

HB1074/665863/1

BY: Committee on Ways and Means

AMENDMENTS TO HOUSE BILL 1074
(First Reading File Bill)

AMENDMENT NO. 1

On page 1, in the sponsor line, strike “and Turner” and substitute “Turner, Guyton, Palakovich Carr, Ivey, Patterson, Feldmark, Mosby, Washington, Ebersole, Wilkins, and Smith”; in line 8, after “Program;” insert “altering the membership of the workgroup; altering the charge of the workgroup;”; and in line 18, strike “2(a) and (g)” and substitute “2”.

AMENDMENT NO. 2

On page 2, after line 23, insert:

- “(b) The workgroup convened under subsection (a) of this section shall include:
- (1) one member of the Senate of Maryland, selected by the President of the Senate;
 - (2) one member of the House of Delegates, selected by the Speaker of the House;
 - (3) the State Superintendent of Schools, or the State Superintendent’s designee;
 - (4) the Secretary of Juvenile Services, or the Secretary’s designee;
 - (5) the Public Defender of Maryland, or the Public Defender’s designee;
 - (6) an academic expert in education in institutional settings;

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(7) a teacher who works in a juvenile services education program in the State;

(8) an administrator who works in a juvenile services education program in the State;

(9) one representative of a criminal justice or civil rights advocacy group;

(10) one representative of a disability rights advocacy group;

(11) a superintendent of a local public school system in the State, or the superintendent's designee; [and]

(12) a member of a county board of education;

(13) THE EXECUTIVE DIRECTOR OF THE MARYLAND ASSOCIATION OF COMMUNITY COLLEGES, OR THE EXECUTIVE DIRECTOR'S DESIGNEE;

(14) ONE REPRESENTATIVE OF THE PUBLIC JUSTICE CENTER, SELECTED BY THE EXECUTIVE DIRECTOR OF THE PUBLIC JUSTICE CENTER;

(15) ONE REPRESENTATIVE OF THE ACLU OF MARYLAND, SELECTED BY THE EXECUTIVE DIRECTOR OF THE ACLU OF MARYLAND; AND

(16) ONE ACADEMIC EXPERT IN EDUCATION IN INSTITUTIONAL SETTINGS, SELECTED BY THE DEAN OF THE UNIVERSITY OF MARYLAND COLLEGE OF EDUCATION.

(c) The State Superintendent of Schools, or the State Superintendent's designee, AND THE EXECUTIVE DIRECTOR OF THE MARYLAND ASSOCIATION OF

COMMUNITY COLLEGES, OR THE EXECUTIVE DIRECTOR'S DESIGNEE shall [chair] SERVE AS COCHAIRS OF the workgroup.

(d) The State Department of Education shall provide staff for the workgroup.

(e) A member of the workgroup:

(1) may not receive compensation as a member of the workgroup; but

(2) is entitled to reimbursement for expenses under the Standard State Travel Regulations, as provided in the State budget.

(f) **THE WORKGROUP SHALL HOLD PUBLIC HEARINGS AND PROVIDE AN OPPORTUNITY FOR PUBLIC COMMENT.**

(G) The workgroup shall study the results of the pilot program and make recommendations regarding:

(1) [whether the pilot program was more effective in meeting the needs of students in juvenile services education programs than the current management model] THE IDENTIFICATION OF REFORMS TO JUVENILE SERVICES EDUCATION PROGRAMS, WHICH ARE INFORMED BY THE RESULTS OF THE PILOT PROGRAM AND ACADEMIC RESEARCH ON BEST PRACTICES ON EDUCATION IN INSTITUTIONAL SETTINGS, TO REMOVE DISPARITIES BETWEEN COURSE OFFERINGS, STAFFING, AND BUDGETARY SUPPORT AVAILABLE TO STUDENTS IN JUVENILE SERVICES EDUCATION PROGRAMS AND STUDENTS SERVED BY PUBLIC SCHOOLS IN THE STATE;

(2) the management model that should be used to provide juvenile services education programs, including:

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(i) the current model operated by the State Department of Education;

(ii) a model where local school systems operate the programs on a regionalized basis; and

(iii) a model where an independent board of education operates the juvenile services education programs;

(3) a funding formula that is adequate and appropriate for juvenile services education programs;

(4) whether a 9-month or 12-month academic calendar is appropriate;

(5) how to ensure that students and their educational needs seamlessly and effectively transition between the student's home school and the juvenile services education program and that students receive credit for their academic progress;

(6) how to best address staffing, curriculum, and procurement challenges in the current system, whether through new processes or a new management system;

(7) how to ensure that students in juvenile services education programs who have completed a high school diploma or GED have access to postsecondary options;
[and

(8) how to eliminate disparities in course offerings, staffing, and budgetary support available to students in the Juvenile Services Education System and to students served by public schools in the State.]

(8) THE APPROPRIATE BALANCE BETWEEN COMPUTER-BASED AND TEACHER-DIRECTED INSTRUCTION TO DIFFERENTIATE THE NEEDS OF STUDENTS IN JUVENILE SERVICES EDUCATION PROGRAMS;

(9) WHETHER THERE SHOULD BE ADDITIONAL TEACHER CERTIFICATION OR TRAINING REQUIREMENTS BEYOND CURRENT REQUIREMENTS FOR TEACHERS IN JUVENILE SERVICES EDUCATION PROGRAMS;

(10) HOW TO ENSURE THAT STUDENTS ARE GIVEN APPROPRIATE PRE-ASSESSMENTS WHEN A STUDENT BEGINS A JUVENILE SERVICES EDUCATION PROGRAM TO DETERMINE THE STUDENT'S CURRENT ACADEMIC LEVEL; AND

(11) HOW TO ENSURE THAT STUDENTS IN JUVENILE SERVICES EDUCATION PROGRAMS WHO DO NOT HAVE AN IEP OR 504 PLAN BUT MAY NEED SERVICES ARE ASSESSED TO IDENTIFY DISABILITIES.”;

and in line 24, strike “(g)” and substitute “**(H)**”.