)~~ (J) TEACHERS IN THE UPPER LEVELS OF THE CAREER LADDER SHALL
8 MENTOR TEACHERS IN THE LOWER LEVELS OF THE LADDER, ESPECIALLY THOSE
9 TEACHERS WHO TEACH IN SCHOOLS WITH HIGH PROPORTIONS OF
10 LOW-PERFORMING STUDENTS.

11 (K) EACH COUNTY BOARD SHALL STRIVE TO PLACE NBC TEACHERS IN
12 SCHOOLS THROUGHOUT THE COUNTY AND IN A MANNER THAT SUPPORTS EQUITY AND
13 PRIORITIZES LOW PERFORMING SCHOOLS.

14 ~~(I)~~ (L) A COUNTY BOARD MAY NOT RECEIVE FUNDING FROM THE STATE FOR
15 THE IMPLEMENTATION OF THE CAREER LADDER UNDER § 6-1009 OF THIS SUBTITLE
16 UNLESS THE COUNTY BOARD IMPLEMENTS A CAREER LADDER THAT MEETS THE
17 REQUIREMENTS OF THIS SUBTITLE.

18 **6-1003.**

19 (A) BEGINNING WITH TEACHERS LISTED UNDER § 6-1002(F)(3) OF THIS
20 SUBTITLE, AS SPECIFIED BY THE STATE BOARD, A TEACHER ON ~~LEVEL~~ LEVELS ONE, TWO, OR THREE
21 OF
22 THE CAREER LADDER SHALL:

23 (1) TEACH IN THE CLASSROOM FOR AT LEAST 60% OF THEIR
24 WORKING TIME; AND

25 (2) SPEND THE REMAINING TIME ON OTHER TEACHER ACTIVITIES,
26 INCLUDING:

27 (I) IMPROVING INSTRUCTION;

28 (II) IDENTIFYING, WORKING WITH, AND TUTORING STUDENTS
29 WHO NEED ADDITIONAL HELP;

30 (III) WORKING WITH THE MOST CHALLENGING STUDENTS;

31 (IV) WORKING WITH STUDENTS LIVING IN CONCENTRATED
32 POVERTY; AND

1 (V) ~~PARTICIPATING~~ LEADING OR PARTICIPATING IN PROFESSIONAL
2 LEARNING.

3 (B) (1) AN ASSISTANT PRINCIPAL IS ON LEVEL THREE OF THE CAREER
4 LADDER AND SHALL:

5 (I) BE A NBC TEACHER; OR

6 (II) HAVE AN ADVANCED PROFESSIONAL CERTIFICATE FOR
7 ADMINISTRATION.

8 (2) BEGINNING WITH TEACHERS LISTED UNDER § 6-1002(F)(3) OF
9 THIS SUBTITLE, AS SPECIFIED BY THE STATE BOARD, AN ASSISTANT PRINCIPAL
10 SHALL:

11 (I) TEACH IN THE CLASSROOM FOR AT LEAST 20% OF THEIR
12 WORKING HOURS; AND

13 (II) SPEND THE REMAINING TIME ON OTHER TEACHER
14 ACTIVITIES, INCLUDING:

15 1. SETTING PRIORITIES FOR THE SUBJECT LEVEL
16 DEPARTMENTS OF THE SCHOOL; AND

17 2. FULFILLING SPECIALIZED ROLES, SUCH AS HEAD OF
18 PROFESSIONAL DEVELOPMENT.

19 6-1004.

20 (A) (1) THERE IS A TEACHER LEADERSHIP TRACK ON LEVEL FOUR OF THE
21 CAREER LADDER.

22 (2) A TEACHER ON THE TEACHER LEADERSHIP TRACK ~~IS~~ :

23 (I) SHALL:

24 1. BE AN NBC TEACHER; OR

25 2. IF THERE IS NO ASSESSMENT COMPARABLE TO NBC FOR THE
26 TEACHER'S SUBJECT AREA, HAVE A MASTER'S DEGREE IN THE TEACHER'S SUBJECT AREA;
27 AND

28 (II) Is
29 RESPONSIBLE FOR MENTORING PEERS AND SERVING AS AN EXPERT RESOURCE ON
30 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, INCLUDING MENTORING TEACHERS WHO ARE PURSUING NBC;

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~~ THE INTERVENTIONS ARE SUCCESSFUL AND TO ALTER ~~THEM~~ THE
19 INTERVENTIONS AS NECESSARY
20 TO IMPROVE OUTCOMES FOR STUDENTS ; AND

21 (VI) TEACH STUDENTS USING CULTURALLY RESPONSIVE AND
22 TRAUMA-INFORMED PEDAGOGY.

23 (3) (I) WHEN A LEAD TEACHER POSITION BECOMES AVAILABLE IN
24 A COUNTY, A LEAD TEACHER SHALL BE SELECTED IN ACCORDANCE WITH THIS
25 PARAGRAPH.

26 (II) THROUGHOUT THE PROCESS OF SELECTING A LEAD TEACHER
27 UNDER THIS PARAGRAPH, PRIORITY SHALL BE GIVEN TO TEACHERS WHO HAVE EXPERIENCE
28 TEACHING IN SCHOOLS THAT:

29 1. REFLECT THE RACIAL AND ETHNIC DIVERSITY OF THE STATE;
30 OR

31 2. HAVE RECEIVED A GRANT UNDER § 5-223 OF THIS
32 ARTICLE.

33 ~~(II)~~ (III) MASTER DISTINGUISHED TEACHERS, PROFESSOR
34 MASTER DISTINGUISHED TEACHERS, AND,

1 IF NECESSARY BECAUSE OF A LIMITED NUMBER OF ~~MASTER~~ DISTINGUISHED AND PROFESSOR
2 ~~MASTER~~ DISTINGUISHED TEACHERS, LEAD TEACHERS WHO TEACH IN THE COUNTY SHALL PROVIDE
3 A LIST OF QUALIFIED CANDIDATES TO:

4 1. THE PRINCIPAL OF THE SCHOOL IN WHICH THE
5 POSITION IS AVAILABLE; AND

6 2. THE LOCAL SUPERINTENDENT.

7 ~~(III)~~ (IV) THE PRINCIPAL OF THE SCHOOL IN WHICH THE POSITION IS
8 AVAILABLE AND THE LOCAL SUPERINTENDENT SHALL APPOINT A CANDIDATE FROM
9 THE LIST PROVIDED UNDER SUBPARAGRAPH (II) OF THIS PARAGRAPH.

10 (4) BEGINNING WITH TEACHERS LISTED UNDER § 6-1002(F)(3) OF
11 THIS SUBTITLE AS SPECIFIED BY THE STATE BOARD, A LEAD TEACHER SHALL:

12 (I) TEACH IN THE CLASSROOM FOR AT LEAST 50% OF THEIR
13 WORKING TIME; AND

14 (II) SPEND THE REMAINING TIME ON OTHER TEACHER
15 ACTIVITIES, INCLUDING:

16 1. MENTORING NEWER AND STRUGGLING TEACHERS AND TEACHERS WHO ARE PURSUING
17 NBC;
18 AND

19 2. LEADING WORKSHOPS AND DEMONSTRATIONS AT
20 THE SCHOOL LEVEL.

21 (C) (1) THE SECOND TIER OF THE TEACHER LEADERSHIP TRACK IS A
22 ~~MASTER~~ DISTINGUISHED TEACHER.

23 (2) A ~~MASTER~~ DISTINGUISHED TEACHER SHALL HAVE DEMONSTRATED EXCEPTIONAL
24 SKILLS IN ALL THE ~~DUTIES REQUIRED OF~~ REQUIREMENTS FOR A LEAD TEACHER, WHICH MAY BE
25 DETERMINED THROUGH AN EVALUATION OF:

26 (I) THE TEACHING CAPABILITY OF THE TEACHER'S MENTEES;

27 (II) WHETHER THE TEAMS THE TEACHER LED RESULTED IN
28 EFFECTIVE IMPROVEMENTS IN CURRICULUM, INSTRUCTION, AND ASSESSMENT;

29 (III) THE QUALITY OF THE TEACHER'S PUBLISHED WORK,
30 INCLUDING PUBLICATION IN REFEREED JOURNALS;

31 (IV) THE DEMAND FOR THE TEACHER'S COUNSEL AND
32 GUIDANCE, BOTH INSIDE AND OUTSIDE OF THE TEACHER'S SCHOOL;

1 (v) THE TEACHER'S ETHICAL STANDARDS AND ABILITY TO
 2 PROMOTE A SCHOOL CULTURE IN WHICH ALL STUDENTS ARE EXPECTED TO ACHIEVE
 3 AT HIGH LEVELS AND ALL PROFESSIONALS ARE EXPECTED TO WORK TO HELP
 4 STUDENTS ACHIEVE AT HIGH LEVELS; AND

5 (vi) THE ADMIRATION OF THE TEACHER'S PEERS AND
 6 SUPERVISORS FOR THE TEACHER'S ABILITY TO INSPIRE, GUIDE, AND DEVELOP
 7 TEACHERS TO ACHIEVE ~~REAL~~ A HIGH LEVEL OF COMPETENCE.

8 (3) (i) WHEN A ~~MASTER~~ DISTINGUISHED TEACHER POSITION BECOMES
 9 AVAILABLE
 10 IN A COUNTY, A ~~MASTER~~ DISTINGUISHED TEACHER SHALL BE SELECTED IN ACCORDANCE WITH
 11 THIS
 12 PARAGRAPH.

13 (ii) THROUGHOUT THE PROCESS OF SELECTING A DISTINGUISHED
 14 TEACHER UNDER THIS PARAGRAPH, PRIORITY SHALL BE GIVEN TO LEAD TEACHERS WHO HAVE
 15 EXPERIENCE TEACHING IN CLASSROOMS AND LEADING TEAMS OF TEACHERS IN SCHOOLS
 16 THAT:

17 1. REFLECT THE RACIAL AND ETHNIC DIVERSITY OF THE STATE;
 18 OR

19 2. HAVE RECEIVED A GRANT UNDER § 5-223 OF THIS
 20 ARTICLE.

21 ~~(ii)~~ (iii) PROFESSOR ~~MASTER~~ DISTINGUISHED TEACHERS AND,
 22 IF NECESSARY
 23 BECAUSE OF A LIMITED NUMBER OF PROFESSOR ~~MASTER~~ DISTINGUISHED TEACHERS, ~~MASTER~~
 24 DISTINGUISHED
 25 TEACHERS WHO TEACH IN THE COUNTY, SHALL PROVIDE A LIST OF QUALIFIED
 26 CANDIDATES TO:

27 1. THE PRINCIPAL OF THE SCHOOL IN WHICH THE
 28 POSITION IS AVAILABLE; AND

29 2. THE LOCAL SUPERINTENDENT.

30 ~~(iii)~~ (iv) THE PRINCIPAL OF THE SCHOOL IN WHICH THE POSITION IS
 31 AVAILABLE AND THE LOCAL SUPERINTENDENT SHALL APPOINT A CANDIDATE FROM
 32 THE LIST PROVIDED IN SUBPARAGRAPH (II) OF THIS PARAGRAPH.

33 (4) BEGINNING WITH TEACHERS LISTED UNDER § 6-1002(F)(3) OF
 34 THIS SUBTITLE AS SPECIFIED BY THE STATE BOARD, A ~~MASTER~~ DISTINGUISHED TEACHER SHALL:

1 (I) TEACH IN THE CLASSROOM FOR AT LEAST 40% OF THEIR
2 WORKING TIME; AND

3 (II) SPEND THE REMAINING TIME ON OTHER TEACHER
4 ACTIVITIES, INCLUDING:

5 1. MENTORING LEAD TEACHERS; AND

6 2. LEADING WORKSHOPS AND DEMONSTRATIONS AT
7 THE SCHOOL AND DISTRICT LEVEL.

8 (D) (1) THE THIRD TIER OF THE TEACHER LEADERSHIP TRACK IS A
9 PROFESSOR ~~MASTER~~ DISTINGUISHED TEACHER.

10 (2) A PROFESSOR ~~MASTER~~ DISTINGUISHED TEACHER IS A DISTINGUISHED
11 TEACHER
12 WITH EXCEPTIONAL ACCOMPLISHMENTS, WHICH MAY BE DEMONSTRATED BY:

13 (I) A REPUTATION AS BEING AMONG THE VERY BEST OF TEACHERS,
14 LEADERS OF TEACHERS, AND DEVELOPERS OF TEACHERS;

15 (II) THE PUBLICATION OF RESEARCH PAPERS AS A UNIVERSITY
16 PROFESSOR; OR

17 (III) BEING QUALIFIED TO TEACH AND ~~LEAD~~ BE A LEADER IN BOTH AN
18 INSTITUTION OF HIGHER EDUCATION AND AN ELEMENTARY OR SECONDARY
19 SCHOOL.

20 (3) CANDIDATES TO BE A PROFESSOR ~~MASTER~~ DISTINGUISHED TEACHER INCLUDE:

21 (I) A SENIOR FACULTY MEMBER IN A PROFESSIONAL
22 DEVELOPMENT SCHOOL WHO HOLDS A DOCTORATE AND IS QUALIFIED TO SERVE AS
23 A CLINICAL PROFESSOR; AND

24 (II) A TEACHER WHO:

25 1. IS BASED AT AN INSTITUTION OF HIGHER EDUCATION;

26 2. SERVES AS A MENTOR AND INSTRUCTOR OF
27 TEACHERS IN TRAINING;

28 3. MENTORS NEW TEACHERS DURING INDUCTION; AND

29 4. DESIGNS AND LEADS PROFESSIONAL DEVELOPMENT
30 ACROSS THE STATE.

1 (4) (I) A COUNTY BOARD SHALL APPOINT A PROFESSOR ~~MASTER~~
 2 DISTINGUISHED
 3 TEACHER IN CONSULTATION WITH THE APPROPRIATE INSTITUTION OF HIGHER
 4 EDUCATION.

5 (II) THROUGHOUT THE PROCESS OF SELECTING A PROFESSOR
 6 DISTINGUISHED TEACHER UNDER THIS PARAGRAPH, PRIORITY SHALL BE GIVEN TO
 7 DISTINGUISHED TEACHERS WHO HAVE EXPERIENCE TEACHING, LEADING TEACHERS, AND
 8 DEVELOPING TEACHERS IN SCHOOLS THAT:

9 1. REFLECT THE RACIAL AND ETHNIC DIVERSITY OF THE STATE;
 10 OR

11 2. HAVE RECEIVED A GRANT UNDER § 5-223 OF THIS
 12 ARTICLE.

13 (5) BEGINNING WITH TEACHERS LISTED UNDER § 6-1002(F)(3) OF
 14 THIS SUBTITLE AS SPECIFIED BY THE STATE BOARD, A PROFESSOR ~~MASTER~~ DISTINGUISHED
 15 TEACHER SHALL TEACH IN A CLASSROOM FOR AT LEAST 20% OF THEIR WORKING
 16 TIME.

17 (E) A COUNTY BOARD SHALL SELECT:

18 (1) A MENTOR TEACHER FOR INDUCTION PROGRAMS AND TEACHER
 19 TRAINING PRACTICUMS FROM THE TEACHER LEADERSHIP TRACK; AND

20 (2) AN EXPERT TO WRITE CURRICULUM AND ASSESSMENT ITEMS AND
 21 DEVELOP MODEL LESSONS ~~FOR FROM THE MASTER~~ DISTINGUISHED TEACHER AND
 22 PROFESSOR ~~MASTER~~ DISTINGUISHED
 23 TEACHER TIERS OF THE TEACHER LEADERSHIP TRACK.

24 (F) (1) EXCEPT AS PROVIDED IN PARAGRAPH (2) OF THIS SUBSECTION, A
 25 TEACHER IN THE TEACHER LEADERSHIP TRACK SHALL SPEND A PORTION OF THEIR
 26 WORKING TIME TEACHING IN THE CLASSROOM.

27 (2) A TEACHER IN THE TEACHER LEADERSHIP TRACK MAY BE
 28 ASSIGNED NON-TEACHING DUTIES FOR A PERIOD OF TIME, BUT SHALL RETURN TO
 29 TEACHING IN THE CLASSROOM AFTER A CERTAIN PERIOD OF TIME, AS DETERMINED
 30 BY THE COUNTY BOARD.

31 6-1005.

32 (A) EACH COUNTY BOARD MAY CONVENE A LOCAL CAREER LADDER
 33 DEVELOPMENT BOARD.

34 (B) THE MEMBERSHIP OF THE LOCAL CAREER LADDER DEVELOPMENT

1 BOARD SHALL INCLUDE ADVANCED TEACHERS AND STAKEHOLDERS.

2 (C) THE LOCAL CAREER LADDER DEVELOPMENT BOARD SHALL SET
3 STANDARDS FOR TEACHERS TO ACHIEVE EACH TIER IN THE TEACHER LEADERSHIP
4 TRACK IN THE COUNTY.

5 6-1006.

6 (A) (1) THERE IS AN ADMINISTRATOR TRACK ON LEVEL FOUR OF THE
7 CAREER LADDER.

8 (2) THE PRIMARY PURPOSE OF THE ADMINISTRATOR TRACK IS TO
9 DEVELOP TEACHERS INTO PRINCIPALS.

10 (3) A TEACHER ON THE ADMINISTRATOR TRACK IS RESPONSIBLE FOR
11 MANAGING ADMINISTRATIVE FUNCTIONS IN THE SCHOOL.

12 (B) (1) THE FIRST TIER OF THE ADMINISTRATOR TRACK IS A LICENSED
13 PRINCIPAL.

14 (2) (I) THE STATE BOARD, IN CONSULTATION WITH THE
15 PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD, SHALL ESTABLISH
16 THE CRITERIA THAT A TEACHER SHALL MEET TO ACHIEVE THE LICENSED PRINCIPAL
17 TIER.

18 (II) THE CRITERIA UNDER SUBPARAGRAPH (I) OF THIS
19 PARAGRAPH:

20 1. SHALL INCLUDE A REQUIREMENT THAT A TEACHER
21 BE A NBC TEACHER BEFORE THE TEACHER MAY BE A LICENSED PRINCIPAL; AND

22 2. MAY INCLUDE A REQUIREMENT THAT A TEACHER
23 SHALL COMPLETE AN INDUCTION OR TRAINING PROGRAM FOR NEW PRINCIPALS.

24 (3) BEGINNING WITH TEACHERS LISTED UNDER § 6-1002(F)(3) OF
25 THIS SUBTITLE AS SPECIFIED BY THE STATE BOARD, A LICENSED PRINCIPAL IS
26 ENCOURAGED TO TEACH IN THE CLASSROOM FOR AT LEAST 10% OF THEIR WORKING
27 HOURS.

28 (4) (I) WHEN A LICENSED PRINCIPAL POSITION BECOMES
29 AVAILABLE IN THE COUNTY, A LICENSED PRINCIPAL SHALL BE SELECTED IN
30 ACCORDANCE WITH THIS PARAGRAPH.

31 (II) THROUGHOUT THE PROCESS OF SELECTING A LICENSED
32 PRINCIPAL UNDER THIS PARAGRAPH, PRIORITY SHALL BE GIVEN TO TEACHERS WHO HAVE
33 EXPERIENCE TEACHING IN SCHOOLS THAT:

1. REFLECT THE RACIAL AND ETHNIC DIVERSITY OF THE STATE;

OR

2. HAVE RECEIVED A GRANT UNDER § 5-223 OF THIS

ARTICLE.

~~(H)~~ (III) TEACHER LEADERS, OTHER LICENSED PRINCIPALS, AND
~~MASTER DISTINGUISHED~~ PRINCIPALS IN THE COUNTY SHALL PROVIDE A LIST OF QUALIFIED
 CANDIDATES TO THE LOCAL SUPERINTENDENT.

~~(H)~~ (IV) THE LOCAL SUPERINTENDENT SHALL APPOINT A
 CANDIDATE FROM THE LIST PROVIDED UNDER SUBPARAGRAPH (II) OF THIS
 PARAGRAPH.

(C) (1) THE SECOND TIER OF THE ADMINISTRATOR TRACK IS ~~MASTER~~ DISTINGUISHED
 PRINCIPAL.

(2) TO BE A ~~MASTER~~ DISTINGUISHED PRINCIPAL, A TEACHER SHALL
 DEMONSTRATE
 THE ABILITY TO:

(I) EFFECTIVELY IDENTIFY, ATTRACT, LEAD, AND RETAIN
 HIGHLY PROFESSIONAL TEACHERS;

(II) ORGANIZE AND MANAGE A SCHOOL IN A WAY THAT
 INCENTIVIZES AND SUPPORTS TEACHERS TO DO THEIR BEST WORK;

(III) SET HIGH STANDARDS FOR FACULTY AND STUDENTS AND
~~LIVE UP TO THE STANDARDS SET FOR OTHERS~~ ACHIEVE THE STANDARDS SET BY OTHERS;

(IV) WORK WITH STAKEHOLDERS ON THE TEACHER'S VISION;

(V) IDENTIFY AND HELP CULTIVATE ~~TEACHERS'~~ A TEACHER'S POTENTIAL
 FOR GROWTH;

(VI) HELP STUDENTS, PARENTS, AND TEACHERS EMBRACE THE
 GOAL FOR ALL STUDENTS TO ACHIEVE INTERNATIONALLY COMPETITIVE
 STANDARDS;

(VII) MENTOR AND SUPPORT OTHER PRINCIPALS; AND

(VIII) HELP OTHER PRINCIPALS ACHIEVE HIGHER LEVELS OF
 PERFORMANCE.

(3) BEGINNING WITH TEACHERS LISTED UNDER § 6-1002(F)(3) OF

1 THIS SUBTITLE AS SPECIFIED BY THE STATE BOARD, A ~~MASTER~~ DISTINGUISHED PRINCIPAL IS
2 ENCOURAGED TO TEACH IN A CLASSROOM FOR AT LEAST 10% OF THEIR WORKING
3 HOURS.

4 (4) (I) WHEN A ~~MASTER~~ DISTINGUISHED PRINCIPAL POSITION BECOMES
5 AVAILABLE IN THE COUNTY, A ~~MASTER~~ DISTINGUISHED PRINCIPAL SHALL BE SELECTED IN
6 ACCORDANCE WITH THIS PARAGRAPH.

7 (II) THROUGHOUT THE PROCESS OF SELECTING A DISTINGUISHED
8 PRINCIPAL UNDER THIS PARAGRAPH, PRIORITY SHALL BE GIVEN TO LICENSED PRINCIPALS
9 WHO HAVE EXPERIENCE TEACHING AND SERVING AS PRINCIPALS IN SCHOOLS THAT:

10 1. REFLECT THE RACIAL AND ETHNIC DIVERSITY OF THE STATE;
11 OR

12 2. HAVE RECEIVED A GRANT UNDER § 5-223 OF THIS
13 ARTICLE.

14 ~~(II)~~ (III) TEACHER LEADERS AND OTHER ~~MASTER~~ DISTINGUISHED
15 PRINCIPALS IN
16 THE COUNTY SHALL PROVIDE A LIST OF QUALIFIED CANDIDATES TO THE LOCAL
17 SUPERINTENDENT.

18 ~~(III)~~ (IV) THE LOCAL SUPERINTENDENT SHALL APPOINT A
19 CANDIDATE FROM THE LIST PROVIDED UNDER SUBPARAGRAPH (II) OF THIS
20 PARAGRAPH.

21 (D) ALL LICENSED AND ~~MASTER~~ DISTINGUISHED PRINCIPALS SHALL:

22 (1) BE TRAINED IN AND DEMONSTRATE CAPABILITY WITH RACIAL
23 AWARENESS AND CULTURAL COMPETENCE, INCLUDING:

24 (I) TEACHING STUDENTS AND MANAGING TEACHING FACULTY
25 FROM DIFFERENT RACIAL, ETHNIC, AND SOCIOECONOMIC BACKGROUNDS; AND

26 (II) IMPLEMENTING RESTORATIVE PRACTICES;

27 (2) CULTIVATE A SCHOOL ENVIRONMENT IN WHICH TEACHERS:

28 (I) DEVELOP CULTURAL COMPETENCE;

29 (II) ENHANCE EMPATHY AND RESPECT FOR STUDENTS;

30 (III) WORK TO ELIMINATE BIASES AND STEREOTYPES; AND

31 (IV) PROVIDE INSTRUCTION IN A MANNER THAT ASSUMES THAT
32 ALL STUDENTS REGARDLESS OF THEIR RACE, ETHNICITY, GENDER, OR OTHER

1 CHARACTERISTICS ARE CAPABLE OF THE HIGHEST LEVELS OF ACADEMIC
2 ACHIEVEMENT; AND

3 (3) BE EVALUATED ON THEIR SUCCESS IN FOSTERING THE SCHOOL
4 ENVIRONMENT IN ITEM (2) OF THIS SUBSECTION.

5 (E) A COUNTY BOARD MAY ADD A TIER TO THE ADMINISTRATOR TRACK FOR
6 DISTRICT OFFICE DIRECTORS.

7 **6-1007.**

8 (A) (1) IN ADDITION TO THE OTHER REQUIREMENTS OF THIS SUBTITLE,
9 MOVEMENT UP THE CAREER LADDER SHALL DEPEND ON:

- 10 (I) THE TEACHER'S PERFORMANCE;
- 11 (II) THE TEACHER'S EXPERIENCE; AND
- 12 (III) THE AVAILABILITY OF POSITIONS.

13 (2) A TEACHER MAY NOT BE PROMOTED TO THE NEXT LEVEL OR TIER
14 ON THE CAREER LADDER UNLESS:

- 15 (I) THE MOST RECENT EVALUATION OF THE TEACHER'S
16 INSTRUCTION BY THE PRINCIPAL OR OTHER INDIVIDUAL, AS DETERMINED BY THE
17 COUNTY BOARD, IS POSITIVE;
- 18 (II) THE TEACHER, PRINCIPAL OR SUPERVISOR, OR ANY OTHER
19 INDIVIDUAL, AS DETERMINED BY THE COUNTY BOARD, AGREE THAT THE TEACHER
20 IS READY TO TAKE ON THE ADDITIONAL RESPONSIBILITIES REQUIRED BY THE
21 POSITION AT THE NEXT LEVEL; AND
- 22 (III) THERE IS AN OPEN POSITION AT THE NEXT LEVEL.
- 23 (3) PROMOTION UP THE CAREER LADDER IS NOT GUARANTEED.

24 (B) IN CHOOSING A CANDIDATE FOR AN OPEN POSITION IN THE CAREER
25 LADDER, CONSIDERATION SHALL BE GIVEN TO THE CANDIDATE'S EXPERIENCE IN
26 SCHOOLS THAT REPRESENT THE DEMOGRAPHIC AND ECONOMIC DIVERSITY OF THE
27 SCHOOL SYSTEM.

28 (C) AS A TEACHER MOVES UP THE CAREER LADDER AND RECEIVES
29 POSITIVE EVALUATIONS, THE TEACHER SHALL BE GIVEN INCREASED AUTHORITY,
30 RESPONSIBILITY, AND AUTONOMY FOR MAKING SCHOOL-LEVEL DECISIONS.

31 (D) MOVEMENT FROM ONE LEVEL OR TIER TO A HIGHER LEVEL OR TIER
32 SHALL RESULT IN A SALARY INCREASE CONSISTENT WITH § 6-1009 OF THIS

1 SUBTITLE.

2 (E) A TEACHER MAY MOVE FROM ONE TRACK OF THE CAREER LADDER TO A
3 DIFFERENT TRACK WITH THE APPROVAL OF THE PRINCIPAL OF THE SCHOOL IN
4 WHICH THEY TEACH.

5 6-1008.

6 (A) ~~(1) SUBJECT TO PARAGRAPH (2) OF THIS SUBSECTION, AN~~
7 ~~INDIVIDUAL WHO RECEIVES INITIAL STATE CERTIFICATION ON OR AFTER JULY 1,~~
8 ~~2026, AND BEGINS TEACHING IN THE STATE AS A COUNTY BOARD EMPLOYEE;~~

9 ~~(H) SHALL PARTICIPATE IN THE CAREER LADDER; AND~~

10 ~~(H) IS NOT ELIGIBLE FOR SALARY INCREASES BASED ON~~
11 ~~EXPERIENCE, DEGREES, OR CREDITS.~~

12 ~~(2) PARAGRAPH (1) OF THIS SUBSECTION SHALL BE EFFECTIVE ONLY~~
13 ~~AFTER THE AVERAGE RATE OF INDIVIDUALS IN MARYLAND WHO PASS THE TEST TO~~
14 ~~OBTAIN NBC IS EQUAL TO OR GREATER THAN THE NATIONAL AVERAGE.~~

15 ~~(B) (1) AN INDIVIDUAL WHO BECOMES A STATE LICENSED TEACHER ON~~
16 ~~OR AFTER THE EFFECTIVE DATE OF SUBSECTION (A) OF THIS SECTION SHALL~~
17 ~~COMPLY WITH THE REQUIREMENTS OF THIS SUBSECTION IN ORDER TO RETAIN A~~
18 ~~LICENSE TO TEACH IN THE STATE.~~

19 ~~(2) BY THE END OF THEIR 10TH YEAR OF TEACHING, THE TEACHER~~
20 ~~SHALL:~~

21 ~~(I) BE A NBC TEACHER; OR~~

22 ~~(H) IF THERE IS NO ASSESSMENT COMPARABLE TO NBC FOR~~
23 ~~THE TEACHER'S SUBJECT AREA, EARN:~~

24 ~~1. A MASTER'S DEGREE; OR~~

25 ~~2. 30 CREDITS IN AN APPROVED PROGRAM OF STUDY, AS~~
26 ~~DETERMINED BY THE STATE BOARD, IN CONSULTATION WITH THE PROFESSIONAL~~
27 ~~STANDARDS AND TEACHER EDUCATION BOARD.~~

28 ~~(3) IF A TEACHER DOES NOT MEET THE REQUIREMENTS OF~~
29 ~~PARAGRAPH (2) OF THIS SUBSECTION BEFORE THE END OF THEIR 10TH YEAR OF~~
30 ~~TEACHING, THE TEACHER MAY NOT RECEIVE A SALARY INCREASE, EXCEPT FOR A~~
31 ~~COST OF LIVING INCREASE, UNTIL THE TEACHER MEETS THE REQUIREMENTS OF~~
32 ~~PARAGRAPH (2) OF THIS SUBSECTION.~~

1 ~~(4) (H) EXCEPT AS PROVIDED IN SUBPARAGRAPH (H) OF THIS~~
 2 ~~PARAGRAPH, A NBC TEACHER SHALL RENEW THEIR NBC EVERY 5 YEARS IN ORDER~~
 3 ~~TO:~~

4 ~~1. CONTINUE TO HOLD A LICENSE TO TEACH IN THE~~
 5 ~~STATE; AND~~

6 ~~2. BE ELIGIBLE FOR THE SALARY INCREASE~~
 7 ~~ASSOCIATED WITH NBC RENEWAL.~~

8 ~~(H) A NBC TEACHER WHO DOES NOT RENEW THEIR NBC~~
 9 ~~WITHIN 5 YEARS AFTER BECOMING CERTIFIED OR THE PRIOR RENEWAL OF~~
 10 ~~CERTIFICATION MAY COMPLETE THE CERTIFICATION WITHIN THE 6TH YEAR.~~

11 ~~(HH) A TEACHER WHO DOES NOT RENEW CERTIFICATION IN A~~
 12 ~~TIMELY MANNER IN ACCORDANCE WITH THIS PARAGRAPH MAY NOT RECEIVE A~~
 13 ~~SALARY INCREASE, EXCEPT FOR A COST-OF-LIVING INCREASE~~ TEACHERS ARE ENCOURAGED TO OBTAIN A NBC
 14 AND PARTICIPATE IN THE CAREER LADDER.

15 (B) (1) IN THIS SUBSECTION, "PROGRAM" MEANS THE
 16 PROGRAM ESTABLISHED UNDER PARAGRAPH (2) OF THIS SUBSECTION.

17 (2) (I) THERE IS A PROGRAM TO:

18 1. ENCOURAGE AND SUPPORT TEACHERS IN THE STATE IN
 19 OBTAINING AND MAINTAINING A NBC, INCLUDING TEACHERS FROM GROUPS HISTORICALLY
 20 UNDERREPRESENTED IN THE TEACHING PROFESSION; AND

21 2. DEVELOP A CULTURE OF COLLABORATIVE SUPPORT FOR
 22 ACCOMPLISHED TEACHING.

23 (II) THE PROGRAM SHALL INCLUDE:

24 1. A VIRTUAL COURSE FOR TEACHERS INTERESTED IN PURSUING A
 25 NBC;

26 2. VIRTUAL AND IN-PERSON SUPPORT TO TEACHERS PURSUING
 27 A NBC; AND

28 3. TRAINING AND SUPPORT FOR NATIONAL BOARD
 29 FACILITATORS.

30 (3) THE DEPARTMENT SHALL ESTABLISH A NATIONAL BOARD
 31 COORDINATOR TO DIRECT THE PROGRAM, INCLUDING BY COORDINATING WITH THE LOCAL
 32 NATIONAL BOARD COORDINATORS AND THE NATIONAL BOARD FACILITATORS IN EACH SCHOOL
 33 SYSTEM OR REGION.

1 (4) EACH LOCAL SUPERINTENDENT SHALL SELECT A LOCAL NATIONAL
2 BOARD COORDINATOR TO:

3 (I) ORGANIZE THE DELIVERY OF THE PROGRAM IN EACH LOCAL
4 SCHOOL SYSTEM BY COLLABORATING WITH:

5 1. LOCAL TEACHER PREPARATION PROGRAMS AND NONPROFIT
6 ORGANIZATIONS THAT HAVE A RECORD OF SUCCESS IN HELPING TEACHERS OBTAIN
7 NBC;

8 2. THE NATIONAL BOARD FOR PROFESSIONAL TEACHING
9 STANDARDS, WHICH HAS ESTABLISHED RESOURCES AND TOOLS FOR TEACHERS SEEKING NBC;
10 AND

11 3. REPRESENTATIVES OF EMPLOYEE ORGANIZATIONS
12 DESIGNATED AS THE EXCLUSIVE NEGOTIATING AGENT FOR THE PUBLIC SCHOOL EMPLOYEES IN
13 A UNIT OF THE COUNTY;

14 (II) RECRUIT, TRAIN, AND SUPPORT NATIONAL BOARD FACILITATORS
15 IN THE REGION; AND

16 (III) COLLABORATE WITH THE NATIONAL BOARD
17 COORDINATOR.

18 (5) A LOCAL SUPERINTENDENT MAY CHOOSE TO ENTER INTO A REGIONAL
19 AGREEMENT TO IMPLEMENT THE PROGRAM WITH ONE OR MORE LOCAL SCHOOL
20 SYSTEMS.

21 (6) (I) NATIONAL BOARD FACILITATORS SHALL PROVIDE
22 TEACHERS IN THE LOCAL SCHOOL SYSTEM OR IN THE REGION WITH VIRTUAL AND IN-PERSON
23 SUPPORT AND COACHING IN OBTAINING AND MAINTAINING A NBC.

24 (II) NATIONAL BOARD FACILITATORS SHALL BE SELECTED:

25 1. BY THE LOCAL SUPERINTENDENT; OR

26 2. IF THE LOCAL SUPERINTENDENT ENTERED INTO A REGIONAL
27 AGREEMENT UNDER PARAGRAPH (5) OF THIS SECTION, IN A MANNER AS SPECIFIED UNDER
28 THE AGREEMENT..

29 ~~(5) (C) COUNTY BOARDS SHALL ENCOURAGE TEACHERS, INCLUDING BY~~
30 ~~PROVIDING ADDITIONAL COMPENSATION, AS APPROPRIATE AND THROUGH~~
31 ~~COLLECTIVE BARGAINING, TO OBTAIN MASTER'S DEGREES IN FIELDS THAT~~
32 ~~REQUIRE SPECIAL EXPERTISE, HAVE SHORTAGE AREAS, AND ENHANCE THE~~
33 ~~TEACHER'S PROFESSIONAL SKILLS AND QUALIFICATIONS SO THAT TEACHERS ARE~~

1 ABLE TO TEACH DUAL-ENROLLMENT COURSES AS ADJUNCT FACULTY AT
2 INSTITUTIONS OF HIGHER EDUCATION INCLUDING BY PROVIDING ADDITIONAL COMPENSATION AS APPROPRIATE AND
3 THROUGH COLLECTIVE BARGAINING.

4 ~~(c) (1) THE PROVISIONS OF THIS SUBSECTION APPLY ONLY TO AN~~
5 ~~INDIVIDUAL WHO IS A TEACHER ON THE EFFECTIVE DATE OF SUBSECTION (A) OF~~
6 ~~THIS SECTION.~~

7 ~~(2) IF THE TEACHER IS A NBC TEACHER OR BECOMES A NBC~~
8 ~~TEACHER, RECEIVES POSITIVE PERFORMANCE EVALUATIONS, AND RECEIVES A~~
9 ~~SALARY INCREASE ASSOCIATED WITH NBC, THE TEACHER SHALL:~~

10 ~~(i) ON RECEIPT OF THE SALARY INCREASE, NO LONGER~~
11 ~~RECEIVE A NBC STIPEND; AND~~

12 ~~(ii) BE PLACED IN THE APPROPRIATE POSITION ON THE~~
13 ~~CAREER LADDER.~~

14 ~~(3) A TEACHER WHO CHOOSES NOT TO PURSUE NBC SHALL HOLD AN~~
15 ~~ADVANCED PROFESSIONAL CERTIFICATE BY THE END OF THEIR 10TH YEAR OF~~
16 ~~TEACHING.~~

17 ~~(4) A TEACHER WHO HAS 20 YEARS OR MORE OF EXPERIENCE AND IS~~
18 ~~NOT A NBC TEACHER AS OF JULY 1, 2020:~~

19 ~~(i) MAY PURSUE NBC; AND~~

20 ~~(ii) SHALL BECOME A NBC TEACHER ON OR BEFORE JULY 1,~~
21 ~~2025, IN ORDER TO RECEIVE THE ASSOCIATED SALARY INCREASE.~~

22 6-1009.

23 (A) BEGINNING ON JULY 1, 2024, TEACHER SALARY INCREASES
24 ASSOCIATED WITH THE CAREER LADDER SHALL AT A MINIMUM INCLUDE THE
25 FOLLOWING:

26 (1) BECOMING A NBC TEACHER - ~~\$12,000~~ \$10,000 SALARY INCREASE;

27 (2) A NBC TEACHER TEACHING AT A LOW-PERFORMING SCHOOL AS
28 IDENTIFIED BY THE COUNTY BOARD - ~~\$5,000~~ \$7,000 SALARY INCREASE;

29 ~~(3) EARNING A FIRST NBC RECERTIFICATION MAINTENANCE OF CERTIFICATION~~
30 ~~\$8,000 SALARY~~
31 ~~INCREASE;~~

32 ~~(4) EARNING A SECOND NBC RECERTIFICATION MAINTENANCE OF CERTIFICATION~~
33 ~~\$7,000 SALARY~~

1 ~~INCREASE;~~

2 ~~(5) EARNING A THIRD NBC RECERTIFICATION MAINTENANCE OF CERTIFICATION~~

3 \$6,000 SALARY

4 ~~INCREASE;~~

5 ~~(6)~~ (3) BECOMING LEAD TEACHER - \$5,000 SALARY INCREASE;

6 ~~(7)~~ (4) BECOMING ~~MASTER~~ DISTINGUISHED TEACHER - \$10,000

7 SALARY INCREASE;

8 ~~(8)~~ (5) BECOMING PROFESSOR ~~MASTER~~ DISTINGUISHED TEACHER -

9 \$15,000 SALARY

10 INCREASE; AND

11 ~~(9)~~ (6) ~~EARNING A MASTER'S DEGREE OR ADVANCED PROFESSIONAL~~

12 ~~CERTIFICATE - INCREASE EQUAL TO 3% OF CURRENT SALARY BECOMING A DISTINGUISHED PRINCIPAL -~~

13 ~~\$15,000 SALARY INCREASE.~~

14 (B) ~~BEGINNING ON JULY 1, 2024, SALARY INCREASES ASSOCIATED WITH~~

15 ~~BECOMING A MASTER DISTINGUISHED PRINCIPAL ON THE CAREER LADDER SHALL BE AT LEAST~~

16 ~~\$15,000~~ (1) SALARY INCREASES ASSOCIATED WITH MAINTENANCE OF A NBC ARE SUBJECT TO

17 COLLECTIVE BARGAINING IN ACCORDANCE WITH § 6-408 OF THIS TITLE.

18 (2) THE STATE SHARE FOR THE FOLLOWING SALARY INCREASES

19 PROVIDED UNDER PARAGRAPH (1) OF THIS SUBSECTION SHALL NOT EXCEED THE FOLLOWING

20 AMOUNTS:

21 (I) EARNING A FIRST MAINTENANCE OF NBC - \$8,000 SALARY

22 INCREASE;

23 (II) EARNING A SECOND MAINTENANCE OF NBC - \$7,000 SALARY

24 INCREASE; AND

25 (III) EARNING A THIRD MAINTENANCE OF NBC - \$6,000 SALARY

26 INCREASE.

27 (C) IF A TEACHER IS ELIGIBLE FOR MORE THAN ONE SALARY INCREASE

28 UNDER SUBSECTIONS (A) AND (B), THE TEACHER SHALL RECEIVE ALL SALARY INCREASES THAT

29 APPLY.

30 ~~(e)~~ (D) ON OR BEFORE JULY 1, 2024, EACH COUNTY SHALL DEMONSTRATE TO

31 THE ACCOUNTABILITY AND IMPLEMENTATION BOARD UNDER § 5-402 OF THIS ARTICLE THAT, DURING THE

32 PERIOD

33 BETWEEN JULY 1, 2019 AND JUNE 30, 2024, TEACHERS IN THE COUNTY RECEIVED

34 A 10% SALARY INCREASE ABOVE THE NEGOTIATED SCHEDULE OF SALARY

1 INCREASES BETWEEN THE PUBLIC SCHOOL EMPLOYER AND EXCLUSIVE
2 REPRESENTATIVE FOR THE EMPLOYEE ORGANIZATION.

3 ~~(D)~~ (E) BEGINNING ON JULY 1, 2029, THE MINIMUM TEACHER SALARY FOR ALL
4 TEACHERS SHALL BE \$60,000.

5 ~~(E)~~ (F) (1) IN THIS SUBSECTION, "TOTAL STATE SHARE" MEANS THE
6 PRODUCT OF 0.5 AND THE TOTAL TEACHER SALARY INCREASE UNDER ~~SUBSECTION~~
7 ~~(A)~~ SUBSECTIONS (A) AND (B)(2) OF THIS SECTION AND THE STATEWIDE NUMBER OF TEACHERS
8 RECEIVING THE
9 SALARY INCREASE AND ROUNDED TO THE NEAREST WHOLE DOLLAR.

10 (2) THE INCREASE IN THE SALARY REQUIRED UNDER ~~SUBSECTION (A)~~ SUBSECTIONS (A) AND
11 (B)(2)
12 OF THIS SECTION SHALL BE A SHARED COST BETWEEN THE STATE AND THE COUNTY
13 IN ACCORDANCE WITH THIS SUBSECTION.

14 (3) THE REQUIRED STATE SHARE FOR EACH COUNTY IS THE RESULT
15 OF THE FOLLOWING CALCULATION MULTIPLIED BY 0.5 AND ROUNDED TO THE
16 NEAREST WHOLE DOLLAR:

17 (I) THE SUM OF THE PRODUCT OF THE AMOUNT OF THE SALARY
18 INCREASE AND THE NUMBER OF TEACHERS ELIGIBLE TO RECEIVE THE SALARY
19 INCREASE IN THE PRIOR FISCAL YEAR FOR EACH ITEM IN ~~SUBSECTION (A)~~ SUBSECTIONS (A) AND
20 (B)(2) OF THIS
21 SECTION;

22 (II) DIVIDE THE RESULT CALCULATED UNDER SUBPARAGRAPH
23 (I) OF THIS PARAGRAPH BY THE RATIO, ROUNDED TO SEVEN DECIMAL PLACES, OF
24 LOCAL WEALTH PER PUPIL TO STATEWIDE WEALTH PER PUPIL AS DEFINED IN §
25 5-201 OF THIS ARTICLE; AND

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

31 (4) THE REQUIRED LOCAL SHARE OF THE TEACHER SALARY
32 INCREASE IS EQUAL TO THE PRODUCT OF THE SUM OF THE SALARY INCREASES
33 UNDER ~~SUBSECTION (A)~~ SUBSECTIONS (A) AND (B)(2) OF THIS SECTION AND THE NUMBER OF
34 TEACHERS IN THE
35 COUNTY RECEIVING THE SALARY INCREASES MINUS THE STATE SHARE AND
36 ROUNDED TO THE NEAREST WHOLE DOLLAR.

37 ~~(F)~~ (G) (1) BEGINNING IN FISCAL YEAR 2025, THE STATE SHALL DISTRIBUTE

1 THE STATE SHARE OF THE TEACHER SALARY INCREASES UNDER ~~SUBSECTION (A)~~ SUBSECTIONS (A) AND
 2 (B)(2) OF
 3 THIS SECTION TO EACH COUNTY BOARD.

4 (2) BEGINNING IN FISCAL YEAR 2025, THE COUNTY SHALL
 5 DISTRIBUTE THE LOCAL SHARE OF THE TEACHER SALARY INCREASES UNDER
 6 ~~SUBSECTION (A)~~ SUBSECTIONS (A) AND (B)(2) OF THIS SECTION TO EACH COUNTY BOARD.

7 (3) BEGINNING IN FISCAL YEAR 2025, THE COUNTY BOARD SHALL
 8 DISTRIBUTE THE STATE AND THE LOCAL SHARE OF THE TEACHER SALARY INCREASE
 9 TO THE SCHOOL IN WHICH THE TEACHER WORKS.

10 6-1010.

11 (A) TEACHER EVALUATION SYSTEMS USED IN CONNECTION WITH THE
 12 CAREER LADDER SHALL:

13 (1) BE ALIGNED WITH THE FIVE CORE PROPOSITIONS OF THE
 14 NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS;

15 (2) INCLUDE A PEER ASSISTANCE AND REVIEW MODEL;

16 (3) DEFINE THE SYSTEM'S EXPECTATIONS FOR AN EVALUATOR'S
 17 LEVEL OF SKILL AND KNOWLEDGE; AND

18 (4) INCLUDE A CALIBRATED METHOD TO MEASURE PERFORMANCE
 19 AND TO PROVIDE PERSONALIZED FEEDBACK THAT IS ALIGNED WITH THE TEACHER'S
 20 STRENGTHS, NEEDS, AND PROFESSIONAL LEARNING CONTEXT.

21 (B) AN EVALUATION SYSTEM USED IN CONNECTION WITH A CAREER
 22 LADDER SHALL USE OBSERVATIONS TO EVALUATE A TEACHER THAT:

23 (1) INCLUDE DOCUMENTED OBSERVABLE EVIDENCE;

24 (2) ARE LINKED TO STUDENT LEARNING AND NOT SOLELY CONSIST
 25 OF SIMPLE CHECKLISTS;

26 (3) INCLUDE POST OBSERVATION CONFERENCES BETWEEN THE
 27 TEACHER AND EVALUATOR TO ENCOURAGE REFLECTION ON THE TEACHER'S
 28 TEACHING PRACTICE;

29 (4) REQUIRE AN ASSESSMENT OF THE COMPETENCY OF THE
 30 EVALUATOR;

31 (5) ARE DEVELOPED WITH STAKEHOLDERS; AND

32 (6) REQUIRE TEACHERS AND EVALUATORS TO BE FULLY TRAINED TO

1 UNDERSTAND THE EVALUATION PROCESS.

2 **6-1011.**

3 (A) (1) ON OR BEFORE JULY 1, 2023, THE DEPARTMENT SHALL DEVELOP
4 AND DESIGN A NEW SYSTEM OF PROFESSIONAL DEVELOPMENT THAT IS TIED TO THE
5 CAREER LADDER.

6 (2) THE NEW SYSTEM OF PROFESSIONAL DEVELOPMENT SHALL
7 INCLUDE:

8 (I) TRAINING ON HOW TO LEAD AND MENTOR TEAMS OF
9 PROFESSIONALS TO PROMOTE PROFESSIONAL LEARNING AMONG COLLEAGUES;

10 (II) TRAINING ON HOW TO COLLABORATE WITH COLLEAGUES
11 TO IMPROVE STUDENT PERFORMANCE;

12 (III) TRAINING ON HOW TO DESIGN AND SUPPORT COLLABORATIVE
13 PROFESSIONAL LEARNING FOR TEACHERS PURSUING A NBC;

14 ~~(III)~~ (IV) A TRAIN-THE-TRAINER MODEL; AND

15 ~~(IV)~~ (V) ADVANCED TRAINING ON THE SCIENCE OF LEARNING
16 SPECIFIC TO INDIVIDUAL DISCIPLINES.

17 (B) ON OR BEFORE JUNE 30, 2025, EACH COUNTY BOARD SHALL PROVIDE
18 THE SYSTEM OF PROFESSIONAL DEVELOPMENT DESIGNED BY THE DEPARTMENT
19 UNDER SUBSECTION (A) OF THIS SECTION TO EACH TEACHER WHO TEACHES IN THE
20 COUNTY.

21 (C) BEGINNING ON JULY 1, 2025, EACH COUNTY BOARD SHALL PROVIDE
22 THE SYSTEM OF PROFESSIONAL DEVELOPMENT DESIGNED BY THE DEPARTMENT
23 UNDER SUBSECTION (A) OF THIS SECTION TO EACH TEACHER TEACHING IN THE
24 COUNTY NO LATER THAN 1 YEAR AFTER THE TEACHER BEGINS TEACHING IN THE
25 STATE.

26 **6-1012.**

27 (A) (1) EXCEPT AS PROVIDED UNDER PARAGRAPH (2) OF THIS
28 SUBSECTION, EACH TEACHER WHO PURSUES NBC SHALL RECEIVE FROM THE
29 STATE AN AMOUNT EQUAL TO THE NATIONAL BOARD FOR PROFESSIONAL
30 TEACHING STANDARDS FEES ASSOCIATED WITH THE INITIAL ~~ATTAINMENT~~ COMPLETION AND
31 RENEWAL OF NBC.

32 (2) EACH TEACHER MAY ONLY RECEIVE PAYMENT UNDER THIS
33 SUBSECTION FOR ONE RETAKE OF EACH ASSESSMENT ON THE NATIONAL BOARD

1 FOR PROFESSIONAL TEACHING STANDARDS.

2 (B) EACH COUNTY SHALL PAY TO THE STATE ONE-THIRD OF THE COST FOR
3 EACH TEACHER WHO RECEIVES FUNDS UNDER SUBSECTION (A) OF THIS SECTION TO
4 PURSUE NBC.

5 (C) (1) A TEACHER WHO DOES NOT COMPLETE ALL THE REQUIREMENTS
6 FOR ASSESSMENT BY THE NATIONAL BOARD FOR PROFESSIONAL TEACHING
7 STANDARDS SHALL REIMBURSE THE STATE THE FULL AMOUNT OF THE FUNDS
8 RECEIVED UNDER SUBSECTION (A) OF THIS SECTION.

9 (2) THE STATE SHALL REIMBURSE THE COUNTY THE AMOUNT
10 RECEIVED UNDER SUBSECTION (B) OF THIS SECTION ON RECEIPT OF THE
11 REIMBURSEMENT FROM A TEACHER UNDER PARAGRAPH (1) OF THIS SUBSECTION.

12 (3) THE PROVISIONS OF PARAGRAPH (1) OF THIS SUBSECTION DO
13 NOT APPLY TO A TEACHER WHO COMPLETES ALL THE REQUIREMENTS FOR
14 ASSESSMENT BY THE NATIONAL BOARD OF PROFESSIONAL TEACHING STANDARDS
15 BUT DOES NOT OBTAIN NBC.

16 6-1013.

17 THE STATE BOARD, IN CONSULTATION WITH THE PROFESSIONAL
18 STANDARDS AND TEACHER EDUCATION BOARD AND THE ACCOUNTABILITY AND IMPLEMENTATION BOARD
ESTABLISHED

19 UNDER § 5-402 OF THIS ARTICLE. . SHALL ADOPT REGULATIONS TO
20 IMPLEMENT THE PROVISIONS OF THIS SUBTITLE.

21 7-101.2.

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

23 (2) "ECONOMICALLY DISADVANTAGED BACKGROUND" MEANS A
24 FAMILY WHOSE INCOME IS NO MORE THAN 300% OF THE FEDERAL POVERTY
25 GUIDELINES.

26 (3) ["Additional eligible] "ELIGIBLE YOUNG child" means a child:

27 (i) Who is from an economically disadvantaged background;

28 (ii) Whose parent or legal guardian seeks to enroll the child in a
29 publicly funded prekindergarten program established under this section; and

30 (iii) Who is 3 OR 4 years old on September 1 of the school year in
31 which the parent or legal guardian seeks to enroll the child in a publicly funded
32 prekindergarten program established under this section.

1 [(3) "Economically disadvantaged background" means a family whose
2 income is no more than 300% of the federal poverty guidelines.]

3 (4) "Fund" means the Prekindergarten Expansion Fund.

4 (5) ["Judy Center" has the same meaning as provided in § 5-217 of this
5 article.

6 (6)] "Program" means the Prekindergarten Expansion Grant Program.

7 [(7)] (6) "Qualified [vendor]" **PROVIDER** means:

8 (i) If partnering with a county board under a memorandum of
9 understanding, a State accredited or nationally accredited child care ~~center~~ **PROGRAM** or a
10 nonpublic
11 school approved by the Department to provide prekindergarten services; **AND**

12 (ii) A county board [that provides prekindergarten services under §
13 7-101.1 of this subtitle; and

14 (iii) A Judy Center or private provider of preschool services that
15 meets the grant requirements under § 5-217 of this article].

16 (b) (1) There is a grant program known as the Prekindergarten Expansion
17 Grant Program in the State.

18 (2) The purpose of the Program is to broaden the availability of
19 **HIGH-QUALITY** prekindergarten and school readiness services throughout the State for
20 children and their families in coordination with **THE EXPANSION OF PUBLICLY FUNDED**
21 **FULL-DAY PREKINDERGARTEN UNDER THE BLUEPRINT FOR MARYLAND'S FUTURE**
22 **ESTABLISHED UNDER SUBTITLE 1A OF THIS TITLE** [the following programs:

23 (i) The publicly funded prekindergarten program established under
24 § 7-101.1 of this subtitle; and

25 (ii) The Judith P. Hoyer Early Childhood Education Enhancement
26 Program established under § 5-217 of this article].

27 (3) The Department shall administer the Program.

28 (4) (i) The Program shall be a competitive grant program to provide
29 funds to qualified [vendors] **PROVIDERS**.

30 (ii) The Department shall take measures to achieve geographic
31 diversity among participating qualified [vendors] **PROVIDERS**.

1 (iii) Priority for participation in the Program shall be given to
2 qualified [vendors] **PROVIDERS**:

3 1. That are located in areas of the State that have an unmet
4 need for prekindergarten or comprehensive early childhood education services;

5 2. That include a plan for long-term sustainability, including
6 community and business partnerships and matching funds to the extent possible; and

7 3. That incorporate parental engagement and the benefits of
8 educational activities beyond the classroom into the [vendors'] **PROVIDERS'** programs.

9 (iv) Prekindergarten Expansion Grants may be used to expand
10 prekindergarten services, including:

11 [1. Establishing or expanding existing half-day
12 prekindergarten for additional eligible children as defined in this section;]

13 [2.] 1. Establishing or expanding full-day prekindergarten for
14 eligible **YOUNG** children [as defined in § 7-101.1 of this subtitle or additional eligible
15 children as defined in this section] ~~AND~~; AND

16 [3. Establishing or expanding existing Judy Centers for the
17 families of eligible children as defined in § 7-101.1 of this subtitle or additional eligible
18 children as defined in this section who are located in Title I school attendance areas; and

19 4.] 2. Expanding existing half-day prekindergarten programs
20 into full-day prekindergarten programs for eligible **YOUNG** children [as defined in §
21 7-101.1 of this subtitle or additional eligible children as defined in this section].

22 (v) The Department may establish:

23 1. Additional eligibility criteria for the selection of qualified
24 [vendors] **PROVIDERS**;

25 2. Application and award processes including the submission
26 date for applications, renewal procedures, and application review processes for making
27 awards under the Program; and

28 3. Any other policies and procedures necessary to implement
29 the Program.

30 [(5) A qualified vendor that has received a Prekindergarten Expansion
31 Grant in the current year shall be awarded a grant in the next year if the qualified vendor
32 continues to satisfy the requirements established under this section.]

1 (c) Before approving qualified [vendors] **PROVIDERS** for prekindergarten
 2 services to receive a grant under this section, a qualified [vendor] **PROVIDER** shall certify
 3 to the Department that for each classroom funded under this section the [vendor]
 4 **PROVIDER** will:

5 (1) Maintain a ~~student to teacher~~ **STUDENT-TO-CLASSROOM PERSONNEL** ratio of no more
 6 than 10 to 1 with ~~an~~
 7 ~~average~~ **A MAXIMUM OF 20 CHILDREN PER CLASSROOM;**

8 (2) Provide in each classroom at least one teacher certified in early
 9 childhood education by the State and at least one teacher's aide who has at least a high
 10 school degree; [and]

11 (3) Operate an educational program for:

12 (i) 5 days per week;

13 (ii) 180 days per year, in accordance with the public school calendar
 14 established by the local school board; and

15 (iii) 1. For half-day programs, at least 2.5 hours per day; or

16 2. For full-day programs, at least 6.5 hours per day; **AND**

17 (4) ~~NO LATER THAN 5 YEARS AFTER RECEIVING~~ **TO RECEIVE A GRANT UNDER**
 18 **THIS**
 19 **SECTION, MEET THE REQUIREMENTS OF § 7-1A-04 OF THIS TITLE.**

20 (d) (1) **(I)** Beginning in fiscal year 2020 [and for each fiscal year
 21 thereafter] **THROUGH FISCAL YEAR 2025**, the Governor shall annually appropriate to the
 22 Fund an amount that is at least equal to the total amount of all funds received by the
 23 Program in the prior fiscal year.

24 **(II) BEGINNING IN FISCAL YEAR 2026, THE FUNDS**
 25 **APPROPRIATED TO THE FUND SHALL BE CONSOLIDATED INTO THE PUBLICLY**
 26 **FUNDED FULL-DAY PREKINDERGARTEN PROGRAM ESTABLISHED IN SUBTITLE 1A**
 27 **OF THIS TITLE.**

28 (2) The Governor may provide funds to the Department to administer the
 29 Program.

30 (e) Grants awarded under this section may not be used:

31 (1) To supplant existing funding for prekindergarten services; [or]

32 (2) For capital improvements; **OR**

1 **(3) TO FUND THE SAME FULL-DAY PREKINDERGARTEN SLOT THAT IS**
 2 **FUNDED UNDER SUBTITLE 1A OF THIS TITLE.**

3 7-103.

4 (f) Publicly funded **HALF-DAY** prekindergarten programs are not subject to the
 5 requirements of subsection (a) of this section.

6 **7-125.**

7 **ALL PUBLIC SCHOOLS IN THE STATE ARE ENCOURAGED TO DEVELOP**
 8 **INTRODUCTORY CAREER AND TECHNICAL EDUCATION COURSES WITH THE GOAL OF**
 9 **MAKING CAREER AND TECHNICAL EDUCATION A PART OF ALL ELEMENTARY,**
 10 **MIDDLE SCHOOL, AND HIGH SCHOOL CURRICULA.**

11 **7-126.**

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

14 **(2) "CTE COMMITTEE" MEANS THE CAREER AND TECHNICAL**
 15 **EDUCATION COMMITTEE ESTABLISHED UNDER § 21-207 OF THIS ARTICLE.**

16 **(3) "LOCAL CAREER COUNSELING AGREEMENT" MEANS A**
 17 **MEMORANDUM OF UNDERSTANDING BETWEEN A COUNTY BOARD, A LOCAL**
 18 **WORKFORCE DEVELOPMENT BOARD, A COMMUNITY COLLEGE, AND, IF**
 19 **APPROPRIATE, AN AMERICAN JOB CENTER TO PROVIDE CAREER COUNSELING**
 20 **SERVICES.**

21 **(4) "PROGRAM" MEANS THE CAREER COUNSELING PROGRAM FOR**
 22 **MIDDLE AND HIGH SCHOOL STUDENTS.**

23 **(B) (1) THERE IS A CAREER COUNSELING PROGRAM FOR MIDDLE AND**
 24 **HIGH SCHOOL STUDENTS.**

25 **(2) THE PURPOSE OF THE PROGRAM IS TO PROVIDE EACH MIDDLE**
 26 **SCHOOL AND HIGH SCHOOL STUDENT IN THE COUNTY WITH INDIVIDUALIZED**
 27 **CAREER COUNSELING SERVICES.**

28 **(C) (1) EACH COUNTY BOARD SHALL ENTER INTO A LOCAL CAREER**
 29 **COUNSELING AGREEMENT WITH THE LOCAL WORKFORCE DEVELOPMENT BOARD,**
 30 **THE COMMUNITY COLLEGE THAT SERVES THE COUNTY, AND, IF APPROPRIATE, AN**
 31 **AMERICAN JOB CENTER.**

32 **(2) COUNSELING PROVIDED UNDER THE LOCAL CAREER**
 33 **COUNSELING AGREEMENT SHALL HELP EACH STUDENT CHOOSE ONE OR MORE**
 34 **POST-COLLEGE AND CAREER READINESS PATHWAYS UNDER § 7-205.1 OF THIS**

1 TITLE.

2 (D) FUNDING RECEIVED BY THE COUNTY BOARD FOR CAREER COUNSELING
3 UNDER SUBTITLE 2 OF THIS TITLE, SHALL BE SPENT IN ACCORDANCE WITH THE
4 AGREEMENT.

5 (E) THE CTE COMMITTEE SHALL CONDUCT AN EVALUATION OF EACH
6 LOCAL CAREER COUNSELING AGREEMENT FOR BEST PRACTICES AND DISSEMINATE
7 ITS FINDINGS TO ALL COUNTY BOARDS, LOCAL WORKFORCE DEVELOPMENT
8 BOARDS, COMMUNITY COLLEGES, AND IF APPROPRIATE, AMERICAN JOB CENTERS,
9 IN THE STATE.

10 7-127.

11 (A) IN THIS SECTION, "NEXT MOST RIGOROUS SUBJECT MATTER COURSE"
12 INCLUDES AN HONOR COURSE, AN ADVANCED PLACEMENT COURSES OFFERED BY THE
13 COLLEGE BOARD, AN INTERNATIONAL BACCALAUREATE COURSE, AND A GIFTED AND TALENTED
14 COURSE.

15 (B) EACH MIDDLE AND HIGH SCHOOL SHALL, AFTER A STUDENT HAS
16 DEMONSTRATED READINESS IN A SUBJECT MATTER, ENCOURAGE ENROLLMENT IN THE NEXT
17 MOST RIGOROUS SUBJECT MATTER COURSE AVAILABLE IN THE SCHOOL, AND, TO THE EXTENT
18 PRACTICABLE, ENROLL THE STUDENT IN THE NEXT MOST RIGOROUS SUBJECT MATTER
19 COURSE.

20 (C) EACH MIDDLE AND HIGH SCHOOL SHALL SEEK TO ENROLL EACH
21 STUDENT IN THE NEXT MOST RIGOROUS SUBJECT MATTER COURSE IN ACCORDANCE WITH
22 SUBSECTION (B) OF THIS SECTION WITHOUT REGARD TO THE STUDENT'S RACE, ETHNICITY,
23 GENDER, ADDRESS, OR SOCIOECONOMIC STATUS OR THE LANGUAGE SPOKEN IN THE
24 STUDENT'S HOME.

25 SUBTITLE 1A. PUBLICLY FUNDED FULL-DAY PREKINDERGARTEN PROGRAM.

26 7-1A-01.

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

29 (B) "COST OF QUALITY" MEANS THE PER-PUPIL AMOUNT PROVIDED UNDER
30 § 5-229 OF THIS ARTICLE.

31 (C) "ELIGIBLE PREKINDERGARTEN PROVIDER" INCLUDES AN:

- 32 (1) ELIGIBLE PUBLIC PROVIDER; AND
- 33 (2) ELIGIBLE PRIVATE PROVIDER.

1 (D) "ELIGIBLE PUBLIC PROVIDER" MEANS AN EARLY LEARNING PROGRAM
2 THAT:

3 (1) IS PROVIDED BY A COUNTY BOARD AT A PUBLIC SCHOOL; AND

4 (2) MEETS THE REQUIREMENTS UNDER ~~§ 7-1A-05~~ § 7-1A-04 OF THIS
5 SUBTITLE.

6 (E) (1) "ELIGIBLE PRIVATE PROVIDER" MEANS A COMMUNITY BASED
7 EARLY LEARNING PROGRAM THAT:

8 (I) IS LICENSED IN THE STATE;

9 (II) DOES NOT CHARGE MORE TUITION FOR FULL-DAY
10 PREKINDERGARTEN THAN THE COST OF QUALITY; AND

11 (III) MEETS THE REQUIREMENTS UNDER ~~§ 7-1A-05~~ § 7-1A-04 OF THIS
12 SUBTITLE.

13 (2) "ELIGIBLE PRIVATE PROVIDER" INCLUDES THE ULYSSES CURRIE
14 HEAD START PROGRAM UNDER ~~§ 5-220~~ § 5-231 OF THIS ARTICLE.

15 (F) "FULL-DAY PREKINDERGARTEN" MEANS AN EARLY LEARNING
16 PROGRAM WITH A SIX AND ONE-HALF HOUR SCHOOL DAY.

17 (G) "PREKINDERGARTEN PROGRAM" MEANS AN EARLY LEARNING
18 PROGRAM AT AN ELIGIBLE PREKINDERGARTEN PROVIDER.

19 (H) "PREKINDERGARTEN SLOT" MEANS THE AVAILABLE SPACE FOR A
20 CHILD TO ATTEND A PREKINDERGARTEN PROGRAM.

21 (I) "TIER I CHILD" MEANS A CHILD:

22 (1) WHO IS 3 OR 4 YEARS OLD;

23 (2) WHOSE FAMILY INCOME IS LESS THAN OR EQUAL TO 300% OF THE
24 FEDERAL POVERTY LEVEL; AND

25 (3) WHOSE FAMILY CHOOSES TO ENROLL THE CHILD IN FULL-DAY
26 PREKINDERGARTEN PROVIDER.

27 (J) "TIER II CHILD" MEANS A CHILD:

28 (1) WHO IS 4 YEARS OLD;

29 (2) WHOSE FAMILY INCOME IS MORE THAN 300% BUT NOT MORE
30 THAN 600% OF THE FEDERAL POVERTY LEVEL; AND

1 **(3) WHOSE FAMILY CHOOSES TO ENROLL THE CHILD IN FULL-DAY**
2 **PREKINDERGARTEN.**

3 **(K) "TIER III CHILD" MEANS A CHILD:**

4 **(1) WHO IS 4 YEARS OLD;**

5 **(2) WHOSE FAMILY INCOME IS MORE THAN 600% OF THE FEDERAL**
6 **POVERTY LEVEL; AND**

7 **(3) WHOSE FAMILY CHOOSES TO ENROLL THE CHILD IN FULL-DAY**
8 **PREKINDERGARTEN.**

9 7-1A-02.

10 (a) (1) A local department of social services or a local health department shall
11 provide a parent or guardian with [an] oral and written notice that their child may be
12 eligible for publicly funded prekindergarten programs if the parent or guardian:

13 (i) Applied for economic services with the local department of social
14 services or the local health department; and

15 (ii) Has a child who will be **3 OR** 4 years old [on] **BY** September 1 of
16 the next academic year.

17 (2) The notice required under paragraph (1) of this subsection shall
18 include:

19 **(I) [contact] CONTACT** information for the enrollment office of the
20 local school system and the Division of Early Childhood Development in the Department;
21 **AND**

22 **(II) INFORMATION ON THE EXISTENCE OF THE CHILD CARE**
23 **SCHOLARSHIP FOR BEFORE AND AFTER FULL-DAY PREKINDERGARTEN**
24 **PROGRAMMING AND THE POSSIBILITY OF ELIGIBILITY FOR STATE AID.**

25 (3) On or before December 1 of each year, each local department of social
26 services and each local health department shall report to the General Assembly, in
27 accordance with § 2-1257 of the State Government Article, on the number of parents who
28 were given a notification and subsequently enrolled their child in a publicly funded
29 prekindergarten program.

30 (b) The requirements set forth in § 7-101(b) of this [subtitle] **TITLE** regarding the
31 domicile of a child and the residency of the child's parent or guardian shall apply to
32 prekindergarten programs established by county boards as required by this [section]

1 SUBTITLE.

2 7-1A-03.

3 (A) EXCEPT AS PROVIDED UNDER SUBSECTION (B) OF THIS SECTION, A
4 COUNTY BOARD SHALL ENSURE THAT:

5 (1) BEGINNING IN THE ~~2020-2021~~ 2021-2022 SCHOOL YEAR, ELIGIBLE PRIVATE
6 PROVIDERS SHALL ACCOUNT FOR AT LEAST 30% OF ELIGIBLE PREKINDERGARTEN
7 PROVIDERS IN EACH COUNTY;

8 (2) THE PROPORTION OF ELIGIBLE PRIVATE PROVIDERS IN EACH
9 COUNTY INCREASES BY 5 PERCENTAGE POINTS EVERY SCHOOL YEAR, UNTIL, IN THE
10 2024-2025 SCHOOL YEAR, ELIGIBLE PRIVATE PROVIDERS ACCOUNT FOR AT LEAST
11 50% OF ELIGIBLE PREKINDERGARTEN PROVIDERS IN EACH COUNTY; AND

12 (3) IN EACH YEAR AFTER THE 2024-2025 SCHOOL YEAR, THE
13 PROPORTION OF ELIGIBLE PRIVATE PROVIDERS IN EACH COUNTY SHALL CONTINUE
14 TO CONSTITUTE AT LEAST 50% OF ELIGIBLE PREKINDERGARTEN PROVIDERS IN
15 EACH COUNTY.

16 (B) (1) THE DEPARTMENT MAY ISSUE A WAIVER FROM THE
17 REQUIREMENTS OF THIS SECTION TO A COUNTY BOARD IF:

18 (I) ALL FAMILIES IN THE COUNTY WHO DESIRE TO ENROLL
19 THEIR ELIGIBLE CHILDREN WITH ELIGIBLE PREKINDERGARTEN PROVIDERS ARE
20 ABLE TO DO SO; OR

21 (II) AFTER REASONABLE CROSS-JURISDICTIONAL OR
22 REGIONAL EFFORTS, THERE ARE TOO FEW ELIGIBLE PRIVATE PROVIDERS TO MEET
23 THE MINIMUM REQUIREMENTS OF THIS SECTION.

24 (2) THE DEPARTMENT MAY EXCLUDE BY ANNUAL WAIVER TIER I
25 CHILDREN WHO ARE 3 YEARS OLD IN A COUNTY FROM THE CALCULATION ~~OF THE~~
26 UNDER SUBSECTION (A) OF THIS SECTION UNTIL THE 2029-2030 SCHOOL YEAR.

27 (3) THE DEPARTMENT MAY EXCLUDE BY ANNUAL WAIVER TIER I
28 CHILDREN WHO ARE 4 YEARS OLD IN A COUNTY FROM THE CALCULATION UNDER
29 SUBSECTION (A) OF THIS SECTION UNTIL THE 2025-2026 SCHOOL YEAR.

30 (4) THE DEPARTMENT SHALL ESTABLISH WAIVER APPLICATION
31 PROCEDURES TO CARRY OUT THE PROVISIONS OF THIS SUBSECTION.

32 7-1A-04.

33 (A) ALL ELIGIBLE PREKINDERGARTEN PROVIDERS SHALL INCLUDE
34 STRUCTURAL ELEMENTS THAT ARE EVIDENCE-BASED AND NATIONALLY

1 RECOGNIZED AS IMPORTANT FOR ENSURING PROGRAM QUALITY, INCLUDING:

2 (1) (I) HIGH STAFF QUALIFICATIONS, INCLUDING TEACHERS WHO,
3 AT A MINIMUM, HOLD:

4 1. STATE CERTIFICATION FOR TEACHING IN EARLY
5 CHILDHOOD EDUCATION; OR

6 2. A BACHELOR'S DEGREE IN ANY FIELD AND ARE
7 PURSUING RESIDENCY THROUGH THE MARYLAND APPROVED ALTERNATIVE
8 PREPARATION PROGRAM, WHICH INCLUDES EARLY CHILDHOOD COURSEWORK,
9 CLINICAL PRACTICE, AND EVIDENCE OF PEDAGOGICAL CONTENT KNOWLEDGE; AND

10 (II) TEACHING ASSISTANTS WHO HAVE AT LEAST:

11 1. A CHILD DEVELOPMENT ASSOCIATE (CDA)
12 CERTIFICATE; OR

13 2. AN ASSOCIATE'S DEGREE;

14 (2) PROFESSIONAL DEVELOPMENT FOR ALL STAFF;

15 (3) ~~A STUDENT-TO-TEACHER~~ STUDENT-TO-CLASSROOM PERSONNEL RATIO OF NO MORE
16 THAN 10 TO 1 IN
17 EACH CLASS;

18 (4) CLASS SIZES OF NO MORE THAN 20 STUDENTS PER CLASSROOM;

19 (5) ~~BE A~~ A FULL-DAY PREKINDERGARTEN PROGRAM;

20 (6) INCLUSION OF STUDENTS WITH DISABILITIES TO ENSURE ACCESS
21 TO AND FULL PARTICIPATION IN ALL PROGRAM OPPORTUNITIES;

22 (7) FOR AT LEAST 1 YEAR BEFORE A STUDENT'S ENROLLMENT IN
23 KINDERGARTEN, LEARNING ENVIRONMENTS THAT:

24 (I) ARE ALIGNED WITH STATE EARLY LEARNING AND
25 DEVELOPMENT STANDARDS;

26 (II) USE EVIDENCE-BASED CURRICULA; AND

27 (III) USE INSTRUCTION METHODS THAT ARE:

28 1. DEVELOPMENTALLY APPROPRIATE; AND

29 2. CULTURALLY AND LINGUISTICALLY RESPONSIVE;

1 (8) INDIVIDUALIZED ACCOMMODATIONS AND SUPPORTS FOR ALL
2 STUDENTS;

3 (9) INSTRUCTIONAL STAFF SALARIES AND BENEFITS THAT ARE
4 COMPARABLE TO THE SALARIES AND BENEFITS OF INSTRUCTIONAL STAFF
5 EMPLOYED BY THE COUNTY BOARD OF THE COUNTY IN WHICH THE EARLY LEARNING
6 PROGRAM IS LOCATED;

7 (10) PROGRAM EVALUATION TO ENSURE CONTINUOUS PROGRAM
8 IMPROVEMENT;

9 (11) ON-SITE OR ACCESSIBLE COMPREHENSIVE SERVICES FOR
10 STUDENTS;

11 (12) COMMUNITY PARTNERSHIPS THAT PROMOTE ACCESS TO
12 COMPREHENSIVE SERVICES FOR FAMILIES OF STUDENTS; AND

13 (13) EVIDENCE-BASED HEALTH AND SAFETY STANDARDS.

14 (B) IN ADDITION TO THE REQUIREMENTS LISTED IN SUBSECTION (A) OF
15 THIS SECTION, AN ELIGIBLE PREKINDERGARTEN PROVIDER SHALL:

16 (1) IF THE PROVIDER IS AN ELIGIBLE PRIVATE PROVIDER, ACHIEVE A
17 QUALITY RATING LEVEL OF 3 IN THE MARYLAND EXCELS PROGRAM AND PUBLISH
18 THAT QUALITY RATING IN A PUBLICLY AVAILABLE MANNER, DETERMINED BY THE
19 DEPARTMENT;

20 (2) IF THE PROVIDER IS AN ELIGIBLE PUBLIC PROVIDER, ACHIEVE A
21 QUALITY RATING LEVEL OF 4 IN THE MARYLAND ~~EXCELS~~ EXCELS PROGRAM AND PUBLISH
22 THAT QUALITY RATING IN A PUBLICLY AVAILABLE MANNER, DETERMINED BY THE
23 DEPARTMENT;

24 (3) SUBMIT TO THE DEPARTMENT A PLAN TO ACHIEVE A QUALITY
25 RATING LEVEL 5 IN THE MARYLAND EXCELS PROGRAM WITHIN 5 YEARS AFTER
26 BECOMING AN ELIGIBLE PREKINDERGARTEN PROVIDER;

27 (4) ACHIEVE IN ACCORDANCE WITH THE PLAN A QUALITY RATING
28 LEVEL 5 IN THE MARYLAND EXCELS PROGRAM WITHIN 5 YEARS AFTER BECOMING
29 AN ELIGIBLE PREKINDERGARTEN PROVIDER AND PUBLISH THAT QUALITY RATING
30 IN A PUBLICLY AVAILABLE MANNER, DETERMINED BY THE DEPARTMENT; AND

31 (5) EXCEPT AS OTHERWISE PROVIDED IN § 7-1A-07 OF THIS
32 SUBTITLE, BE OPEN FOR PUPIL ATTENDANCE IN ACCORDANCE WITH § 7-103 OF THIS
33 TITLE.

34 (C) (1) AN ELIGIBLE PREKINDERGARTEN PROVIDER MAY NOT ENGAGE IN

1 EXPLICITLY RELIGIOUS ACTIVITIES DURING SCHOOL HOURS.

2 (2) IF AN ELIGIBLE PREKINDERGARTEN PROVIDER ENGAGES IN AN
3 EXPLICITLY RELIGIOUS ACTIVITY, THE ACTIVITY SHALL BE:

4 (I) SEPARATE IN TIME AND LOCATION FROM ANY INSTRUCTION
5 OFFERED BY THE ELIGIBLE PREKINDERGARTEN PROVIDER; AND

6 (II) VOLUNTARY.

7 (3) AN ELIGIBLE PREKINDERGARTEN PROVIDER MAY NOT BE
8 REQUIRED TO ADOPT ANY RULE, REGULATION, OR POLICY THAT CONFLICTS WITH
9 ITS RELIGIOUS OR MORAL TEACHINGS.

10 (4) (I) AN ELIGIBLE PREKINDERGARTEN PROVIDER SHALL
11 COMPLY WITH TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, AS AMENDED, TITLE
12 20, SUBTITLE 6 OF THE STATE GOVERNMENT ARTICLE, AND NOT DISCRIMINATE IN
13 STUDENT ADMISSIONS, RETENTION, OR EXPULSION OR OTHERWISE DISCRIMINATE
14 AGAINST ANY STUDENT OR PARENT OF A STUDENT ON THE BASIS OF RACE, COLOR,
15 NATIONAL ORIGIN, DISABILITY, SEXUAL ORIENTATION, OR GENDER IDENTITY OR
16 EXPRESSION.

17 (II) IF A STUDENT HAS A DISABILITY, PLACEMENT OF THE
18 STUDENT SHALL BE BASED ON WHERE THE STUDENT WILL BE BEST SERVED.

19 (III) AN ELIGIBLE PREKINDERGARTEN PROVIDER FOUND TO
20 HAVE VIOLATED THE NONDISCRIMINATION REQUIREMENTS UNDER THIS SECTION:

21 1. MAY NOT CONTINUE TO BE AN ELIGIBLE
22 PREKINDERGARTEN PROVIDER; AND

23 2. SHALL REIMBURSE THE DEPARTMENT ALL PUBLIC
24 FUNDS PROVIDED UNDER THIS SUBTITLE MINUS ANY AMOUNT RECEIVED FROM THE
25 CHILD CARE SCHOLARSHIP PROGRAM.

26 (5) (I) EXCEPT AS PROVIDED IN § 7-305.1 OF THIS TITLE,
27 AN ELIGIBLE PREKINDERGARTEN PROVIDER MAY NOT SUSPEND OR EXPEL A CHILD WHO IS
28 ENROLLED IN A PREKINDERGARTEN PROGRAM.

29 7-1A-05.

30 (A) EACH COUNTY BOARD SHALL ENTER INTO A MEMORANDUM OF
31 UNDERSTANDING WITH THE DEPARTMENT, EACH ELIGIBLE PRIVATE ~~PROVIDERS~~ PROVIDER
32 PARTICIPATING IN PUBLICLY FUNDED PREKINDERGARTEN IN THE COUNTY, AND
33 OTHER APPLICABLE GOVERNMENT AGENCIES.

(B) THE MEMORANDUM OF UNDERSTANDING SHALL PROVIDE FOR:

(1) SERVICES FOR CHILDREN WITH DISABILITIES;

(2) A PROCESS BY WHICH A PARENT IS ABLE TO INDICATE A PREFERENCE FOR ELIGIBLE PREKINDERGARTEN PROVIDERS;

(3) THE MANNER FOR PROCESSING THE PAYMENT OF THE STATE SHARE, LOCAL SHARE, AND FAMILY SHARE FOR EACH CHILD WHO IS ENROLLED WITH AN ELIGIBLE PREKINDERGARTEN PROVIDER;

(4) ANY AGREED UPON ADMINISTRATIVE COSTS TO BE RETAINED BY AN AGENCY THAT IS PARTY TO THE AGREEMENT;

(5) THE MANNER IN WHICH THE PARTIES WILL MEET THE REQUIREMENTS OF THIS SUBTITLE; ~~AND~~

(6) A PLAN TO ADDRESS RACIAL AND SOCIOECONOMIC INTEGRATION IN PREKINDERGARTEN CLASSROOMS; AND

~~(6)~~ (7) ANY OTHER PROVISIONS NECESSARY TO CARRY OUT THIS SUBTITLE.

7-1A-06.

(A) BEGINNING IN THE 2021-2022 SCHOOL YEAR, TIER I CHILDREN WHO ARE 3 OR 4 YEARS OLD MAY BE ENROLLED IN A FULL-DAY PREKINDERGARTEN PROGRAM UNDER THIS SUBTITLE.

(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~~ IF PREKINDERGARTEN SLOTS ARE AVAILABLE, TIER II CHILDREN MAY BE ENROLLED IN A FULL-DAY PREKINDERGARTEN PROGRAM 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

1 4-YEAR OLDS WHO ARE:

2 (1) TIER I CHILDREN; AND

3 (2) CHILDREN WITH DISABILITIES, REGARDLESS OF INCOME.

4 7-1A-07.

5 (A) THE STATE SHALL PRIORITIZE PUBLIC SCHOOL CONSTRUCTION
6 FUNDING REQUESTS FOR HIGH QUALITY PREKINDERGARTEN CLASSROOMS.

7 (B) A COUNTY BOARD MAY PARTNER WITH THE STATE OR THE COUNTY
8 GOVERNMENT TO ADDRESS PHYSICAL SPACE CONSTRAINTS FOR ELIGIBLE
9 PREKINDERGARTEN PROVIDERS BY UTILIZING EXISTING AVAILABLE SPACE AT A
10 LOCATION THAT IS NOT AN ELIGIBLE PREKINDERGARTEN PROVIDER INCLUDING:

11 (1) SENIOR CARE FACILITIES; OR

12 (2) COMMUNITY CENTERS.

13 7-1A-08.

14 ON OR BEFORE DECEMBER 1, 2020, AND EACH DECEMBER 1 THEREAFTER,
15 EACH COUNTY BOARD SHALL SUBMIT THE FOLLOWING INFORMATION,
16 DISAGGREGATED BY ELIGIBLE PRIVATE AND ELIGIBLE PUBLIC PROVIDERS, TO THE
17 DEPARTMENT AND THE ACCOUNTABILITY AND IMPLEMENTATION BOARD
18 ESTABLISHED UNDER TITLE 5, SUBTITLE 4 OF THIS ARTICLE:

19 (1) THE NUMBER OF ELIGIBLE PREKINDERGARTEN PROVIDERS IN
20 THE COUNTY;

21 (2) THE NUMBER OF ELIGIBLE PREKINDERGARTEN PROVIDERS IN
22 THE COUNTY THAT, IN THE IMMEDIATELY PRECEDING CALENDAR YEAR, EXPANDED
23 TO OFFER PREKINDERGARTEN PROGRAMS THAT ARE OPEN FOR PUPIL ATTENDANCE
24 A MINIMUM OF 6.5 HOURS DURING EACH SCHOOL DAY;

25 (3) THE MARYLAND EXCELS PROGRAM QUALITY RATING LEVEL OF
26 EACH ELIGIBLE PREKINDERGARTEN PROVIDER IN THE COUNTY;

27 (4) THE PARTICIPATION RATE OF ALL COUNTY 3-AND 4-YEAR OLDS
28 IN ELIGIBLE PREKINDERGARTEN PROVIDERS ESTABLISHED OR EXPANDED IN
29 ACCORDANCE WITH THIS SUBTITLE, DISAGGREGATED BY AGE AND TIER, IF
30 APPLICABLE;

31 (5) THE NUMBER AND PROPORTION OF ELIGIBLE
32 PREKINDERGARTEN PROVIDERS IN THE COUNTY THAT ARE ELIGIBLE PRIVATE
33 PROVIDERS;

1 **(6) A MEASURE OF SCHOOL READINESS IN ACCORDANCE WITH §**
 2 **7-210 OF THIS TITLE; AND**

3 **(7) A DEMONSTRATION THAT THE EXPANSION OF**
 4 **PREKINDERGARTEN PROGRAMS IN THE COUNTY GAVE PRIORITY TO:**

5 **(I) CHILDREN IN AREAS WITH LIMITED OR NO ACCESS TO**
 6 **QUALITY CHILD CARE, REGARDLESS OF FAMILY INCOME;**

7 **(II) TIER I CHILDREN; AND**

8 **(III) STUDENTS WITH DISABILITIES, REGARDLESS OF FAMILY**
 9 **INCOME.**

10 **7-1A-09.**

11 **THE DEPARTMENT SHALL ADOPT REGULATIONS TO CARRY OUT THE**
 12 **PROVISIONS OF THIS SUBTITLE.**

13 **7-202.1.**

14 **(A) THE DEPARTMENT SHALL, IN CONSULTATION WITH EXPERIENCED AND**
 15 **HIGHLY EFFECTIVE TEACHERS, INCLUDING TEACHERS ON THE CAREER LADDER**
 16 **UNDER TITLE 6, SUBTITLE 10 OF THIS ARTICLE, DEVELOP CURRICULUM**
 17 **STANDARDS AND CURRICULUM RESOURCES FOR EACH SUBJECT AT EACH GRADE**
 18 **LEVEL, THAT BUILD ON ONE ANOTHER IN LOGICAL SEQUENCE, IN CORE SUBJECTS THAT MAY BE USED BY LOCAL**
 19 **SCHOOL SYSTEMS AND PUBLIC SCHOOL TEACHERS.**

20 **(B) (1) THE PURPOSE OF THE CURRICULUM STANDARDS AND CURRICULUM RESOURCES DEVELOPED UNDER**
 21 **THIS SECTION IS TO PROVIDE COUNTY BOARDS WITH TECHNICAL ASSISTANCE, TO INFORM HIGH-QUALITY**
 22 **INSTRUCTION, THAT**
 23 **WILL ULTIMATELY RESULT IN STUDENTS MEETING THE COLLEGE AND CAREER READINESS STANDARDS IN THE**
 24 **MANNER DESCRIBED**
 25 **UNDER § 7-205.1 OF THIS SUBTITLE.**

24 **(2) THE CURRICULUM RESOURCES DEVELOPED UNDER THIS**
 25 **SECTION SHALL INCLUDE, FOR EACH CORE SUBJECT AT EACH GRADE LEVEL:**

26 **(I) COURSE SYLLABI;**

27 **(II) SAMPLE LESSONS FOR TEACHERS TO USE AS MODELS;**

28 **(III) EXAMPLES OF STUDENT WORK THAT MEET STANDARDS FOR**
 29 **PROFICIENCY;**

30 **(IV) EXPLANATIONS OF WHY STUDENT WORK EXAMPLES MEET**
 31 **PROFICIENCY STANDARDS SO THAT TEACHERS KNOW WHAT STUDENT KNOWLEDGE**

1 IS REQUIRED; AND

2 (v) CURRICULUM UNITS ALIGNED WITH THE COURSE SYLLABI.

3 ~~(2)~~ (3) (4) IN DEVELOPING THE CURRICULUM RESOURCES UNDER THIS
4 SUBSECTION, THE DEPARTMENT:

5 (i) MAY USE AS A MODEL A COURSE OR UNIT DEVELOPED BY A
6 TEACHER IN OR OUT OF THE STATE; BUT

7 (ii) SHALL REVIEW EACH MODEL COURSE AND UNIT FOR
8 QUALITY, USING ACCEPTED BENCHMARKS SUCH AS APPROVAL BY EDREPORTS OR
9 TIER 1 AND TIER 2 EVIDENCE-BASED STANDARDS ESTABLISHED BY THE FEDERAL
10 EVERY STUDENT SUCCEEDS ACT.

11 ~~(2)~~ (3) (4) THE DEPARTMENT SHALL COMPILE CURRICULUM UNITS IN SUCH
12 A MANNER THAT:

13 (i) COMPLETE COURSES ARE FORMED; AND

14 (ii) WHEN TAKEN BY A STUDENT IN SEQUENCE, THE STUDENT
15 CAN ACHIEVE THE COLLEGE AND CAREER READINESS STANDARD ADOPTED UNDER
16 § 7-205.1 OF THIS SUBTITLE BY THE END OF GRADE 10.

17 (c) THE DEPARTMENT SHALL SUBMIT CURRICULUM RESOURCES AND
18 CURRICULUM STANDARDS DEVELOPED UNDER THIS THIS SECTION TO THE STATE
19 BOARD FOR ADOPTION.

20 (d) THE STATE BOARD SHALL ESTABLISH A SYSTEM OF ASSESSMENTS TO
21 ENSURE THAT STUDENTS ARE ACQUIRING THE KNOWLEDGE CONTAINED IN THE
22 CURRICULUM STANDARDS IN ENGLISH, MATHEMATICS, SCIENCE, AND HISTORY OR
23 SOCIAL STUDIES.

24 (e) (1) USING THE ASSESSMENTS ESTABLISHED UNDER SUBSECTION (D)
25 OF THIS SECTION, THE DEPARTMENT SHALL IDENTIFY LOW-PERFORMING
26 SCHOOLS.

27 (2) AN EXPERT REVIEW TEAM, ESTABLISHED UNDER § 5-411 OF THIS
28 ARTICLE, UNDER THE SUPERVISION OF THE DEPARTMENT, SHALL VISIT SCHOOLS
29 IDENTIFIED UNDER PARAGRAPH (1) OF THIS SUBSECTION ACCORDING TO THE
30 CRITERIA ESTABLISHED UNDER § 5-411 OF THIS ARTICLE.

31 (3) IF THE EXPERT REVIEW TEAM DETERMINES THAT A SCHOOL'S
32 LOW PERFORMANCE ON ASSESSMENTS IS, IN PART, DUE TO CURRICULAR
33 PROBLEMS, THE SCHOOL SHALL ADOPT THE CURRICULUM RESOURCES DEVELOPED
34 UNDER THIS SECTION.

1 **(4) EXCEPT AS PROVIDED IN PARAGRAPH (3) OF THIS SUBSECTION,**
2 **THIS SECTION DOES NOT DOES NOT REQUIRE A PUBLIC SCHOOL OR COUNTY BOARD TO ADOPT**
3 **THE DEPARTMENT'S CURRICULUM STANDARDS AND CURRICULUM RESOURCES AND MAY NOT**
4 **BE CONSTRUED TO RESTRICT A COUNTY BOARD'S AUTHORITY TO ADOPT CURRICULA UNDER §**
5 **4-111 OF THIS ARTICLE.**

6 7-205.1.

7 **(a) IN THIS SECTION, "CCR STANDARD" MEANS THE COLLEGE AND CAREER**
8 **READINESS STANDARDS ESTABLISHED UNDER THIS SECTION.**

9 **(B) (1) The State Board shall establish high school curriculum, COLLEGE AND**
10 **CAREER READINESS STANDARDS, and graduation requirements for all public schools in**
11 **accordance with this section.**

12 **(2) THE STATE BOARD SHALL COORDINATE AND CONSULT WITH THE**
13 **MARYLAND HIGHER EDUCATION COMMISSION, THE GOVERNOR'S WORKFORCE**
14 **DEVELOPMENT BOARD, AND THE ACCOUNTABILITY AND IMPLEMENTATION BOARD**
15 **IN PERFORMING ITS DUTIES UNDER THIS SUBSECTION.**

16 **[(b) (1) Beginning with the 2015-2016 school year, all students shall be**
17 **assessed using acceptable college placement cut scores no later than 11th grade to**
18 **determine whether the student is ready for college-level credit-bearing course work in**
19 **English Language Arts, Literacy, and Mathematics.**

20 **(2) (i) Subject to subparagraph (ii) of this paragraph, the Department,**
21 **in collaboration with local school systems and public community colleges, shall develop and**
22 **implement, by the 2016-2017 school year, transition courses or other instructional**
23 **opportunities to be delivered in the 12th grade to students who have not achieved college**
24 **and career readiness by the end of the 11th grade.**

25 **(ii) The implementation of transition courses or other instructional**
26 **opportunities required under subparagraph (i) of this paragraph:**

27 1. **Shall include an assessment or reassessment of the**
28 **student after completion of the course; and**

29 2. **May not preclude or replace enrollment in a course**
30 **otherwise required for graduation from high school.]**

31 **(C) (1) (i) IT IS THE GOAL OF THE STATE THAT STUDENTS ENROLLED IN**
32 **PUBLIC SCHOOL SHALL MEET THE CCR STANDARD BEFORE THE END OF THE 10TH**
33 **GRADE AND NO LATER THAN THE TIME THE STUDENT GRADUATES FROM HIGH**
34 **SCHOOL.**

35 **(ii) IT IS THE GOAL OF THE STATE GOAL THAT EACH STUDENT**

1 ENROLLED IN PUBLIC SCHOOL, REGARDLESS OF THE STUDENT'S RACE, ETHNICITY, GENDER,
 2 ADDRESS, OR SOCIOECONOMIC STATUS OR THE LANGUAGE SPOKEN IN THE STUDENT'S HOME,
 3 SHALL HAVE EQUITABLE ACCESS TO COLLEGE AND CAREER READINESS AND SHALL MEET THE
 4 CCR STANDARD AT AN EQUAL RATE.

5 (2) A STUDENT SHALL MEET THE CCR STANDARD WHEN THE
 6 STUDENT MEETS A STANDARD IN ENGLISH LANGUAGE ARTS, MATHEMATICS, AND,
 7 WHEN PRACTICABLE, SCIENCE THAT ENABLES THE STUDENT TO BE SUCCESSFUL IN
 8 ENTRY LEVEL CREDIT BEARING COURSES OR POSTSECONDARY EDUCATION
 9 TRAINING AT A STATE COMMUNITY COLLEGE.

10 (3) ON OR BEFORE JANUARY 1, 2021, THE DEPARTMENT SHALL
 11 DEVELOP AND BEGIN TO IMPLEMENT A COMMUNICATION STRATEGY TO INFORM
 12 PARENTS, STUDENTS, EDUCATORS, AND THE WIDER PUBLIC ABOUT THE CCR
 13 STANDARD DEVELOPED UNDER THIS SECTION.

14 (D) (1) BEGINNING WITH THE 2020-2021 SCHOOL YEAR, EACH STUDENT
 15 SHALL BE ASSESSED NO LATER THAN THE 10TH GRADE BY A METHOD ADOPTED BY
 16 THE STATE BOARD TO DETERMINE WHETHER THE STUDENT MEETS THE CCR
 17 STANDARD REQUIRED UNDER SUBSECTION (C) OF THIS SECTION.

18 (2) (I) MEETING THE CCR STANDARD SHALL INITIALLY REQUIRE
 19 A STUDENT TO ACHIEVE THE EQUIVALENT OF A SCORE OF 4 OR 5 IN THE
 20 MATHEMATICS AND ENGLISH PORTIONS OF THE PARTNERSHIP FOR ASSESSMENT OF READINESS
 21 FOR COLLEGE AND CAREER ~~READINESS~~ GRADE 10 ASSESSMENTS ~~ON OR THE~~
 22 MARYLAND COMPREHENSIVE ASSESSMENT PROGRAM GRADE 10 ASSESSMENTS OR
 23 ANY SUCCESSOR ASSESSMENTS.

24 (II) AFTER THE EMPIRICAL STUDY REQUIRED UNDER
 25 PARAGRAPH (3) OF THIS SUBSECTION IS COMPLETE, THE CCR STANDARD SHALL
 26 REFLECT THE RESULTS OF THAT STUDY.

27 (3) (I) ON OR BEFORE JULY 1, 2021, THE DEPARTMENT SHALL
 28 CONTRACT WITH A PUBLIC OR PRIVATE ENTITY TO CONDUCT AN EMPIRICAL STUDY
 29 OF THE CCR STANDARD REQUIRED UNDER THIS SUBSECTION TO DETERMINE
 30 WHETHER THAT STANDARD ADEQUATELY MEETS THE CCR STANDARD REQUIRED
 31 UNDER SUBSECTION (C) OF THIS SECTION.

32 (II) 1. AN ENTITY WITH WHOM THE DEPARTMENT
 33 CONTRACTS UNDER THIS PARAGRAPH SHALL DETERMINE THE LEVELS AND TYPES
 34 OF LITERACY IN READING, WRITING, MATHEMATICS, AND , WHEN PRACTICABLE,
 35 SCIENCE, THAT ARE NEEDED TO SUCCEED IN ENTRY-LEVEL COURSES AND
 36 POSTSECONDARY TRAINING OFFERED AT COMMUNITY COLLEGES IN THE STATE.

37 2. IN PERFORMING THE STUDY REQUIRED UNDER THIS
 38 SUBPARAGRAPH, THE ENTITY SHALL ~~EXAMINE~~ :

1 **A. EXAMINE TOP-PERFORMING EDUCATIONAL**
 2 **SYSTEMS THROUGHOUT THE WORLD, COMPARING THESE SYSTEMS TO THE**
 3 **EDUCATION OFFERED IN THE STATE ;AND**

4 **B. CONSIDER POTENTIAL SOURCES OF BIAS IN ANY PROPOSED**
 5 **ASSESSMENT AND STRIVE TO ELIMINATE ANY POTENTIAL BIAS IN A PROPOSED CCR**
 6 **MODIFICATION.**

7 **~~(III) IN FISCAL YEAR 2022, THE GOVERNOR SHALL INCLUDE IN~~**
 8 **~~THE ANNUAL BUDGET BILL AN APPROPRIATION OF \$500,000 FOR THE STUDY~~**
 9 **~~REQUIRED UNDER THIS PARAGRAPH.~~**

10 **~~(IV) AFTER THE REQUEST FOR PROPOSAL PROCESS BEGINS, IF~~**
 11 **~~THE MONEY APPROPRIATED UNDER SUBPARAGRAPH (III) OF THIS PARAGRAPH IS~~**
 12 **~~INSUFFICIENT TO FUND THE COST OF THE STUDY, THE GOVERNOR SHALL ALLOCATE~~**
 13 **~~ADDITIONAL FUNDING UNTIL THE STUDY IS FULLY FUNDED.~~**

14 **~~(V) ON OR BEFORE SEPTEMBER 1, 2022, THE ENTITY SHALL~~**
 15 **REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1257 OF THE STATE**
 16 **GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY, AND THE ACCOUNTABILITY**
 17 **AND IMPLEMENTATION BOARD ON THE RESULTS OF ITS STUDY AND**
 18 **RECOMMENDATIONS TO MODIFY THE CCR STANDARD TO ALIGN WITH THE**
 19 **LITERACY STANDARDS NECESSARY TO BE SUCCESSFUL IN STATE COMMUNITY**
 20 **COLLEGES AND , TO THE EXTENT APPLICABLE, COMPARABLE POSTSECONDARY INSTITUTIONS IN TOP**
 21 **PERFORMING**
 22 **SYSTEMS.**

23 **(4) AFTER THE STUDY CONDUCTED UNDER PARAGRAPH (3) OF THIS**
 24 **SUBSECTION IS COMPLETE, AND PERIODICALLY THEREAFTER, THE STATE BOARD**
 25 **SHALL:**

26 **(I) ADOPT A NEW CCR STANDARD AS REQUIRED BY**
 27 **PARAGRAPH (2) OF THIS SUBSECTION;**

28 **(II) DETERMINE WHETHER THE ASSESSMENTS REQUIRED**
 29 **UNDER SUBSECTION (3) OF THIS SECTION ARE SUFFICIENT TO DETERMINE**
 30 **WHETHER HIGH SCHOOL STUDENTS MEET THE CCR STANDARD , INCLUDING WHETHER THE ASSESSMENTS CONTAIN**
 31 **ANY**
 32 **POTENTIAL BIAS; AND**

33 **(III) IF THE ASSESSMENTS ARE NOT SUFFICIENT, ADJUST THE**
 34 **ASSESSMENTS ACCORDINGLY.**

35 **(E) (1) (i) EACH COUNTY BOARD, IN COLLABORATION WITH THE**
 36 **COMMUNITY COLLEGES, SHALL DEVELOP AND IMPLEMENT BY THE 2021-2022**
 37 **SCHOOL YEAR, A PROGRAM OF STUDY FOR STUDENTS WHO HAVE NOT MET THE CCR**
 38 **STANDARD BY THE END OF THE 10TH GRADE.**

1 **(II) COURSES DEVELOPED UNDER THIS PARAGRAPH SHALL**
 2 **INCLUDE APPLIED, EXPERIENTIAL COURSES THAT ARE HIGHLY ENGAGING AND**
 3 **FOCUS ON THE COMPLETION OF PROJECTS AND SOLUTION OF PROBLEMS AS CORE**
 4 **COURSE COMPONENTS.**

5 **(2) COURSES UNDER THIS SUBSECTION SHALL BE DELIVERED:**

6 **(I) IN THE 11TH AND 12TH GRADES TO STUDENTS WHO HAVE**
 7 **NOT ACHIEVED THE CCR STANDARD BY THE END OF THE 10TH GRADE; AND**

8 **(II) SUBJECT TO THE REQUIREMENTS UNDER PARAGRAPH (4)**
 9 **OF THIS SUBSECTION, BEFORE THE 10TH GRADE FOR A STUDENT WHO IS NOT ON**
 10 **TRACK TO MEET THE CCR STANDARD BY THE END OF THE 10TH GRADE.**

11 **(3) (I) THE IMPLEMENTATION OF THE COURSES REQUIRED UNDER**
 12 **THIS SUBSECTION:**

13 **1. SHALL INCLUDE AN ASSESSMENT OR REASSESSMENT**
 14 **OF THE STUDENT AFTER COMPLETION OF THE COURSE;**

15 **2. MAY NOT PRECLUDE OR REPLACE ENROLLMENT IN A**
 16 **COURSE OTHERWISE REQUIRED FOR GRADUATION FROM HIGH SCHOOL; AND**

17 **3. SUBJECT TO SUBPARAGRAPH (II) OF THIS**
 18 **PARAGRAPH, BEGINNING WITH THE 2021-2022 SCHOOL YEAR, MAY NOT PRECLUDE**
 19 **ENROLLMENT IN THE INITIAL STAGES OF ONE OR MORE POST-CCR PATHWAYS**
 20 **ESTABLISHED UNDER SUBSECTION (I) OF THIS SECTION, INCLUDING THE**
 21 **OPPORTUNITY TO MAKE PROGRESS TOWARDS A CTE CREDENTIAL.**

22 **(II) WHEN THE ACCOUNTABILITY AND IMPLEMENTATION**
 23 **BOARD DETERMINES THAT THE BLUEPRINT FOR MARYLAND'S FUTURE HAS BEEN**
 24 **FULLY IMPLEMENTED, POST-CCR PATHWAYS SHALL BE AVAILABLE ONLY TO**
 25 **STUDENTS WHO HAVE MET THE CCR STANDARD, EXCEPT UNDER LIMITED**
 26 **CIRCUMSTANCES DETERMINED BY THE BOARD.**

27 **(4) (I) A MIDDLE SCHOOL OR HIGH SCHOOL STUDENT WHO IS NOT**
 28 **PROGRESSING IN A MANNER THAT WOULD PREDICTABLY RESULT IN THE STUDENT**
 29 **MEETING THE CCR STANDARD BY THE END OF THE 10TH GRADE SHALL BE**
 30 **ENROLLED IN AN EXTENDED CURRICULUM WITH ALTERNATIVE APPROACHES THAT**
 31 **ARE TAILORED TO THE STUDENT'S SPECIFIC CIRCUMSTANCES AND NEEDS.**

32 **(II) THE EXTENDED CURRICULUM MAY INCLUDE CULTURALLY**
 33 **RESPONSIVE LESSONS, ADJUSTMENT IN PEDAGOGY, WITH AN EMPHASIS ON**
 34 **PROJECT-BASED AND PROBLEM-BASED APPLIED LEARNING, AND VARIED**
 35 **INSTRUCTIONAL TIMING.**

1 (III) A STUDENT MAY BE PLACED IN THE EXTENDED
2 CURRICULUM FOR SPECIFIC SUBJECTS.

3 (IV) A STUDENT WHO IS CLOSE TO MEETING THE CCR
4 STANDARD BY THE END OF THE 10TH GRADE MAY BE ENROLLED IN AN EXTENDED
5 SUMMER CURRICULUM.

6 (V) A STUDENT WHO IS PLACED IN THE EXTENDED
7 CURRICULUM AND MAKES MORE PROGRESS THAN EXPECTED, MAY BE RETURNED TO
8 OTHER COURSES.

9 (F) (1) EACH STUDENT WHO HAS NOT MET THE CCR STANDARD BY THE
10 END OF THE 10TH GRADE SHALL ~~BE ASSIGNED A TEACHER WHO SHALL HAVE~~
11 ~~OVERALL RESPONSIBILITY FOR THE STUDENT'S~~ RECEIVE AN INDIVIDUALIZED PLAN DESIGNED TO PREPARE
12 THE STUDENT FOR SUCCESS IN MEETING THE CCR
13 STANDARD.

14 (2) A TEACHER WORKING WITH A STUDENT UNDER THIS SUBSECTION
15 SHALL:

16 (I) ASSEMBLE A TEAM OF OTHER TEACHERS TO MONITOR THE
17 STUDENT'S PROGRESS;

18 (II) MEET WITH THE STUDENT'S PARENTS OR GUARDIANS TO
19 HELP PLAN FOR THE STUDENT'S SUCCESS; AND

20 (III) WORK WITH PUBLIC AND PRIVATE AGENCIES TO PROVIDE
21 THE STUDENT AND THE STUDENT'S FAMILY WITH SUPPORT NECESSARY TO FOSTER
22 THE STUDENT'S SUCCESS.

23 (G) (1) BEGINNING IN THE 2023-2024 SCHOOL YEAR, EACH COUNTY
24 BOARD SHALL PROVIDE ALL STUDENTS WHO MEET THE CCR STANDARD REQUIRED
25 UNDER SUBSECTION (C) OF THIS SECTION WITH ACCESS TO THE FOLLOWING POST
26 COLLEGE AND CAREER READINESS (POST-CCR) PATHWAYS, AT NO COST TO THE
27 STUDENT OR THE STUDENT'S PARENTS, INCLUDING THE COST OF ANY FEES:

28 (I) A COMPETITIVE ENTRY COLLEGE PREPARATORY PROGRAM,
29 CHOSEN BY THE COUNTY BOARD, CONSISTING OF:

30 1. THE INTERNATIONAL BACCALAUREATE DIPLOMA
31 PROGRAM;

32 2. THE CAMBRIDGE AICE DIPLOMA PROGRAM; OR

33 3. A COMPARABLE PROGRAM CONSISTING OF
34 ADVANCED PLACEMENT COURSES SPECIFIED BY THE COLLEGE BOARD;

1 **(II) A PROGRAM THAT ALLOWS A STUDENT, THROUGH DUAL**
 2 **ENROLLMENT AT A STUDENT'S HIGH SCHOOL AND AN INSTITUTION OF HIGHER**
 3 **EDUCATION TO EARN:**

4 1. **AN ASSOCIATE DEGREE ~~IN ART OR SCIENCE~~; OR**

5 2. **AT LEAST 60 CREDITS TOWARD A BACHELOR'S**
 6 **DEGREE ~~IN ART OR SCIENCE~~; AND**

7 **(III) A ROBUST SET OF CAREER AND TECHNOLOGY EDUCATION**
 8 **PROGRAMS THAT ARE RECOMMENDED BY THE CTE SKILLS STANDARDS ADVISORY**
 9 **COMMITTEE AND APPROVED BY THE CTE COMMITTEE AND THAT ALLOW STUDENTS**
 10 **TO COMPLETE:**

11 1. **A CERTIFICATE OR LICENSE PROGRAM, COURSE, OR**
 12 **SEQUENCE OF COURSES AT A SECONDARY OR POSTSECONDARY INSTITUTION THAT**
 13 **LEADS TO AN INDUSTRY RECOGNIZED OCCUPATIONAL-CREDENTIAL;**

14 2. **A REGISTERED APPRENTICESHIP PROGRAM**
 15 **APPROVED BY THE DIVISION OF WORKFORCE DEVELOPMENT AND ADULT**
 16 **LEARNING WITHIN THE MARYLAND DEPARTMENT OF LABOR; OR**

17 3. **A YOUTH APPRENTICESHIP PROGRAM, UNDER TITLE**
 18 **18, SUBTITLE 18 OF THIS ARTICLE.**

19 **(2) EACH PUBLIC HIGH SCHOOL SHALL PROVIDE ACCESS TO THE**
 20 **PROGRAMS DESCRIBED UNDER PARAGRAPH (1) OF THIS SUBSECTION THROUGH**
 21 **THAT PUBLIC SCHOOL OR THROUGH ANOTHER PUBLIC SCHOOL IN THE COUNTY.**

22 **(3) (I) EACH STUDENT WHO MEETS THE CCR STANDARD**
 23 **REQUIRED UNDER SUBSECTION (C) OF THIS SECTION SHALL BE ENROLLED IN AT**
 24 **LEAST ONE POST-CCR PATHWAY DESCRIBED IN PARAGRAPH (1) OF THIS**
 25 **SUBSECTION.**

26 **(II) EACH STUDENT WHO ENROLLS IN A POST-CCR PATHWAY**
 27 **SHALL REMAIN ENROLLED IN THE STUDENT'S PUBLIC HIGH SCHOOL.**

28 **(III) EACH PUBLIC HIGH SCHOOL SHALL PROVIDE TO EVERY**
 29 **STUDENT, REGARDLESS OF WHETHER THE STUDENT IS ENROLLED IN A POST-CCR**
 30 **PATHWAY, THE FULL RANGE OF SERVICES TO WHICH THE STUDENT IS ENTITLED,**
 31 **INCLUDING:**

32 1. **PERSONAL, CAREER, AND ACADEMIC ADVISING; AND**

33 2. **COUNSELING, IN ACCORDANCE WITH § 7-126 OF THIS**
 34 **TITLE, TO HELP THE STUDENT CHOOSE ONE OR MORE POST-CCR PATHWAYS, OR**

1 COURSES WITHIN A POST-CCR PATHWAY, THAT FITS WITH THE STUDENT'S
2 EDUCATIONAL AND CAREER GOALS.

3 (IV) PRIORITY FOR COUNSELING AND ADVISING SERVICES
4 DESCRIBED UNDER SUBPARAGRAPH (III) OF THIS PARAGRAPH SHALL BE GIVEN TO
5 STUDENTS WHO HAVE NOT MET THE CCR STANDARD BY THE END OF 10TH GRADE.

6 (V) ANY HIGH SCHOOL GRADUATION REQUIREMENTS THAT A
7 STUDENT DOES NOT MEET BY THE TIME THE STUDENT HAS COMPLETED THE
8 ASSESSMENT REQUIRED UNDER SUBSECTION (D) OF THIS SECTION SHALL BE
9 PROVIDED WITHIN THE POST-CCR PATHWAY THE STUDENT CHOOSES.

10 (4) (I) THE STATE BOARD SHALL ADOPT REGULATIONS TO CARRY
11 OUT THIS SUBSECTION.

12 (II) THE REGULATIONS SHALL INCLUDE STANDARDS THAT:

13 1. GUARANTEE, TO THE EXTENT PRACTICABLE,
14 STATEWIDE UNIFORMITY IN THE QUALITY OF THE POST-CCR PATHWAYS;

15 2. MEET THE REQUIREMENTS OF PARAGRAPH (1) OF
16 THIS SUBSECTION; AND

17 3. REQUIRE HIGH SCHOOL GRADUATION CREDIT TO BE
18 AWARDED FOR ANY PROGRAMS ADMINISTERED IN ACCORDANCE WITH THIS
19 SUBSECTION.

20 [(c)] (H) (1) (I) Beginning with the 9th grade class of 2014, and subject to
21 paragraph (2) of this subsection and subsection [(e)] (J) of this section, each student shall
22 enroll in a mathematics course in each year [of high school] that the student attends high
23 school.

24 (II) THE REQUIREMENTS OF THIS SUBSECTION MAY BE
25 ACHIEVED UNDER POST-CCR PATHWAYS.

26 (2) The Department shall adopt regulations that establish the
27 mathematics and math-related courses that fulfill the requirements of this subsection,
28 which may include math-related career and [technology] TECHNICAL program courses.

29 [(d)] (I) It is the goal of the State that:

30 (1) SUBJECT TO ITEM (2) OF THIS SUBSECTION, all students achieve
31 mathematics competency in Algebra II; AND

32 (2) AFTER THE COMPLETION OF THE STUDY REQUIRED UNDER
33 SUBSECTION (D) OF THIS SECTION, ALL STUDENTS ACHIEVE MATHEMATICS

1 **COMPETENCY IN THE STANDARD THE STATE BOARD ADOPTS IN RESPONSE TO THE**
 2 **STUDY.**

3 **[(e)] (J)** A student who is enrolled in a credit-bearing mathematics transition
 4 course under subsection **[(b)(2)] (E)** of this section:

5 (1) Subject to item (2) of this subsection, shall be considered to meet the
 6 requirements of subsection **[(c)] (H)** of this section; and

7 (2) May not be considered to meet the requirements of subsection **[(c)] (H)**
 8 of this section if other credit-bearing courses required for graduation have not been met.

9 **[(f)] (K)** The State Board may only require a passing score on a standardized
 10 assessment to evaluate a student for graduation from high school after the assessment has
 11 been field-tested and piloted for at least 1 year.

12 **[(g)] (L) (1)** The Department **[may]** **SHALL** adopt regulations to require the
 13 award of credit toward high school graduation requirements **FOR THE TIME STUDENTS**
 14 **SPEND PARTICIPATING IN POST-CCR PATHWAYS UNDER SUBSECTION (H) OF THIS**
 15 **SECTION [for the time a student spends participating in:**

16 (1) A registered apprenticeship program approved by the Division of
 17 Workforce Development and Adult Learning within the Maryland Department of Labor; or

18 (2) A youth apprenticeship program under Title 18, Subtitle 18 of this
 19 article].

20 **(2) THE DEPARTMENT'S REGULATIONS SHALL INCLUDE HIGH**
 21 **SCHOOL CREDIT TOWARDS THE HIGH SCHOOL GRADUATION REQUIREMENTS FOR**
 22 **ANY COLLEGE COURSES THAT ARE APPROVED BY THE DEPARTMENT.**

23 7-210.

24 (a) **[Except as provided in subsection (b) of this section, a] BEGINNING IN THE**
 25 **~~2020-2021~~ 2021-2022 SCHOOL YEAR, A RACIALLY AND CULTURALLY UNBIASED** statewide
 26 kindergarten assessment that is administered with the purpose of measuring school
 27 readiness **TO BE USED FOR DIAGNOSTIC PURPOSES, CURRICULUM DEVELOPMENT, AND**
 28 **EARLY DETECTION OF LEARNING CHALLENGES [:**

29 (1) Shall] **SHALL** be [limited to a representative sample, as determined by
 30 the Department, of kindergarten] **GIVEN TO ALL INCOMING KINDERGARTEN** students
 31 [from within each local school system] in the [State:] **STATE** and:

32 **[(2)] (1)** May include an evaluation of:

33 (i) Language and literacy skills;

- (ii) Academic knowledge in mathematics, science, and social studies;
- (iii) Physical development; and
- (iv) Social development; AND

(2) SHALL BE COMPLETED ON OR BEFORE OCTOBER ~~30~~ 10 WITH THE AGGREGATE RESULTS RETURNED WITHIN 45 DAYS AFTER ADMINISTRATION OF THE ASSESSMENT.

(b) [A principal and a teacher who are in mutual agreement, or a county board, may administer a statewide kindergarten assessment with the purpose of measuring school readiness if:

- (1) The assessment is completed on or before October 10; and
- (2) The aggregate results are returned within 45 days after administration of the assessment.

(c)] (1) Except as provided in paragraph (2) of this subsection, a statewide kindergarten assessment may not be administered to an enrolled prekindergarten student.

(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

1 requirements of this section.

2 7-305.1.

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

5 (2) ["Public prekindergarten"] "PREKINDERGARTEN
6 program" means:

7 (i) [Any publicly funded prekindergarten program established
8 under § 7-101.1 of this title; or

9 (ii) Any qualified vendor of prekindergarten services as
10 defined in § 7-101.2(a)(7) of this title; OR

11 (II) A PREKINDERGARTEN PROGRAM AS DEFINED IN § 7-1A-01 OF
12 THIS TITLE.

13 (3) "Restorative practices" means practices conducted in a whole-school
14 ethos or culture that supports peacemaking and solves conflict by building a
15 community and addressing harm in a school setting and that:

16 (i) Are conducted by trained staff;

17 (ii) Focus on repairing the harm to the community through dialogue
18 that emphasizes individual accountability; and

19 (iii) Help build a sense of belonging, safety, and social responsibility in
20 the school community.

21 (b) (1) Except as provided in paragraph (2) of this subsection, a student
22 enrolled in a [public] prekindergarten program, kindergarten,
23 first grade, or second grade may not be suspended or expelled from school.

24 (2) A student described under paragraph (1) of this subsection may only
25 be:

26 (i) Expelled from school if required by federal law; or

27 (ii) Suspended for not more than 5 school days if the school
28 administration, in consultation with a school psychologist or other mental health
29 professional, determines that there is an imminent threat of serious harm to other
30 students or staff that cannot be reduced or eliminated through interventions and
31 supports.

1 (3) The principal or school administration shall promptly contact the
 2 parent or guardian of a student suspended or expelled under paragraph (2) of this
 3 subsection.

4 (c) (1) The school shall provide intervention and support to address the
 5 student's behavior if the student is:

6 (i) Suspended under subsection (b) of this section; or

7 (ii) Enrolled in prekindergarten, kindergarten, first grade, or second
 8 grade and:

9 1. Is disruptive to the school environment; or

10 2. Commits an act that would be considered an offense subject to
 11 suspension but for the student's grade.

12 (2) Intervention and support provided under paragraph (1) of this
 13 subsection includes:

14 (i) Positive behavior interventions and supports;

15 (ii) A behavior intervention plan;

16 (iii) A referral to a student support team;

17 (iv) A referral to an individualized education program team; and

18 (v) A referral for appropriate community-based services.

19 (d) The school system shall remedy the impact of a student's behavior
 20 through appropriate intervention methods that may include restorative practices.

21 (e) On or before May 1, 2018, the Department shall adopt regulations to carry
 22 out the requirements of this section.

23 **7-446.**

24 **(A) IN THIS SECTION, "BEHAVIORAL HEALTH SERVICES" MEANS**
 25 **PREVENTION, INTERVENTION, AND TREATMENT SERVICES FOR THE**
 26 **SOCIAL-EMOTIONAL, PSYCHOLOGICAL, BEHAVIORAL, AND PHYSICAL HEALTH OF**
 27 **STUDENTS, INCLUDING BEHAVIORAL HEALTH AND SUBSTANCE ABUSE DISORDERS.**

28 **(B) EACH LOCAL SCHOOL SYSTEM SHALL APPOINT A BEHAVIORAL HEALTH**
 29 **SERVICES COORDINATOR.**

1 **(c) IN ADDITION TO THE REQUIREMENTS UNDER SUBTITLE 15 OF THIS**
 2 **TITLE, EACH BEHAVIORAL HEALTH SERVICES COORDINATOR SHALL:**

3 **(1) COORDINATE EXISTING BEHAVIORAL HEALTH SERVICES AND**
 4 **REFERRAL PROCEDURES FOR BEHAVIORAL HEALTH SERVICES WITHIN THE LOCAL**
 5 **SCHOOL SYSTEM;**

6 **(2) WORKING IN COLLABORATION WITH THE LOCAL HEALTH**
 7 **DEPARTMENT, THE LOCAL DEPARTMENT OF SOCIAL SERVICES, AND OTHER LOCAL**
 8 **ENTITIES THAT PROVIDE BEHAVIORAL HEALTH SERVICES, ENSURE THAT A STUDENT**
 9 **WHO IS REFERRED FOR BEHAVIORAL HEALTH SERVICES OBTAINS THE NECESSARY**
 10 **SERVICES IN A TIMELY MANNER;**

11 **(3) MAXIMIZE EXTERNAL FUNDING FOR BEHAVIORAL HEALTH AND**
 12 **WRAPAROUND SERVICES;**

13 **(4) HAVE AT A MINIMUM A MASTER'S DEGREE AND BEHAVIORAL**
 14 **HEALTH TRAINING EXPERIENCE IN SCHOOLS;**

15 **(5) PROVIDE THE REQUIRED BEHAVIORAL HEALTH TRAINING UNDER**
 16 **§ 6-122 OF THIS ARTICLE; AND**

17 **(6) DEVELOP AND IMPLEMENT A STANDARDIZED SCREENING TO**
 18 **IDENTIFY STUDENTS WITH BEHAVIORAL HEALTH ~~SERVICE~~ SERVICES NEEDS USING AN**
 19 **EVIDENCE-BASED MEASUREMENT APPROACH.**

20 **(d) (1) THE DEPARTMENT SHALL DEDICATE STAFF TO COORDINATE**
 21 **WITH BEHAVIORAL HEALTH SERVICES COORDINATORS AND STAFF IN LOCAL**
 22 **EDUCATION AGENCIES.**

23 **(2) THE STAFF IN THE DEPARTMENT WILL BE RESPONSIBLE FOR**
 24 **CLOSE COLLABORATION WITH OTHER YOUTH-SERVING AGENCIES TO ESTABLISH:**

25 **(i) SHARED GOALS;**

26 **(ii) PROCESSES TO COLLECT AND SHARE DATA; AND**

27 **(iii) WAYS TO LEVERAGE AND BLEND FUNDING TO SUPPORT**
 28 **BEHAVIORAL HEALTH IN SCHOOLS.**

29 7-1511.

30 **(a) [On or before September 1, 2018, each local school system shall appoint a**
 31 **mental health services coordinator.**

32 **(b)] Each [mental] BEHAVIORAL health services coordinator UNDER § 7-446 OF**

1 ~~THIS ARTICLE TITLE~~ shall[:

2 (1) Coordinate existing mental health services and referral procedures for
3 mental health services within the local school system;

4 (2) Working in collaboration with the local health department, the local
5 department of social services, and other local entities that provide mental health services,
6 ensure that a student who is referred for mental health services obtains the necessary
7 services;

8 (3) Maximize external funding for mental health and wraparound services;
9 and

10 (4) Develop] **DEVELOP** plans for delivering behavioral health and
11 wraparound services to students who exhibit behaviors of concern.

12 [(c)] **(B)** (1) The Subcabinet may provide grants from the Fund to local school
13 systems to develop plans for delivering behavioral health and wraparound services to
14 students who exhibit behaviors of concern.

15 (2) In applying for a grant under this subsection, a local school system shall
16 provide evidence of how external funding will be maximized to provide students with
17 behavioral health and wraparound services, including through the submission of claims to
18 health insurance plans, if applicable, for any covered health services.

19 [(d)] **(C)** The Subcabinet shall adopt regulations to carry out this section.

20 8-201.

21 **(A)** In this subtitle, "gifted and talented student" means an elementary or
22 secondary student who is identified by professionally qualified individuals as:

23 (1) Having outstanding talent and performing, or showing the potential for
24 performing, at remarkably high levels of accomplishment when compared with other
25 students of a similar age, experience, or environment;

26 (2) Exhibiting high performance capability in intellectual, creative, or
27 artistic areas;

28 (3) Possessing an unusual leadership capacity; or

29 (4) Excelling in specific academic fields.

30 **(B) (1) BEGINNING WITH THE 2021-2022 SCHOOL YEAR, A GIFTED AND**
31 **TALENTED STUDENT IN MIDDLE SCHOOL, 9TH GRADE, OR 10TH GRADE MAY MEET**
32 **THE COLLEGE AND CAREER READINESS STANDARD UNDER § 7-205.1 OF THIS**

1 ARTICLE.

2 (2) EACH LOCAL SCHOOL SYSTEM SHALL DEVELOP ACCELERATED
3 PATHWAYS AND ENRICHMENT PROGRAMS FOR GIFTED AND TALENTED STUDENTS
4 TO ACHIEVE COLLEGE AND CAREER READINESS BEFORE THE END OF THE 10TH
5 GRADE.

6 8-416.

7 (a) (1) There is a Maryland Infants and Toddlers Program in the
8 Department.

9 (2) The purpose of the Program is to provide a statewide
10 community-based interagency system of comprehensive early intervention services to eligible
11 infants and toddlers, from birth until the beginning of the school year following a
12 child's 4th birthday, and their families.

13 (h) (1) For fiscal year 2004, the annual per child cost of the
14 Program is \$4,044.

15 (2) For fiscal year 2005 and each succeeding fiscal year, the annual per
16 child cost of the Program shall be the amount in paragraph (1) of this subsection
17 increased by the same percentage as the increase in the implicit price deflator for
18 State and local government expenditures, as of July of the second fiscal year preceding
19 the year for which the amount is being calculated] **BEGINNING IN FISCAL YEAR**
20 **2021, THE GOVERNOR SHALL PROVIDE THE FOLLOWING AMOUNTS FOR THE PROGRAM:**

21 (I) **FOR FISCAL YEAR 2021, \$12,389,104;**

22 (II) **FOR FISCAL YEAR 2022, \$13,531,267;**

23 (III) **FOR FISCAL YEAR 2023, \$14,673,430;**

24 (IV) **FOR FISCAL YEAR 2024, \$15,815,593;**

25 (V) **FOR FISCAL YEAR 2025, \$16,957,756;**

26 (VI) **FOR FISCAL YEAR 2026, \$18,099,919;**

27 (VII) **FOR FISCAL YEAR 2027, \$19,242,082;**

28 (VIII) **FOR FISCAL YEAR 2028, \$20,384,245;**

29 (IX) **FOR FISCAL YEAR 2029, \$21,526,408;**

30 (X) **FOR FISCAL YEAR 2030, \$22,668,571; AND**

1 **(XI) FOR FISCAL YEAR 2031 AND EACH FISCAL YEAR THEREAFTER,**
2 **THE PRIOR FISCAL YEAR AMOUNT INCREASED BY THE INFLATION ADJUSTMENT AS DEFINED IN**
3 **§ 5-201 OF THIS ARTICLE.**

4 **[(3) For each fiscal year, if sufficient funds are not available to**
5 **provide grants in accordance with the formula under paragraph (4) of this subsection.**
6 **the Governor shall include in the annual budget bill an appropriation for the**
7 **Maryland Infants and Toddlers Program in an amount not less than the amount of the**
8 **appropriation for the Program as approved in the State budget as enacted by the**
9 **General Assembly for the prior fiscal year.**

10 **(4) Subject to the availability of funding for the Program in the State**
11 **budget, the Department shall distribute a grant to the local lead agency for the**
12 **Program in each county in an amount equal to the product of:**

13 **(i) The annual per child cost multiplied by the number of children in**
14 **the county who received services under the Program in the second fiscal year**
15 **preceding the year for which the amount is being calculated; and**

16 **(ii) .20 for fiscal year 2007 and each succeeding fiscal**
17 **year.]**

18 **[9.5-901.] 9.5-113.**

19 **(a) In this section, "Program" means the Child Care**
20 **[Subsidy] SCHOLARSHIP Program.**

21 Subtitle 9. Child Care [Subsidy Program] ~~**ACCREDITATION**~~ **SUPPORT PROGRAMS.**

22 **9.5-901.**

23 **IN THIS SUBTITLE, "OFFICE" MEANS THE OFFICE OF CHILD CARE WITHIN THE**
24 **DEPARTMENT.**

25 **9.5-902.**

26 **(A) THERE IS A CHILD CARE ACCREDITATION SUPPORT FUND.**

27 **(B) THE FUND MAY ONLY BE USED BY THE OFFICE TO:**

28 **(1) PAY FOR THE ACTUAL EXPENSE OF AN APPLICATION FEE FOR AN**
29 **APPROVED ACCREDITING ORGANIZATION ON BEHALF OF A PROVIDER; OR**

30 **(2) REIMBURSE A CHILD CARE PROVIDER FOR A PROGRAM**
31 **IMPROVEMENT COST.**

1 **9.5-903.**

2 (A) THERE IS A CHILD CARE INCENTIVE GRANT PROGRAM.

3 (B) THE OFFICE MAY AWARD FUNDING TO A CHILD CARE PROVIDER
4 THROUGH THE PROGRAM FOR THE PURPOSE OF IMPROVING THE CHILD CARE
5 PROVIDER'S QUALITY OF CARE THROUGH THE PURCHASE OF OFFICE APPROVED:

- 6 (1) MATERIALS;
- 7 (2) EQUIPMENT; OR
- 8 (3) SUPPLIES.

9 **9.5-904.**

10 (A) THERE IS A MARYLAND CHILD CARE CREDENTIAL PROGRAM.

11 (B) AN INDIVIDUAL MAY APPLY TO THE OFFICE FOR A STAFF CREDENTIAL,
12 INCLUDING A CHILD DEVELOPMENT ASSOCIATE CREDENTIAL, OR AN
13 ADMINISTRATOR CREDENTIAL UNDER THIS SUBSECTION.

14 (C) IF A PERSON PURSUES, OBTAINS, OR ALREADY HOLDS AN OFFICE
15 APPROVED CREDENTIAL, THE OFFICE MAY AWARD TO THE INDIVIDUAL:

- 16 (1) AN ACHIEVEMENT BONUS;
- 17 (2) ~~TRAINING~~ A TRAINING REIMBURSEMENT; OR
- 18 (3) A TRAINING VOUCHER.

19 **9.5-905.**

20 (A) THERE IS A CHILD CARE CAREER AND PROFESSIONAL DEVELOPMENT
21 FUND.

22 (B) THE OFFICE MAY AWARD FUNDING FROM THE FUND TO AN INDIVIDUAL
23 WHO HAS:

- 24 (1) OBTAINED AT LEAST A LEVEL 2 IN THE MARYLAND CHILD CARE
25 CREDENTIAL PROGRAM UNDER § 9.5-904 OF THIS SUBTITLE;
- 26 (2) DOCUMENTED AT LEAST 1 YEAR OF EXPERIENCE WORKING WITH
27 GROUPS OF CHILDREN IN AN APPROVED SETTING; AND
- 28 (3) BEEN ACCEPTED BY AN ACCREDITED COLLEGE OR UNIVERSITY

1 FOR ENROLLMENT IN AT LEAST ONE COURSE FOR CREDIT TOWARD A DEGREE IN
2 EARLY CHILDHOOD EDUCATION OR RELATED FIELD.

3 (C) AN AWARD UNDER THIS SECTION MAY ONLY BE:

4 (1) APPLIED TOWARD THE COST OF:

5 (I) TUITION AND FEES; OR

6 (II) TEXTBOOKS REQUIRED BY A COURSE IN WHICH THE
7 AWARDEE IS ENROLLED; AND

8 (2) USED BY THE AWARDEE FOR THE ACTUAL EXPENSE OF COLLEGE
9 COURSEWORK INCURRED SUBSEQUENT TO AN AWARD TOWARD THE COMPLETION
10 OF:

11 (I) A COLLEGE DEGREE IN EARLY CHILDHOOD EDUCATION OR
12 RELATED FIELD; OR

13 (II) DEVELOPMENTAL COURSEWORK REQUIRED TO MEET
14 PREREQUISITES FOR A DEGREE PROGRAM IN EARLY CHILDHOOD EDUCATION OR
15 RELATED FIELD.

16 9.5-906.

17 THE OFFICE SHALL AWARD A PROGRAM THAT PARTICIPATES IN THE
18 MARYLAND EXCELS PROGRAM A BONUS:

19 (1) ON INITIAL PUBLICATION OF A QUALITY RATING LEVEL 1, 2, 3, OR
20 4;

21 (2) ON EACH PUBLICATION OF A HIGHER QUALITY RATING LEVEL
22 AFTER THE INITIAL PUBLICATION;

23 (3) ON INITIAL PUBLICATION OF A QUALITY RATING LEVEL 5; AND

24 (4) ANNUALLY ON RENEWAL AND REPUBLICATION OF A QUALITY
25 RATING LEVEL 5.

26 9.5-907.

27 (A) IN ADDITION TO FUNDING PROVIDED IN THE BUDGET IN FISCAL YEAR 2021,
28 BEGINNING IN FISCAL YEAR 2022, FUNDING FOR EACH PROGRAM OR FUND UNDER
29 THIS SUBTITLE SHALL INCREASE BY 10 PERCENTAGE POINTS EACH FISCAL YEAR
30 UNTIL FISCAL YEAR 2030.

1 **(B) PRIORITY IN PROVIDING AWARDS UNDER THIS SUBTITLE SHALL BE**
 2 **GIVEN TO CHILD CARE PROVIDERS OR PROGRAMS THAT PUBLISHED A QUALITY RATING LEVEL OF**
 3 **2 IN THE MARYLAND EXCELS PROGRAM ON OR BEFORE JUNE 30, 2020.**

4 **SUBTITLE 10. FAMILY SUPPORT SERVICES.**

5 **9.5-1001.**

6 **(A) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS**
 7 **INDICATED.**

8 **(B) "APPLICANT" MEANS A PARENT WHO HAS APPLIED TO RECEIVE**
 9 **SERVICES FROM A FAMILY SUPPORT CENTER IN THE NETWORK OF**
 10 **COMMUNITY-BASED FAMILY SUPPORT CENTERS.**

11 **(C) "CENTER" MEANS A FAMILY SUPPORT CENTER OPERATED BY A**
 12 **PROVIDER UNDER A CONTRACT WITH THE INTERMEDIARY.**

13 **(D) "INTERMEDIARY" MEANS THE DEPARTMENT OR A DESIGNEE OF THE**
 14 **DEPARTMENT THAT PROVIDES MANAGEMENT FOR THE OPERATION OF THE STATE'S**
 15 **NETWORK OF COMMUNITY-BASED FAMILY SUPPORT CENTERS.**

16 **(E) (1) "PARENT" MEANS THE BIOLOGICAL OR ADOPTIVE PARENT OF A**
 17 **CHILD.**

18 **(2) "PARENT" INCLUDES A LEGAL GUARDIAN OF A CHILD.**

19 **(F) "PROVIDER" MEANS AN AGENCY OR INDIVIDUAL WHO CONTRACTS WITH**
 20 **THE INTERMEDIARY TO OPERATE A CENTER.**

21 **9.5-1002.**

22 **(A) A FAMILY SUPPORT CENTER SHALL PROVIDE PARENTS AND THEIR**
 23 **CHILDREN WITH A HOSPITABLE AND CONSTRUCTIVE ENVIRONMENT AND SERVICES**
 24 **THAT:**

25 **(1) IMPROVE PARENTING SKILLS;**

26 **(2) DEVELOP THE FAMILY AS A FUNCTIONING UNIT; AND**

27 **(3) PROMOTE THE GROWTH AND DEVELOPMENT OF THEIR**
 28 **CHILDREN.**

29 **(B) (1) FOR EACH OF FISCAL YEARS 2021 THROUGH 2030, THE STATE**
 30 **SHALL PROVIDE FUNDING FOR 3 ADDITIONAL CENTERS PER FISCAL YEAR.**

1 **(2) THE GOVERNOR SHALL APPROPRIATE IN EACH OF FISCAL YEARS**
 2 **2021 THROUGH 2030, \$330,000 FOR EACH ADDITIONAL CENTER REQUIRED UNDER**
 3 **THIS SUBSECTION.**

4 **(C) THE DEPARTMENT SHALL SELECT THE LOCATION FOR THE CENTERS**
 5 **FUNDED UNDER SUBSECTION (B) OF THIS SECTION.**

6 **9.5-1003.**

7 **(A) A CENTER SHALL PROVIDE SERVICES INCLUDING:**

8 **(1) PARENTAL SKILLS TRAINING, PARENT EDUCATION CLASSES, AND**
 9 **OTHER RELATED ACTIVITIES;**

10 **(2) HEALTH CARE COUNSELING;**

11 **(3) DIAGNOSTIC AND ASSESSMENT SERVICES TO IDENTIFY A CHILD'S**
 12 **POTENTIAL DEVELOPMENTAL DISABILITIES;**

13 **(4) CHILD CARE FOR PARENTS WHILE PARENTS ARE PARTICIPATING**
 14 **IN CENTER-BASED SERVICES;**

15 **(5) PEER SUPPORT ACTIVITIES, INCLUDING RECREATIONAL AND**
 16 **SOCIAL ACTIVITIES;**

17 **(6) EDUCATIONAL SERVICES SUCH AS GED AND POSTSECONDARY**
 18 **CREDENTIALS; AND**

19 **(7) PRE-EMPLOYMENT COUNSELING AND SKILL DEVELOPMENT TO**
 20 **ASSIST THE PARENT IN SECURING AND MAINTAINING EMPLOYMENT.**

21 **(B) A CENTER SHALL PROVIDE SERVICES TO A CHILD AND THE CHILD'S**
 22 **PARENTS, GRANDPARENTS, AND OTHER FAMILY MEMBERS TO THE EXTENT**
 23 **POSSIBLE.**

24 **(C) A CENTER MAY PROVIDE OTHER SERVICES IF APPROVED BY THE**
 25 **INTERMEDIARY.**

26 **9.5-1004.**

27 **(A) BEFORE OPERATING A CENTER, THE PROVIDER SHALL SUBMIT TO THE**
 28 **INTERMEDIARY A PLAN THAT DESCRIBES THE:**

29 **(1) SERVICES TO BE PROVIDED;**

30 **(2) MANNER IN WHICH THE SERVICES ARE PROVIDED; AND**

1 **(3) STAFF WHO WILL PROVIDE SERVICES AT THE CENTER AND**
 2 **TRAINING FOR OTHER STAFF.**

3 **(B) THE PROVIDER, IN ACCORDANCE WITH THE PLAN:**

4 **(1) SHALL EMPLOY STAFF;**

5 **(2) MAY RECRUIT, TRAIN, AND SUPERVISE VOLUNTEERS; AND**

6 **(3) SHALL OPERATE THE CENTER DURING PERIODS OF TIME,**
 7 **INCLUDING, IF NECESSARY, WEEKENDS AND NIGHTS, TO ACCOMMODATE PARENTS'**
 8 **NEEDS.**

9 **(C) THE PLAN SHALL DESCRIBE THE METHODS TO BE USED TO REFER**
 10 **PARENTS TO OTHER ENTITIES THAT PROVIDE SERVICES NOT AVAILABLE AT THE**
 11 **CENTER.**

12 9.9-101.

13 (a) In this title the following words have the meanings indicated.

14 (b) "Community school" means a public school that establishes a set of strategic
 15 partnerships between the school and other community resources that promote student
 16 achievement, positive learning conditions, and the well-being of students, families, and the
 17 community **BY PROVIDING WRAPAROUND SERVICES.**

18 (c) ["CSC" means a community school coordinator.

19 (d)] "School-community partnership" means a partnership between a local school
 20 system or an existing public school and a community-based organization or agency for the
 21 purpose of planning and implementing a community school.

22 **(D) "TRAUMA-INFORMED INTERVENTION" MEANS A METHOD FOR**
 23 **UNDERSTANDING AND RESPONDING TO AN INDIVIDUAL WITH SYMPTOMS OF**
 24 **CHRONIC INTERPERSONAL TRAUMA OR TRAUMATIC STRESS.**

25 **(E) "WRAPAROUND SERVICES" ~~INCLUDES~~ MEANS:**

26 **(1) EXTENDED LEARNING TIME, INCLUDING BEFORE AND AFTER**
 27 **SCHOOL, WEEKENDS, SUMMER SCHOOL, AND AN EXTENDED SCHOOL YEAR;**

28 **(2) SAFE TRANSPORTATION TO AND FROM SCHOOL;**

29 **(3) VISION AND DENTAL CARE SERVICES;**

1 **(4) ESTABLISHING OR EXPANDING SCHOOL-BASED HEALTH CENTER**
2 **SERVICES;**

3 **(5) ADDITIONAL SOCIAL WORKERS, MENTORS, COUNSELORS,**
4 **PSYCHOLOGISTS, AND RESTORATIVE PRACTICE COACHES;**

5 **(6) ENHANCING PHYSICAL WELLNESS, INCLUDING PROVIDING**
6 **HEALTHY FOOD FOR IN-SCHOOL AND OUT-OF-SCHOOL TIME AND LINKAGES TO**
7 **COMMUNITY PROVIDERS;**

8 **(7) ENHANCING BEHAVIORAL HEALTH SERVICES, INCLUDING ACCESS**
9 **TO MENTAL HEALTH PRACTITIONERS AND PROVIDING PROFESSIONAL**
10 **DEVELOPMENT TO SCHOOL STAFF TO PROVIDE TRAUMA-INFORMED**
11 **INTERVENTIONS;**

12 **(8) PROVIDING FAMILY AND COMMUNITY ENGAGEMENT AND**
13 **SUPPORTS, INCLUDING INFORMING PARENTS OF ACADEMIC COURSE OFFERINGS,**
14 **LANGUAGE CLASSES, WORKFORCE DEVELOPMENT TRAINING, OPPORTUNITIES FOR**
15 **CHILDREN, AND AVAILABLE SOCIAL SERVICES AS WELL AS EDUCATING FAMILIES ON**
16 **HOW TO MONITOR A CHILD'S LEARNING;**

17 **(9) ESTABLISHING AND ENHANCING LINKAGES TO JUDY CENTERS**
18 **AND OTHER EARLY EDUCATION PROGRAMS THAT FEED INTO THE SCHOOL;**

19 **(10) ENHANCING STUDENT ENRICHMENT EXPERIENCES ,INCLUDING EDUCATIONAL FIELD TRIPS,**
20 **PARTNERSHIPS, AND PROGRAMS WITH MUSEUMS, ARTS ORGANIZATIONS, AND CULTURAL INSTITUTIONS;**

21 **(11) IMPROVING STUDENT ATTENDANCE;**

22 **(12) IMPROVING THE LEARNING ENVIRONMENT AT THE SCHOOL; AND**

23 **(13) ANY PROFESSIONAL DEVELOPMENT FOR TEACHERS AND SCHOOL**
24 **STAFF TO QUICKLY IDENTIFY STUDENTS WHO ARE IN NEED OF THESE RESOURCES.**

25 9.9-102.

26 The purpose of a community school is to help students and families overcome the
27 in-school and out-of-school barriers that prevent children from learning and succeeding
28 over the course of their lives by having an integrated focus on academics, health and social
29 services, youth and community development, and familial and community engagement.

30 9.9-103.

31 (a) **(1)** There are community schools in the State.

32 (b) A community school shall:

1 ~~(I)~~ **(I)** Promote active family and community engagement, including
 2 educational opportunities for adults and family members of students at the school who live
 3 in the neighborhood of the school;

4 ~~(II)~~ **(II)** Have a [dedicated staff member] **COMMUNITY SCHOOL**
 5 **COORDINATOR**, as described under § 9.9-104 of this title[, to coordinate support programs
 6 that address out-of-school learning barriers for students and families that may include:

7 ~~(1)~~ **1.** Tutoring;

8 ~~(2)~~ **2.** English language learner courses;

9 ~~(3)~~ **3.** Early childhood development and parenting classes;

10 ~~(4)~~ **4.** College and career advising;

11 ~~(5)~~ **5.** Employment opportunities;

12 ~~(6)~~ **6.** Citizenship education;

13 ~~(7)~~ **7.** Food pantries; and

14 ~~(III)~~ **(III)** School-based mental and physical health services];

15 ~~(IV)~~ **(IV)** Promote expanded and enriched learning time and opportunities
 16 provided after school, during weekends, and in the summer that emphasize mastering
 17 21st-century skills through practical learning opportunities and community
 18 problem-solving;

19 ~~(V)~~ **(V)** Promote collaborative leadership and practices that empower parents,
 20 students, teachers, principals, and community partners to build a culture of professional
 21 learning, collective trust, and shared responsibility using strategies such as site-based
 22 leadership teams and teacher learning communities;

23 ~~(VI)~~ **(VI)** Have a parent teacher organization or a school family council; and

24 ~~(7)~~ Have a community school leadership team.

25 **(2) A COMMUNITY SCHOOL COORDINATOR SHALL, TO THE EXTENT**
 26 **PRACTICABLE, BE EMPLOYED BY THE SCHOOL DISTRICT.**

27 **(c) (1) THERE SHALL BE A DIRECTOR OF COMMUNITY SCHOOLS IN THE**
 28 **DEPARTMENT.**

29 **(2) THE DIRECTOR OF COMMUNITY SCHOOLS IN THE DEPARTMENT**
 30 **SHALL COORDINATE PROFESSIONAL DEVELOPMENT FOR COMMUNITY SCHOOL**
 31 **COORDINATORS AT EACH COMMUNITY SCHOOL.**

1 9.9-104.

2 (a) **(1)** A community school shall have [a] **AN EXPERIENCED AND QUALIFIED**
 3 community school coordinator **WHO :**

4 **(I) ~~is~~ Is HIRED AT THE APPROPRIATE ADMINISTRATIVE**
 5 **LEVEL ;**

6 **(II) UNDERSTANDS, RESPECTS, AND DEMONSTRATES A HIGH**
 7 **DEGREE OF CULTURAL AWARENESS AND COMPETENCY OF THE DIVERSITY THE COMMUNITY**
 8 **AND IN CROSS-CULTURAL PRACTICE WITH STAKEHOLDERS; AND**

9 **(III) TO THE EXTENT PRACTICABLE, IS EMPLOYED BY THE SCHOOL**
 10 **DISTRICT..**

11 **(2) A COMMUNITY SCHOOL COORDINATOR MAY BE A SOCIAL**
 12 **WORKER.**

13 (b) **(1)** A [CSC] COMMUNITY SCHOOL COORDINATOR shall be responsible
 14 for:

15 **(I) ESTABLISHING A COMMUNITY SCHOOL;**

16 **(II) COMPLETING AN ASSESSMENT OF THE NEEDS OF THE**
 17 **STUDENTS IN THE SCHOOL FOR APPROPRIATE WRAPAROUND SERVICES TO**
 18 **ENHANCE THE SUCCESS OF ALL STUDENTS IN THE SCHOOL;**

19 **(III) [developing] DEVELOPING [and implementing a] AN**
 20 **IMPLEMENTATION plan based on [an] THE assessment of needs for the community school,**
 21 **in cooperation with other interested stakeholders; AND**

22 **(IV) COORDINATING SUPPORT PROGRAMS THAT ADDRESS**
 23 **OUT-OF-SCHOOL LEARNING BARRIERS FOR STUDENTS AND FAMILIES, INCLUDING:**

24 **1. WRAPAROUND SERVICES; AND**

25 **2. AS APPROPRIATE:**

26 **A. TUTORING;**

27 **B. ENGLISH LANGUAGE LEARNER COURSES;**

28 **C. EARLY CHILDHOOD DEVELOPMENT AND PARENTING**
 29 **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~~ COMPLETED 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, AND MENTAL HEALTH NEEDS AND WRAPAROUND SERVICE NEEDS OF STUDENTS, THEIR FAMILIES, AND THEIR COMMUNITIES; AND

(III) BE SUBMITTED TO THE DEPARTMENT AND THE LOCAL SCHOOL SYSTEM WITHIN 1 YEAR OF RECEIVING A PERSONNEL GRANT UNDER § 5-223 OF THIS ARTICLE OR WITHIN 1 YEAR OF BECOMING A COMMUNITY SCHOOL.

(3) THE IMPLEMENTATION PLAN COMPLETED UNDER THIS SUBSECTION SHALL INCLUDE:

(I) A STRATEGY FOR PROVIDING WRAPAROUND SERVICES TO ADDRESS THE NEEDS OF THE STUDENTS, THEIR FAMILIES, AND THEIR COMMUNITIES, BUILDING ON AND STRENGTHENING COMMUNITY RESOURCES NEAR THE SCHOOL;

(II) INCLUSION, IF POSSIBLE AND PRACTICABLE, OF COMMUNITY PARTNERS IN GEOGRAPHIC PROXIMITY TO THE SCHOOL THAT CAN ASSIST IN MEETING THE NEEDS IDENTIFIED IN THE ASSESSMENT;

(III) ENSURE THAT TIME IS MADE AVAILABLE TO TRAIN STAFF ON THE SUPPORTS AVAILABLE, THE NEED FOR THE SUPPORTS, AND HOW TO ENGAGE WITH THE COMMUNITY SCHOOLS COORDINATOR TO ACCESS THESE SUPPORTS; AND

1 **(IV) DEVELOP STRATEGIES TO MAXIMIZE EXTERNAL**
 2 **NON-STATE OR NON-LOCAL EDUCATION FUNDING.**

3 **(4) (I) THE IMPLEMENTATION PLAN SHALL BE SUBMITTED TO THE**
 4 **LOCAL SCHOOL SYSTEM FOR APPROVAL WITHIN 1 YEAR OF COMPLETION OF THE**
 5 **NEEDS ASSESSMENT.**

6 **(II) AFTER THE IMPLEMENTATION PLAN IS APPROVED BY THE**
 7 **LOCAL SCHOOL SYSTEM IT SHALL BE SUBMITTED TO THE DEPARTMENT.**

8 9.9-105.

9 **(A)** Subject to the approval required under § 9.9-106 of this title, a local school
 10 system or an existing public school may form a school-community partnership for the
 11 planning and implementation of a community school.

12 **(B) A COMMUNITY SCHOOL OR THE SCHOOL'S COMMUNITY SCHOOL**
 13 **COORDINATOR MAY SOLICIT THE ASSISTANCE AND SUPPORT OF COMMUNITY**
 14 **PARTNERS WHEN FULFILLING THE REQUIREMENTS OF THE SUBTITLE, INCLUDING**
 15 **LOCAL MANAGEMENT BOARDS CREATED UNDER TITLE 8, SUBTITLE 3 OF THE**
 16 **HUMAN SERVICES ARTICLE.**

17 9.9-106.

18 **(A) THIS SECTION DOES NOT APPLY TO A COMMUNITY SCHOOL THAT**
 19 **RECEIVES FUNDING UNDER § 5-223 OF THIS ARTICLE.**

20 **[(a)] (B)** A local school system shall review and approve a community school.

21 **[(b)] (C)** A community school may not be implemented without the approval of a
 22 local school system.

23 **(D) LOCAL GOVERNMENTS ARE EXPECTED TO DEMONSTRATE SUPPORT FOR**
 24 **A COMMUNITY SCHOOL THROUGH MEANINGFUL PARTNERSHIPS AND SUPPORT THAT**
 25 **IS SUPPLEMENTAL TO AND DOES NOT SUPPLANT EXISTING EFFORTS.**

26 9.9-107.

27 **(A) THIS SECTION DOES NOT APPLY TO A COMMUNITY SCHOOL THAT**
 28 **RECEIVES FUNDING UNDER § 5-223 OF THIS ARTICLE.**

29 **[(a)] (B)** A local school system shall make public school funding available to a
 30 community school.

31 **[(b)] (C)** Eligible interventions for which a community school may receive

1 funding include academic services, parental involvement programs, physical and [mental]
2 **BEHAVIORAL** health services, and community involvement programs.

3 **[(c)] (D)** (1) Academic services include:

4 (i) Academic support and enrichment activities;

5 (ii) Counseling;

6 (iii) Job training, internship opportunities, higher education
7 advising, and career, apprenticeship, and employment opportunities;

8 (iv) Programs that provide assistance to students who are chronically
9 absent, tardy, suspended, or expelled;

10 (v) Specialized instructional support services; and

11 (vi) Early childhood education, including Head Start or Early Head
12 Start.

13 (2) Parental involvement programs include:

14 (i) Programs that promote and encourage parental involvement and
15 family literacy;

16 (ii) Parent leadership development and advocacy activities; and

17 (iii) Parenting education activities.

18 (3) Physical and mental health services include:

19 (i) Mentoring and other youth development services, including after
20 school and summer learning opportunities and services;

21 (ii) Juvenile justice system involvement prevention, reentry,
22 rehabilitation, and restorative practices;

23 (iii) Home visitation services;

24 (iv) Developmentally appropriate physical education;

25 (v) Nutrition services;

26 (vi) Primary health and dental care; and

27 (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, OR ~~MASTER~~ DISTINGUISHED PRINCIPAL.

(2) THE INSTITUTION OF HIGHER EDUCATION MAKING A REQUEST UNDER THIS SUBSECTION SHALL PRESENT EVIDENCE TO THE COMMISSION THAT THE PROGRAM WILL EVALUATE CANDIDATES BASED ON THEIR POTENTIAL TO BE EFFECTIVE SCHOOL LEADERS, INCLUDING BY REVIEWING EVIDENCE THAT THE CANDIDATE:

(I) HAS A RECORD OF SUCCESSFUL TEACHING; AND

(II) HAS PERFORMED WELL IN TEACHER LEADERSHIP ROLES.

(B) (1) AN INSTITUTION OF HIGHER EDUCATION MAY REQUEST TO ESTABLISH A PROGRAM THAT OFFERS GRADUATE LEVEL COURSES IN SCHOOL ADMINISTRATION FOR CONTINUING CERTIFICATION.

(2) THE INSTITUTION OF HIGHER EDUCATION MAKING THE REQUEST UNDER THIS SUBSECTION SHALL PRESENT EVIDENCE TO THE COMMISSION THAT THE PROGRAM'S CURRICULUM WILL ENABLE GRADUATES TO:

(I) SUCCESSFULLY ORGANIZE AND MANAGE SCHOOLS AND SCHOOL SYSTEMS;

(II) MANAGE HIGHLY SKILLED PROFESSIONALS WORKING IN A MODERN PROFESSIONAL WORK ENVIRONMENT; AND

1 **(III) EFFECTIVELY CONDUCT PEER OBSERVATION AND**
 2 **EVALUATION OF OTHER SCHOOL PERSONNEL.**

3 11-701.

4 In cooperation with the State's public and private nonprofit institutions of
 5 postsecondary education, [the Governor's P-20 Leadership Council of Maryland,] the
 6 Maryland State Department of Education, and the local school systems, the Commission
 7 shall establish and administer a College Preparation Intervention Program.

8 **15-126.**

9 **(A) THIS SECTION APPLIES IF, AFTER EMPIRICAL REVIEW, THE STATE**
 10 **BOARD DETERMINES THAT THE COLLEGE AND CAREER READINESS ASSESSMENT**
 11 **REQUIRED UNDER § 7-205.1 OF THIS ARTICLE ALIGNS WITH GLOBAL STANDARDS.**

12 **(B) NOTWITHSTANDING ANY OTHER PROVISION OF LAW, EACH COMMUNITY**
 13 **COLLEGE AND OTHER OPEN-ENROLLMENT PUBLIC INSTITUTION OF HIGHER**
 14 **EDUCATION SHALL ACCEPT FOR ENROLLMENT IN CREDIT-BEARING COURSES ANY**
 15 **INDIVIDUAL WHO HAS ACHIEVED COLLEGE AND CAREER READINESS ACCORDING TO**
 16 **THE STANDARD ADOPTED BY THE STATE BOARD UNDER § 7-205.1 OF THIS ARTICLE.**

17 15-127.

18 (a) **IN THIS SECTION, "DUALLY ENROLLED STUDENT" MEANS A STUDENT**
 19 **WHO IS DUALY ENROLLED IN:**

20 **(1) A SECONDARY SCHOOL IN THE STATE; AND**

21 **(2) AN INSTITUTION OF HIGHER EDUCATION IN THE STATE.**

22 **(B) A public institution of higher education may not charge tuition to a dually**
 23 **enrolled student.**

24 **[(b)] (C) [(1)] Subject to subsection (d) of this section, for each dually enrolled**
 25 **student who is enrolled in a public school in the county, the county board shall pay 75% OF**
 26 **THE COST OF TUITION FOR A PUBLIC INSTITUTION OF HIGHER EDUCATION IN THE**
 27 **STATE. [for up to a maximum of four courses in which the student is enrolled while a**
 28 **student in a public secondary school in the State:**

29 (i) For a public senior institution of higher education, 75% of the
 30 cost of tuition; and

31 (ii) For a community college, the lesser of:

1 1. 5% of the target per pupil foundation amount established
2 under § 5-202(a) of this article; or

3 2. 75% of the cost of tuition.

4 (2) For each course in excess of four in which a dually enrolled student is
5 enrolled, the county board shall pay:

6 (i) For a public senior institution of higher education, 90% of the
7 cost of tuition; and

8 (ii) For a community college, the lesser of:

9 1. 5% of the target per pupil foundation amount established
10 under § 5-202(a) of this article; or

11 2. 90% of the cost of tuition.

12 (3)] **(D)** If there is an agreement before July 1, [2013] **2020**, between a
13 public school and a public institution of higher education in which the public institution of
14 higher education charges less than 75% of the cost of tuition to a dually enrolled student,
15 the county board shall pay the cost of tuition under the existing agreement.

16 [(c) (1) (i) A county board may charge a dually enrolled student a fee not to
17 exceed 90% of the amount paid under subsection (b)(1) of this section.

18 (ii) A county board may charge a dually enrolled student a fee not to
19 exceed 100% of the amount paid under subsection (b)(2) of this section.

20 (2) A county board shall consider the financial ability of students when
21 setting fees.

22 (3) A county board shall waive the fee for students who are eligible for free
23 and reduced price meals.

24 (d) If there is an agreement between a public school and a public institution of
25 higher education in which a public school agrees to pay for more than four courses at a
26 public institution of higher education for a dually enrolled student, the public school shall
27 pay for the number of courses under the agreement.]

28 **SUBTITLE 4. TEACHER QUALITY AND DIVERSITY PROGRAM.**

29 **17-401.**

30 **(A) THERE IS A TEACHER QUALITY AND DIVERSITY PROGRAM TO ASSIST**
31 **INSTITUTIONS OF HIGHER EDUCATION IN TAKING ADVANTAGE OF NATIONAL**

1 FOUNDATION EFFORTS TO DEVELOP HIGHLY QUALIFIED TEACHERS AND LEADERS
2 FROM DIVERSE BACKGROUNDS.

3 (B) THE MARYLAND HIGHER EDUCATION COMMISSION SHALL IMPLEMENT
4 AND ADMINISTER THE TEACHER QUALITY AND DIVERSITY PROGRAM UNDER THIS
5 SUBTITLE.

6 17-402.

7 (A) IF AN INSTITUTION OF HIGHER EDUCATION RECEIVES GRANT FUNDING
8 FROM A NON-STATE SOURCE TO INCREASE THE QUALITY AND DIVERSITY OF
9 APPLICANTS FOR THE INSTITUTION'S TEACHER TRAINING PROGRAM, THE
10 INSTITUTION MAY RECEIVE ADDITIONAL GRANT FUNDING FROM THE STATE, AS
11 NEEDED, IN AN AMOUNT EQUAL TO OR LESS THAN THE NON-STATE GRANT
12 RECEIVED BY THE INSTITUTION.

13 (B) IN EACH FISCAL YEAR, THE AMOUNT OF GRANT FUNDING PROVIDED BY
14 THE STATE TO INSTITUTIONS OF HIGHER EDUCATION IN ACCORDANCE WITH
15 SUBSECTION (A) OF THIS SECTION MAY NOT EXCEED \$ 500,000.

16 17-403.

17 THE COMMISSION SHALL PROVIDE ASSISTANCE WITH APPLYING FOR GRANTS
18 UNDER THIS SUBTITLE TO INSTITUTIONS OF HIGHER EDUCATION THAT ARE
19 REQUIRED UNDER § 6-123 OF THIS ARTICLE TO SEEK GRANT FUNDING TO INCREASE
20 THE QUALITY AND DIVERSITY OF APPLICANTS FOR THE INSTITUTION'S TEACHER
21 TRAINING PROGRAM.

22 18-1502.

23 (c) Subject to the provisions of subsection (b) of this section, the Office shall assist
24 in the repayment of the amount of any higher education loan owed by a public school
25 teacher in the State who:

26 (1) Has taught in Maryland for at least 2 years:

27 (i) In science, technology, engineering, or math subjects; ~~or~~

28 (ii) In a school in which at least [75%] THE FOLLOWING
29 PERCENTAGES of the students are enrolled in the free and reduced price lunch program
30 in the State:

31 1. 75% THROUGH JUNE 30, 2025; ~~OR~~ AND

32 2. 55% BEGINNING JULY 1, 2025 ; OR

(III) IN A SCHOOL THAT:

1. HAD TITLE I STATUS DURING THE 2018-2019 SCHOOL

YEAR;

2. LOST TITLE I STATUS AFTER THE 2018-2019 SCHOOL YEAR;

AND

3. PARTICIPATES IN THE UNITED STATES DEPARTMENT OF AGRICULTURE COMMUNITY ELIGIBILITY PROVISION; 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 ,INCLUDING BY PUBLICIZING THE PROGRAM:

(1) AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES; AND

(2) IN A MANNER THAT FOCUSES ON STUDENTS WHO ARE HISTORICALLY UNDERREPRESENTED IN THE TEACHING FIELD.

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.

1 **(2) BEGINNING IN FISCAL YEAR 2024, THE ADOPTION OF PROGRAMS**
 2 **RELATING TO, AND THE PROVISION OF, CAREER AND TECHNICAL EDUCATION BY**
 3 **COUNTY BOARDS, THE STATE BOARD, AND COMMUNITY COLLEGES SHALL BE**
 4 **CONSISTENT WITH THE SYSTEM IMPLEMENTED BY THE CTE COMMITTEE.**

5 [21-204.

6 (a) On or before December 1, 2017, the State Board, in consultation with the
 7 Department of Labor, Licensing, and Regulation and the Governor's Workforce
 8 Development Board, shall establish, for each year for 2018 through 2024, inclusive,
 9 statewide goals that reach 45% by January 1, 2025, for the percentages of high school
 10 students who, prior to graduation:

11 (1) Complete a career and technical education (CTE) program;

12 (2) Earn industry-recognized occupational or skill credentials; or

13 (3) Complete a registered youth or other apprenticeship.

14 (b) On or before December 1, 2017, the Maryland Longitudinal Data System
 15 Center and the Governor's Workforce Development Board shall develop annual income
 16 earnings goals for high school graduates who have not earned at least a 2-year college
 17 degree by age 25.

18 (c) On or before December 1, 2017, the State Board shall develop a method to
 19 consider a student's attainment of a State-approved industry credential or completion of
 20 an apprenticeship program as equivalent to earning a score of 3 or better on an Advanced
 21 Placement examination for purposes of the Maryland Accountability Program established
 22 by the Department if the student:

23 (1) (i) Was enrolled in the State-approved CTE program at the
 24 concentrator level or higher; and

25 (ii) Successfully earned the credential aligned with the
 26 State-approved CTE program; or

27 (2) Successfully completed a youth or other apprenticeship training
 28 program approved by the Maryland Apprenticeship Training Council in accordance with §
 29 11-405 of the Labor and Employment Article.

30 (d) On or before December 1, 2017, and December 1 of each year thereafter, the
 31 State Board shall report to the Governor and, in accordance with § 2-1246 of the State
 32 Government Article, the General Assembly on the progress, by high school and community
 33 college, toward attaining the goals established by the State Board in accordance with
 34 subsection (a) of this section and the goals established under subsection (b) of this section.]

1 **21-204.**

2 **(A) (1) ON OR BEFORE DECEMBER 1, 2021, THE CTE COMMITTEE SHALL**
3 **ESTABLISH, FOR EACH YEAR FOR 2022 THROUGH 2030, INCLUSIVE, STATEWIDE**
4 **GOALS THAT REACH 45% BY THE 2029-2030 SCHOOL YEAR, FOR THE PERCENTAGE**
5 **OF HIGH SCHOOL STUDENTS WHO, PRIOR TO GRADUATION, COMPLETE AN**
6 **INDUSTRY-RECOGNIZED OCCUPATIONAL CREDENTIAL.**

7 **(2) TO THE EXTENT PRACTICABLE, THE CTE COMMITTEE SHALL**
8 **ENSURE THAT THE LARGEST NUMBER OF STUDENTS ACHIEVE THE REQUIREMENT**
9 **OF THIS SUBSECTION BY COMPLETING:**

10 **(I) A YOUTH APPRENTICESHIP PROGRAM UNDER TITLE 18,**
11 **SUBTITLE 18 OF THIS ARTICLE; OR**

12 **(II) A REGISTERED APPRENTICESHIP PROGRAM APPROVED BY**
13 **THE DIVISION OF WORKFORCE DEVELOPMENT AND ADULT LEARNING WITHIN THE**
14 **MARYLAND DEPARTMENT OF LABOR.**

15 **(B) ON OR BEFORE DECEMBER 1 EACH YEAR, BEGINNING IN 2021, THE CTE**
16 **COMMITTEE SHALL REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1257 OF**
17 **THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY, AND THE**
18 **ACCOUNTABILITY AND IMPLEMENTATION BOARD ON THE PROGRESS, BY HIGH**
19 **SCHOOL, TOWARD ATTAINING THE GOALS ESTABLISHED BY THE CTE COMMITTEE**
20 **IN ACCORDANCE WITH SUBSECTION (A) OF THIS SECTION.**

21 **21-205.**

22 (a) **[(1)]** In this section, [the following words have the meanings indicated.

23 (2) "CTE" means Career and Technology Education.

24 (3) "Grant" **"GRANT"** means the Career and [Technology] **TECHNICAL**
25 Education Innovation Grant.

26 (b) (1) There is a Career and [Technology] **TECHNICAL** Education Innovation
27 Grant.

28 (c) (1) (i) A county board or a community college may submit a proposal to
29 the Department to receive a grant for a CTE pathway that is in furtherance of the purpose
30 of the Grant.

31 (ii) To be eligible for a grant, an application shall identify a
32 partnership with at least one county board, one community college, and one industry
33 partner to develop an innovative CTE pathway that:

- 1 1. Is of high quality;
- 2 2. Is aligned with the skills needed by employers;
- 3 3. Will lead to an industry-recognized license or certificate;
- 4 4. Creates internship or apprenticeship opportunities; and
- 5 5. Prepares students to successfully compete in a global
- 6 economy.

7 (2) An application shall include:

- 8 (i) A description of the proposed curriculum framework and
- 9 pathway that is articulated between secondary and postsecondary education or training;
- 10 (ii) A business plan that includes the estimated total cost, including
- 11 any one-time or capital equipping costs, of implementing the proposed curriculum
- 12 framework and pathway; and
- 13 (iii) Any other information required by the Department.

14 (3) The Department shall establish processes and procedures for accepting

15 and evaluating applications.

16 (4) The Department shall make awards in a timely fashion.

17 (d) (1) **[The] FOR EACH FISCAL YEAR THROUGH FISCAL YEAR 2024, THE**

18 Governor shall annually appropriate at least \$2,000,000 in the operating budget of the

19 Department for the grant program.

20 (2) The Department may retain up to 3% of the appropriation required

21 under this subsection to hire staff necessary to administer the grant program.

22 **21-207.**

23 **(A) THERE IS A CAREER AND TECHNICAL EDUCATION (CTE) COMMITTEE.**

24 **(B) (1) THE CTE COMMITTEE IS A UNIT WITHIN THE GOVERNOR'S**

25 **WORKFORCE DEVELOPMENT BOARD.**

26 **(2) THE CTE COMMITTEE SHALL OPERATE UNDER THE OVERSIGHT**

27 **OF THE ACCOUNTABILITY AND IMPLEMENTATION BOARD, ESTABLISHED UNDER**

28 **TITLE 5, SUBTITLE 4 OF THIS ARTICLE.**

29 **(C) (1) THE PURPOSE OF THE CTE COMMITTEE IS TO BUILD AN**

30 **INTEGRATED, GLOBALLY COMPETITIVE FRAMEWORK FOR PROVIDING CTE TO**

1 MARYLAND STUDENTS IN PUBLIC SCHOOLS, INSTITUTIONS OF POSTSECONDARY
2 EDUCATION, AND THE WORKFORCE.

3 (2) THE CTE COMMITTEE SHALL STRIVE TO INTEGRATE CTE IN
4 SECONDARY AND POSTSECONDARY INSTITUTIONS IN THE STATE.

5 (D) THE CTE COMMITTEE IS COMPOSED OF THE FOLLOWING MEMBERS OF
6 THE GOVERNOR'S WORKFORCE DEVELOPMENT BOARD:

7 (1) THE STATE SUPERINTENDENT;

8 (2) THE SECRETARY OF HIGHER EDUCATION;

9 (3) THE SECRETARY OF LABOR;

10 (4) THE SECRETARY OF COMMERCE;

11 (5) THE CHAIR OF THE SKILLS STANDARDS ADVISORY COMMITTEE,
12 ESTABLISHED UNDER § 21-208 OF THIS SUBTITLE; AND

13 (6) THE FOLLOWING FOUR MEMBERS, JOINTLY SELECTED BY THE
14 GOVERNOR, THE PRESIDENT OF THE SENATE, AND THE SPEAKER OF THE HOUSE
15 OF DELEGATES, WHO REPRESENT:

16 (I) EMPLOYERS;

17 (II) INDUSTRY ASSOCIATIONS;

18 (III) LABOR ORGANIZATIONS; AND

19 (IV) COMMUNITY COLLEGES.

20 (E) THE GOVERNOR, THE PRESIDENT OF THE SENATE, AND THE SPEAKER
21 OF THE HOUSE OF DELEGATES JOINTLY SHALL APPOINT A CHAIR OF THE CTE
22 COMMITTEE FROM AMONG THE COMMITTEE'S MEMBERS WHO ARE BUSINESS
23 REPRESENTATIVES.

24 (F) A MEMBER OF THE CTE COMMITTEE:

25 (1) MAY NOT RECEIVE COMPENSATION AS A MEMBER OF THE CTE
26 COMMITTEE; AND

27 (2) IS NOT ENTITLED TO REIMBURSEMENT FOR EXPENSES UNDER THE
28 STANDARD STATE TRAVEL REGULATIONS FOR DUTIES PERFORMED UNDER THIS
29 SECTION.

30 ~~(F)~~ (G) THE CTE COMMITTEE MAY EMPLOY ADDITIONAL STAFF NECESSARY TO

1 CARRY OUT THE COMMITTEE'S FUNCTIONS AS PROVIDED IN THE STATE BUDGET.

2 ~~(e)~~ **(h)** THE CTE COMMITTEE SHALL PERFORM THE FOLLOWING DUTIES:

3 (1) DEVELOP A STATEWIDE FRAMEWORK FOR CTE THAT PREPARES
4 STUDENTS FOR EMPLOYMENT IN A DIVERSE, MODERN ECONOMY;

5 (2) ALLOCATE ROLES AND RESPONSIBILITIES TO STATE AGENCIES
6 FOR THE CREDENTIALING OF STUDENTS ENGAGED IN CTE PROGRAMS;

7 (3) ADOPT, AND, WHERE APPROPRIATE, DEVELOP AND REGULARLY
8 UPDATE A COMPREHENSIVE AND COHESIVE SYSTEM OF OCCUPATIONAL SKILLS
9 STANDARDS TO DRIVE THE STATE'S CTE SYSTEM;

10 (4) WORK WITH THE BUSINESS COMMUNITY TO DEVELOP CTE
11 LEARNING OPPORTUNITIES;

12 (5) BRING TOGETHER REPRESENTATIVES FROM PUBLIC SCHOOLS,
13 INSTITUTIONS OF POSTSECONDARY EDUCATION, AND THE BUSINESS COMMUNITY
14 TO ENSURE THAT CTE PROGRAMS ARE ALIGNED WITH THE STATE'S ECONOMIC
15 DEVELOPMENT AND WORKFORCE GOALS AND OPERATE WITH BEST GLOBAL
16 PRACTICES;

17 (6) SET QUALIFICATION STANDARDS FOR CTE INSTRUCTORS;

18 (7) DETERMINE WHICH PROGRAMS SHOULD BE APPROVED FOR
19 CREDIT TOWARDS HIGH SCHOOL GRADUATION REQUIREMENTS;

20 (8) APPROVE, REJECT, OR MODIFY THE PROPOSALS MADE BY THE
21 CTE SKILLS STANDARDS ADVISORY COMMITTEE, ESTABLISHED UNDER § 21-208
22 OF THIS SUBTITLE TO ESTABLISH CTE PROGRAMS FOR PUBLIC SCHOOL STUDENTS;

23 (9) ADDRESS OPERATIONAL ISSUES ASSOCIATED WITH DELIVERING
24 CTE PROGRAMS TO STUDENTS, INCLUDING TRANSPORTATION TO AND FROM JOB
25 SITES;

26 (10) REVIEW AGENCY BUDGET PROPOSALS INVOLVING CTE AND
27 MAKE RECOMMENDATIONS TO THE GOVERNOR AND, IN ACCORDANCE WITH §
28 2-1257 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY ON OR
29 BEFORE DECEMBER 15 EACH YEAR;

30 (11) MONITOR THE PROGRESS OF CTE IN THE STATE, INCLUDING
31 PROGRESS ON IMPLEMENTING THE CTE GOALS IN THE BLUEPRINT FOR
32 MARYLAND'S FUTURE;

33 (12) DEVELOP YEARLY GOALS FOR EACH COUNTY BOARD TO REACH

1 THE STATEWIDE GOAL UNDER § 21-204 OF THIS SUBTITLE THAT 45% OF PUBLIC
2 SCHOOL STUDENTS ACHIEVE AN INDUSTRY-RECOGNIZED OCCUPATIONAL
3 CREDENTIAL BEFORE THEY GRADUATE;

4 (13) TRACK PROGRESS TOWARD AND PERFORM ANY TASKS
5 NECESSARY TO ACHIEVE THE STATEWIDE GOAL UNDER § 21-204 OF THIS SUBTITLE
6 THAT 45% OF PUBLIC HIGH SCHOOL STUDENTS ACHIEVE A YOUTH APPRENTICESHIP
7 OR ANY OTHER INDUSTRY-RECOGNIZED OCCUPATIONAL CREDENTIAL BEFORE
8 THEY GRADUATE;

9 (14) ESTABLISH, ADMINISTER, AND SUPERVISE THE CTE EXPERT
10 REVIEW TEAMS ESTABLISHED UNDER § 5-412 OF THIS ARTICLE;

11 (15) ~~IDENTIFY USING STATE ACCOUNTABILITY DATA, IDENTIFY~~ SCHOOLS TO BE
12 INVESTIGATED BY CTE EXPERT
13 ~~REVIEW TEAMS, USING STATE ACCOUNTABILITY DATA, IN WHICH INSUFFICIENT SUFFICIENT~~
14 NUMBERS OF STUDENTS OR GROUPS OF DEMOGRAPHICALLY DISTINCT STUDENTS
15 ARE NOT MAKING ADEQUATE PROGRESS TOWARDS THE COMPLETION OF THE CTE
16 PATHWAY;

17 (16) SUBMIT PLANS FOR DEPLOYING CTE EXPERT REVIEW TEAMS TO
18 THE ACCOUNTABILITY AND IMPLEMENTATION BOARD, AND DEPLOY THE TEAMS IN
19 ACCORDANCE WITH APPROVED PLANS;

20 (17) SHARE INFORMATION ON CTE EDUCATION WITH THE
21 ACCOUNTABILITY AND IMPLEMENTATION BOARD; AND

22 (18) PERFORM ANY OTHER DUTIES ASSIGNED BY THE GOVERNOR'S
23 WORKFORCE DEVELOPMENT BOARD.

24 ~~(H)~~ (I) THE CTE COMMITTEE MAY:

25 (1) MAKE GRANTS TO INNOVATIVE PROGRAMS DEVELOPED BY
26 PUBLIC SCHOOLS, INSTITUTIONS OF POSTSECONDARY EDUCATION, NONPROFITS,
27 AND OTHER PERSONS THAT HELP FURTHER THE CTE COMMITTEE'S PURPOSE;

28 (2) CONTRACT WITH A PUBLIC OR PRIVATE ENTITY TO RESEARCH
29 AND ANALYZE THE PROVISION OF CTE TO STUDENTS;

30 (3) CREATE ADVISORY STRUCTURES NECESSARY TO ENSURE
31 ESSENTIAL INPUT FROM EDUCATORS, PARENTS, COMMUNITY ORGANIZERS, LOCAL
32 WORKFORCE BOARDS, AND OTHER KEY STAKEHOLDERS; AND

33 (4) ADOPT ANY REGULATIONS NECESSARY TO CARRY OUT THE
34 COMMITTEE'S DUTIES AND ADMINISTER CTE IN THE STATE.

1 ~~(J)~~ (J) (1) A MAJORITY OF CTE COMMITTEE MEMBERS CONSTITUTES A
2 QUORUM.

3 (2) ACTION BY THE CTE COMMITTEE REQUIRES THE AFFIRMATIVE
4 VOTE OF A MAJORITY OF THE COMMITTEE MEMBERS PRESENT.

5 ~~(J)~~ (K) (1) EACH YEAR, THE CTE COMMITTEE SHALL REPORT TO THE
6 GOVERNOR AND, IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT
7 ARTICLE, THE GENERAL ASSEMBLY, AND THE ACCOUNTABILITY AND
8 IMPLEMENTATION BOARD.

9 (2) THE CTE COMMITTEE'S REPORT SHALL INCLUDE:

10 (I) AN ANNUAL ASSESSMENT OF THE STATE OF CTE WITHIN
11 THE STATE; AND

12 (II) STATUTORY, REGULATORY, BUDGETARY, AND STRUCTURAL
13 CHANGES NEEDED TO ADDRESS THE CHALLENGES OF THE EVOLVING CTE SYSTEM.

14 (3) ANY STUDENT-LEVEL INFORMATION IN THE CTE COMMITTEE'S
15 REPORT SHALL BE DISAGGREGATED BY RACE, ETHNICITY, GENDER, FAMILIAL INCOME LEVEL,
16 LINGUISTIC STATUS, AND DISABILITY STATUS.

17 21-208.

18 (A) IN THIS SECTION, "ADVISORY COMMITTEE" MEANS THE CTE SKILLS
19 STANDARDS ADVISORY COMMITTEE.

20 (B) THE CTE COMMITTEE SHALL CREATE A CTE SKILLS STANDARDS
21 ADVISORY COMMITTEE.

22 (C) (1) THE PURPOSE OF THE ADVISORY COMMITTEE IS TO MAKE
23 RECOMMENDATIONS AND PROVIDE ADVICE TO THE CTE COMMITTEE ON SETTING
24 THE OCCUPATIONAL STANDARDS NECESSARY FOR A STRONG CTE SYSTEM.

25 (2) THE RECOMMENDATIONS MADE BY THE ADVISORY COMMITTEE
26 SHALL FORM THE BASIS FOR THE POST-CCR CTE PATHWAY REQUIRED UNDER §
27 7-205.1 OF THIS ARTICLE.

28 (D) (1) THE ADVISORY COMMITTEE SHALL BE COMPOSED OF MEMBERS
29 APPOINTED BY THE CHAIR OF THE CTE COMMITTEE THAT INCLUDE EMPLOYERS,
30 APPRENTICESHIP SPONSORS, AND OTHER EXPERTS ON OCCUPATIONAL SKILLS.

31 (2) TO THE EXTENT PRACTICABLE, THE ADVISORY COMMITTEE
32 SHALL BE COMPOSED OF MEMBERS OF THE GOVERNOR'S WORKFORCE
33 DEVELOPMENT BOARD WHO DO NOT SERVE ON THE CTE COMMITTEE.

(E) A MEMBER OF THE ADVISORY COMMITTEE:

(1) MAY NOT RECEIVE COMPENSATION AS A MEMBER OF THE ADVISORY COMMITTEE; AND

(2) IS NOT ENTITLED TO REIMBURSEMENT FOR EXPENSES UNDER THE STANDARD STATE TRAVEL REGULATIONS FOR DUTIES PERFORMED UNDER THIS SECTION.

~~(E)~~ (F) (1) THE ADVISORY COMMITTEE SHALL MAKE RECOMMENDATIONS TO THE CTE COMMITTEE CONCERNING:

(I) A COMPREHENSIVE ARRAY OF CAREER ADVANCEMENT GUIDELINES, INCLUDING STANDARDS FOR EACH OCCUPATION IN A PROFESSION, AND CONCRETE STEPS AND ACCOMPLISHMENTS NEEDED TO PROGRESS TO A GREATER SKILLED OCCUPATION IN A GIVEN FIELD;

(II) CREDENTIALS TO BE ISSUED AT EACH STAGE OF ADVANCEMENT, AND CRITERIA NECESSARY TO BE AWARDED A PARTICULAR CREDENTIAL; AND

(III) NECESSARY ADJUSTMENTS TO ENSURE THAT THE STATE'S CTE SYSTEM REMAINS GLOBALLY COMPETITIVE AND ADMINISTERED ACCORDING TO BEST GLOBAL PRACTICES.

(2) IN MAKING RECOMMENDATIONS UNDER THIS SUBSECTION, THE ADVISORY COMMITTEE SHALL STRIVE TO CREATE A COMPREHENSIVE, UNIFIED SYSTEM OF CAREER PROGRESSION THAT:

(I) IS ATTUNED TO THE STATE'S WORKFORCE NEEDS;

(II) FEATURES INTEGRATION AMONG AS MANY INDUSTRIES AS POSSIBLE;

(III) FEATURES PERFORMANCE ASSESSMENTS ADMINISTERED 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 PROFESSIONAL WORKPLACE SOFT SKILLS, INCLUDING INTERPERSONAL AND COMMUNICATION SKILLS, TIME MANAGEMENT, BUSINESS ETIQUETTE, AND USE OF COMMON BUSINESS TOOLS; AND

1 **(VII) INCORPORATES EDUCATION IN HIGH SCHOOL, COMMUNITY**
 2 **COLLEGE, AND OTHER POSTSECONDARY OCCUPATION PROGRAMS INTO A SEAMLESS**
 3 **WHOLE THAT WILL PROVIDE STUDENTS WITH CREDENTIALS AT VARIOUS POINTS**
 4 **THAT BUILD ON PREVIOUS CREDENTIALS.**

5 ~~**(F)**~~ **(G) THE TERMS, MEETING TIMES, PROCEDURES, AND POLICIES GUIDING**
 6 **REMOVAL OF MEMBERS FOR THE ADVISORY COMMITTEE SHALL BE DETERMINED BY**
 7 **THE CTE COMMITTEE.**

8 24-703.

9 (a) There is a Maryland Longitudinal Data System Center.

10 (b) The Center is an independent unit within State government.

11 (c) The organizational placement and location of the Center shall be determined
 12 by the Governing Board.

13 (d) (1) The head of the Center is the Executive Director, who shall be
 14 appointed by the Governing Board.

15 (2) The Center may employ the additional staff necessary to carry out the
 16 Center's functions as provided in the State budget.

17 (e) The Center shall be considered an authorized representative of the State
 18 Department of Education and the Maryland Higher Education Commission under
 19 applicable federal and State statutes for purposes of accessing and compiling student record
 20 data for research purposes.

21 (f) The Center shall perform the following functions and duties:

22 (1) Serve as a central repository of student data and workforce data in the
 23 Maryland Longitudinal Data System, including data sets provided by:

24 (i) The State Department of Education;

25 (ii) Local education agencies;

26 (iii) The Maryland Higher Education Commission;

27 (iv) Institutions of higher education;

28 (v) The Maryland Department of Labor; and

29 (vi) The Department of Juvenile Services;

1 (2) Oversee and maintain the warehouse of the Maryland Longitudinal
2 Data System data sets;

3 (3) Ensure routine and ongoing compliance with the federal Family
4 Educational Rights and Privacy Act and other relevant privacy laws and policies, including:

5 (i) The required use of de-identified data in data research and
6 reporting;

7 (ii) The required disposition of information that is no longer needed;

8 (iii) Providing data security, including the capacity for audit trails;

9 (iv) Providing for performance of regular audits for compliance with
10 data privacy and security standards; and

11 (v) Implementing guidelines and policies that prevent the reporting
12 of other potentially identifying data;

13 (4) Conduct research using timely and accurate student data and
14 workforce data to improve the State's education system and guide decision making by State
15 and local governments, educational agencies, institutions, teachers, and other education
16 professionals;

17 (5) Conduct research relating to:

18 (i) The impact of State and federal education programs;

19 (ii) The performance of educator preparation programs; and

20 (iii) Best practices regarding classroom instruction, education
21 programs and curriculum, and segment alignment;

22 (6) ~~SHARE DATA WITH~~ AT THE DIRECTION OF THE ACCOUNTABILITY AND
23 IMPLEMENTATION
24 BOARD TO HELP THE BOARD FULFILL ITS DUTIES ESTABLISHED IN TITLE 5, SUBTITLE 4 OF THIS ARTICLE
25 PROVIDE:

26 (I) A RESEARCHER DESIGNATED BY THE BOARD ACCESS TO THE DATA
27 IN THE MARYLAND LONGITUDINAL DATA SYSTEM IN ACCORDANCE WITH THE PROCEDURES
28 FOR STAFF AUTHORIZATION AND DATA ACCESS ESTABLISHED BY THE MARYLAND
29 LONGITUDINAL DATA SYSTEM GOVERNING BOARD;

30 (II) AGGREGATE DATA TABLES; OR

(III) RESEARCH OR EVALUATION.;

[(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.

1 SECTION 4. AND BE IT FURTHER ENACTED, That Section(s) 13 of Chapter 771
2 of the Acts of the General Assembly of 2019 be repealed.

3 SECTION 5. AND BE IT FURTHER ENACTED, That:

4 (a) On or before July 1, 2021, each county board of education shall evaluate its
5 hiring practices to determine if those practices are contributing to a lack of diversity in
6 Maryland's teaching staff, make changes as appropriate, and report its findings and
7 proposed changes to the Governor and, in accordance with § 2-1257 of the State Government
8 Article, the General Assembly, and the Accountability and Implementation Board
9 established under Section 3 of this Act.

10 (b) On or before July 1, 2022, the State Board of Education shall:

11 (1) study whether the college and career readiness literacy and numeracy
12 standards set by the National Center on Education and the Economy's 2013 report "What
13 Does It Really Mean to Be College and Work Ready?: The Mathematics and English
14 Literacy Required of First Year Community College Students" are comparable to the global
15 standard in top-performing countries for the same-age cohort as in Maryland and whether
16 the standards align with the workforce needs of Maryland, including by:

17 (i) completing an equating study in which a sample of Maryland
18 students take the assessments of top-performing jurisdictions as well as Maryland
19 assessments and the results are compared; and

20 (ii) coordinating with Maryland employers and with the bodies
21 charged with economic and workforce development; and

22 (2) report its findings to the Governor and, in accordance with § 2-1257 of the
23 State Government Article, the General Assembly, and the Accountability and
24 Implementation Board established under Section 3 of this Act.

25 SECTION 6. AND BE IT FURTHER ENACTED, That on or before September 30,
26 2021:

27 (a) The State Department of Education, the Maryland Higher Education
28 Commission, and each institution of higher education that offers a teacher preparation
29 program jointly shall review State requirements for teacher preparation programs to
30 determine whether the requirement align with the recommendations of the Commission on
31 Innovation and Excellence in Education established under Chapters 701 and 702 of the
32 Acts of the General Assembly of 2016.

33 (b) If a requirement of a teacher preparation program is determined to be
34 unaligned with the recommendations under subsection (a) of this section and are also
35 extraneous, redundant, or unnecessary, the requirement shall be eliminated to allow for
36 completion of the teacher training practicum required under § 6-704.2 of the Education

1 Article as enacted by Section 3 of this Act within the 120 credit hours requirement.

2 SECTION 7. AND BE IT FURTHER ENACTED, That:

3 (a) Each local school systems shall develop a plan to:

4 (1) enhance and expand school behavioral health service availability to
5 ensure that all students have some exposure and access to behavioral health programming
6 and services, taking into account the needs assessment in § 9.9-104 of the Education
7 Article as enacted by Section 3 of this Act; and

8 (2) ensure that schools without a school based health center will organize
9 response plans to connect all students to community-based behavioral health and other
10 services, as needed.

11 (b) On or before November 1, ~~2020~~ 2021, each school system shall report their plan
12 under subsection (a) of this section to the Accountability and Implementation Board,
13 Governor, and, in accordance with § 2-1257 of the State Government Article, the General
14 Assembly.

15 SECTION 8. AND BE IT FURTHER ENACTED, That the Governor shall
16 appropriate from The Blueprint for Maryland's Future Fund under § 5-206 of the
17 Education Article as enacted by Section 3 of this Act, \$2,500,000 in each of fiscal years 2021 and
18 2022 to the State Department
19 of Education for the purpose of developing and implementing a modern financial
20 management system and student data system to carry out the Department's
21 responsibilities under The Blueprint for Maryland's Future as enacted by this Act.

22 SECTION 9. AND BE IT FURTHER ENACTED, That, on or before November 1,
23 2021, the State Department of Education shall submit to the Governor, and in
24 accordance with § 2-1257 of the State Government Article, the General Assembly, a
25 report on the impact on school funding if § 5-235(a)(2)(ii) of Article - Education was
26 repealed.

27 SECTION ~~9~~ 10. AND BE IT FURTHER ENACTED, That the provisions of Title 5
28 Subtitle 2 of the Education Article enacted by this Act and in effect on July 1, 2020 shall be
29 used to calculate State education aid beginning in fiscal year 2022.

30 SECTION ~~10~~ 11. AND BE IT FURTHER ENACTED, That the publisher of the
31 Annotated Code of Maryland, in consultation with and subject to the approval of the
32 Department of Legislative Services, shall correct, with no further action required by the
33 General Assembly, cross-references and terminology rendered incorrect by this Act. The
34 publisher shall adequately describe any correction that is made in an editor's note following
35 the section affected.

36 SECTION 12. AND BE IT FURTHER ENACTED, That § 7-101.1(a), (b), and (e)

1 of Article - Education of the Annotated Code of Maryland be repealed.

2 SECTION 13. AND BE IT FURTHER ENACTED, That §§ 7-201 through 7-2006
 3 and the subtitle "Subtitle 20. Learning in Extended Academic Programs (LEAP)" of
 4 Article - Education of the Annotated Code of Maryland be repealed.

5 SECTION 14. AND BE IT FURTHER ENACTED, That Section 11 of this Act shall
 6 take effect June 30, 2025.

7 SECTION 15. AND BE IT FURTHER ENACTED, That Section 12 of this Act shall
 8 take effect June 30, 2021.

9 SECTION ~~14~~, 16. AND BE IT FURTHER ENACTED, That , subject to Section 14 and Section 15 of this
 10 Act, this Act shall take effect
 11 July 1, 2020.