

SENATE BILL 1030

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CF HB 1413

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

Introduced and read first time: March 4, 2019

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

A BILL ENTITLED

1 AN ACT concerning

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

3 FOR the purpose of stating findings and declarations of the General Assembly; establishing
4 the public policy of the State; establishing principles of The Blueprint for Maryland's
5 Future that are intended to transform Maryland's early childhood, primary, and
6 secondary education system to the levels of high-performing systems around the
7 world; stating certain actions necessary to achieve certain principles; stating certain
8 requirements necessary to establish a world-class education system in Maryland
9 under The Blueprint for Maryland's Future; altering a certain Consumer Price Index
10 used for calculating the target per pupil foundation amount and the student
11 transportation amount for education; requiring the State to provide a certain
12 supplemental grant to certain county boards of education through a certain fiscal
13 year; establishing a Concentration of Poverty School Grant Program; stating the
14 purpose of the Program; requiring the State to distribute certain grants to each
15 county board and the State Department of Education in certain fiscal years;
16 requiring each county board to distribute a certain amount to each eligible school;
17 requiring each eligible school to employ certain staff using certain grant funds;
18 requiring certain eligible schools to use certain funds to provide wraparound services
19 to students enrolled in the school subject to certain circumstances; establishing the
20 responsibilities of a certain community schools coordinator; authorizing a certain
21 health care practitioner to work under certain programs or entities; altering the
22 fiscal years in which a certain definition is applicable; extending by 1 fiscal year the
23 requirement for the State to provide a supplemental prekindergarten grant to
24 certain eligible county boards; establishing the Teacher Collaborative Grant
25 Program; stating the purpose of the Program; requiring the Department to
26 administer the Program in a certain manner; authorizing a county board or a teacher
27 preparation program to submit a certain application to receive a grant under the
28 Program; specifying certain eligibility criteria for a grant under the Program;
29 requiring a certain practicum design and a certain professional development
30 program under the Program; requiring a certain peer assistance and review program

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 under the Program; requiring the Department to establish certain processes and
2 procedures; requiring the Department to conduct a certain evaluation; requiring the
3 State to distribute at least a certain amount in certain fiscal years for the Program;
4 authorizing the Department to retain a certain amount to hire staff necessary to
5 administer the Program; altering and establishing certain dates by which a certain
6 commission and the Department shall submit certain reports; altering the
7 termination date of certain Acts of the General Assembly; providing that a local
8 school system shall be subject to a certain performance evaluation; establishing the
9 Teacher Salary Incentive Grant Program; stating the purpose of the Program;
10 requiring the Department to administer the Program; authorizing a county board to
11 submit a certain application to receive a grant under the Program; specifying certain
12 eligibility criteria for a grant under the Program; requiring the State to distribute
13 certain amounts to each county board, the Baltimore City Board of School
14 Commissioners, and the Department for certain purposes in certain fiscal years;
15 requiring each county board and the Baltimore City Board of School Commissioners
16 to distribute certain funds to certain schools for certain purposes subject to a certain
17 circumstance; stating a certain charge and recommendation of a certain commission;
18 stating that the transition to a certain information technology system shall include
19 a certain capability; requiring the Department and the Maryland Department of
20 Health to develop a certain memorandum of understanding on or before a certain
21 date; requiring the Governor to appropriate a certain amount to a certain fund for a
22 certain fiscal year; stating the intent of the General Assembly that certain local
23 appropriations in a certain fiscal year be considered part of the increased local
24 funding required by The Blueprint for Maryland's Future funding formulas to be
25 recommended by the Commission on Innovation and Excellence in Education;
26 defining certain terms; making certain provisions of this Act contingent on the taking
27 effect of another Act; and generally relating to programs and funding to implement
28 The Blueprint for Maryland's Future.

29 BY adding to

30 Article – Education

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

33 Annotated Code of Maryland

34 (2018 Replacement Volume and 2018 Supplement)

35 BY repealing and reenacting, without amendments,

36 Article – Education

37 Section 5–202(a)(1) and 5–207(a)(1)

38 Annotated Code of Maryland

39 (2018 Replacement Volume and 2018 Supplement)

40 BY repealing and reenacting, with amendments,

41 Article – Education

42 Section 5–202(a)(13)(ii) and (i), 5–205(c)(2), 5–207(a)(3), and 5–218

43 Annotated Code of Maryland

44 (2018 Replacement Volume and 2018 Supplement)

1 BY repealing and reenacting, without amendments,
2 Chapter 701 of the Acts of the General Assembly of 2016, as amended by Chapter
3 361 of the Acts of the General Assembly of 2018
4 Section 1(a)

5 BY repealing and reenacting, with amendments,
6 Chapter 701 of the Acts of the General Assembly of 2016, as amended by Chapter
7 361 of the Acts of the General Assembly of 2018
8 Section 1(h) and 4

9 BY repealing and reenacting, without amendments,
10 Chapter 702 of the Acts of the General Assembly of 2016, as amended by Chapter
11 361 of the Acts of the General Assembly of 2018
12 Section 1(a)

13 BY repealing and reenacting, with amendments,
14 Chapter 702 of the Acts of the General Assembly of 2016, as amended by Chapter
15 361 of the Acts of the General Assembly of 2018
16 Section 1(h) and 4

17 BY repealing and reenacting, without amendments,
18 Chapter 715 of the Acts of the General Assembly of 2017, as amended by Chapter
19 361 of the Acts of the General Assembly of 2018
20 Section 2(a)

21 BY repealing and reenacting, with amendments,
22 Chapter 715 of the Acts of the General Assembly of 2017, as amended by Chapter
23 361 of the Acts of the General Assembly of 2018
24 Section 2(d)

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

27 **Article – Education**

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

29 **1–301.**

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

1 ACHIEVEMENT LEVELS.

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

3 1-302.

4 (A) THE FOLLOWING PRINCIPLES OF THE BLUEPRINT FOR MARYLAND'S
5 FUTURE ARE INTENDED TO TRANSFORM MARYLAND'S EARLY CHILDHOOD,
6 PRIMARY, AND SECONDARY EDUCATION SYSTEM TO THE LEVELS OF
7 HIGH-PERFORMING SYSTEMS AROUND THE WORLD SO THAT MARYLAND'S
8 EDUCATION SYSTEM:

9 (1) PROVIDES ITS STUDENTS WITH INSTRUCTION AND SKILLS SET TO
10 INTERNATIONAL STANDARDS THAT WILL ENABLE THEM TO BE SUCCESSFUL IN THE
11 21ST-CENTURY ECONOMY AND PRODUCTIVE CITIZENS OF THE STATE;

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

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

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

27 1-303.

28 THE FOUNDATION OF A WORLD-CLASS EDUCATION SYSTEM IN MARYLAND
29 UNDER THE BLUEPRINT FOR MARYLAND'S FUTURE FOR EDUCATION WILL
30 REQUIRE:

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

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

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

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

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

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

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

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

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

35 **(II) PATHWAYS FOR STUDENTS WHO ACHIEVE COLLEGE AND**

1 CAREER READINESS BY THE END OF 10TH GRADE TO CHOOSE TO PURSUE:

2 1. HIGHLY COMPETITIVE COLLEGE PREPARATORY
3 PROGRAMS;

4 2. EARLY COLLEGE PROGRAMS THAT PROVIDE
5 COLLEGE CREDIT AND ALLOW A STUDENT TO EARN AN ASSOCIATE DEGREE IN HIGH
6 SCHOOL AT NO COST TO THE STUDENT; AND

7 3. CAREER AND TECHNOLOGY EDUCATION PROGRAMS
8 THAT:

9 A. ARE DEVELOPED IN PARTNERSHIP WITH THE
10 PRIVATE SECTOR;

11 B. INCLUDE WORKPLACE EXPERIENCE OR AN
12 APPRENTICESHIP; AND

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

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

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

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

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

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

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

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

3 **(III) STUDENTS WITH DISABILITIES;**

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

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

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

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

19 5–202.

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

21 (13) “Target per pupil foundation amount” means:

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

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

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

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

31 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;

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

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

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

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

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

11 2. “3-year moving average full-time equivalent enrollment”
12 means the average of the full-time equivalent enrollment in the 3 previous school years.

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

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

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

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

23 2. The difference between the 3-year moving average
24 full-time equivalent enrollment in the county and the full-time equivalent enrollment in
25 the county in the previous school year.

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

28 **5-203.**

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

31 **(2) “COMMUNITY SCHOOL” MEANS A PUBLIC SCHOOL THAT**

1 ESTABLISHES A SET OF STRATEGIC PARTNERSHIPS BETWEEN THE SCHOOL AND
2 OTHER COMMUNITY RESOURCES THAT PROMOTE STUDENT ACHIEVEMENT,
3 POSITIVE LEARNING CONDITIONS, AND THE WELL-BEING OF STUDENTS BY
4 PROVIDING WRAPAROUND SERVICES.

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

9 (4) "ELIGIBLE SCHOOL" MEANS A PUBLIC SCHOOL IN WHICH AT
10 LEAST 80% OF THE STUDENTS WERE ELIGIBLE FOR FREE OR REDUCED PRICE MEALS
11 IN THE 2016-2017 SCHOOL YEAR.

12 (5) "PROGRAM" MEANS THE CONCENTRATION OF POVERTY SCHOOL
13 GRANT PROGRAM ESTABLISHED UNDER THIS SECTION.

14 (6) "WRAPAROUND SERVICES" INCLUDES:

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

17 (II) SAFE TRANSPORTATION TO SCHOOL;

18 (III) VISION AND DENTAL CARE SERVICES;

19 (IV) ADDITIONAL SOCIAL WORKERS, COUNSELORS,
20 PSYCHOLOGISTS, AND RESTORATIVE PRACTICE COACHES;

21 (V) ENHANCING PHYSICAL WELLNESS, INCLUDING PROVIDING
22 FOOD FOR IN-SCHOOL AND OUT-OF-SCHOOL TIME AND LINKAGES TO COMMUNITY
23 PROVIDERS;

24 (VI) ENHANCING BEHAVIORAL HEALTH SERVICES, INCLUDING
25 ACCESS TO MENTAL HEALTH PRACTITIONERS AND PROVIDING PROFESSIONAL
26 DEVELOPMENT TO SCHOOL STAFF TO PROVIDE TRAUMA-INFORMED
27 INTERVENTIONS;

28 (VII) PROVIDING FAMILY AND COMMUNITY ENGAGEMENT AND
29 SUPPORTS, INCLUDING INFORMING PARENTS OF ACADEMIC COURSE OFFERINGS,
30 OPPORTUNITIES FOR CHILDREN, AND AVAILABLE SOCIAL SERVICES AS WELL AS
31 EDUCATING FAMILIES ON HOW TO MONITOR A CHILD'S LEARNING;

1 (VIII) ESTABLISHING AND ENHANCING LINKAGES TO JUDY
2 CENTERS AND OTHER EARLY EDUCATION PROGRAMS THAT FEED INTO THE SCHOOL;

3 (IX) ENHANCING STUDENT ENRICHMENT EXPERIENCES;

4 (X) IMPROVING STUDENT ATTENDANCE;

5 (XI) IMPROVING THE LEARNING ENVIRONMENT AT THE SCHOOL;

6 AND

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

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

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

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

18 (II) EACH COUNTY BOARD SHALL DISTRIBUTE DIRECTLY TO
19 EACH ELIGIBLE SCHOOL AN AMOUNT EQUAL TO \$248,833.

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

23 (D) (1) EACH ELIGIBLE SCHOOL SHALL EMPLOY ONE COMMUNITY
24 SCHOOLS COORDINATOR STAFF POSITION AND ONE HEALTH CARE PRACTITIONER
25 STAFF POSITION IN THE ELIGIBLE SCHOOL.

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

28 (3) IF THE GRANT PROVIDED TO AN ELIGIBLE SCHOOL EXCEEDS THE
29 COST TO EMPLOY THE POSITIONS REQUIRED UNDER PARAGRAPH (1) OF THIS
30 SUBSECTION, THE ELIGIBLE SCHOOL SHALL USE THE EXCESS FUNDS TO PROVIDE
31 WRAPAROUND SERVICES TO THE STUDENTS ENROLLED IN THE ELIGIBLE SCHOOL.

1 **(4) IF AN ELIGIBLE SCHOOL, AS OF JUNE 30, 2019, EMPLOYS**
2 **INDIVIDUALS IN THE POSITIONS REQUIRED UNDER PARAGRAPH (1) OF THIS**
3 **SUBSECTION, THE FUNDS USED FOR THOSE POSITIONS AS OF JUNE 30, 2019, SHALL**
4 **INSTEAD BE USED TO PROVIDE WRAPAROUND SERVICES TO THE STUDENTS**
5 **ENROLLED IN THE ELIGIBLE SCHOOL.**

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

11 **(2) THE HEALTH CARE PRACTITIONER MAY WORK UNDER A SCHOOL**
12 **HEALTH SERVICES PROGRAM, A COUNTY HEALTH DEPARTMENT, A SCHOOL-BASED**
13 **HEALTH CENTER, OR A COMMUNITY-PARTNERED SCHOOL BEHAVIORAL HEALTH**
14 **SERVICES PROGRAM.**

15 5-205.

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

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

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

32 5-207.

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

34 (3) (i) Except as provided in subparagraph (ii) of this paragraph,
35 "compensatory education enrollment count" means the number of students eligible for free

1 or reduced price meals for the prior fiscal year.

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

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

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

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

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

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

25 5–218.

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

27 (2) “Eligible child” means a child:

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

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

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

34 (4) “State share of the per pupil foundation amount” means the quotient of

1 the State share of the foundation program for a county divided by the full-time equivalent
2 enrollment of the county.

3 (b) For each of fiscal years 2018 through [2020] **2021**, the State shall provide a
4 supplemental prekindergarten grant to an eligible county board that equals the percentage
5 of the State share of the per pupil foundation amount multiplied by the number of full-time
6 equivalent eligible children enrolled in a public full-day prekindergarten program on
7 September 30 of the previous school year:

8 (1) For fiscal year 2018, 50%;

9 (2) For fiscal year 2019, 75%; [and]

10 (3) For fiscal year 2020, 100%; AND

11 (4) **FOR FISCAL YEAR 2021, 100%.**

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

14 **6-123.**

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

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

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

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

31 (5) **“PUBLIC SCHOOL EMPLOYEE” HAS THE MEANING STATED IN §**
32 **6-401 OF THIS TITLE.**

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

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

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

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

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

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

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

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

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

21 **(2) TO BE ELIGIBLE FOR A GRANT, AN APPLICATION SHALL IDENTIFY**
22 **A SIGNED PARTNERSHIP AGREEMENT AMONG AT LEAST ONE COUNTY BOARD, ONE**
23 **TEACHER PREPARATION PROGRAM, AND ONE EXCLUSIVE EMPLOYEE**
24 **REPRESENTATIVE TO FORM A TEACHER COLLABORATIVE TO DESIGN:**

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

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

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

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

3 2. **EFFECTIVE TEACHER EVALUATION SYSTEMS.**

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

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

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

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

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

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

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

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

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

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

30 **(VI) MEMBERS OF THE PUBLIC SCHOOL FACULTY AND THE**
31 **TEACHER PREPARATION PROGRAM FACULTY TO BE FULLY TRAINED TO**

1 UNDERSTAND AND IMPLEMENT INTERNATIONAL AND NATIONAL BEST PRACTICES
2 FOR TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT.

3 (4) A PROFESSIONAL DEVELOPMENT PROGRAM DEVELOPED UNDER
4 THE PROGRAM SHALL PROVIDE TRAINING AND EDUCATION IN:

5 (I) CULTURALLY RESPONSIVE PEDAGOGY, CONTENT
6 KNOWLEDGE, AND PRACTICE;

7 (II) EVALUATION AND USE OF RESEARCH AND DATA TO
8 IMPROVE STUDENT PERFORMANCE;

9 (III) RACIAL AWARENESS, CULTURAL COMPETENCY, AND
10 RESTORATIVE PRACTICES TO BE ABLE TO TEACH STUDENTS FROM DIVERSE
11 BACKGROUNDS WITH DIFFERENT LEARNING ABILITIES AND NEEDS;

12 (IV) EFFECTIVE MANAGEMENT OF STUDENT BEHAVIOR;

13 (V) CONDUCTING ASSESSMENTS OF TYPICAL LEARNING
14 CHALLENGES FOR A STUDENT AND METHODS TO HELP THE STUDENT OVERCOME
15 THOSE CHALLENGES; AND

16 (VI) IDENTIFICATION AND EFFECTIVE USE OF HIGH-QUALITY
17 INSTRUCTIONAL MATERIALS, DIGITAL RESOURCES, AND COMPUTER TECHNOLOGY.

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

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

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

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

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

29 2. UTILIZE DOCUMENTED PERFORMANCE MEASURES TO
30 PROVIDE PERSONALIZED FEEDBACK THAT IS ALIGNED WITH THE TEACHER'S

1 STRENGTHS, NEEDS, AND PROFESSIONAL LEARNING CONTEXT; AND

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

4 A. CAN BE LINKED TO STUDENT LEARNING OUTCOMES;

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

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

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

13 (6) AN APPLICATION SHALL INCLUDE:

14 (I) A DESCRIPTION OF THE PROPOSED PRACTICUM DESIGN
15 FOR TEACHER CANDIDATES;

16 (II) A DESCRIPTION OF THE PROPOSED PROFESSIONAL
17 DEVELOPMENT PROGRAM FOR EXISTING TEACHERS;

18 (III) A DESCRIPTION OF THE PROPOSED PEER ASSISTANCE AND
19 REVIEW PROGRAM;

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

24 (V) ANY OTHER INFORMATION REQUIRED BY THE
25 DEPARTMENT.

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

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

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

1 **(4) THE DEPARTMENT SHALL ENSURE TO THE EXTENT PRACTICABLE**
2 **GEOGRAPHIC DIVERSITY AMONG THE GRANTEEES.**

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

7 **(E) (1) THE DEPARTMENT SHALL CONDUCT AN EVALUATION OF THE**
8 **PRACTICUM DESIGNS, PROFESSIONAL DEVELOPMENT PROGRAMS, AND PEER**
9 **ASSISTANCE AND REVIEW PROGRAMS IN THE PROGRAM TO DETERMINE WHETHER**
10 **TO RECOMMEND THAT ONE OR MULTIPLE PROGRAMS SHOULD BE REPLICATED**
11 **THROUGHOUT THE STATE.**

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

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

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

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

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

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

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

31 (h) (1) On or before December 31, [2016] 2017, the Commission shall provide
32 a preliminary report of its findings and recommendations to the Governor and, in
33 accordance with § 2-1246 of the State Government Article, the Senate Education, Health,
34 and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the

1 House Committee on Ways and Means, and the House Appropriations Committee.

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

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

14 SECTION 4. AND BE IT FURTHER ENACTED, That this Act shall take effect June
15 1, 2016. It shall remain effective for a period of 3 years AND 7 MONTHS and, at the end of
16 [May] DECEMBER 31, 2019, with no further action required by the General Assembly,
17 this Act shall be abrogated and of no further force and effect.

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

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

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

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

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

33 (2) On or before December 31, 2018, the Commission shall provide [a final]
34 AN INTERIM report of its findings and recommendations to the Governor and, in
35 accordance with § 2–1246 of the State Government Article, the Senate Education, Health,
36 and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the
37 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 3. Attendance personnel;
- 2 4. Psychologists;
- 3 5. Social workers; or
- 4 6. Clerical personnel.

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

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

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

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

12 (d) (1) On or before July 1, 2019, a county board may submit an application to
13 the State Department of Education to receive a State grant as specified in subsection (f) of
14 this section.

15 (2) The application shall include:

16 (i) The estimated teacher salary base for the county board for the
17 current fiscal year;

18 (ii) The negotiated salary increase for teachers for the current and
19 next fiscal year, expressed in total dollar amounts and as a percentage, broken out between
20 cost-of-living adjustment, steps or increments, and other increases;

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

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

27 (v) Any other information necessary to determine eligibility for the
28 Program.

29 (e) (1) Subject to paragraphs (2) and (3) of this subsection, in each of fiscal
30 years 2020 and 2021, the State shall provide a grant to a county board under the Program
31 as specified in subsection (f) of this section if the county board provides a negotiated and
32 funded average salary increase for teachers of at least 3% in fiscal year 2020.

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

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

6 (i) Starting teacher salaries; and

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

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

13 (f) For each of fiscal years 2020 and 2021, the State shall provide \$75,000,000 as
14 grants to county boards under this section as follows:

- 15 (1) Allegany County.....\$992,058;
- 16 (2) Anne Arundel County\$5,417,212;
- 17 (3) Baltimore City.....\$8,432,994;
- 18 (4) Baltimore County.....\$9,846,034;
- 19 (5) Calvert County\$1,493,954;
- 20 (6) Caroline County\$706,381;
- 21 (7) Carroll County.....\$2,255,287;
- 22 (8) Cecil County\$1,552,837;
- 23 (9) Charles County\$2,819,158;
- 24 (10) Dorchester County\$525,025;
- 25 (11) Frederick County\$4,073,708;
- 26 (12) Garrett County.....\$268,492;
- 27 (13) Harford County\$3,460,022;

1	(14)	Howard County	\$4,389,463;
2	(15)	Kent County	\$55,218;
3	(16)	Montgomery County	\$8,109,168;
4	(17)	Prince George’s County.....	\$13,386,052;
5	(18)	Queen Anne’s County	\$544,458;
6	(19)	St. Mary’s County	\$1,710,662;
7	(20)	Somerset County.....	\$340,287;
8	(21)	Talbot County.....	\$114,126;
9	(22)	Washington County	\$2,520,132;
10	(23)	Wicomico County.....	\$1,821,795; and
11	(24)	Worcester County.....	\$165,478.

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

17 SECTION 5. AND BE IT FURTHER ENACTED, That, for each of fiscal years 2020
 18 and 2021, in addition to the amount distributed under § 5-209 of the Education Article, the
 19 State shall distribute a total of \$137,500,000 for the education of students with disabilities.
 20 The following proportions of the total amount shall be distributed to the county boards of
 21 education and the Baltimore City Board of School Commissioners for the education of
 22 students with disabilities:

23	(1)	Allegany County.....	1.98%;
24	(2)	Anne Arundel County	6.37%;
25	(3)	Baltimore City.....	14.87%;
26	(4)	Baltimore County.....	12.93%;
27	(5)	Calvert County.....	1.46%;
28	(6)	Caroline County	0.92%;

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1	(7)	Carroll County.....	2.54%;
2	(8)	Cecil County	2.48%;
3	(9)	Charles County	3.42%;
4	(10)	Dorchester County	0.57%;
5	(11)	Frederick County	4.52%;
6	(12)	Garrett County.....	0.26%;
7	(13)	Harford County	4.42%;
8	(14)	Howard County	4.18%;
9	(15)	Kent County	0.19%;
10	(16)	Montgomery County	13.95%;
11	(17)	Prince George’s County.....	15.45%;
12	(18)	Queen Anne’s County	0.60%;
13	(19)	St. Mary’s County	1.82%;
14	(20)	Somerset County.....	0.63%;
15	(21)	Talbot County.....	0.35%;
16	(22)	Washington County	2.95%;
17	(23)	Wicomico County.....	2.58%; and
18	(24)	Worcester County.....	0.55%.

19 SECTION 6. AND BE IT FURTHER ENACTED, That:

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

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

23 (3) (i) “Transitional supplemental instruction” means additional
24 academic support using evidence-based programs and strategies that meet the
25 expectations of strong or moderate evidence as defined in the federal Every Student
26 Succeeds Act.

1 (ii) "Transitional supplemental instruction" includes:

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

4 2. cross-age peer tutoring.

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

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

1	(18)	Queen Anne’s County	\$133,820;
2	(19)	St. Mary’s County	\$457,721;
3	(20)	Somerset County.....	\$111,326;
4	(21)	Talbot County.....	\$93,315;
5	(22)	Washington County	\$828,151;
6	(23)	Wicomico County.....	\$680,937; and
7	(24)	Worcester County.....	\$78,959.

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

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

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

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

19 SECTION 7. AND BE IT FURTHER ENACTED, That:

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

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

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

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

1 under development.

2 (e) The State Department of Education and the Maryland Department of Health
3 shall develop a memorandum of understanding to allow Medicaid eligibility data to be
4 shared between the departments and local education agencies on or before December 1,
5 2020.

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

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

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

25 SECTION 11. AND BE IT FURTHER ENACTED, That Section 2 of this Act shall
26 take effect contingent on the taking effect of Chapter ____ (S.B. 640/H.B. 1113) of the Acts
27 of the General Assembly of 2019, and if Chapter ____ (S.B. 640/H.B. 1113) does not become
28 effective, Section 2 of this Act, with no further action required by the General Assembly,
29 shall be null and void.

30 SECTION 12. AND BE IT FURTHER ENACTED, That, subject to Section 11 of this
31 Act, this Act shall take effect June 1, 2019.