

BILL: Senate Bill 311
TITLE: Education - The Blueprint for Maryland's Future - Revisions
HEARING DATE: February 18, 2026
POSITION: SUPPORT
COMMITTEE: Education, Energy, and the Environment
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The Maryland Association of Boards of Education (MABE), representing all of the State's local boards of education, **supports Senate Bill 311, Education - The Blueprint for Maryland's Future - Revisions.**

Senate Bill 311 makes a series of revisions to the Blueprint for Maryland's Future:

- Extending the hold harmless period for calculating compensatory education funding using a methodology more favorable to school systems and more likely to accurately count students experiencing economic hardship;
- repealing the annual technology report requirement;
- repealing the termination date for allowing Concentration of Poverty Grant funds to support Fine Arts and World Languages;
- altering qualifications related to initial teacher certification and extending the date by which a teacher must attain National Board Certification before becoming a licensed principal;
- extending the timeframe during which the State Board of Education and the Accountability and Implementation Board may limit the number and types of dual enrollment courses;
- broadening the definition of wraparound services for community schools to include certain academic interventions; and
- restructuring Career and Technical Education governance by altering the purpose, composition, and duties of the CTE Committee, removing the CTE Skills Standards Advisory Committee, and requiring State agencies and workforce development programs to use a specified occupations list.

MABE supports SB 311 primarily because it extends a more equitable and better way to calculate compensatory education funding (that we would like to see extended further, or replaced by a long-term equitable way to count the same), allows greater flexibility in use of Concentration of Poverty Grant funds and broadens the definition of wraparound services for community schools, and further delays a requirement for a teacher to be Nationally Board Certified before in order to be a principal.

Compensatory Education Funding Calculations

The extension of the compensatory education hold harmless provision is particularly important. The Blueprint shifted the methodology for counting students experiencing economic hardship in anticipation of a new statewide poverty measure, but that work has not yet resulted in an alternative. In the interim, school systems are navigating significant uncertainty in a funding stream that is foundational to serving students with the greatest needs.

Thus, MABE supports extending this more favorable methodology and would encourage consideration of pushing the hold harmless further into the future, or maintaining it until a new, transparent, and statewide poverty measure is formally adopted. A stable and accurate method for identifying students in poverty is essential to targeting resources effectively, supporting community schools, aligning Title I allocations, and ensuring that Blueprint investments are distributed in a way that advances true resource equity.

Additional Blueprint Flexibility

SB 311 also advances an important theme of flexibility in Blueprint implementation. First, it provides greater discretion in the use of Concentration of Poverty Grant funds. Second, it broadens the definition of wraparound services for community schools to include certain academic interventions.

Local school systems are best positioned to determine how to best address the use of funds for their communities. In many schools, academic barriers and nonacademic needs are deeply intertwined. Allowing funds to support evidence-based academic interventions alongside traditional wraparound services, reflects a more integrated understanding of how students succeed. This approach preserves the intent of the Blueprint while giving districts the practical flexibility needed to respond to local conditions and improve outcomes in high-poverty schools.

Delaying NBC Credential for Principals

MABE supports the decision in SB 311 to delay the requirement that administrators obtain National Board Certification as part of the Career Ladder framework. Assistant principals and principals are not members of teacher bargaining units under Maryland's collective bargaining structure, and incorporating them into a system designed for classroom teachers presents practical and administrative challenges. Although we strongly support high standards for instructional leadership, applying a teacher-focused credential to school leaders may inadvertently limit the leadership pipeline and create barriers that do not necessarily translate into stronger school administration. As implementation continues, we encourage careful consideration of whether this mandate is needed at all.

For these reasons, **MABE supports Senate Bill 311** and requests a favorable report.