

## Chapter 771

## (Senate Bill 1030)

AN ACT concerning

**The Education Blueprint for Maryland's Future**

FOR the purpose of stating findings and declarations of the General Assembly; establishing the public policy of the State; establishing principles of The Blueprint for Maryland's Future that are intended to transform Maryland's early childhood, primary, and secondary education system to the levels of high-performing systems around the world; stating certain actions necessary to achieve certain principles; stating certain requirements necessary to establish a world-class education system in Maryland under The Blueprint for Maryland's Future; altering a certain Consumer Price Index used for calculating the target per pupil foundation amount and the student transportation amount for education; requiring the State to provide a certain supplemental grant to certain county boards of education through a certain fiscal year; establishing a Concentration of Poverty School Grant Program; stating the purpose of the Program; requiring the State to distribute certain grants to each county board and the State Department of Education in certain fiscal years; requiring each county board to distribute a certain amount to each eligible school; requiring each eligible school to employ certain staff or provide certain coverage using certain grant funds; requiring a county that provides certain positions or services from funds outside of those made from a certain appropriation in a certain fiscal year to continue to provide certain positions or services in certain fiscal years; requiring certain eligible schools to use certain funds to provide wraparound services to students enrolled in the school or to complete a certain assessment, subject to certain circumstances; establishing the responsibilities of a certain community ~~schools~~ school coordinator; ~~authorizing a certain health care practitioner to work under certain programs or entities requiring the Department in consultation with the Maryland Department of Health and the Department of Human Services to develop certain guidelines on trauma-informed interventions that will assist schools with becoming a trauma-informed school; requiring the Department to distribute and publish guidelines on trauma-informed interventions on a certain website authorizing a certain health care practitioner to work under certain programs or entities;~~ altering the fiscal years in which a certain definition is applicable; extending by 1 fiscal year the requirement for the State to provide a supplemental prekindergarten grant to certain eligible county boards; renaming the Commission on Innovation and Excellence in Education Fund to be The Blueprint for Maryland's Future Fund; altering the purpose and use of the Fund; altering the source of revenue distributed to the Fund to include revenues collected and remitted by marketplace facilitators and certain out-of-state vendors, under certain circumstances; establishing the Teacher Collaborative Grant Program; stating the purpose of the Program; requiring the Department to administer the Program in a certain manner; authorizing a county board or a teacher preparation program to submit a certain application to receive a grant under the Program; specifying certain

eligibility criteria for a grant under the Program; requiring a certain practicum design and a certain professional development program under the Program; requiring a certain peer assistance and review program under the Program; requiring the Department to establish certain processes and procedures; requiring the Department to conduct a certain evaluation at a certain frequency; requiring the State to distribute at least a certain amount in certain fiscal years for the Program; authorizing the Department to retain a certain amount to hire staff necessary to administer the Program; requiring the Department to report, on or before certain dates, certain information about the Program to the Governor and the General Assembly; establishing the Maryland Office of the Inspector General of Education; providing that the Office is an independent unit of the State; providing for the purpose of the Office; requiring all expenses and operations related to the Office to be separately identified and independent of any other unit of State government; establishing the Inspector General in the Office; providing for the eligibility, professional qualifications, appointment, term, and removal of the Inspector General; providing for the salary of the Inspector General and funding for the Office; providing for the Inspector General's duties and powers when investigating the management and affairs of certain entities; prohibiting the Inspector General from taking certain actions under certain circumstances; authorizing a person to have an attorney present during contact with the Inspector General; providing that a certain circuit court may grant appropriate relief after conducting a certain hearing; prohibiting certain entities from taking adverse, retaliatory action against an individual because the individual cooperated with or provided information to the Inspector General; providing that certain records produced by the Inspector General are not subject to the Public Information Act; authorizing the Inspector General to appoint and employ certain professional and clerical staff; requiring the Office, on or before a certain date each year, to submit a certain report to the State Superintendent, the State Board of Education, the Interagency Commission on School Construction, the Governor, and the General Assembly; altering and establishing certain dates by which a certain commission and the Department shall submit certain reports; altering the termination date of certain Acts of the General Assembly; providing that a local school system shall be subject to a certain performance evaluation; establishing the Teacher Salary Incentive Grant Program; stating the purpose of the Program; requiring the Department to administer the Program; authorizing a county board, including the Baltimore City Board of School Commissioners, to submit a certain application to receive a grant under the Program; specifying certain eligibility criteria for a grant under the Program; requiring the State to distribute certain amounts to each county board, including the Baltimore City Board of School Commissioners, and the Department for certain purposes in certain fiscal years; providing that a county board that did not receive a certain grant in a certain fiscal year must submit certain documentation to apply for a grant in a certain fiscal year; requiring certain funding that is not needed for a certain purpose to be used for another purpose; establishing the Workgroup to Study the Maryland State Department of Education and the Maryland Higher Education Commission; providing for the membership, chair, staffing, and purpose of the Workgroup; requiring the Department and the Maryland Higher Education

Commission to provide information to the Workgroup, as requested; requiring the Workgroup to report its findings and recommendations to the Governor and the General Assembly on or before a certain date; requiring each county board ~~and~~, including the Baltimore City Board of School Commissioners, to distribute certain funds to certain schools for certain purposes subject to a certain circumstance; stating a certain charge and recommendation of a certain commission; stating that the transition to a certain information technology system shall include a certain capability; requiring the Department and the Maryland Department of Health to develop a certain memorandum of understanding on or before a certain date; stating the intent of the General Assembly that the Governor transfer or release certain funds that are restricted in a certain fiscal year budget bill for certain purposes in accordance with this Act; providing that, if the Governor does not transfer or release certain funds for certain purposes, a certain amount shall be distributed in a certain fiscal year in addition to certain funds required to be distributed under this Act; requiring each county board, including the Baltimore City Board of School Commissioners, to report on or before certain dates to the House Committee on Ways and Means, the House Appropriations Committee, the Senate Education, Health, and Environmental Affairs Committee, and the Senate Budget and Taxation Committee on how certain funds were distributed and spent; requiring the Governor to appropriate a certain amount to a certain fund ~~for a~~ in certain fiscal ~~year~~ years; *providing that a certain portion of a certain appropriation is contingent on certain amounts being equal to a certain sum*; stating the intent of the General Assembly that the Commission on Innovation and Excellence in Education include in its final report a certain implementation schedule; stating the intent of the General Assembly that certain local appropriations in a certain fiscal year be considered part of the increased local funding required by The Blueprint for Maryland's Future funding formulas to be recommended by the Commission on Innovation and Excellence in Education; *requiring the Department and the Maryland Department of Health to consult with the Council on Advancement of School-Based Health Centers and certain stakeholders to develop a certain plan and report certain findings and recommendations to the Governor and the General Assembly on or before a certain date*; providing that The Blueprint for Maryland's Future Fund is the successor of the Commission on Innovation and Excellence in Education Fund; providing that a certain name of a certain fund in laws and other documents means the name of the successor fund; requiring the publisher of the Annotated Code, in consultation with a certain State entity, to correct cross-references and terminology in the Code that are rendered incorrect by this Act; defining certain terms; making certain provisions of this Act contingent on the taking effect of ~~another Act~~ certain other Acts *and the transfer or release of certain funds by the Governor*; and generally relating to programs and funding to implement The Blueprint for Maryland's Future.

BY adding to

Article – Education

Section 1–301 through 1–303 to be under the new subtitle “Subtitle 3. The Blueprint for Maryland's Future”; ~~and~~ 5–203, 5–403, and 6–123; and 9.9–101 through

9.9–105 to be under the new title “Title 9.9. Maryland Office of the Inspector  
General for Education”

Annotated Code of Maryland  
(2018 Replacement Volume and 2018 Supplement)

BY repealing and reenacting, without amendments,  
Article – Education  
Section 5–202(a)(1) and 5–207(a)(1)  
Annotated Code of Maryland  
(2018 Replacement Volume and 2018 Supplement)

BY repealing and reenacting, with amendments,  
Article – Education  
Section 5–202(a)(13)(ii) and (i), 5–205(c)(2), 5–207(a)(3), ~~and 5–218,~~ and 5–219  
Annotated Code of Maryland  
(2018 Replacement Volume and 2018 Supplement)

BY repealing and reenacting, without amendments,  
Chapter 701 of the Acts of the General Assembly of 2016, as amended by Chapter  
361 of the Acts of the General Assembly of 2018  
Section 1(a)

BY repealing and reenacting, with amendments,  
Chapter 701 of the Acts of the General Assembly of 2016, as amended by Chapter  
361 of the Acts of the General Assembly of 2018  
Section 1(h) and 4

BY repealing and reenacting, without amendments,  
Chapter 702 of the Acts of the General Assembly of 2016, as amended by Chapter  
361 of the Acts of the General Assembly of 2018  
Section 1(a)

BY repealing and reenacting, with amendments,  
Chapter 702 of the Acts of the General Assembly of 2016, as amended by Chapter  
361 of the Acts of the General Assembly of 2018  
Section 1(h) and 4

BY repealing and reenacting, without amendments,  
Chapter 715 of the Acts of the General Assembly of 2017, as amended by Chapter  
361 of the Acts of the General Assembly of 2018  
Section 2(a)

BY repealing and reenacting, with amendments,  
Chapter 715 of the Acts of the General Assembly of 2017, as amended by Chapter  
361 of the Acts of the General Assembly of 2018  
Section 2(d)

BY repealing and reenacting, with amendments,

Article – Education

Section 5–219

Annotated Code of Maryland

(2018 Replacement Volume and 2018 Supplement)

(As enacted by Section 1 of this Act)

BY repealing and reenacting, with amendments,

Article – Tax – General

Section 2–1303

Annotated Code of Maryland

(2016 Replacement Volume and 2018 Supplement)

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,  
That the Laws of Maryland read as follows:

**Article – Education**

**SUBTITLE 3. THE BLUEPRINT FOR MARYLAND’S FUTURE.**

**1–301.**

**(A) THE GENERAL ASSEMBLY FINDS AND DECLARES THAT THE BLUEPRINT FOR MARYLAND’S FUTURE BASED ON THE POLICY RECOMMENDATIONS DESCRIBED IN THE JANUARY 2019 INTERIM REPORT OF THE MARYLAND COMMISSION ON INNOVATION AND EXCELLENCE IN EDUCATION ESTABLISHED BY CHAPTERS 701 AND 702 OF THE ACTS OF THE GENERAL ASSEMBLY OF 2016 IS NECESSARY TO TRANSFORM MARYLAND’S EDUCATION SYSTEM TO WORLD–CLASS STUDENT ACHIEVEMENT LEVELS.**

**(B) THIS SUBTITLE CONSTITUTES THE PUBLIC POLICY OF THE STATE.**

**1–302.**

**(A) THE FOLLOWING PRINCIPLES OF THE BLUEPRINT FOR MARYLAND’S FUTURE ARE INTENDED TO TRANSFORM MARYLAND’S EARLY CHILDHOOD, PRIMARY, AND SECONDARY EDUCATION SYSTEM TO THE LEVELS OF HIGH–PERFORMING SYSTEMS AROUND THE WORLD SO THAT MARYLAND’S EDUCATION SYSTEM:**

**(1) PROVIDES ITS STUDENTS WITH INSTRUCTION AND SKILLS SET TO INTERNATIONAL STANDARDS THAT WILL ENABLE THEM TO BE SUCCESSFUL IN THE 21ST–CENTURY ECONOMY AND PRODUCTIVE CITIZENS OF THE STATE;**

**(2) GIVES ITS CHILDREN ACCESS TO EDUCATIONAL EXPERIENCES AND OPPORTUNITIES BEGINNING IN EARLY CHILDHOOD THAT ENABLE THEM TO REACH THEIR FULL PROMISE AND POTENTIAL AND BE READY FOR SUCCESS IN COLLEGE AND A REWARDING CAREER BY THE END OF HIGH SCHOOL; AND**

**(3) ELEVATES OVERALL STUDENT PERFORMANCE TO BE AMONG THE WORLD’S BEST AND ELIMINATES ACHIEVEMENT AND OPPORTUNITY GAPS BETWEEN STUDENTS FROM DIFFERENT FAMILY INCOMES, RACES, ETHNICITIES, ABILITIES AND DISABILITIES, AND OTHER DEFINING CHARACTERISTICS.**

**(B) ACHIEVING THE PRINCIPLES OF THE BLUEPRINT FOR MARYLAND’S FUTURE WILL REQUIRE A SUSTAINED AND COORDINATED STATEWIDE EFFORT AND A STRONG ACCOUNTABILITY SYSTEM THAT WILL HOLD ALL ENTITIES ACCOUNTABLE FOR IMPLEMENTING THE POLICIES EFFECTIVELY SO THAT THE PUBLIC AND ESPECIALLY PARENTS WILL HAVE CONFIDENCE THAT THE INVESTMENT IN THE POLICIES OUTLINED IN § 1-303 OF THIS SUBTITLE WILL ACHIEVE THE DESIRED OUTCOMES.**

**1-303.**

**THE FOUNDATION OF A WORLD-CLASS EDUCATION SYSTEM IN MARYLAND UNDER THE BLUEPRINT FOR MARYLAND’S FUTURE FOR EDUCATION WILL REQUIRE:**

**(1) EARLY SUPPORT AND INTERVENTIONS FOR YOUNG CHILDREN AND THEIR FAMILIES, INCLUDING:**

**(I) COORDINATING AND PROVIDING SERVICES FOR CHILDREN AND FAMILIES WITH THE GREATEST NEED THROUGH CENTERS LOCATED IN THE NEEDIEST COMMUNITIES; AND**

**(II) EXPANDING ACCESS TO HIGH-QUALITY, FULL-DAY PREKINDERGARTEN PROGRAMS ~~AT NO COST~~ FOR 3-YEAR-OLDS AND 4-YEAR-OLDS ~~FROM LOW-INCOME FAMILIES~~ THROUGH A MIXED DELIVERY SYSTEM;**

**(2) HIGH-QUALITY DIVERSE TEACHERS AND SCHOOL LEADERS IN EVERY SCHOOL, REQUIRING:**

**(I) ELEVATION OF THE TEACHING PROFESSION TO A PROFESSION COMPARABLE TO OTHER FIELDS, WITH COMPARABLE COMPENSATION, THAT REQUIRE A SIMILAR AMOUNT OF EDUCATION AND CREDENTIALING WITH CAREER LADDERS THAT ALLOW THE ADVANCEMENT OF TEACHERS AND PRINCIPALS BASED ON KNOWLEDGE, SKILLS, PERFORMANCE, AND RESPONSIBILITIES;**

(II) **TEACHER PREPARATION PROGRAMS IN THE STATE'S POSTSECONDARY INSTITUTIONS THAT ARE RIGOROUS AND PREPARE TEACHER CANDIDATES TO HAVE THE KNOWLEDGE, SKILLS, AND COMPETENCIES NEEDED TO IMPROVE STUDENT PERFORMANCE AND TO TEACH ALL STUDENTS SUCCESSFULLY REGARDLESS OF THE STUDENT'S ECONOMIC BACKGROUND, RACE, ETHNICITY, AND LEARNING ABILITY OR DISABILITY; AND**

(III) **STATE EXIT STANDARDS FROM TEACHER PREPARATION PROGRAMS AND STATE STANDARDS FOR TEACHER LICENSURE THAT REQUIRE PROSPECTIVE TEACHERS TO DEMONSTRATE THAT THEY HAVE THE KNOWLEDGE, SKILLS, AND COMPETENCIES TO SUCCESSFULLY TEACH STUDENTS FROM ALL BACKGROUNDS;**

(3) **AN INSTRUCTIONAL SYSTEM THAT IS BENCHMARKED TO WORLD-CLASS STANDARDS AND FULLY ALIGNED FROM PREKINDERGARTEN THROUGH 12TH GRADE TO A COLLEGE AND CAREER READINESS STANDARD, INCLUDING:**

(i) **A COLLEGE AND CAREER READINESS STANDARD SET TO WORLD-CLASS STANDARDS THAT CERTIFIES THAT BY THE END OF 10TH GRADE, AND NOT LATER THAN THE END OF 12TH GRADE, A STUDENT HAS THE REQUISITE LITERACY IN ENGLISH AND MATHEMATICS TO BE SUCCESSFUL IN FIRST-YEAR, CREDIT-BEARING COURSEWORK AT A MARYLAND COMMUNITY COLLEGE OR OPEN ENROLLMENT POSTSECONDARY INSTITUTION;**

(ii) **PATHWAYS FOR STUDENTS WHO ACHIEVE COLLEGE AND CAREER READINESS BY THE END OF 10TH GRADE TO CHOOSE TO PURSUE:**

1. **HIGHLY COMPETITIVE COLLEGE PREPARATORY PROGRAMS;**

2. **EARLY COLLEGE PROGRAMS THAT ~~PROVIDE:~~**

**A. PROVIDE COLLEGE CREDIT AND ALLOW A STUDENT TO EARN AN ASSOCIATE DEGREE IN HIGH SCHOOL AT NO COST TO THE STUDENT; AND**

**B. DETERMINE ELIGIBILITY THROUGH OTHER FACTORS INCLUDING ASSESSMENTS, ACADEMIC PERFORMANCE REVIEWS, AND GUIDANCE COUNSELOR RECOMMENDATIONS; AND**

3. **~~CAREER SUBJECT TO ITEM (III) OF THIS ITEM,~~ CAREER CAREER AND TECHNOLOGY EDUCATION PROGRAMS, INCLUDING**

**EXPANDED OPPORTUNITIES FOR SCIENCE-BASED, CERTIFIED AGRICULTURE EDUCATION, THAT:**

**A. ARE DEVELOPED IN PARTNERSHIP WITH THE PRIVATE SECTOR;**

**B. INCLUDE AN APPRENTICESHIP OR OTHER WORKPLACE EXPERIENCE ~~OR AN APPRENTICESHIP~~; AND**

**C. LEAD TO AN INDUSTRY-RECOGNIZED CREDENTIAL BY THE END OF HIGH SCHOOL; ~~AND~~**

**~~(III) CAREER AND TECHNOLOGY OPPORTUNITIES THAT INCLUDE EXPANDED OPPORTUNITIES FOR SCIENCE BASED, CERTIFIED AGRICULTURE EDUCATION; AND~~**

**~~(IV)~~ (III) PATHWAYS FOR THOSE STUDENTS WHO HAVE NOT ACHIEVED THE COLLEGE AND CAREER READINESS STANDARD BY THE END OF 10TH GRADE THAT ENABLE THEM TO ACHIEVE THE STANDARD BY THE END OF 12TH GRADE;**

**(4) A SYSTEM DESIGNED TO MEET THE NEEDS OF ALL STUDENTS SO THEY CAN BE SUCCESSFUL, INCLUDING THE CAPABILITY TO:**

**(I) QUICKLY IDENTIFY STUDENTS WHO ARE FALLING BEHIND GRADE LEVEL; AND**

**(II) PROVIDE THE APPROPRIATE, INDIVIDUALIZED INSTRUCTION AND SUPPORTS NEEDED TO GET THE STUDENT BACK ON TRACK FOR COLLEGE AND CAREER READINESS;**

**(5) ADDITIONAL SUPPORTS AND SERVICES FOR STUDENTS WHO NEED THEM TO STAY ON TRACK FOR COLLEGE AND CAREER READINESS, INCLUDING:**

**(I) STUDENTS FROM LOW-INCOME FAMILIES AS A PROXY FOR THE NUMBER OF STUDENTS WHO MAY NEED ADDITIONAL SUPPORTS TO PERFORM AT GRADE LEVEL AND STAY ON TRACK FOR COLLEGE AND CAREER READINESS;**

**(II) STUDENTS FROM FAMILIES WHERE ENGLISH IS NOT THE PRIMARY LANGUAGE; AND**

**(III) STUDENTS WITH DISABILITIES;**



**(6) EQUITABLE LEARNING OUTCOMES REGARDLESS OF A STUDENT'S FAMILY INCOME, RACE, ETHNICITY, DISABILITY, OR OTHER CHARACTERISTICS;**

**(7) ADDITIONAL RESOURCES, SUPPORTS, AND SERVICES FOR CHILDREN IN MARYLAND WHO ARE LIVING IN COMMUNITIES WITH GREAT NEEDS, INCLUDING HIGH POVERTY RATES, HIGH CRIME RATES, AND LACK OF ACCESS TO ADEQUATE HEALTH CARE AND SOCIAL SERVICES, WITH RESOURCES PROVIDED AT THE SCHOOL LEVEL AND IN THE COMMUNITY;**

**(8) FUNDING THAT IS SUFFICIENT TO ENABLE STUDENTS TO ACHIEVE THE STATE'S PERFORMANCE STANDARDS AND THAT IS DISTRIBUTED EQUITABLY TO SCHOOL SYSTEMS AND SCHOOLS ACROSS THE STATE; AND**

**(9) A STRONG SYSTEM OF ACCOUNTABILITY WITH THE AUTHORITY TO HOLD ALL OF THE ENTITIES THAT ARE AN INTEGRAL PART OF THE EDUCATION SYSTEM ACCOUNTABLE FOR IMPLEMENTING THE BLUEPRINT FOR MARYLAND'S FUTURE AND ENSURING THAT FUNDS ARE BEING SPENT EFFECTIVELY CONSISTENT WITH THE POLICY FRAMEWORK TO ENSURE THAT ALL STUDENTS ARE SUCCESSFUL.**

5-202.

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

(13) "Target per pupil foundation amount" means:

(ii) Except as provided in items (iii) and (iv) of this paragraph, in subsequent fiscal years:

1. The target per pupil foundation amount for the prior fiscal year increased by the same percentage as the lesser of:

A. The increase in the implicit price deflator for State and local government expenditures for the second prior fiscal year;

B. The Consumer Price Index for All Urban Consumers for the [Washington–Baltimore metropolitan area] **WASHINGTON METROPOLITAN AREA**, or any successor index, for the second prior fiscal year; or

C. 5%; or

2. If there is no increase in the implicit price deflator for State and local government expenditures for the second prior fiscal year or in the Consumer Price Index for All Urban Consumers for the [Washington–Baltimore metropolitan area] **WASHINGTON METROPOLITAN AREA**, or any successor index, for the second prior fiscal year, the target per pupil foundation amount for the prior fiscal year;

(i) (1) In this subsection, “total direct education aid” means the total financial assistance provided by the State to a county board under the following programs:

(i) Funding for the foundation program including funds for the Geographic Cost of Education under this section;

(ii) Transportation aid under § 5–205 of this subtitle;

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

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

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

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

(vii) Funding for grants provided under this subsection.

(2) For fiscal year 2012 only, if a county board’s total direct education aid in the current fiscal year is less than the prior fiscal year by more than 6.5%, then the State shall provide a grant to the county board in an amount necessary to ensure that a decrease in total direct education aid is not more than 6.5%.

(3) For fiscal year 2013 only, if a county board’s total direct education aid in the current fiscal year is less than the prior fiscal year by more than 5%, then the State shall provide a grant to the county board in an amount necessary to ensure that a decrease in total direct education aid is not more than 5%.

(4) For fiscal year 2014 only, if a county board’s total direct education aid in the current fiscal year is less than the prior fiscal year by more than 1%, then the State shall provide a grant to the county board equal to 25% of the decrease in total direct education aid from the prior fiscal year to the current fiscal year.

(5) (i) For fiscal years 2015 through 2017, a county board is eligible for a State grant under this paragraph if a county board’s:

1. Full-time equivalent enrollment is less than 5,000;

2. Full-time equivalent enrollment in the current fiscal year is less than the prior fiscal year; and

3. Total direct education aid in the current fiscal year is less than the prior fiscal year by more than 1%.

(ii) The State shall provide a grant to a county board that is eligible under subparagraph (i) of this paragraph.

(iii) The grant shall be equal to 50% of the decrease in total direct education aid from the prior fiscal year to the current fiscal year.

(6) (i) 1. In this paragraph the following words have the meanings indicated.

2. “3–year moving average full–time equivalent enrollment” means the average of the full–time equivalent enrollment in the 3 previous school years.

3. “Total direct education aid” means the sum of the amounts listed in paragraph (1)(i) through (vi) of this subsection.

(ii) A county board is eligible for a supplemental State grant under this paragraph if a county’s 3–year moving average full–time equivalent enrollment is greater than the full–time equivalent enrollment in the previous school year.

(iii) For each of fiscal years 2018 through [2020] **2021**, the State shall provide a supplemental grant to an eligible county board that equals:

1. The quotient of the total direct education aid of a county board divided by the full–time equivalent enrollment of the county in the previous school year; multiplied by

2. The difference between the 3–year moving average full–time equivalent enrollment in the county and the full–time equivalent enrollment in the county in the previous school year.

(iv) The State shall distribute the supplemental grant at the same time the State distributes funds to county boards under this subtitle.

### **5–203.**

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

**(2) “COMMUNITY SCHOOL” MEANS A PUBLIC SCHOOL THAT ESTABLISHES A SET OF STRATEGIC PARTNERSHIPS BETWEEN THE SCHOOL AND OTHER COMMUNITY RESOURCES THAT PROMOTE STUDENT ACHIEVEMENT, POSITIVE LEARNING CONDITIONS, AND THE WELL–BEING OF STUDENTS BY PROVIDING WRAPAROUND SERVICES.**

(3) “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.

(4) (I) “ELIGIBLE SCHOOL” MEANS A PUBLIC SCHOOL IN WHICH AT LEAST 80% OF THE STUDENTS WERE ELIGIBLE:

~~(H)~~ 1. FOR FISCAL YEAR 2020, FOR FREE OR REDUCED PRICE MEALS IN THE ~~2016–2017~~ 2017–2018 SCHOOL YEAR; AND

~~(H)~~ 2. FOR FISCAL YEAR 2021, FOR FREE OR REDUCED PRICE MEALS IN THE:

~~1.~~ A. 2017–2018 SCHOOL YEAR; OR

~~2.~~ B. 2018–2019 SCHOOL YEAR.

(II) “ELIGIBLE SCHOOL” DOES NOT INCLUDE A SCHOOL THAT IS ELIGIBLE TO RECEIVE FUNDING UNDER THIS SECTION BUT HAS CLOSED.

(5) “PROGRAM” MEANS THE CONCENTRATION OF POVERTY SCHOOL GRANT PROGRAM ESTABLISHED UNDER THIS SECTION.

~~(6) “RESTORATIVE PRACTICE COACH” MEANS AN INDIVIDUAL WHO HAS SUCCESSFULLY PARTICIPATED IN TRAINING ON DIRECT SERVICES MEDIATION, CONFLICT MANAGEMENT, AND COMMUNITY CONFERENCING FOR STUDENTS AND FAMILIES.~~

~~(7) “TRAUMA-INFORMED INTERVENTION” MEANS A METHOD FOR UNDERSTANDING AND RESPONDING TO AN INDIVIDUAL WITH SYMPTOMS OF CHRONIC INTERPERSONAL TRAUMA OR TRAUMATIC STRESS.~~

~~(8) “TRAUMA-INFORMED SCHOOL” MEANS A SCHOOL THAT:~~

~~(I) ACKNOWLEDGES THE WIDESPREAD IMPACT OF TRAUMA AND UNDERSTANDS THE POTENTIAL PATHS FOR RECOVERY;~~

~~(II) RECOGNIZES THE SIGNS AND SYMPTOMS OF TRAUMA IN STUDENTS, TEACHERS, AND STAFF;~~

~~(III) INTEGRATES INFORMATION ABOUT TRAUMA INTO POLICIES, PROCEDURES, AND PRACTICES; AND~~

~~(IV) ACTIVELY RESISTS RETRAUMATIZING A STUDENT, TEACHER, OR STAFF MEMBER WHO HAS EXPERIENCED TRAUMA.~~

~~(6)~~ ~~(9)~~ (7) “WRAPAROUND SERVICES” INCLUDES:

(I) EXTENDED LEARNING TIME, INCLUDING BEFORE AND AFTER SCHOOL, WEEKENDS, SUMMER SCHOOL, AND AN EXTENDED SCHOOL YEAR;

(II) SAFE TRANSPORTATION TO SCHOOL;

(III) VISION AND DENTAL CARE SERVICES;

(IV) ESTABLISHING OR EXPANDING SCHOOL-BASED HEALTH CENTER SERVICES;

(V) ADDITIONAL SOCIAL WORKERS, MENTORS, COUNSELORS, PSYCHOLOGISTS, AND RESTORATIVE PRACTICE COACHES;

~~(v)~~ (VI) ENHANCING PHYSICAL WELLNESS, INCLUDING PROVIDING HEALTHY FOOD FOR IN-SCHOOL AND OUT-OF-SCHOOL TIME AND LINKAGES TO COMMUNITY PROVIDERS;

~~(vi)~~ (VII) ENHANCING BEHAVIORAL HEALTH SERVICES, INCLUDING ACCESS TO MENTAL HEALTH PRACTITIONERS AND PROVIDING PROFESSIONAL DEVELOPMENT TO SCHOOL STAFF TO PROVIDE TRAUMA-INFORMED INTERVENTIONS;

~~(vii)~~ (VIII) PROVIDING FAMILY AND COMMUNITY ENGAGEMENT AND SUPPORTS, INCLUDING INFORMING PARENTS OF ACADEMIC COURSE OFFERINGS, LANGUAGE CLASSES, WORKFORCE DEVELOPMENT TRAINING, OPPORTUNITIES FOR CHILDREN, AND AVAILABLE SOCIAL SERVICES AS WELL AS EDUCATING FAMILIES ON HOW TO MONITOR A CHILD’S LEARNING;

~~(viii)~~ (IX) ESTABLISHING AND ENHANCING LINKAGES TO JUDY CENTERS AND OTHER EARLY EDUCATION PROGRAMS THAT FEED INTO THE SCHOOL;

~~(ix)~~ (X) ENHANCING STUDENT ENRICHMENT EXPERIENCES;

~~(x)~~ (XI) IMPROVING STUDENT ATTENDANCE;

~~(XI)~~ (XII) IMPROVING THE LEARNING ENVIRONMENT AT THE SCHOOL; AND

~~(XII)~~ (XIII) ANY OTHER PROFESSIONAL DEVELOPMENT FOR TEACHERS AND SCHOOL STAFF TO QUICKLY IDENTIFY STUDENTS WHO ARE IN NEED OF THESE RESOURCES.

(B) (1) THERE IS A CONCENTRATION OF POVERTY SCHOOL GRANT PROGRAM IN THE STATE.

(2) THE PURPOSE OF THE PROGRAM IS TO PROVIDE GRANTS TO ELIGIBLE SCHOOLS WITH A HIGH CONCENTRATION OF STUDENTS WHO ARE ELIGIBLE FOR FREE OR REDUCED PRICE MEALS.

(C) (1) (I) FOR EACH OF FISCAL YEARS 2020 AND 2021, THE STATE SHALL DISTRIBUTE A GRANT TO EACH COUNTY BOARD EQUAL TO \$248,833 FOR EACH ELIGIBLE SCHOOL IN THE COUNTY.

(II) ~~EACH~~ EXCEPT AS PROVIDED IN SUBPARAGRAPH (III) OF THIS PARAGRAPH, EACH COUNTY BOARD SHALL DISTRIBUTE DIRECTLY TO EACH ELIGIBLE SCHOOL AN AMOUNT EQUAL TO \$248,833.

(III) IF A LOCAL SCHOOL SYSTEM HAS AT LEAST 40 ELIGIBLE SCHOOLS, THE COUNTY BOARD MAY, ON BEHALF OF ELIGIBLE SCHOOLS, EXPEND THE FUNDS DISTRIBUTED BY THE STATE UNDER THIS PARAGRAPH, PROVIDED THAT A PLAN IS DEVELOPED IN CONSULTATION WITH THE ELIGIBLE SCHOOLS THAT ENSURES THAT THE REQUIREMENTS OF SUBSECTION (D) OF THIS SECTION ARE MET.

(2) FOR EACH OF FISCAL YEARS 2020 AND 2021, THE STATE SHALL DISTRIBUTE TO THE DEPARTMENT AN AMOUNT EQUAL TO \$126,170 TO FUND ONE DIRECTOR OF COMMUNITY SCHOOLS IN THE DEPARTMENT.

(D) (1) (I) EACH ELIGIBLE SCHOOL SHALL EMPLOY ONE COMMUNITY SCHOOLS SCHOOL COORDINATOR STAFF POSITION ~~AND ONE HEALTH CARE PRACTITIONER 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, OR A COMMUNITY PARTNERED SCHOOL BEHAVIORAL HEALTH SERVICES PROGRAM.

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 THAT MEET THE NEEDS OF THE STUDENTS.

(2) EACH ELIGIBLE SCHOOL SHALL USE THE GRANT TO FUND THE ~~POSITIONS REQUIRED~~ REQUIREMENTS UNDER PARAGRAPH (1) OF THIS SUBSECTION.

(3) IF THE GRANT PROVIDED TO AN ELIGIBLE SCHOOL EXCEEDS THE COST TO EMPLOY THE POSITIONS AND PROVIDE THE COVERAGE REQUIRED UNDER PARAGRAPH (1) OF THIS SUBSECTION, THE ELIGIBLE SCHOOL ~~SHALL~~ MAY ONLY USE THE EXCESS FUNDS TO PROVIDE ~~WRAPAROUND:~~

(I) WRAPAROUND SERVICES TO THE STUDENTS ENROLLED IN THE ELIGIBLE SCHOOL; AND

(II) THE ASSESSMENT REQUIRED UNDER SUBSECTION (E) OF THIS SECTION.

(4) IF AN ELIGIBLE SCHOOL, AS OF JUNE 30, 2019, EMPLOYS ~~INDIVIDUALS IN THE POSITIONS~~ AN INDIVIDUAL IN A POSITION OR HAS THE COVERAGE REQUIRED UNDER PARAGRAPH (1) OF THIS SUBSECTION, AT LEAST THE SAME AMOUNT OF FUNDS SHALL BE PROVIDED TO THE ELIGIBLE SCHOOL TO BE USED FOR THOSE POSITIONS OR COVERAGE IN FISCAL YEARS 2020 AND 2021 AS OF JUNE 30, 2019, SHALL INSTEAD BE USED TO PROVIDE WRAPAROUND SERVICES TO THE STUDENTS ENROLLED IN THE ELIGIBLE SCHOOL.

(E) (1) THE COMMUNITY ~~SCHOOLS~~ SCHOOL COORDINATOR SHALL BE RESPONSIBLE FOR ESTABLISHING A COMMUNITY SCHOOL, INCLUDING COMPLETING AN ASSESSMENT BY JULY 1, 2020, OF THE NEEDS OF THE STUDENTS IN THE SCHOOL FOR APPROPRIATE WRAPAROUND SERVICES TO ENHANCE THE SUCCESS OF ALL STUDENTS IN THE SCHOOL.

~~(2) THE HEALTH CARE PRACTITIONER MAY WORK UNDER A SCHOOL HEALTH SERVICES PROGRAM, A COUNTY HEALTH DEPARTMENT, A SCHOOL BASED HEALTH CENTER, OR A COMMUNITY PARTNERED SCHOOL BEHAVIORAL HEALTH SERVICES PROGRAM~~ THE ASSESSMENT PERFORMED UNDER THIS SUBSECTION SHALL:

(I) BE DONE IN COLLABORATION WITH THE:

1. THE PRINCIPAL AND SCHOOL;
2. A SCHOOL HEALTH CARE PRACTITIONER; AND
3. A PARENT TEACHER ORGANIZATION OR A SCHOOL FAMILY COUNCIL; AND

(II) INCLUDE AN ASSESSMENT OF THE PHYSICAL, BEHAVIORAL, AND EMOTIONAL HEALTH NEEDS OF STUDENTS, THEIR FAMILIES, AND THEIR COMMUNITIES.

(F) A COUNTY THAT PROVIDES A SCHOOL NURSE, SCHOOL HEALTH SERVICES, OR COMMUNITY SCHOOL SERVICES FROM FUNDS OUTSIDE OF THOSE MADE IN THE FISCAL YEAR 2019 LOCAL APPROPRIATION TO THE COUNTY BOARD SHALL CONTINUE TO PROVIDE AT LEAST THE SAME RESOURCES TO AN ELIGIBLE SCHOOL IN FISCAL YEARS 2020 AND 2021.

~~(G) (1) THE DEPARTMENT, IN CONSULTATION WITH THE MARYLAND DEPARTMENT OF HEALTH AND THE DEPARTMENT OF HUMAN SERVICES, SHALL DEVELOP GUIDELINES ON TRAUMA-INFORMED INTERVENTIONS THAT WILL ASSIST SCHOOLS WITH:~~

~~(I) IMPLEMENTING A COMPREHENSIVE TRAUMA-INFORMED POLICY AT THE SCHOOL;~~

~~(II) THE IDENTIFICATION OF A STUDENT, TEACHER, OR STAFF MEMBER WHO HAS EXPERIENCED TRAUMA;~~

~~(III) THE APPROPRIATE MANNER FOR RESPONDING TO A STUDENT, TEACHER, OR STAFF MEMBER WHO HAS EXPERIENCED TRAUMA;~~

~~(IV) FOR SCHOOLS PARTICIPATING IN THE HANDLE WITH CARE PROGRAM, THE APPROPRIATE MANNER FOR RESPONDING TO A STUDENT WHO IS IDENTIFIED AS A "HANDLE WITH CARE" STUDENT; AND~~



~~(V) BECOMING A TRAUMA-INFORMED SCHOOL.~~

~~(2) THE DEPARTMENT SHALL:~~

~~(I) DISTRIBUTE THE GUIDELINES DEVELOPED UNDER THIS SUBSECTION TO EACH LOCAL SCHOOL SYSTEM; AND~~

~~(II) PUBLISH THE GUIDELINES ON TRAUMA-INFORMED INTERVENTIONS ON THE DEPARTMENT'S WEBSITE.~~

5-205.

(c) (2) Subject to the limitations under paragraph (3) of this subsection, for fiscal year 2004 and every year thereafter the amount of a county's base grant for student transportation shall be equal to the amount of the county's base grant for student transportation for the previous year increased by the same percentage as the increase in the private transportation category of the Consumer Price Index for all urban consumers, for the [Washington-Baltimore metropolitan area] **WASHINGTON METROPOLITAN AREA**, as of July of the fiscal year preceding the year for which the amount is being calculated, plus an additional amount equal to the product of:

(i) The total amount of funds distributed by the State as base grants for student transportation for the previous fiscal year divided by the statewide full-time equivalent enrollment for the previous fiscal year; and

(ii) The difference between the full-time equivalent enrollment in a county for the current fiscal year and the full-time equivalent enrollment in the county for the previous fiscal year, or, if the full-time equivalent enrollment in a county for the current fiscal year is less than the full-time equivalent enrollment in the county for the previous fiscal year, zero.

5-207.

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

(3) (i) Except as provided in subparagraph (ii) of this paragraph, "compensatory education enrollment count" means the number of students eligible for free or reduced price meals for the prior fiscal year.

(ii) For fiscal years 2017 through [2022] **2025**, "compensatory education enrollment count" means:

1. The number of students eligible for free or reduced price meals for the prior fiscal year; or

2. For county boards that participate, in whole or in part, in the United States Department of Agriculture community eligibility provision, the number of students equal to the greater of:

A. The sum of the number of students in participating schools identified by direct certification for the prior fiscal year, plus the number of students identified by the income information provided by the family to the school system on an alternative form developed by the Department for the prior fiscal year, plus the number of students eligible for free and reduced price meals from any schools not participating in the community eligibility provision for the prior fiscal year; or

B. Subject to subparagraph (iii) of this paragraph, the number of students eligible for free and reduced price meals at schools not participating in the community eligibility provision for the prior fiscal year, plus the product of the percentage of students eligible for free and reduced price meals at participating schools for the fiscal year prior to opting into the community eligibility provision multiplied by the prior fiscal year enrollment.

(iii) For the purpose of the calculation under subparagraph (ii)2B of this paragraph, the schools participating in the community eligibility provision during the pilot year may use the percentage of students identified for free and reduced price meals during the pilot year.

5–218.

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

(2) “Eligible child” means a child:

(i) Whose parent or guardian enrolls the child in a public prekindergarten program; and

(ii) Who is 4 years old on September 1 of the school year in which the parent or legal guardian enrolls the child in a public prekindergarten program.

(3) “Eligible county board” means a county board that makes a full–day public prekindergarten program available for [all] eligible children.

(4) “State share of the per pupil foundation amount” means the quotient of the State share of the foundation program for a county divided by the full–time equivalent enrollment of the county.

(b) For each of fiscal years 2018 through [2020] **2021**, the State shall provide a supplemental prekindergarten grant to an eligible county board that equals the percentage of the State share of the per pupil foundation amount multiplied by the number of full–time

equivalent eligible children enrolled in a public full-day prekindergarten program on September 30 of the previous school year:

- (1) For fiscal year 2018, 50%;
- (2) For fiscal year 2019, 75%; [and]
- (3) For fiscal year 2020, 100%; **AND**
- (4) FOR FISCAL YEAR 2021, 100%.**

(c) The State shall distribute the supplemental prekindergarten grant at the same time the State distributes funds to county boards under this subtitle.

5-219.

(a) In this section, “Fund” means [the Commission on Innovation and Excellence in Education] **THE BLUEPRINT FOR MARYLAND’S FUTURE** Fund.

(b) There is [a Commission on Innovation and Excellence in Education] **THE BLUEPRINT FOR MARYLAND’S FUTURE** Fund.

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

(d) The Department shall administer the Fund.

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

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

(f) The Fund consists of:

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

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

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

(g) The Fund may be used only to assist in providing adequate funding for early childhood education and primary and secondary education [through revised education funding formulas] based on the [final] recommendations of the Commission on Innovation and Excellence in Education, INCLUDING REVISED EDUCATION FUNDING FORMULAS.

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

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

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

### **6-123.**

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

**(2) “COLLABORATIVE” MEANS A SIGNED AGREEMENT OUTLINING COMMITMENTS OF A PARTNERSHIP AMONG AT LEAST ONE COUNTY BOARD, ONE TEACHER PREPARATION PROGRAM, AND ONE EXCLUSIVE EMPLOYEE REPRESENTATIVE TO IMPROVE TEACHER EDUCATION TO PREPARE TEACHERS FOR HIGHER TEACHER STANDARDS AND INTEGRATE TEACHER INDUCTION, PROFESSIONAL DEVELOPMENT, AND ADVANCEMENT TO MEET THE GOALS OF THE JANUARY 2019 INTERIM REPORT OF THE COMMISSION ON INNOVATION AND EXCELLENCE IN EDUCATION ESTABLISHED UNDER CHAPTERS 701 AND 702 OF THE ACTS OF THE GENERAL ASSEMBLY OF 2016.**

**(3) “EXCLUSIVE EMPLOYEE REPRESENTATIVE” MEANS AN EMPLOYEE ORGANIZATION DESIGNATED AS THE EXCLUSIVE REPRESENTATIVE OF ALL PUBLIC SCHOOL EMPLOYEES IN A COUNTY.**

**(4) “PROGRAM” MEANS THE TEACHER COLLABORATIVE GRANT PROGRAM.**

**(5) “PUBLIC SCHOOL EMPLOYEE” HAS THE MEANING STATED IN § 6-401 OF THIS TITLE.**

**(6) “TEACHER PREPARATION PROGRAM” MEANS A PROGRAM OF UNDERGRADUATE OR GRADUATE STUDIES THAT:**

**(I) PREPARES AN INDIVIDUAL TO TEACH; AND**

**(II) IS OFFERED AT AN INSTITUTION OF HIGHER EDUCATION IN THE STATE THAT IS ACCREDITED OR APPROVED TO OPERATE UNDER THIS ARTICLE.**

**(B) (1) THERE IS A TEACHER COLLABORATIVE GRANT PROGRAM.**

**(2) THE PURPOSE OF THE PROGRAM IS TO:**

**(I) PROVIDE FUNDS FOR COLLABORATIVES TO DEVELOP STATE-OF-THE-ART PROFESSIONAL EDUCATION FOR PROSPECTIVE AND CURRENT TEACHERS THAT REFLECTS INTERNATIONAL AND NATIONAL BEST PRACTICES; AND**

**(II) AWARD GRANTS TO MULTIPLE COLLABORATIVES IN VARIOUS REGIONS OF THE STATE THAT WILL DEVELOP MODEL PROFESSIONAL DEVELOPMENT PROGRAMS THAT CAN BE REPLICATED IN LOCAL SCHOOL SYSTEMS THROUGHOUT THE STATE.**

**(3) THE DEPARTMENT SHALL ADMINISTER THE PROGRAM IN CONSULTATION WITH THE MARYLAND HIGHER EDUCATION COMMISSION.**

**(C) (1) A COUNTY BOARD OR TEACHER PREPARATION PROGRAM MAY SUBMIT AN APPLICATION TO THE DEPARTMENT TO RECEIVE A GRANT TO FORM A TEACHER COLLABORATIVE THAT IS IN FURTHERANCE OF THE PURPOSE OF THE PROGRAM.**

**(2) TO BE ELIGIBLE FOR A GRANT, AN APPLICATION SHALL IDENTIFY A SIGNED PARTNERSHIP AGREEMENT AMONG AT LEAST ONE COUNTY BOARD, ONE TEACHER PREPARATION PROGRAM, AND ONE EXCLUSIVE EMPLOYEE REPRESENTATIVE TO FORM A TEACHER COLLABORATIVE TO DESIGN AND IMPLEMENT AT LEAST TWO OF THE FOLLOWING:**

**(I) A 21ST-CENTURY PRACTICUM FOR TEACHER CANDIDATES TO GAIN TEACHING EXPERIENCE IN THE CLASSROOM;**

**(II) A PROFESSIONAL DEVELOPMENT PROGRAM FOR EXISTING TEACHERS; AND**

**(III) A PEER ASSISTANCE AND REVIEW PROGRAM TO SUPPORT:**

**1. INDUCTION AND MENTORING PROGRAMS FOR NEW TEACHERS AND STRUGGLING TEACHERS; AND**

**2. EFFECTIVE TEACHER EVALUATION SYSTEMS.**

**(3) A PRACTICUM DESIGN DEVELOPED UNDER THE PROGRAM SHALL REQUIRE:**

**(I) PROSPECTIVE TEACHERS TO COMPLETE A FULL SCHOOL YEAR OF PRACTICAL TEACHING EXPERIENCE BEFORE COMPLETING A TEACHER PREPARATION PROGRAM THAT:**

**1. SHALL BE COMPLETED WITHIN THE EXISTING DEGREE REQUIREMENTS TO GRADUATE FROM THE TEACHER PREPARATION PROGRAM, IF POSSIBLE; AND**

**2. MAY BE COMPLETED AT ANY TIME DURING THE TEACHER PREPARATION PROGRAM AS DETERMINED BY THE COLLABORATIVE;**

**(II) A COUNTY BOARD AND TEACHER PREPARATION PROGRAM JOINTLY TO IDENTIFY A PLACEMENT FOR A TEACHER CANDIDATE AND COMPENSATE A MENTOR TEACHER TO SUPERVISE AND COACH THE TEACHER CANDIDATE;**

**(III) PUBLIC SCHOOLS OFFERING THE PRACTICUM TO:**

**1. BE ORGANIZED IN A CAREER LADDER SYSTEM; AND**

**2. CONSIST OF DIVERSE STUDENT BODIES THAT REFLECT THE DIVERSITY OF PUBLIC SCHOOLS IN THE STATE OR THE GEOGRAPHIC AREA WHERE THE SCHOOL IS LOCATED;**

**(IV) MEMBERS OF THE PUBLIC SCHOOL FACULTY WHO ARE PROFESSOR MASTER TEACHERS ON THE CAREER LADDER TO HOLD APPOINTMENTS TO TEACH AS CLINICAL OR ADJUNCT FACULTY AT THE TEACHER PREPARATION PROGRAM;**

**(V) MEMBERS OF THE PUBLIC SCHOOL FACULTY WHO ARE LEAD TEACHERS OR MASTER TEACHERS ON THE CAREER LADDER TO BE RESPONSIBLE FOR DESIGNING THE PUBLIC SCHOOL'S INDUCTION AND MENTORING PROGRAM FOR NEW TEACHERS AND STRUGGLING TEACHERS; AND**

**(VI) MEMBERS OF THE PUBLIC SCHOOL FACULTY AND THE TEACHER PREPARATION PROGRAM FACULTY TO BE FULLY TRAINED TO UNDERSTAND AND IMPLEMENT INTERNATIONAL AND NATIONAL BEST PRACTICES FOR TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT.**

(4) A PROFESSIONAL DEVELOPMENT PROGRAM DEVELOPED UNDER THE PROGRAM SHALL PROVIDE TRAINING AND EDUCATION IN ONE OR MORE OF THE FOLLOWING:

(I) CULTURALLY RESPONSIVE PEDAGOGY, CONTENT KNOWLEDGE, AND ~~PRACTICE~~ BEST PRACTICES IN TEACHING DIVERSE STUDENTS AND COMMUNICATING WITH DIVERSE STUDENT FAMILIES, INCLUDING INDIVIDUALS OF ALL RACES, RELIGIONS, SEXUAL ORIENTATIONS, AND GENDER IDENTITIES;

(II) EVALUATION AND ~~USE OF RESEARCH AND DATA~~ EFFECTIVE USE OF RESEARCH, DATA, AND HIGH-QUALITY INSTRUCTIONAL MATERIALS, INCLUDING DIGITAL RESOURCES AND TECHNOLOGY, TO IMPROVE STUDENT PERFORMANCE;

~~(III) RACIAL AWARENESS, CULTURAL COMPETENCY, RELIGIOUS TOLERANCE, AND RESTORATIVE PRACTICES TO BE ABLE TO TEACH STUDENTS FROM DIVERSE BACKGROUNDS WITH DIFFERENT LEARNING ABILITIES AND NEEDS AND TO COMMUNICATE EFFECTIVELY WITH STUDENT FAMILIES;~~

~~(IV)~~ (III) EFFECTIVE MANAGEMENT OF STUDENT BEHAVIOR, INCLUDING TRAINING IN THE USE OF RESTORATIVE PRACTICES AND TRAUMA-INFORMED APPROACHES TO MEET STUDENT NEEDS;

~~(V)~~ (IV) CONDUCTING ASSESSMENTS OF TYPICAL LEARNING CHALLENGES FOR A STUDENT AND METHODS TO HELP THE STUDENT OVERCOME THOSE CHALLENGES, INCLUDING EFFECTIVE TOOLS AND STRATEGIES TO MEET THE NEEDS OF STUDENTS WITH DISABILITIES AND IMPLEMENT INDIVIDUALIZED EDUCATION PROGRAMS AND 504 PLANS; AND

(V) RECOGNITION OF STUDENT MENTAL HEALTH DISORDERS.

~~(VI) AWARENESS OF AND SENSITIVITY TO THE SEXUAL ORIENTATION AND GENDER IDENTITY OF STUDENTS AND THEIR FAMILIES;~~

~~(VII) IMPLEMENTING INDIVIDUALIZED EDUCATION PROGRAMS AND 504 PLANS FOR STUDENTS WITH DISABILITIES;~~

~~(VIII) AWARENESS OF TRAUMA INFORMED APPROACHES TO MEET STUDENTS' NEEDS;~~

(IX) RECOGNITION OF STUDENT MENTAL HEALTH DISORDERS;

~~AND~~

~~(VI) (X) IDENTIFICATION AND EFFECTIVE USE OF HIGH QUALITY INSTRUCTIONAL MATERIALS, DIGITAL RESOURCES, AND COMPUTER TECHNOLOGY.~~

(5) (I) A PEER ASSISTANCE AND REVIEW PROGRAM DEVELOPED UNDER THE PROGRAM SHALL USE:

1. LEAD TEACHERS OR MASTER TEACHERS ON THE CAREER LADDER TO MENTOR NEW TEACHERS AND SUPPORT EXISTING TEACHERS WHO ARE STRUGGLING OR LOW PERFORMING; AND

2. AN EFFECTIVE TEACHER EVALUATION SYSTEM TO PROVIDE RIGOROUS, RELIABLE, AND RELEVANT FEEDBACK FOR EDUCATORS.

(II) A TEACHER EVALUATION SYSTEM DEVELOPED UNDER THIS PARAGRAPH SHALL:

1. DEFINE THE KNOWLEDGE AND SKILLS EXPECTED OF A TEACHER;

2. UTILIZE DOCUMENTED PERFORMANCE MEASURES TO PROVIDE PERSONALIZED FEEDBACK THAT IS ALIGNED WITH THE TEACHER'S STRENGTHS, NEEDS, AND PROFESSIONAL LEARNING CONTEXT; AND

3. USE A PEER OBSERVATION-BASED PROCESS TO EVALUATE A TEACHER THAT:

A. CAN BE LINKED TO STUDENT LEARNING OUTCOMES;

B. REQUIRES THE COMPETENCY OF THE EVALUATOR TO BE ASSESSED;

C. REQUIRES STAKEHOLDERS, TEACHERS AND TEACHER CANDIDATES, AND EVALUATORS TO BE FULLY TRAINED TO UNDERSTAND THE EVALUATION PROCESS; AND

D. INCLUDES POSTOBSERVATION CONFERENCES BETWEEN THE TEACHER AND EVALUATOR TO ENCOURAGE REFLECTION OF THE TEACHER'S TEACHING PRACTICE.

(6) AN APPLICATION SHALL INCLUDE:

(I) A DESCRIPTION OF AT LEAST TWO OF THE PROPOSED:



**1. ~~THE PROPOSED PRACTICUM~~ PRACTICUM DESIGN FOR TEACHER CANDIDATES;**

**~~(II)~~ 2. ~~A DESCRIPTION OF THE PROPOSED PROFESSIONAL~~ PROFESSIONAL DEVELOPMENT PROGRAM FOR EXISTING TEACHERS; OR**

**~~(III)~~ 3. ~~A DESCRIPTION OF THE PROPOSED PEER~~ PEER ASSISTANCE AND REVIEW PROGRAM;**

**~~(IV)~~ (II) EVIDENCE THAT THE TEACHER PREPARATION PROGRAM IN THE COLLABORATIVE SUBMITTED A GRANT APPLICATION TO A NATIONAL PROGRAM, IF APPLICABLE, TO INCREASE THE QUALITY AND DIVERSITY OF THE TEACHER CANDIDATE POPULATION; AND**

**~~(V)~~ (III) ANY OTHER INFORMATION REQUIRED BY THE DEPARTMENT.**

**(D) (1) THE DEPARTMENT SHALL ESTABLISH PROCESSES AND PROCEDURES FOR ACCEPTING AND EVALUATING APPLICATIONS.**

**(2) GRANTS SHALL BE AWARDED ON A COMPETITIVE BASIS.**

**(3) THE DEPARTMENT SHALL MAKE AWARDS IN A TIMELY FASHION.**

**(4) THE DEPARTMENT SHALL ENSURE TO THE EXTENT PRACTICABLE GEOGRAPHIC DIVERSITY AMONG THE GRANTEES.**

**(5) A GRANT MADE UNDER THIS SECTION MAY BE RENEWED BY THE DEPARTMENT AFTER A 3-YEAR PERIOD UNLESS PERFORMANCE CRITERIA INDICATE THAT THE TEACHER COLLABORATIVE HAS NOT MADE SUFFICIENT PROGRESS IN IMPLEMENTING THE PROGRAMS SPECIFIED IN THE APPLICATION.**

**(E) (1) THE DEPARTMENT SHALL CONDUCT AN EVALUATION AT LEAST ONCE DURING EACH GRANT PERIOD OF THE PRACTICUM DESIGNS, PROFESSIONAL DEVELOPMENT PROGRAMS, AND PEER ASSISTANCE AND REVIEW PROGRAMS IN THE PROGRAM TO DETERMINE WHETHER TO RECOMMEND THAT ONE OR MULTIPLE PROGRAMS SHOULD BE REPLICATED THROUGHOUT THE STATE.**

**(2) THE DEPARTMENT SHALL ESTABLISH CRITERIA FOR THE EVALUATION, INCLUDING THE TYPE AND FORMAT OF DATA TO BE COLLECTED BY A TEACHER COLLABORATIVE.**

(F) (1) FOR EACH OF FISCAL YEARS 2020 AND 2021, THE STATE SHALL DISTRIBUTE AT LEAST \$2,500,000 TO THE DEPARTMENT FOR THE TEACHER COLLABORATIVE GRANT PROGRAM.

(2) THE DEPARTMENT MAY RETAIN UP TO 3% OF THE APPROPRIATION REQUIRED UNDER THIS SUBSECTION TO HIRE STAFF NECESSARY TO ADMINISTER THE PROGRAM.

(G) ON OR BEFORE DECEMBER 1, 2019, AND ON OR BEFORE DECEMBER 1 OF 2020 AND 2021, THE DEPARTMENT SHALL REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, TO THE GENERAL ASSEMBLY ON:

(1) THE NUMBER OF GRANT APPLICATIONS RECEIVED UNDER THE PROGRAM;

(2) THE NUMBER OF GRANTS AWARDED UNDER THE PROGRAM; AND

(3) THE CURRENT STATUS OF EACH GRANTEE AND THE GRANTEE'S ACTIVITIES FUNDED UNDER THE PROGRAM.

*SECTION 2. AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:*

*Article – Education*

TITLE 9.9. MARYLAND OFFICE OF THE INSPECTOR GENERAL FOR EDUCATION.

9.9-101.

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

(B) “INSPECTOR GENERAL” MEANS THE INSPECTOR GENERAL IN THE MARYLAND OFFICE OF THE INSPECTOR GENERAL FOR EDUCATION.

(C) “OFFICE” MEANS THE MARYLAND OFFICE OF THE INSPECTOR GENERAL FOR EDUCATION.

9.9-102.

(A) THERE IS A MARYLAND OFFICE OF THE INSPECTOR GENERAL FOR EDUCATION.

**(B) THE OFFICE IS AN INDEPENDENT UNIT OF THE STATE.**

**(C) THE PURPOSE OF THE OFFICE IS TO PROVIDE ACCOUNTABILITY AND TRANSPARENCY IN THE EXPENDITURE OF PUBLIC FUNDS FOR EDUCATION IN THE STATE.**

**(D) ALL EXPENSES AND OPERATIONS RELATED TO THE ADMINISTRATION OF THE OFFICE SHALL BE SEPARATELY IDENTIFIED AND INDEPENDENT OF ANY OTHER UNIT OF STATE GOVERNMENT.**

**9.9-103.**

**(A) THERE IS AN INSPECTOR GENERAL IN THE MARYLAND OFFICE OF THE INSPECTOR GENERAL FOR EDUCATION.**

**(B) (1) AN INDIVIDUAL IS ELIGIBLE TO BE THE INSPECTOR GENERAL ONLY IF THE INDIVIDUAL EXECUTES AN AFFIDAVIT STATING THAT THE INDIVIDUAL WILL NOT ACCEPT APPOINTMENT TO, OR BE A CANDIDATE FOR, A STATE OR LOCAL OFFICE:**

**(i) DURING THE PERIOD OF SERVICE AS THE INSPECTOR GENERAL; AND**

**(ii) FOR AT LEAST 3 YEARS IMMEDIATELY AFTER THE INDIVIDUAL LAST SERVES AS THE INSPECTOR GENERAL.**

**(2) THE INSPECTOR GENERAL SHALL RENEW THE AFFIDAVIT EVERY 2 YEARS DURING THE PERIOD OF SERVICE.**

**(3) A FAILURE TO RENEW THE AFFIDAVIT UNDER THIS SUBSECTION SHALL SUBJECT THE INSPECTOR GENERAL TO REMOVAL FROM OFFICE UNDER THIS SECTION.**

**(C) (1) THE INSPECTOR GENERAL SHALL BE APPOINTED UNANIMOUSLY BY ~~A MAJORITY VOTE OF~~ THE GOVERNOR, THE ATTORNEY GENERAL, AND THE STATE TREASURER, SUBJECT TO THE ADVICE AND CONSENT OF THE SENATE.**

**(2) THE TERM OF THE INSPECTOR GENERAL IS 5 YEARS, BEGINNING JULY 1 AFTER THE APPOINTMENT OF THE INSPECTOR GENERAL.**

**(3) AT THE END OF A TERM, THE INSPECTOR GENERAL SHALL CONTINUE TO SERVE UNTIL A SUCCESSOR IS APPOINTED.**

**(4) IF A VACANCY OCCURS IN THE OFFICE, AN INTERIM INSPECTOR GENERAL SHALL BE APPOINTED AS A SUCCESSOR TO SERVE FOR THE REMAINDER OF THE UNEXPIRED TERM.**

**(D) THE INSPECTOR GENERAL MAY BE REMOVED UNANIMOUSLY BY A MAJORITY VOTE OF THE GOVERNOR, THE ATTORNEY GENERAL, AND THE STATE TREASURER FOR:**

**(1) MISCONDUCT IN OFFICE;**

**(2) PERSISTENT FAILURE TO PERFORM THE DUTIES OF THE OFFICE;**

**OR**

**(3) CONDUCT PREJUDICIAL TO THE PROPER ADMINISTRATION OF JUSTICE.**

**(E) (1) ~~THE~~ SUBJECT TO PARAGRAPH (2) OF THIS SUBSECTION, THE INSPECTOR GENERAL SHALL BE PROFESSIONALLY QUALIFIED THROUGH EXPERIENCE OR EDUCATION IN AT LEAST ONE OF THE FOLLOWING AREAS:**

**~~(1)~~ (I) LAW;**

**~~(2)~~ (II) AUDITING;**

**~~(3)~~ (III) GOVERNMENT OPERATIONS;**

**~~(4)~~ (IV) FINANCIAL MANAGEMENT; OR**

**~~(5)~~ (V) EDUCATION POLICY.**

**(2) IF THE INSPECTOR GENERAL IS PROFESSIONALLY QUALIFIED IN THE AREA OF EDUCATION POLICY, THE INSPECTOR GENERAL ALSO SHALL BE PROFESSIONALLY QUALIFIED THROUGH EXPERIENCE OR EDUCATION IN AT LEAST ONE OF THE OTHER AREAS LISTED IN PARAGRAPH (1) OF THIS SUBSECTION.**

**(F) (1) THE INSPECTOR GENERAL IS ENTITLED TO THE SALARY PROVIDED IN THE STATE BUDGET.**

**(2) FUNDING FOR THE OFFICE SHALL BE AS PROVIDED IN THE STATE BUDGET.**

**9.9-104.**

(A) (1) ~~THE~~ EXCEPT AS PROVIDED IN PARAGRAPH (2) OF THIS SUBSECTION, THE INSPECTOR GENERAL SHALL BE RESPONSIBLE FOR EXAMINING AND INVESTIGATING THE MATTERS LISTED IN SUBSECTION (B) OF THIS SECTION WITH RESPECT TO THE MANAGEMENT AND AFFAIRS OF THE FOLLOWING ENTITIES:

~~(1)~~ (I) COUNTY BOARDS, LOCAL SCHOOL SYSTEMS, AND PUBLIC SCHOOLS;

~~(2)~~ (II) NONPUBLIC SCHOOLS THAT RECEIVE STATE FUNDS;

~~(3)~~ (III) THE DEPARTMENT; AND

~~(4)~~ (IV) THE INTERAGENCY COMMISSION ON SCHOOL CONSTRUCTION.

(2) THE INSPECTOR GENERAL MAY NOT EXAMINE OR INVESTIGATE A NONPUBLIC SCHOOL THAT DOES NOT RECEIVE STATE FUNDS.

(B) THE INSPECTOR GENERAL MAY RECEIVE AND INVESTIGATE COMPLAINTS OR INFORMATION CONCERNING:

(1) INSTANCES OF FRAUD, WASTE, OR ABUSE INVOLVING THE USE OF PUBLIC FUNDS AND PROPERTY;

(2) VIOLATIONS OF CIVIL RIGHTS, AS DEFINED IN FEDERAL OR STATE LAWS, OF STUDENTS OR EMPLOYEES OF THE ENTITIES LISTED IN SUBSECTION (A) OF THIS SECTION;

(3) WHETHER POLICIES AND PROCEDURES GOVERNING THE PREVENTION AND REPORTING OF CHILD ABUSE AND NEGLECT COMPLY WITH APPLICABLE FEDERAL AND STATE LAWS ON CHILD ABUSE AND NEGLECT; AND

(4) COMPLIANCE WITH OTHER APPLICABLE FEDERAL AND STATE LAWS.

(C) (1) THE INSPECTOR GENERAL MAY NOT DISCLOSE THE IDENTITY OF THE SOURCE OF A COMPLAINT OR INFORMATION PROVIDED UNDER SUBSECTION (B) OF THIS SECTION UNLESS THE INSPECTOR GENERAL:

(I) OBTAINS THE WRITTEN CONSENT OF THE SOURCE; OR

(II) DETERMINES THAT DISCLOSURE OF THE IDENTITY OF THE SOURCE IS NECESSARY AND UNAVOIDABLE DURING THE COURSE OF THE INVESTIGATION.

(2) IF THE INSPECTOR GENERAL DETERMINES THAT DISCLOSURE OF THE IDENTITY OF A SOURCE IS NECESSARY AND UNAVOIDABLE, THE INSPECTOR GENERAL SHALL NOTIFY THE SOURCE IN WRITING AT LEAST 7 DAYS BEFORE DISCLOSURE.

(D) (1) EXCEPT AS PROVIDED IN PARAGRAPH (2) OF THIS SUBSECTION, DURING AN INVESTIGATION CONDUCTED IN ACCORDANCE WITH THIS TITLE, THE INSPECTOR GENERAL SHALL HAVE ACCESS TO ALL RECORDS, DATA, REPORTS, CONTRACTS, CORRESPONDENCE, OR OTHER DOCUMENTS OF AN ENTITY LISTED UNDER SUBSECTION (A) OF THIS SECTION THAT IS THE SUBJECT OF THE INVESTIGATION.

(2) THE INSPECTOR GENERAL MAY NOT ACCESS OR COMPEL THE PRODUCTION OF DOCUMENTS THAT ARE:

(I) PROTECTED UNDER THE ATTORNEY-CLIENT PRIVILEGE;  
OR

(II) CONFIDENTIAL OR PRIVILEGED UNDER APPLICABLE PROVISIONS OF FEDERAL OR STATE LAW.

(E) (1) (I) DURING AN INVESTIGATION CONDUCTED IN ACCORDANCE WITH THIS TITLE, THE INSPECTOR GENERAL MAY:

1. SEEK AND OBTAIN SWORN TESTIMONY; AND

2. ISSUE SUBPOENAS AS NECESSARY TO COMPEL THE PRODUCTION OF DOCUMENTS AND RECORDS OR THE ATTENDANCE OF WITNESSES.

(II) A SUBPOENA MAY BE SERVED IN THE SAME MANNER AS ONE ISSUED BY A CIRCUIT COURT.

(2) (I) A PERSON MAY HAVE AN ATTORNEY PRESENT DURING ANY CONTACT WITH THE INSPECTOR GENERAL.

(II) THE INSPECTOR GENERAL SHALL ADVISE A PERSON OF THE RIGHT TO COUNSEL WHEN A SUBPOENA IS SERVED.

(3) (I) 1. THE INSPECTOR GENERAL IMMEDIATELY MAY REPORT THE FAILURE OF A PERSON TO OBEY A LAWFULLY SERVED SUBPOENA TO THE CIRCUIT COURT OF THE COUNTY THAT HAS JURISDICTION.

**2. THE INSPECTOR GENERAL SHALL PROVIDE A COPY OF THE SUBPOENA AND PROOF OF SERVICE TO THE CIRCUIT COURT.**

**(II) AFTER CONDUCTING A HEARING AT WHICH THE PERSON WHO ALLEGEDLY FAILED TO COMPLY WITH A SUBPOENA HAS AN OPPORTUNITY TO BE HEARD AND REPRESENTED BY COUNSEL, THE CIRCUIT COURT MAY GRANT APPROPRIATE RELIEF.**

**(F) A STATE OR LOCAL AGENCY, COUNTY BOARD, NONPUBLIC SCHOOL, OR PUBLIC OFFICIAL MAY NOT TAKE ADVERSE, RETALIATORY ACTION AGAINST AN INDIVIDUAL BECAUSE THE INDIVIDUAL COOPERATED WITH OR PROVIDED INFORMATION TO THE INSPECTOR GENERAL.**

**(G) RECORDS OR INFORMATION PROVIDED TO, PREPARED FOR, OR OBTAINED BY THE INSPECTOR GENERAL IN CONNECTION WITH AN INVESTIGATION ARE CONFIDENTIAL AND NOT SUBJECT TO DISCLOSURE UNDER THE PUBLIC INFORMATION ACT.**

**(H) IF THE INSPECTOR GENERAL FINDS OR HAS REASONABLE GROUNDS TO BELIEVE THAT THERE HAS BEEN A CRIMINAL VIOLATION OF FEDERAL OR STATE LAW, THE INSPECTOR GENERAL SHALL NOTIFY AND REFER THE MATTER TO THE APPROPRIATE FEDERAL, STATE, OR LOCAL LAW ENFORCEMENT AUTHORITY, LOCAL STATE'S ATTORNEY'S OFFICE, OFFICE OF THE ATTORNEY GENERAL, OFFICE OF THE STATE PROSECUTOR, OR FEDERAL AGENCY.**

**(I) IF THE INSPECTOR GENERAL IDENTIFIES AN ISSUE OF CONCERN THAT WOULD NOT CONSTITUTE A CRIMINAL VIOLATION OF STATE LAW, THE INSPECTOR GENERAL MAY REPORT THE ISSUE OF CONCERN TO THE STATE SUPERINTENDENT, THE STATE BOARD, THE INTERAGENCY COMMISSION ON SCHOOL CONSTRUCTION, THE GOVERNOR, AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY.**

**(J) THE INSPECTOR GENERAL MAY APPOINT AND EMPLOY PROFESSIONAL AND CLERICAL STAFF, INCLUDING ATTORNEYS, ACCOUNTANTS, AUDITORS, ANALYSTS, AND INVESTIGATORS, AS APPROPRIATED IN THE ANNUAL STATE BUDGET, TO CONDUCT THE WORK OF THE OFFICE.**

**9.9-105.**

**(A) ON OR BEFORE DECEMBER 1 EACH YEAR, THE OFFICE SHALL SUBMIT A REPORT TO THE STATE SUPERINTENDENT, THE STATE BOARD, THE INTERAGENCY COMMISSION ON SCHOOL CONSTRUCTION, THE GOVERNOR, AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY.**

**(B) THE REPORT SHALL INCLUDE INFORMATION ON:****(1) THE OFFICE'S GOALS AND PRIORITIES FOR THE UPCOMING YEAR;****(2) THE OFFICE'S ACTIVITIES DURING THE PRECEDING YEAR;****(3) THE NUMBER OF INCIDENTS, IN THE AGGREGATE, AND A GENERAL SUMMARY OF THE NATURE OF THE REPORTED INCIDENTS, REFERRED TO THE APPROPRIATE FEDERAL, STATE, OR LOCAL LAW ENFORCEMENT AUTHORITY, LOCAL STATE'S ATTORNEY'S OFFICE, OFFICE OF THE ATTORNEY GENERAL, OFFICE OF THE STATE PROSECUTOR, OR FEDERAL AGENCY DURING THE PRECEDING YEAR;****(4) SPECIFIC FINDINGS AND RECOMMENDATIONS RELATING TO:****(I) INSTANCES OF FRAUD, WASTE, OR ABUSE INVOLVING THE USE OF PUBLIC FUNDS AND PROPERTY;****(II) VIOLATIONS OF THE CIVIL RIGHTS OF STUDENTS OR EMPLOYEES;****(III) POLICIES AND PROCEDURES RELATED TO CHILD ABUSE AND NEGLECT AND COMPLIANCE WITH APPLICABLE FEDERAL AND STATE LAWS; AND****(IV) COMPLIANCE WITH OTHER APPLICABLE FEDERAL AND STATE LAWS; AND****(5) ANY REGULATORY OR STATUTORY CHANGES NECESSARY TO ENSURE COMPLIANCE WITH APPLICABLE FEDERAL AND STATE LAWS.**

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

**Chapter 701 of the Acts of 2016, as amended by Chapter 361 of the Acts of 2018**

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,  
That:

(a) (1) There is a Commission on Innovation and Excellence in Education.

(2) The Commission shall review the findings of the Study on Adequacy of Funding for Education in the State of Maryland that is to be completed on or before December 1, 2016, and provide recommendations on preparing students in the State to meet the challenges of a changing global economy, to meet the State's workforce needs, to



be prepared for postsecondary education and the workforce, and to be successful citizens in the 21st century.

(h) (1) On or before December 31, [2016] **2017**, the Commission shall provide a preliminary report of its findings and recommendations to the Governor and, in accordance with § 2–1246 of the State Government Article, the Senate Education, Health, and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Committee on Ways and Means, and the House Appropriations Committee.

(2) On or before December 31, 2018, the Commission shall provide [a final] **AN INTERIM** report of its findings and recommendations to the Governor and, in accordance with § 2–1246 of the State Government Article, the Senate Education, Health, and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Committee on Ways and Means, and the House Appropriations Committee.

**(3) ON OR BEFORE DECEMBER 1, 2019, THE COMMISSION SHALL PROVIDE A FINAL REPORT OF ITS FINDINGS AND RECOMMENDATIONS TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2–1246 OF THE STATE GOVERNMENT ARTICLE, THE SENATE EDUCATION, HEALTH, AND ENVIRONMENTAL AFFAIRS COMMITTEE, THE SENATE BUDGET AND TAXATION COMMITTEE, THE HOUSE COMMITTEE ON WAYS AND MEANS, AND THE HOUSE APPROPRIATIONS COMMITTEE.**

SECTION 4. AND BE IT FURTHER ENACTED, That this Act shall take effect June 1, 2016. It shall remain effective for a period of **3** years **AND 7 MONTHS** and, at the end of [May] **DECEMBER 31, 2019**, with no further action required by the General Assembly, this Act shall be abrogated and of no further force and effect.

**Chapter 702 of the Acts of 2016, as amended by Chapter 361 of the Acts of 2018**

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That:

(a) (1) There is a Commission on Innovation and Excellence in Education.

(2) The Commission shall review the findings of the Study on Adequacy of Funding for Education in the State of Maryland that is to be completed on or before December 1, 2016, and provide recommendations on preparing students in the State to meet the challenges of a changing global economy, to meet the State's workforce needs, to be prepared for postsecondary education and the workforce, and to be successful citizens in the 21st century.

(h) (1) On or before December 31, [2016] **2017**, the Commission shall provide a preliminary report of its findings and recommendations to the Governor and, in accordance with § 2–1246 of the State Government Article, the Senate Education, Health,

and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Committee on Ways and Means, and the House Appropriations Committee.

(2) On or before December 31, **2018**, the Commission shall provide [a final] **AN INTERIM** report of its findings and recommendations to the Governor and, in accordance with § 2–1246 of the State Government Article, the Senate Education, Health, and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Committee on Ways and Means, and the House Appropriations Committee.

**(3) ON OR BEFORE DECEMBER 1, 2019, THE COMMISSION SHALL PROVIDE A FINAL REPORT OF ITS FINDINGS AND RECOMMENDATIONS TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2–1246 OF THE STATE GOVERNMENT ARTICLE, THE SENATE EDUCATION, HEALTH, AND ENVIRONMENTAL AFFAIRS COMMITTEE, THE SENATE BUDGET AND TAXATION COMMITTEE, THE HOUSE COMMITTEE ON WAYS AND MEANS, AND THE HOUSE APPROPRIATIONS COMMITTEE.**

SECTION 4. AND BE IT FURTHER ENACTED, That this Act shall take effect June 1, 2016. It shall remain effective for a period of **3 years AND 7 MONTHS** and, at the end of [May] **DECEMBER 31, 2019**, with no further action required by the General Assembly, this Act shall be abrogated and of no further force and effect.

**Chapter 715 of the Acts of 2017, as amended by Chapter 361 of the Acts of 2018**

SECTION 2. AND BE IT FURTHER ENACTED, That:

(a) (1) On or before September 1, 2018, the State Department of Education, in consultation with the Department of Budget and Management and the Department of Legislative Services, shall contract with a public or private entity to conduct an independent study of the individualized education program (IEP) process in the State, including the procedures relating to the identification, evaluation, and educational placement of a child, the provision of a free and appropriate education, and the dispute resolution procedures provided under § 8–413 of the Education Article.

(2) The entity that conducts the study shall seek input from special education teachers, special education advocates, and special education organizations.

(d) On or before [September 1, 2019] **DECEMBER 1, 2019**, the State Department of Education shall report the findings and recommendations of the study, in accordance with § 2–1246 of the State Government Article, to the General Assembly.

~~SECTION 2. AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:~~

~~Article — Education~~

~~5-403.~~

~~(A) A LOCAL SCHOOL SYSTEM SHALL BE SUBJECT TO A PERFORMANCE EVALUATION CONDUCTED BY THE OFFICE OF PROGRAM EVALUATION AND GOVERNMENT ACCOUNTABILITY IN ACCORDANCE WITH § 2-1234 OF THE STATE GOVERNMENT ARTICLE, INCLUDING:~~

~~(1) AN EVALUATION OF WHETHER OR NOT THE SCHOOL SYSTEM IS COMPLYING WITH FEDERAL AND STATE LAWS AND REGULATIONS;~~

~~(2) AN ANALYSIS OF GRADING STANDARDS, GRADUATION REQUIREMENTS, ASSESSMENTS, PROCUREMENT, AND EQUITABLE USE OF RESOURCES AMONG THE SCHOOLS WITHIN THE SYSTEM EVALUATED; AND~~

~~(3) AN EVALUATION OF INSTANCES OF FRAUD, WASTE, AND ABUSE.~~

~~(B) A PERFORMANCE EVALUATION CONDUCTED UNDER SUBSECTION (A) OF THIS SECTION MAY BE PERFORMED CONCURRENTLY WITH OR SEPARATELY FROM AN AUDIT CONDUCTED BY THE OFFICE OF LEGISLATIVE AUDITS IN ACCORDANCE WITH § 2-1220 OF THE STATE GOVERNMENT ARTICLE.~~

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

~~Article Education~~

~~5-219.~~

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

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

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

~~(d) The Department shall administer the Fund.~~

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

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

~~(f) The Fund consists of:~~

~~(1) Revenue distributed to the Fund under [§ 2-605.1] §§ 2-605.1 AND 2-1303 of the Tax General Article;~~

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

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

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

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

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

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

### ~~Article Tax General~~

~~2-1303.~~

~~(A) After making the distributions required under §§ 2-1301 through 2-1302.1 of this subtitle, the Comptroller shall pay:~~

~~(1) revenues from the hotel surcharge into the Dorchester County Economic Development Fund established under § 10-130 of the Economic Development Article; and~~

~~(2) SUBJECT TO SUBSECTION (B) OF THIS SECTION, TO THE BLUEPRINT FOR MARYLAND'S FUTURE FUND ESTABLISHED UNDER § 5-219 OF THE EDUCATION ARTICLE, REVENUES COLLECTED AND REMITTED BY:~~

~~(i) A MARKETPLACE FACILITATOR; OR~~

~~(H) A PERSON THAT ENGAGES IN THE BUSINESS OF AN OUT OF STATE VENDOR AND WHO IS REQUIRED TO COLLECT AND REMIT SALES AND USE TAX AS SPECIFIED IN COMAR 03.06.01.33B(5); AND~~

~~(3) the remaining sales and use tax revenue into the General Fund of the State.~~

~~(B) FOR EACH FISCAL YEAR, THE COMPTROLLER SHALL PAY INTO THE GENERAL FUND OF THE STATE THE FIRST \$100,000,000 OF REVENUES COLLECTED AND REMITTED BY:~~

~~(1) A MARKETPLACE FACILITATOR; OR~~

~~(2) A PERSON THAT ENGAGES IN THE BUSINESS OF AN OUT OF STATE VENDOR AND WHO IS REQUIRED TO COLLECT AND REMIT SALES AND USE TAX AS SPECIFIED IN COMAR 03.06.01.33B(5).~~

SECTION ~~3~~ 4. AND BE IT FURTHER ENACTED, That:

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

(2) (i) “Salary increase” means the average percent increase in the salaries for teachers in the county over the prior fiscal year that does not include one-time stipends or payments ~~or~~, promotions, retirement benefits, or other benefits.

(ii) “Salary increase” may include salary increases for cost-of-living adjustments, increments, step increases, interval movements, pathway movements, or similar salary increases received by employees as a regular part of the operation of a personnel system or negotiated schedule between a public school employer and exclusive representative for an employee organization.

(3) ~~(i)~~ “Teacher” means a certificated public school employee who:

~~(i)~~ is *not an administrator; and*

~~(ii) as of April 1, 2019, is part of a collective bargaining unit that includes classroom teachers, primarily responsible and accountable for teaching the students in the class.~~

~~(ii)~~ “Teacher” includes:

~~1. Consulting teachers;~~

~~2. Guidance counselors;~~

~~3. Librarians; and~~

~~4. Media specialists;~~

~~(iii) "Teacher" does not include:~~

~~1. Curriculum specialists;~~

~~2. Instructional aides;~~

~~3. Attendance personnel;~~

~~4. Psychologists;~~

~~5. Social workers; or~~

~~6. Clerical personnel.~~

(4) "Teacher salary base" means the total salaries and wages of teachers employed by a county board for the fiscal year preceding the fiscal year for which the grant is calculated, excluding one-time stipends or payments, retirement, and other benefits.

(b) There is a Teacher Salary Incentive Grant Program.

(c) (1) The purpose of the Program is to provide grants to county boards to increase teacher salaries to improve recruitment and retention of high-quality teachers.

(2) The State Department of Education shall administer the Program.

(d) (1) On or before ~~July 1~~ June 30, 2019, and on or before June 30, 2020, a county board, including the Baltimore City Board of School Commissioners, may submit an application to the State Department of Education to receive a State grant for the immediately following fiscal year as specified in subsection (f) of this section.

(2) (i) The application shall include:

~~(i)~~ 1. The estimated teacher salary base for the county board for the current fiscal year;

~~(ii)~~ 2. The Except as provided in subparagraph (ii) of this paragraph, the negotiated salary increase for teachers for the current and next fiscal year, expressed in total dollar amounts and as a percentage, broken out between cost-of-living adjustment, steps or increments, interval movements, pathway movements, and other increases;

~~(iii)~~ 3. Documentation that a total salary increase for teachers of at least 3% over the current fiscal year was ~~negotiated and~~ funded in fiscal year 2020;

~~(iv)~~ 4. The proposed additional salary increase for teachers, expressed in dollar amounts and as a percentage, broken out between cost-of-living adjustment, steps or increments, interval movements, pathway movements, and other increases, if the State grant amount specified in subsection (f) of this section is received; and

~~(v)~~ 5. Any other information necessary to determine eligibility for the Program.

(ii) For a school system that has a personnel system with interval movements and pathway movements for teachers, the application shall include the planned and funded salary increases for the current and next fiscal years.

(e) (1) Subject to paragraphs (2) and (3) of this subsection and except as provided in paragraph (4) of this subsection, in each of fiscal years 2020 and 2021, the State shall provide a grant to a county board, including the Baltimore City Board of School Commissioners, under the Program as specified in subsection (f) of this section if the county board provides a negotiated and funded average salary increase for teachers of at least 3% in fiscal year 2020.

(2) A State grant may be used only to provide an additional salary increase for teachers above the 3% salary increase required in paragraph (1) of this subsection in fiscal year 2020.

(3) In negotiating the use of the State grant, priority should be given to increasing:

(i) Starting teacher salaries; and

(ii) Salaries for teachers with less than 5 years of teaching experience.

(4) (i) For a county that receives a State grant in fiscal year 2020, in order to continue to receive the grant in fiscal year 2021, a county board must submit documentation to the Department that the required salary increase in paragraph (2) of this subsection is funded in fiscal year 2021.

(ii) For a county that did not receive a State grant in fiscal year 2020, in order to apply for the grant in fiscal year 2021 the county board must submit documentation showing that the salary increase required in paragraph (1) of this subsection will be funded in fiscal year 2021.

(f) For each of fiscal years 2020 and 2021, the State shall ~~provide \$75,000,000~~ distribute \$75,000,001 as grants to county boards that are eligible under this section as follows:

(1)	Allegany County.....	\$992,058;
(2)	Anne Arundel County .....	\$5,417,212;
(3)	Baltimore City.....	\$8,432,994;
(4)	Baltimore County.....	\$9,846,034;
(5)	Calvert County .....	\$1,493,954;
(6)	Caroline County .....	\$706,381;
(7)	Carroll County.....	\$2,255,287;
(8)	Cecil County .....	\$1,552,837;
(9)	Charles County .....	\$2,819,158;
(10)	Dorchester County .....	\$525,025;
(11)	Frederick County .....	\$4,073,708;
(12)	Garrett County.....	\$268,492;
(13)	Harford County .....	\$3,460,022;
(14)	Howard County .....	\$4,389,463;
(15)	Kent County .....	\$55,218;
(16)	Montgomery County .....	\$8,109,168;
(17)	Prince George’s County.....	\$13,386,052;
(18)	Queen Anne’s County .....	\$544,458;
(19)	St. Mary’s County .....	\$1,710,662;
(20)	Somerset County.....	\$340,287;
(21)	Talbot County.....	\$114,126;
(22)	Washington County .....	\$2,520,132;
(23)	Wicomico County.....	\$1,821,795; and



(24) Worcester County..... \$165,478.

~~SECTION 4. AND BE IT FURTHER ENACTED, That, for each of fiscal years 2020 and 2021, in addition to the State aid provided under Title 5, Subtitle 2 of the Education Article, the State shall distribute to each county board of education and the Baltimore City Board of School Commissioners \$83,333 to fund a full-time mental health services coordinator staff position as required under § 7-1511 of the Education Article.~~

SECTION 5. AND BE IT FURTHER ENACTED, That:

(a) Subject to subsection (b) of this section, for each of fiscal years 2020 and 2021, in addition to the amount distributed under § 5-209 of the Education Article, the State shall distribute a total of ~~\$137,500,000~~ \$65,468,589 for the education of students with disabilities. The following proportions of the total amount, rounded to the nearest whole dollar, shall be distributed to the county boards of education ~~and~~, including the Baltimore City Board of School Commissioners, for the education of students with disabilities:

- (1) Allegany County..... 1.98%;
- (2) Anne Arundel County ..... 6.37%;
- (3) Baltimore City.....14.87%;
- (4) Baltimore County.....12.93%;
- (5) Calvert County..... 1.46%;
- (6) Caroline County ..... 0.92%;
- (7) Carroll County.....2.54%;
- (8) Cecil County ..... 2.48%;
- (9) Charles County ..... 3.42%;
- (10) Dorchester County ..... 0.57%;
- ~~(11) Frederick County ..... 4.52%;~~
- (11) Frederick County ..... 4.53%
- (12) Garrett County..... 0.26%;
- (13) Harford County ..... 4.42%;

- (14) Howard County ..... 4.18%;
- (15) Kent County ..... 0.19%;
- (16) Montgomery County ..... 13.95%;
- (17) Prince George’s County ..... 15.45%;
- (18) Queen Anne’s County ..... 0.60%;
- (19) St. Mary’s County ..... 1.82%;
- (20) Somerset County ..... 0.63%;
- (21) Talbot County ..... 0.35%;
- (22) Washington County ..... 2.95%;
- (23) Wicomico County ..... 2.58%; and
- (24) Worcester County ..... 0.55%.

(b) If any of the funding provided in subsection (a) of this section is not needed to fully implement individualized education programs and 504 plans for students with disabilities, each county board of education, including the Baltimore City Board of School Commissioners, shall use the remaining funding to implement other recommendations made by the Commission on Innovation and Excellence in Education in the Commission’s January 2019 Interim Report.

SECTION 6. AND BE IT FURTHER ENACTED, That, for each of fiscal years 2020 and 2021, in addition to the State aid provided under Title 5, Subtitle 2 of the Education Article, the State shall distribute to each county board of education, including the Baltimore City Board of School Commissioners, \$83,333 to fund a full-time mental health services coordinator staff position as required under § 7-1511 of the Education Article.

SECTION 7. AND BE IT FURTHER ENACTED, That:

(a) There is a Workgroup to Study the Maryland State Department of Education and the Maryland Higher Education Commission.

(b) The Workgroup consists of the following members:

(1) two members of the Senate of Maryland, appointed by the President of the Senate;

(2) two members of the House of Delegates, appointed by the Speaker of the House; and

(3) three members appointed by the Governor.

(c) (1) The Governor, the President of the Senate, and the Speaker of the House jointly shall select the chair of the Workgroup.

(2) If the Governor, the President of the Senate, and the Speaker of the House have not jointly selected the chair of the Workgroup on or before August 1, 2019, the President of the Senate and the Speaker of the House jointly shall select the chair of the Workgroup.

(d) The Department of Legislative Services, in consultation with the Governor's Office, shall provide staff for the Workgroup.

(e) (1) The Workgroup shall study and make recommendations regarding the capability of the Maryland State Department of Education and the Maryland Higher Education Commission to carry out their responsibilities and duties and to implement The Blueprint for Maryland's Future described in Title 1, Subtitle 3 of the Education Article, as enacted by Section 1 of this Act.

(2) The Maryland State Department of Education and the Maryland Higher Education Commission shall provide information to the Workgroup, as requested.

(f) On or before December 31, 2019, the Workgroup shall report its findings and recommendations to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly.

SECTION ~~6~~ 8. AND BE IT FURTHER ENACTED, That:

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

(2) "Struggling learner" means a student who is ~~performing~~ performing below grade level in English language arts or reading in kindergarten through grade 3.

(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. one-on-one and small-group tutoring with a certified teacher, a teaching assistant, or any other trained professional; ~~and~~

2. cross-age peer tutoring; and
3. screening, identifying, and addressing literacy deficits.

(b) For each of fiscal years 2020 and 2021, in addition to the State aid distributed under Title 5, Subtitle 2 of the Education Article, the State shall distribute the following amounts to the county boards of education ~~and~~, including the Baltimore City Board of School Commissioners, to provide transitional supplemental instruction in accordance with subsections (c) and (d) of this section:

(1)	Allegany County.....	\$254,620;
(2)	Anne Arundel County .....	\$1,201,303;
(3)	Baltimore City .....	\$4,106,651;
(4)	Baltimore County.....	\$2,639,455;
(5)	Calvert County .....	\$271,549;
(6)	Caroline County .....	\$274,271;
(7)	Carroll County.....	\$428,955;
(8)	Cecil County .....	\$440,613;
(9)	Charles County .....	\$772,300;
(10)	Dorchester County .....	\$248,272;
(11)	Frederick County .....	\$855,705;
(12)	Garrett County.....	\$84,599;
(13)	Harford County .....	\$629,850;
(14)	Howard County .....	\$804,970;
(15)	Kent County .....	\$47,683;
(16)	Montgomery County .....	\$2,735,361;
(17)	Prince George's County.....	\$4,819,614;
(18)	Queen Anne's County .....	\$133,820;

- (19) St. Mary’s County .....\$457,721;
- (20) Somerset County.....\$111,326;
- (21) Talbot County.....\$93,315;
- (22) Washington County .....\$828,151;
- (23) Wicomico County..... \$680,937; and
- (24) Worcester County..... \$78,959.

(c) (1) Each county board of education ~~and, including~~ the Baltimore City Board of School Commissioners, shall distribute the funds appropriated under subsection (b) of this section to the public schools in the district to address the needs of struggling learners in kindergarten through grade 3.

(2) (i) Subject to subparagraph (ii) of this paragraph, priority in providing transitional supplemental instruction shall be given to literacy.

(ii) A school district or school may use the funds for additional mathematics instruction if it is determined that this is a priority for the students in the district or school.

(d) A school district or school is encouraged to, on a pilot basis, experiment with new ~~and promising~~ evidence-based means of screening, identifying, and addressing literacy deficits.

SECTION ~~7~~ 9. AND BE IT FURTHER ENACTED, That:

(a) The Commission on Innovation and Excellence in Education was charged with recommending an appropriate proxy for poverty to be used in the compensatory education formula under § 5–207 of the Education Article.

(b) In its January 2019 Interim Report, the Commission recommended that Maryland transition to using counts of students whose families qualify for certain thresholds of Medicaid in addition to the direct certification system that is being developed by the State Department of Education.

(c) The transition to using Medicaid data cannot start until a new information technology system is developed that will enable the State Department of Education to verify student eligibility.

(d) The State Department of Education shall include the capability to verify student eligibility using Medicaid data in the new information technology system currently under development.

(e) The State Department of Education and the Maryland Department of Health shall develop a memorandum of understanding to allow Medicaid eligibility data to be shared between the departments and local education agencies on or before December 1, 2020.

SECTION 10. AND BE IT FURTHER ENACTED, That it is intent of the General Assembly that the Governor transfer or release the funds that are restricted in the fiscal year 2020 operating budget bill (Chapter 565 of the Acts of the General Assembly of 2019) for the purposes stated in the budget bill in accordance with this Act. If the Governor does not transfer or release the funds restricted in the fiscal year 2020 operating budget bill (Chapter 565 of the Acts of the General Assembly of 2019) for the purposes specified in this Act, that amount shall be distributed in fiscal year 2021 in addition to the fiscal year 2021 funds required to be distributed under this Act.

SECTION 11. AND BE IT FURTHER ENACTED, That, on or before December 1, 2019, and on or before December 1, 2020, each county board of education, including the Baltimore City Board of School Commissioners, shall report, in accordance with § 2-1246 of the State Government Article, to the House Committee on Ways and Means, the House Appropriations Committee, the Senate Education, Health, and Environmental Affairs Committee, and the Senate Budget and Taxation Committee on how the funds distributed in accordance with this Act were ~~spent~~ *allocated*, including funds ~~spent~~ *allocated* at the school level, to begin to implement The Blueprint for Maryland's Future and the policy recommendations of the Commission on Innovation and Excellence in Education, as identified in its January 2019 Interim Report.

SECTION ~~8~~ 12. AND BE IT FURTHER ENACTED, That, ~~for fiscal year 2021, the Governor shall appropriate \$387,000,000 to the Commission on Innovation and Excellence in Education Fund established under § 5-219 of the Education Article to be used to implement the Commission's final recommendations:~~

(a) The Governor shall appropriate ~~\$57,000,000~~ *\$58,000,000* to The Blueprint for Maryland's Future Fund in fiscal year 2021, in addition to the ~~\$298,000,000~~ *\$297,000,000* otherwise required to be distributed in fiscal year 2021 by this Act.

(b) (1) ~~The Subject to paragraph (2) of this subsection, the Governor shall appropriate \$370,000,000 to The Blueprint for Maryland's Future Fund in fiscal year 2022. In addition, the Governor shall appropriate \$130,000,000 to The Blueprint for Maryland's Future Fund in fiscal year 2022, contingent on additional revenues available as a result of legislation enacted in the 2019 and 2020 legislative sessions to implement the recommendations of the Commission on Innovation and Excellence in Education.~~

(2) *Of the \$500,000,000 to be appropriated to The Blueprint for Maryland's Future Fund under paragraph (1) of this subsection, \$130,000,000 of the required funding is contingent on the sum equaling at least \$130,000,000 of:*

(i) the Board of Revenue Estimates' December 2020 estimate of fiscal year 2022 revenues resulting from legislation enacted at the 2019 and 2020 legislative sessions of the General Assembly; and

(ii) the amount of available special fund revenue dedicated to implementing the recommendations of the Commission on Innovation and Excellence in Education that results from legislation enacted at the 2019 and 2020 legislative sessions of the General Assembly.

SECTION ~~9~~ 13. AND BE IT FURTHER ENACTED, That, for each of fiscal years 2020 and 2021, the State shall distribute at least \$250,000 to the State Department of Education to, in consultation with the Department of Legislative Services, enter into agreements, including through third-party contracts as appropriate, to provide outreach and educational materials and deliver appropriate training to elected officials, superintendents, members of boards of education, teachers and school principals, parents, students, and members of the public on the vision, skills, and knowledge needed to implement The Blueprint for Maryland's Future described in Title 1, Subtitle 3 of the Education Article, as enacted by Section 1 of this Act.

SECTION 14. AND BE IT FURTHER ENACTED, That it is the intent of the General Assembly that the Commission on Innovation and Excellence in Education include in its final report an implementation schedule that phases in the final recommendations of the Commission as evenly as practicable over the phase-in period.

SECTION ~~10~~ 15. AND BE IT FURTHER ENACTED, That it is the intent of the General Assembly that increases in local appropriations to county boards of education above any additional amount required to meet maintenance of effort under § 5-202 of the Education Article in fiscal year 2020 should be considered part of the increased local funding required by The Blueprint for Maryland's Future funding formulas to be recommended by the Commission on Innovation and Excellence in Education.

SECTION 16. AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:

**Article – Education**

**5-403.**

**(A) A LOCAL SCHOOL SYSTEM SHALL BE SUBJECT TO A PERFORMANCE EVALUATION CONDUCTED BY THE OFFICE OF PROGRAM EVALUATION AND GOVERNMENT ACCOUNTABILITY IN ACCORDANCE WITH § 2-1234 OF THE STATE GOVERNMENT ARTICLE, INCLUDING:**

**(1) AN EVALUATION OF WHETHER OR NOT THE SCHOOL SYSTEM IS COMPLYING WITH FEDERAL AND STATE LAWS AND REGULATIONS;**

**(2) AN ANALYSIS OF GRADING STANDARDS, GRADUATION REQUIREMENTS, ASSESSMENTS, PROCUREMENT, AND EQUITABLE USE OF RESOURCES AMONG THE SCHOOLS WITHIN THE SYSTEM EVALUATED; AND**

**(3) AN EVALUATION OF INSTANCES OF FRAUD, WASTE, AND ABUSE.**

**(B) A PERFORMANCE EVALUATION CONDUCTED UNDER SUBSECTION (A) OF THIS SECTION MAY BE PERFORMED CONCURRENTLY WITH OR SEPARATELY FROM AN AUDIT CONDUCTED BY THE OFFICE OF LEGISLATIVE AUDITS IN ACCORDANCE WITH § 2-1220 OF THE STATE GOVERNMENT ARTICLE.**

SECTION 17. AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:

**Article – Education**

5-219.

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

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

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

(d) The Department shall administer the Fund.

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

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

(f) The Fund consists of:

(1) Revenue distributed to the Fund under [§ 2-605.1] §§ 2-605.1 AND 2-1303 of the Tax – General Article;

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

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



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

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

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

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

**Article – Tax – General**

2-1303.

(A) After making the distributions required under §§ 2-1301 through 2-1302.1 of this subtitle, the Comptroller shall pay:

(1) revenues from the hotel surcharge into the Dorchester County Economic Development Fund established under § 10-130 of the Economic Development Article; [and]

(2) SUBJECT TO SUBSECTION (B) OF THIS SECTION, TO THE BLUEPRINT FOR MARYLAND’S FUTURE FUND ESTABLISHED UNDER § 5-219 OF THE EDUCATION ARTICLE, REVENUES COLLECTED AND REMITTED BY:

(I) A MARKETPLACE FACILITATOR; OR

(II) A PERSON THAT ENGAGES IN THE BUSINESS OF AN OUT-OF-STATE VENDOR AND THAT IS REQUIRED TO COLLECT AND REMIT SALES AND USE TAX AS SPECIFIED IN COMAR 03.06.01.33B(5); AND

(3) the remaining sales and use tax revenue into the General Fund of the State.

(B) FOR EACH FISCAL YEAR, THE COMPTROLLER SHALL PAY INTO THE GENERAL FUND OF THE STATE THE FIRST \$100,000,000 OF REVENUES COLLECTED AND REMITTED BY:

(1) A MARKETPLACE FACILITATOR; OR

**(2) A PERSON THAT ENGAGES IN THE BUSINESS OF AN OUT-OF-STATE VENDOR AND THAT IS REQUIRED TO COLLECT AND REMIT SALES AND USE TAX AS SPECIFIED IN COMAR 03.06.01.33B(5).**

**SECTION 18. AND BE IT FURTHER ENACTED, That:**

**(a) The Maryland Department of Health and the State Department of Education shall consult with the Council on Advancement of School-Based Health Centers and other interested stakeholders on a plan to build a sustainable sponsorship model by expanding the type of organizations that can sponsor school-based health centers.**

**(b) On or before November 1, 2019, the Maryland Department of Health and the State Department of Education shall report their findings and recommendations under subsection (a) of this section to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly.**

**SECTION ~~16~~ 19. AND BE IT FURTHER ENACTED, That, as provided in § 5-219 of the Education Article, as enacted by Section 1 of this Act:**

**(a) The Blueprint for Maryland's Future Fund is the successor of the Commission on Innovation and Excellence in Education Fund.**

**(b) In every law, executive order, rule, regulation, policy, or document created by an official, an employee, or a unit of the State, the name of that fund means the name of the successor fund.**

**SECTION ~~17~~ 20. AND BE IT FURTHER ENACTED, That the publisher of the Annotated Code of Maryland, in consultation with and subject to the approval of the Department of Legislative Services, shall correct, with no further action required by the General Assembly, cross-references and terminology rendered incorrect by this Act. The publisher shall adequately describe any correction made in an editor's note following the section affected.**

**SECTION 21. AND BE IT FURTHER ENACTED, That Section 2 of this Act shall take effect contingent on the Governor's transfer or release of funds that are restricted in the fiscal year 2020 budget bill (Chapter 565, Acts of the General Assembly of 2019), that are authorized to be transferred by the Budget Reconciliation and Financing Act of 2019 (Chapter 16, Acts of the General Assembly of 2019), and that are authorized to be expended from The Blueprint for Maryland's Future Fund established in Section 5-219 of the Education Article, as enacted by Section 1 of this Act, for implementation of the recommendations of the Commission on Innovation and Excellence in Education.**

**SECTION ~~11~~ ~~18~~ 22. AND BE IT FURTHER ENACTED, That Section ~~2~~ 16 of this Act shall take effect contingent on the taking effect of Chapters 510 and 511 of the Acts of the General Assembly of 2019, and if Chapters 510 and 511 do not become effective, Section**

~~§ 16~~ of this Act, with no further action required by the General Assembly, shall be null and void.

SECTION ~~19, 23.~~ AND BE IT FURTHER ENACTED, That Section ~~§ 17~~ of this Act shall take effect contingent on the taking effect of Chapter 735 of the Acts of the General Assembly of 2019, and if Chapter 735 does not take effect, Section ~~§ 17~~ of this Act, with no further action required by the General Assembly, shall be null and void.

SECTION ~~12, 20, 24.~~ AND BE IT FURTHER ENACTED, That, subject to ~~Section 11~~ Sections ~~18 and 19~~ 21, 22, and 23 of this Act, this Act shall take effect June 1, 2019.

**Enacted under Article II, § 17(c) of the Maryland Constitution, May 25, 2019.**