

Chapter 55

(House Bill 1372)

AN ACT concerning

Blueprint for Maryland's Future – Revisions

FOR the purpose of altering certain policy and funding provisions relating to the Blueprint for Maryland's Future; requiring the State Department of Education to submit certain data to the Department of Budget and Management and the Department of Legislative Services; specifying that the target per pupil foundation amount includes educational technology costs; requiring local county boards of education and schools to prioritize certain funds to purchase digital devices; specifying that certain funds are intended to be supplemental to certain existing funding; requiring each county board to submit to the State Department of Education certain reports on information technology and requiring the State Department of Education to submit to the General Assembly a certain report on information technology on or before certain dates each year; requiring the State Department of Education to establish certain reporting requirements on or before a certain date; altering certain dates for the implementation of the Blueprint for Maryland's Future; altering the amount of a certain personnel grant; ~~authorizing certain eligible schools to use excess funds from a certain personnel grant for certain purposes under certain circumstances;~~ altering the proportion of the per pupil grant for the Concentration of Poverty School Grant Program; requiring the State Department of Education to submit a certain report on or before a certain date; requiring the State Department of Education to submit to the Department of Budget and Management and the Department of Legislative Services the percentage and number of students at each school eligible for free or reduced price meals in a certain school year and the eligibility of each public school for a certain grant; requiring each student who receives transitional supplemental instruction to receive certain assessments for a certain purpose; providing that a certain requirement may be satisfied by conducting a certain screening; altering certain mandated appropriations; clarifying certain calculations; requiring certain calculations to be made for certain appropriations for certain fiscal years; clarifying that a reduction in certain local education aid includes certain amounts; requiring the Governor to appoint certain members to the Accountability and Implementation Board within a certain period of time; providing for the plenary authority of the Accountability and Implementation Board; requiring certain decisions to control under certain circumstances; requiring a certain individual to appoint certain members to the Nominating Committee within a certain period of time under certain circumstances; providing that a certain provision of law is no longer applicable if a certain individual who is required to appoint certain members to the Nominating Committee fails to make certain appointments within a certain period of time; requiring the Comprehensive Implementation Plan to include certain outcomes; requiring the Accountability and Implementation Board to provide certain outreach and materials to certain individuals; requiring the State Department of Education to send an Expert Review Team to a certain school or group of schools for a certain

purpose beginning in a certain school year; requiring certain school leadership training programs to include certain training; requiring each county to ensure a certain percentage of certain prekindergarten slots in the county rather than certain providers; adding a date by which each county board of education is required to report to the State Department of Education certain information related to a 9th grade tracker system; adding a date by which the State Department of Education is required to submit a certain report on a 9th grade tracker system to the Accountability and Implementation Board and the Maryland Longitudinal Data System Center; providing that the Blueprint for Maryland's Future and a certain standard are not intended to alter certain needs; requiring the State Department of Education to consult with the Accountability and Implementation Board to contract with a certain entity to conduct a certain study; clarifying that a certain post college and career readiness pathway includes a certain program, course, or courses; adding that a certain post college and career readiness pathway may be provided through a certain course or an apprenticeship sponsor; requiring a virtual school to follow certain standards; requiring authorizing the Governor to include in the annual budget bill a certain appropriation to the State Department of Education for the Director of Community Schools to provide certain training, assistance, and additional staff; requiring the CTE Committee or the State Board of Education, as appropriate, to include in a certain State plan certain goals and programs, to the extent authorized by federal law; requiring county governing bodies to submit certain information to the State Department of Assessments and Taxation by a certain date; requiring the Workgroup on English Language Learners in Public Schools to measure and make recommendations regarding certain learning loss for English language learners; requiring a county board to use certain funding for a certain purpose to the extent authorized under federal law; authorizing a county board to retain certain funds; requiring a county board to report to the Accountability and Implementation Board and, under certain circumstances, the State Department of Education, the Governor, the General Assembly, and the Department of Legislative Services on certain spending on or before certain dates; requiring each county board to establish and implement a certain summer school program and provide certain tutoring in certain years; providing for the intent of the General Assembly regarding the provision of summer school programs; requiring each county board to report on implementation of a certain summer school program and certain tutoring to the Legislative Policy Committee and, under certain circumstances, the Accountability and Implementation Board on or before certain dates; requiring, encouraging, and authorizing each county board to use certain funds for certain purposes related to behavioral health; requiring each county board to submit certain plans on the use of certain behavioral health funding to the Accountability and Implementation Board, the Governor, and the Legislative Policy Committee on or before certain dates; prohibiting certain funding from being provided to a county board under certain circumstances; requiring the Department of Legislative Services to conduct a certain study and report to the President of the Senate and the Speaker of the House on or before a certain date; authorizing the Department of Legislative Services to hire certain experts or consultants for a certain purpose; requiring each local school system, on or before a certain date, to complete a certain assessment and report on the

~~findings to the Accountability and Implementation Board, the State Department of Education, and the State Board of Education; requiring the State Department of Education, on or before a certain date, to conduct a certain evaluation and report on the evaluation to the General Assembly; authorizing county governing bodies to use certain funds to meet certain maintenance of effort requirements, to the extent authorized by federal law; defining a certain term; altering certain definitions; making technical corrections; making conforming changes; making this Act an emergency measure; and generally relating to the Blueprint for Maryland's Future.~~

BY repealing and reenacting, with amendments,

Article – Education

Section 5–201(d)(2)(i) and (iv), (s), and (t), 5–212(a)(6) and (7), 5–216(b)(2), 5–217(a)(6)(iii) and (7), 5–221(b), (c)(1)(iii), (d), and (e), ~~5–222(a)(3)~~ 5–222(a)(2)(i) and (ii) and (3) and (c)(1), 5–223(a)(3), (c)(1)(i)1. ~~and (4)~~, (d)(3), and ~~(g)(1)~~ (g), 5–224(a)(4), 5–225(a)(3), 5–226(a)(3), 5–229(a)(3), (6)(iii), (10), and (11) and (h), 5–230(c)(3)(iii), 5–234(a)(1) and (2), (b)(2), (c), and (d), 5–235(a)(1)(i) and ~~(2)(i)~~ (2), 5–239(d), 5–402(a), (d)(5)(ii), and (e)(3)(ii), 5–403(b)(2) ~~and (d)~~, 5–404(a)(3)(i), (b)(3)(i), (c)(1)(i), and (h), 5–405(b), (c), and (d), 5–406(b)(1), 5–409(b), 5–410(e)(1), 5–412(b)(6)(i), 5–413(a), 6–120(c)(2)(i)1. and (ii)1., 6–124(b), 6–1002(a)(1), 6–1009(a)(1), (f)(1), (3), and (4), and (g), 6–1011(a)(1), (b), and (c), 7–1A–03(a) and (b)(3), 7–1A–04(a)(1), 7–1A–08, 7–203.5, 7–205.1(c)(3), (d)(1) and (3)(i) and (iv), (e)(1)(i) and (3)(i)3., and (g)(1)(iii)1., 7–210(a), ~~7–1401, 7–1403~~, 8–201(b)(1), 9.5–906(b), 9.5–907, 9.5–1002(d), ~~9.9–103(c)~~, 15–127(a), 21–202(d)(2)(i), 21–204(a)(1) and (b), and 21–210(h)(16)

Annotated Code of Maryland

(2018 Replacement Volume and 2020 Supplement)

(As enacted by Chapter 36 of the Acts of the General Assembly of 2021)

BY adding to

Article – Education

Section 5–202, 5–212(a)(8), ~~5–223(h)~~ and (c), 5–223(d)(4) and (h), 5–226(b)(5), 5–235(a)(2)(iii), ~~and 5–402(d)(1)(iii) and (h)(3), 5–404(b)(3)~~ 5–404(a)(3), 5–411(g)(6), ~~and 7–205.1(c)(3), and 21–202(d)(3)~~

Annotated Code of Maryland

(2018 Replacement Volume and 2020 Supplement)

(As enacted by Chapter 36 of the Acts of the General Assembly of 2021)

BY repealing and reenacting, without amendments,

Article – Education

Section 5–402(e)(3)(iii)1.

Annotated Code of Maryland

(2018 Replacement Volume and 2020 Supplement)

(As enacted by Chapter 36 of the Acts of the General Assembly of 2021)

BY repealing and reenacting, with amendments,

Article – Labor and Employment

Section 11–105(b) and (c)

Annotated Code of Maryland

(2016 Replacement Volume and 2020 Supplement)

(As enacted by Chapter 36 of the Acts of the General Assembly of 2021)

BY repealing and reenacting, with amendments,

Article – Tax – Property

Section 2–218.1

Annotated Code of Maryland

(2019 Replacement Volume and 2020 Supplement)

(As enacted by Chapter 36 of the Acts of the General Assembly of 2021)

BY repealing and reenacting, with amendments,

Chapter 36 of the Acts of the General Assembly of 2021

Section 5 through 10, 14, and 19

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

Article – Education

5–201.

(d) (2) (i) Subject to subparagraphs (ii), (iii), and (iv) of this paragraph, for counties that qualify for a disparity grant under § 16–501 of the Local Government Article and that established a development district under Title 12, Subtitle 2 of the Economic Development Article or Article II, § 62 of the Charter of Baltimore City after May 1, 2016, and is still in effect, **USING THE ASSESSED VALUE OF REAL PROPERTY AS OF JULY 1 OF THE SECOND COMPLETED FISCAL YEAR BEFORE THE SCHOOL YEAR FOR WHICH THE CALCULATION OF STATE AID IS MADE UNDER THIS SECTION**, “assessed value of real property” does not include the lesser of:

1. The difference between the original base and the assessable base of all real property in a development district that is subject to tax increment financing under Title 12, Subtitle 2 of the Economic Development Article or Article II, § 62 of the Charter of Baltimore City as certified by the State Department of Assessments and Taxation; or

2. The quotient of the annual debt service for a tax increment financing bond in a development district divided by the county’s real property tax rate pledged to the tax increment financing bond multiplied by 100.

(iv) For Baltimore City, if the result of item 1 or 2 of subparagraph (i) of this paragraph is a positive number, then the amount is required to be appropriated

by the Mayor and City Council of Baltimore City [School] **TO THE BALTIMORE CITY Board of School Commissioners.**

(s) “Target per pupil foundation amount” means:

- (1) For fiscal year 2022, \$7,991;
- (2) For fiscal year 2023, \$8,310;
- (3) For fiscal year 2024, \$8,642;
- (4) For fiscal year 2025, [~~\$8,726~~] **\$8,789**;
- (5) For fiscal year 2026, [~~\$9,097~~] **\$9,226**;
- (6) For fiscal year 2027, [~~\$9,534~~] **\$9,732**;
- (7) For fiscal year 2028, [~~\$9,936~~] **\$10,138**;
- (8) For fiscal year 2029, [~~\$10,357~~] **\$10,564**;
- (9) For fiscal year 2030, [~~\$10,792~~] **\$11,004**;
- (10) For fiscal year 2031, [~~\$11,225~~] **\$11,442**;
- (11) For fiscal year 2032, [~~\$11,676~~] **\$11,898**;
- (12) For fiscal year 2033, [~~\$12,138~~] **\$12,365**; and

(13) For subsequent fiscal years, the target per pupil foundation amount for the prior fiscal year increased by the inflation adjustment rounded to the nearest whole dollar.

(t) **(1) EXCEPT AS PROVIDED IN PARAGRAPH (2) OF THIS SUBSECTION, “3–year moving average enrollment” means the average of the full–time equivalent enrollment in the 3 prior school years.**

(2) IF THE 3 PRIOR SCHOOL YEARS INCLUDES THE 2020–2021 SCHOOL YEAR, “3–YEAR MOVING AVERAGE ENROLLMENT” MEANS:

(I) THE SUM OF THE FULL–TIME EQUIVALENT ENROLLMENT FOR THE 4 PRIOR SCHOOL YEARS MINUS THE 2020–2021 SCHOOL YEAR FULL–TIME EQUIVALENT ENROLLMENT; DIVIDED BY

(II) THREE.

5-202.

ON OR BEFORE DECEMBER 1, 2021, AND EACH DECEMBER 1 THEREAFTER, THE DEPARTMENT SHALL SUBMIT TO THE DEPARTMENT OF BUDGET AND MANAGEMENT AND THE DEPARTMENT OF LEGISLATIVE SERVICES THE ENROLLMENT COUNTS AND OTHER DATA NECESSARY TO CALCULATE THE FUNDING FORMULAS TO IMPLEMENT THE BLUEPRINT FOR MARYLAND'S FUTURE FOR THE UPCOMING FISCAL YEAR.

5-212.

(a) The target per pupil foundation amount includes costs associated with implementing The Blueprint for Maryland's Future including:

(6) Maintenance and operation of schools; [and]

(7) Supplies and materials for teachers; AND

(8) EDUCATIONAL TECHNOLOGY INCLUDING DIGITAL DEVICES, BROADBAND CONNECTIVITY, AND INFORMATION TECHNOLOGY STAFF.

(C) (1) ~~LOCAL~~ COUNTY BOARDS OF EDUCATION AND SCHOOLS SHALL PRIORITIZE THE PURCHASE OF DIGITAL DEVICES FOR USING FUNDS UNDER SUBSECTION (A)(8) OF THIS SECTION.

(2) ADDITIONAL FUNDS PROVIDED IN THE TARGET PER PUPIL FOUNDATION AMOUNT FOR EDUCATIONAL TECHNOLOGY ARE INTENDED TO SUPPLEMENT AND NOT SUPPLANT EXISTING FUNDING PROVIDED FOR EDUCATIONAL TECHNOLOGY.

(3) (I) ON OR BEFORE NOVEMBER 15 EACH YEAR, EACH COUNTY BOARD SHALL SUBMIT A REPORT TO THE DEPARTMENT DETAILING, FOR THE PREVIOUS FISCAL YEAR:

1. THE AMOUNT SPENT BY THE LOCAL SCHOOL SYSTEM ON TECHNOLOGY DISAGGREGATED BY DIGITAL DEVICES, CONNECTIVITY, AND INFORMATION TECHNOLOGY STAFF; AND

2. THE PERCENTAGE OF STUDENTS, TEACHERS, AND STAFF WITH DIGITAL DEVICES AND ADEQUATE CONNECTIVITY IN THEIR HOMES IN ACCORDANCE WITH THE FEDERAL COMMUNICATIONS COMMISSION STANDARDS FOR BROADBAND.

(II) ON OR BEFORE DECEMBER 15 EACH YEAR, THE DEPARTMENT SHALL SUBMIT TO THE GENERAL ASSEMBLY, IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, A COMPILATION OF THE REPORTS SUBMITTED TO THE DEPARTMENT UNDER SUBPARAGRAPH (I) OF THIS PARAGRAPH.

(III) ON OR BEFORE SEPTEMBER 1, 2021, THE DEPARTMENT SHALL ESTABLISH UNIFORM REPORTING REQUIREMENTS, INCLUDING DEFINITIONS TO ENSURE THAT CONSISTENT AND COMPARABLE REPORTS ARE SUBMITTED UNDER SUBPARAGRAPH (I) OF THIS PARAGRAPH.

5-216.

(b) (2) The amount of the grant under this section shall equal, for each county, the product of the CWI adjustment and:

- (i) 49% in fiscal year 2024;
- (ii) 49% in fiscal year 2025;
- (iii) [48%] **47%** in fiscal year 2026;
- (iv) [47%] **46%** in fiscal year 2027;
- (v) [46%] **45%** in fiscal year 2028;
- (vi) [45%] **44%** in fiscal year 2029;
- (vii) [44%] **43%** in fiscal year 2030;
- (viii) [43%] **42%** in fiscal year 2031;
- (ix) [43%] **42%** in fiscal year 2032; and
- (x) [42%] **41%** in fiscal year 2033 and each fiscal year thereafter.

5-217.

(a) (6) “State share” means, for each county, the result, rounded to the nearest whole dollar, of the following calculation multiplied by 0.5:

(iii) Multiply the result calculated under subparagraph (ii) of this paragraph by the result, rounded to seven decimal places, that results from dividing the total [State share] **PROGRAM AMOUNT** by the sum of all of the results calculated under subparagraph (ii) of this paragraph for all counties.

(7) “Total [State share] **PROGRAM AMOUNT**” means the product of [0.5 and] the CCR per pupil amount and the number of CCR students in the State.

5–221.

(b) “Local share” means the [result of the total] **COUNTY** program amount for each county minus the [State share] **RESULT CALCULATED UNDER SUBSECTION (C)(1) OF THIS SECTION** for each county rounded to the nearest whole dollar.

(c) Except as provided in paragraph (3) of this subsection, “State share” means, for each county, rounded to the nearest whole dollar, the greater of the following calculations multiplied by 0.5:

(1) (iii) Multiply the result calculated under subparagraph (ii) of this paragraph by the result, rounded to seven decimal places, that results from dividing the total [State share] **PROGRAM AMOUNT** by the sum of all of the results calculated under subparagraph (ii) of this paragraph for all counties; or

(d) (1) Except as provided in paragraph (2) of this subsection, [“total] **“COUNTY** program amount” means, for each county, the product of the per pupil amount and the county enrollment applicable under § 5–222, § 5–223, § 5–224, § 5–225, or § 5–226 of this subtitle.

(2) For the per pupil grant in the concentration of poverty program, [“total] **“COUNTY** program amount” has the same meaning as “per pupil grant amount” defined under § 5–223 of this subtitle.

(e) “Total [State share] **PROGRAM AMOUNT**” means the [product of 0.5 and the per pupil amount and the statewide enrollment] **SUM OF THE COUNTY PROGRAM AMOUNT FOR EACH COUNTY** applicable under § 5–222, § 5–223, § 5–224, § 5–225, or § 5–226 of this subtitle.

5–222.

(a) (2) “Compensatory education enrollment” means:

(i) Except as provided in subparagraph (iv) of this paragraph, for fiscal years 2017 through [2025] 2026, the greater of:

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

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 paragraph (3) of this subsection, 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; or

3. The number of students directly certified and who are enrolled in a public school in the county in the prior fiscal year; and

(ii) For fiscal year [2026] **2027** and each fiscal year thereafter, the greater of:

1. The number of students eligible for free or reduced price meals using the United States Department of Agriculture count or the alternative State form for the prior fiscal year; or

2. The number of direct certification students who are enrolled in a public school in the county in the prior fiscal year.

(3) “Compensatory education per pupil amount” means the following proportions of the target per pupil foundation amount:

- (i) For fiscal year 2022, 91%;
- (ii) For fiscal year 2023, 89%;
- (iii) For fiscal year 2024, 87%;
- (iv) For fiscal year 2025, [87%] **86%**;
- (v) For fiscal year 2026, [86%] **85%**;
- (vi) For fiscal year 2027, [82%] **80%**;
- (vii) For fiscal year 2028, [80%] **78%**;
- (viii) For fiscal year 2029, [78%] **76%**;

- (ix) For fiscal year 2030, [78%] **76%**;
- (x) For fiscal year 2031, [76%] **75%**;
- (xi) For fiscal year 2032, [72%] **71%**; and
- (xii) For fiscal year 2033 and each fiscal year thereafter, [74%] **73%**.

(c) (1) By school year [2021–2022] **2022–2023**, the State alternative income eligibility form shall be collected by each school that is participating in the United States Department of Agriculture community eligibility provision and may be collected by all other schools.

5–223.

(a) (3) **(I)** [“Concentration] **EXCEPT AS PROVIDED IN SUBPARAGRAPH (II) OF THIS PARAGRAPH**, “CONCENTRATION of poverty level” means the average percentage of eligible students of the school’s enrollment for the 3 prior [fiscal] **SCHOOL** years rounded to the nearest whole percent.

(II) IF THE 3 PRIOR SCHOOL YEARS INCLUDES THE 2020–2021 SCHOOL YEAR, “CONCENTRATION OF POVERTY LEVEL” MEANS:

1. THE SUM OF THE ~~AVERAGE~~ PERCENTAGE OF ELIGIBLE STUDENTS OF THE SCHOOL’S ENROLLMENT FOR THE 4 PRIOR SCHOOL YEARS MINUS THE 2020–2021 SCHOOL YEAR PERCENTAGE OF ELIGIBLE STUDENTS ~~ROUNDED TO THE NEAREST WHOLE PERCENT~~; DIVIDED BY

2. THREE; AND

3. ROUNDED TO THE NEAREST WHOLE PERCENT.

(c) (1) (i) 1. For fiscal year 2022, the State shall distribute a personnel grant to each county board equal to [\\$257,100] **\$248,833** for each eligible school in the county.

~~(4) If the personnel grant provided to an eligible school exceeds the cost to employ the positions and provide the coverage required under paragraph (2) of this subsection, the eligible school may only use the excess funds to:~~

~~(i) Provide wraparound services to the students enrolled in the eligible school;~~

~~(ii) Complete the needs assessment; and~~

~~(iii) In fiscal years 2021 and 2022, provide the requirements under COMAR 13A.04.16.01] PROVIDE HEALTH CARE SERVICES VIA A SCHOOL HEALTH SERVICES PROGRAM, A COUNTY HEALTH DEPARTMENT, OR A SCHOOL-BASED HEALTH CENTER.~~

(d) (3) [Beginning in fiscal year 2022, each] **EACH EXCEPT AS PROVIDED IN PARAGRAPH (4) OF THIS SUBSECTION, EACH** eligible school shall receive the following proportion of the per pupil grant calculated under paragraph (2) of this subsection rounded to the nearest whole dollar:

- (i) For [fiscal year 2022, 12.77%] **THE 1ST YEAR OF ELIGIBILITY, 16%;**
- (ii) For [fiscal year 2023, 24.35%] **THE 2ND YEAR OF ELIGIBILITY, 32%;**
- (iii) For [fiscal year 2024, 28.41%] **THE 3RD YEAR OF ELIGIBILITY, 37%;**
- (iv) For [fiscal year 2025, 41.56%] **THE 4TH YEAR OF ELIGIBILITY, 55%;**
- (v) For [fiscal year 2026, 50.63%] **THE 5TH YEAR OF ELIGIBILITY, 66%;**
- (vi) For [fiscal year 2027, 60.28%] **THE 6TH YEAR OF ELIGIBILITY, 75%; AND**
- (vii) For [fiscal year 2028, 75.48%;
- (viii) For fiscal year 2029, 90.70%; and
- (ix) For fiscal year 2030 and each fiscal year thereafter, 100.00%] **THE 7TH YEAR OF ELIGIBILITY AND EACH YEAR OF ELIGIBILITY THEREAFTER, 100%.**

(4) BEGINNING IN FISCAL YEAR 2030, EACH ELIGIBLE SCHOOL SHALL RECEIVE 100% OF THE PER PUPIL GRANT CALCULATED UNDER PARAGRAPH (2) OF THIS SUBSECTION ROUNDED TO THE NEAREST WHOLE DOLLAR.

(g) (1) ON OR BEFORE NOVEMBER 1, 2021, THE DEPARTMENT SHALL SUBMIT AN INTERIM REPORT TO THE GENERAL ASSEMBLY, IN ACCORDANCE WITH §

2-1257 OF THE STATE GOVERNMENT ARTICLE, AND THE ACCOUNTABILITY AND IMPLEMENTATION BOARD ON:

(I) THE PROGRESS ON ANALYZING NEIGHBORHOOD INDICATORS OF POVERTY UNDER PARAGRAPH (2) OF THIS SUBSECTION;

(II) THE FISCAL YEAR FOR WHICH MEDICAID DATA CAN BE INCORPORATED INTO THE DIRECT CERTIFICATION OF STUDENTS ELIGIBLE FOR THE COMPENSATORY EDUCATION PROGRAM UNDER § 5-222 OF THIS SUBTITLE AND UNDER THIS SECTION; AND

(III) THE PLAN FOR DEVELOPING AND USING THE STATE ALTERNATIVE INCOME ELIGIBILITY FORM TO DETERMINE ELIGIBILITY FOR THE COMPENSATORY EDUCATION PROGRAM UNDER § 5-222 OF THIS SUBTITLE.

(2) (I) On or before October 1, [2021] **2022**, the Department shall submit a report to the Accountability and Implementation Board on incorporating neighborhood indicators of poverty to determine a school's eligibility for the compensatory education program and the concentration of poverty grant based on the study required under this subsection.

[(2)] (II) The study shall evaluate:

[(i)] 1. The American Community Survey data available across geographic areas in the Small Area Income and Poverty Estimates Program to provide school district poverty estimates; and

[(ii)] 2. The Area Deprivation Index developed by the University of Wisconsin – Madison to rank neighborhoods by socioeconomic status disadvantage.

(H) ON OR BEFORE OCTOBER 1, 2021, AND EACH OCTOBER 1 THEREAFTER, THE DEPARTMENT SHALL SUBMIT TO THE DEPARTMENT OF BUDGET AND MANAGEMENT AND THE DEPARTMENT OF LEGISLATIVE SERVICES THE PERCENTAGE AND NUMBER OF STUDENTS AT EACH SCHOOL ELIGIBLE FOR FREE OR REDUCED PRICE MEALS IN THE PRIOR SCHOOL YEAR AND EACH PUBLIC SCHOOL'S ELIGIBILITY FOR A GRANT UNDER THIS PROGRAM IN THE UPCOMING FISCAL YEAR.

5-224.

(a) (4) “English learner per pupil amount” means the following proportions of the target per pupil foundation amount:

(i) For fiscal year 2022, 100%;

- (ii) For fiscal year 2023, 100%;
- (iii) For fiscal year 2024, 100%;
- (iv) For fiscal year 2025, [103%] **102%**;
- (v) For fiscal year 2026, [99%] **98%**;
- (vi) For fiscal year 2027, [96%] **94%**;
- (vii) For fiscal year 2028, [94%] **92%**;
- (viii) For fiscal year 2029, [93%] **91%**;
- (ix) For fiscal year 2030, [91%] **89%**;
- (x) For fiscal year 2031, [90%] **88%**;
- (xi) For fiscal year 2032, [88%] **86%**; and
- (xii) For fiscal year 2033 and each fiscal year thereafter, [87%] **85%**.

5–225.

(a) (3) “Special education per pupil amount” means the following proportions of the target per pupil foundation amount:

- (i) For fiscal year 2022, 86%;
- (ii) For fiscal year 2023, 86%;
- (iii) For fiscal year 2024, 92%;
- (iv) For fiscal year 2025, [100%] **99%**;
- (v) For fiscal year 2026, [104%] **103%**;
- (vi) For fiscal year 2027, [114%] **112%**;
- (vii) For fiscal year 2028, [124%] **122%**;
- (viii) For fiscal year 2029, [139%] **136%**;
- (ix) For fiscal year 2030, [156%] **153%**;

- (x) For fiscal year 2031, [154%] **151%**;
- (xi) For fiscal year 2032, [151%] **148%**; and
- (xii) For fiscal year 2033 and each fiscal year thereafter, [149%]

146%.

5–226.

(a) (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 **OF NOT MORE THAN FOUR STUDENTS** with a certified teacher, a teaching assistant, or any other trained professional;
2. Cross–age peer tutoring; and
3. Screening, identifying, and addressing literacy deficits.

(b) (5) ***(I) EACH STUDENT WHO RECEIVES TRANSITIONAL SUPPLEMENTAL INSTRUCTION SHALL RECEIVE A PRE– AND POST–STANDARDIZED ASSESSMENT TO EVALUATE THE STUDENT’S PROGRESS BEFORE AND AFTER RECEIVING TRANSITIONAL SUPPLEMENTAL INSTRUCTION UNDER THIS SECTION.***

(II) THE REQUIREMENT THAT A STUDENT RECEIVE A PRE–STANDARDIZED ASSESSMENT FOR LITERACY IN ACCORDANCE WITH SUBPARAGRAPH (I) OF THIS PARAGRAPH MAY BE SATISFIED BY CONDUCTING THE READING SCREENING ESTABLISHED IN § 4–136 OF THIS ARTICLE.

5–229.

(a) (3) “Local share” means, for each county, the result of the [total] **COUNTY** program amount minus the State share rounded to the nearest whole dollar.

(6) “State share” means, for each county, rounded to the nearest whole dollar, the following calculations multiplied by 0.5:

(iii) Multiply the result calculated under item (ii) of this paragraph by the result, rounded to seven decimal places, that results from dividing the total [State share] **PROGRAM AMOUNT** by the sum of all of the results calculated under item (ii) of this paragraph for all counties.

(10) [“Total] **“COUNTY** program amount” means, for each county, the product of the per pupil amount and the prekindergarten enrollment.

(11) “Total [State share]” program amount” means the product of [0.5 and] the per pupil amount and the statewide prekindergarten enrollment.

(h) On or before [January 1] **NOVEMBER 1**, 2021, the Department shall report to the Accountability and Implementation Board and, in accordance with § 2–1257 of the State Government Article, the General Assembly on:

(1) Plans for an income verification process to determine eligibility for Tier I, Tier II, or Tier III status of a child;

(2) Administrative procedures for distributing the funds required under subsection (d) of this section;

(3) (i) Providing families with the ability to indicate a preference for the public or private prekindergarten program in which to enroll the child; and

(ii) Communicating with families that the ability to choose to enroll a child in a public provider outside the family’s attendance area is available only for prekindergarten;

(4) Recommendations for the methodology the Department will use to calculate the State, local, and family share for Tier II children under the sliding scale developed under subsection (e) of this section; and

(5) Recommendations on whether to extend the prekindergarten supplemental grant provided under § 5–232 of this subtitle.

5–230.

(c) (3) (iii) The Governor shall appropriate, in each of fiscal years 2021 through 2030, [\$275,000] **\$330,000** for each additional Judy Center required under this paragraph.

5–234.

(a) (1) Except as provided by **PARAGRAPH (2) OF THIS SUBSECTION AND** subsections (e) and (f) of this section, for each of the following programs, “minimum school

funding” means at least 75% of the per pupil amount applicable to each of the following programs:

- (i) The foundation program under § 5–213 of this subtitle;
- (ii) The compensatory education program under § 5–222 of this subtitle;
- (iii) The English learner education program under § 5–224 of this subtitle;
- (iv) The special education program under § 5–225 of this subtitle;
- (v) Public providers of prekindergarten under § 5–229 of this subtitle;
- (vi) Transitional supplemental instruction under § 5–226 of this subtitle;
- (vii) The comparable wage index grant under § 5–216 of this subtitle;
- and
- (viii) The college and career readiness program under § 5–217 of this subtitle.

(2) **[For] EXCEPT AS PROVIDED BY SUBSECTION (E) OF THIS SECTION, FOR** each of the following programs, “minimum school funding” means 100% of the per pupil amount applicable to each of the following programs:

- (i) Private providers of prekindergarten under § 5–229 of this subtitle; and
- (ii) The per pupil grant under the concentration of poverty program under § 5–223 of this subtitle.

(b) (2) On or before July 1, **[2023] 2024**, for fiscal year **[2024] 2025**, and each July 1 thereafter, each county board shall report on the county board’s compliance with this section to the Department and the Accountability and Implementation Board established under Subtitle 4 of this title.

(c) On or before July 1, **[2022] 2023**, the Department shall, in collaboration with the Accountability and Implementation Board established under Subtitle 4 of this title:

- (1) Implement a financial management system and student data system capable of tracking and analyzing the requirements under this section and integrating local school system data; and

(2) Update the “Financial Reporting Manual for Maryland Public Schools” to ensure uniformity in reporting expenditures for each school.

(d) For fiscal years [2022] **2023** and [2023] **2024**, each county board and the Department shall report to the Accountability and Implementation Board established under Subtitle 4 of this title expenditures for each school in accordance with the federal Every Student Succeeds Act requirements for reporting expenditures.

5–235.

(a) (1) (i) Subject to subsection (o) of this section **AND BEGINNING IN FISCAL YEAR 2023**, the county governing body shall levy and appropriate an annual tax sufficient to provide an amount of revenue for elementary and secondary public education purposes equal to the local share of major education aid as adjusted under § 5–239 of this subtitle.

(2) (i) Subject to subsection (o) of this section and except as provided in [subparagraph] **SUBPARAGRAPHS (ii) ~~AND (iii)~~, (iii), AND (iv)** of this paragraph, the county governing body shall appropriate local funds to the school operating budget in an amount no less than the product of the county’s enrollment count for the current fiscal year and the local appropriation on a per pupil basis for the prior fiscal year using enrollment count.

(ii) Except as provided in subsection (c)(2) of this section, in fiscal years 2022 and 2023, if a county’s education effort, as defined in subsection (j) of this section, is below 100% of the statewide 5-year moving average of education effort, the required maintenance of effort amount for the county shall be adjusted by increasing the per pupil amount by the lesser of:

*1. The county’s increase in the local wealth per pupil **USING THE SEPTEMBER 2019 FULL-TIME EQUIVALENT ENROLLMENT**;*

*2. The statewide average increase in local wealth per pupil **USING THE SEPTEMBER 2019 FULL-TIME EQUIVALENT ENROLLMENT**; or*

3. 2.5%.

(iii) ~~FOR EXCEPT AS PROVIDED IN SUBPARAGRAPH (iv) OF THIS PARAGRAPH, FOR FISCAL YEAR 2023, THE COUNTY GOVERNING BODY SHALL APPROPRIATE LOCAL FUNDS TO THE SCHOOL OPERATING BUDGET IN AN AMOUNT NOT LESS THAN:~~

1. THE FISCAL YEAR 2021 LOCAL APPROPRIATION DIVIDED BY THE GREATER OF:

A. THE FULL-TIME EQUIVALENT ENROLLMENT IN SEPTEMBER 2019; OR

B. THE 3-YEAR AVERAGE OF THE FULL-TIME EQUIVALENT ENROLLMENT FOR SEPTEMBER 2017, 2018, AND 2019; MULTIPLIED BY

2. THE GREATER OF:

A. THE FULL-TIME EQUIVALENT ENROLLMENT IN SEPTEMBER 2021; OR

B. THE 3-YEAR AVERAGE OF THE FULL-TIME EQUIVALENT ENROLLMENT FOR SEPTEMBER 2018, 2019, AND 2021.

(IV) IF A COUNTY IS REQUIRED TO MAKE AN ADJUSTMENT UNDER SUBPARAGRAPH (II) OF THIS PARAGRAPH IN FISCAL YEAR 2022, FOR FISCAL YEAR 2023, THE COUNTY GOVERNING BODY SHALL APPROPRIATE LOCAL FUNDS TO THE SCHOOL OPERATING BUDGET IN AN AMOUNT NOT LESS THAN:

1. THE FISCAL YEAR 2022 LOCAL APPROPRIATION DIVIDED BY THE GREATER OF:

A. THE FULL-TIME EQUIVALENT ENROLLMENT IN SEPTEMBER 2019; OR

B. THE 3-YEAR AVERAGE OF THE FULL-TIME EQUIVALENT ENROLLMENT FOR SEPTEMBER 2017, 2018, AND 2019; MULTIPLIED BY

2. THE GREATER OF:

A. THE FULL-TIME EQUIVALENT ENROLLMENT IN SEPTEMBER 2021; OR

B. THE 3-YEAR AVERAGE OF THE FULL-TIME EQUIVALENT ENROLLMENT FOR SEPTEMBER 2018, 2019, AND 2021; MULTIPLIED BY

3. THE PER PUPIL INCREASE REQUIRED UNDER SUBPARAGRAPH (II) OF THIS PARAGRAPH IN FISCAL YEAR 2023.

(d) Subject to the limitation in subsection (a) of this section, the local share of major education aid shall be reduced by [the]:

(1) THE sum of the amount of State funds provided to a county board in a county that is eligible for the minimum State funding under the foundation program as defined in § 5–201(q)(2) of this subtitle [OR UNDER THE AT–PROMISE PROGRAMS AS DEFINED IN § 5–221(C)(2) OF THIS SUBTITLE] and the difference between the local share of the foundation program and the foundation program; AND

(2) THE AMOUNT BY WHICH THE SUM OF THE STATE SHARE AND LOCAL SHARE OF THE AT–PROMISE PROGRAMS AS DEFINED IN § 5–221(C)(2) OF THIS SUBTITLE EXCEEDS THE TOTAL PROGRAM AMOUNT AS DEFINED IN § 5–221(E) OF THIS SUBTITLE FOR EACH PROGRAM.

5–402.

(a) Beginning on July 1, 2020, and continuing until June 30, [2031] **2032**, there is an Accountability and Implementation Board.

(d) (1) **(III) THE GOVERNOR SHALL APPOINT MEMBERS TO THE BOARD WITHIN 30 DAYS AFTER THE DATE ON WHICH THE GOVERNOR RECEIVES THE SLATE OF NOMINEES NOMINATED IN ACCORDANCE WITH § 5–403(C) OF THIS SUBTITLE.**

(5) (ii) The terms of the members are staggered as follows:

1. The terms of three initial members shall terminate on July 1, [2023] **2024**;
2. The terms of two initial members shall terminate on July 1, [2024] **2025**; and
3. The terms of two initial members shall terminate on July 1, [2025] **2026**.

(e) (3) (ii) For fiscal years 2022 through [2031] **2032**, the Governor shall include in the annual budget bill an appropriation of at least \$1,800,000 for the Board, which includes funds to support 15 professional staff.

(iii) 1. For each of fiscal years 2022 through 2024, the Governor shall include an appropriation of at least \$3,000,000 in the annual budget bill for the Board to be used in accordance with this subparagraph.

(h) (3) (I) THE BOARD SHALL HAVE PLENARY AUTHORITY OVER ALL MATTERS WITHIN ITS JURISDICTION UNDER THIS SUBTITLE, INCLUDING THE INTENDED OUTCOMES OF THE BLUEPRINT FOR MARYLAND'S FUTURE.

(II) IN THE EVENT OF A CONFLICT BETWEEN A DECISION OR POLICY OF THE BOARD AND THE DECISION OR POLICY OF ANOTHER ENTITY ON A MATTER WITHIN THE BOARD'S JURISDICTION, THE BOARD'S DECISION OR POLICY SHALL CONTROL.

5-403.

(b) (2) (I) The Governor, the President of the Senate, and the Speaker of the House of Delegates each shall appoint two members to the Nominating Committee.

(II) IF TWO OF THE THREE INDIVIDUALS REQUIRED TO APPOINT MEMBERS TO THE NOMINATING COMMITTEE UNDER SUBPARAGRAPH (I) OF THIS PARAGRAPH HAVE EACH APPOINTED TWO MEMBERS, THE REMAINING INDIVIDUAL SHALL APPOINT TWO MEMBERS TO THE NOMINATING COMMITTEE WITHIN 30 DAYS AFTER THE DATE ON WHICH THE MOST RECENT APPOINTMENT OF A MEMBER TO THE NOMINATING COMMITTEE WAS MADE.

(III) IF THE THIRD INDIVIDUAL REQUIRED TO APPOINT MEMBERS TO THE NOMINATING COMMITTEE DOES NOT APPOINT THE REMAINING TWO MEMBERS TO THE NOMINATING COMMITTEE WITHIN THE TIME PERIOD REQUIRED UNDER SUBPARAGRAPH (II) OF THIS PARAGRAPH, SUBSECTION (D) OF THIS SECTION NO LONGER APPLIES.

(d) [Nominations] EXCEPT AS PROVIDED IN SUBSECTION (B)(2)(III) OF THIS SECTION, NOMINATIONS for the Board made by the Nominating Committee shall be decided by a majority vote, provided that at least one vote cast in the majority is a vote cast by each of a member appointed by the Governor, the President of the Senate, and the Speaker of the House.

5-404.

(a) (3) THE COMPREHENSIVE IMPLEMENTATION PLAN SHALL INCLUDE THE INTENDED OUTCOMES THAT THE BLUEPRINT FOR MARYLAND'S FUTURE WILL ACHIEVE.

(4) (i) The Comprehensive Implementation Plan shall be adopted by the Board no later than February 15, [2021] **2022**.

(b) (3) ~~THE COMPREHENSIVE IMPLEMENTATION PLAN SHALL INCLUDE THE INTENDED OUTCOMES THAT THE BLUEPRINT FOR MARYLAND'S FUTURE WILL ACHIEVE.~~

~~(4)~~ (i) After February 15, [2021] **2022**, and no later than April 1, [2021] **2022**, the Department shall develop criteria to be used to recommend approval or disapproval of local school system implementation plans and release of funds under this subtitle.

(c) (1) (i) Each unit responsible for developing an implementation plan under this section shall submit the plan to the Board for approval on or before June 15, [2021] **2022**.

(h) For each of fiscal years [2021] **2022** through [2025] **2026**, the governing body of a county and the local school system jointly shall appoint a single implementation coordinator responsible for the implementation of the Blueprint for Maryland's Future by all government units operating in the county.

5-405.

(b) Except as otherwise provided in this section, beginning in fiscal year [2022] **2023**, 25% of the increase in the State share of major education aid over the amount provided in the current fiscal year shall be automatically withheld from a local school system for the next fiscal year.

(c) Beginning in fiscal year [2022] **2023** and ending in fiscal year [2024] **2025**, the Board shall release [these] funds withheld under this section each year if the Board finds that a local school system or public school:

(1) Has developed an initial implementation plan under § 5-404 of this subtitle; and

(2) Has received approval for its initial implementation plan and for any subsequent modifications.

(d) Beginning in fiscal year [2025] **2026**, the Board shall consider releasing funds withheld under this section to a public school or local school system if:

(1) The Board receives a recommendation to release funds from:

(i) The Department;

(ii) The Career and Technical Education Committee established under [§ 21-207] **§ 21-209** of this article; or

(iii) An Expert Review Team established under § 5–411 of this subtitle; or

(2) The Board determines that a public school or local school system has made sufficient progress on an implementation plan or taken appropriate steps to improve student performance.

5–406.

(b) (1) On or before January 1 each year in [2021] **2022** through [2031] **2032**, the Department shall submit to the Board information on the use of school-level expenditures in the current fiscal year to aid the Board in fulfilling its responsibilities under this subtitle.

5–409.

(b) The Board shall:

(1) Oversee the work of the Career and Technical Education Committee established under [§ 21–207] **§ 21–209** of this article;

(2) Coordinate through the Department the State's participation in the Organization for Economic Cooperation and Development's Program for International Student Assessment survey program;

(3) In accordance with § 5–408(c) of this subtitle, report on or before November 1 each year for calendar years 2021 through [2030] **2031** to the Governor, the public, and, in accordance with § 2–1257 of the State Government Article, the General Assembly on:

(i) Progress made on the implementation of the Blueprint for Maryland's Future;

(ii) Recommended legislative changes, including any changes necessary to ensure that the implementations have adequate resources and measurements;

(iii) The degree to which State and local agencies, as applicable, are carrying out their assigned roles in implementing the Blueprint for Maryland's Future; and

(iv) Whether the funds provided by the State and local governments are consistent with the Board's estimate of what is necessary to fully implement the Blueprint for Maryland's Future; [and]

(4) Provide training to Expert Review Teams established under § 5–411 of this subtitle; **AND**

(5) PROVIDE OUTREACH AND EDUCATIONAL MATERIALS TO PARENTS, STUDENTS, AND MEMBERS OF THE PUBLIC ON THE BLUEPRINT FOR MARYLAND'S FUTURE.

5-410.

(e) (1) The Board shall determine:

(i) Whether The Blueprint for Maryland's Future is working as intended;

(ii) What steps are necessary to continue providing a globally competitive education to the children of the State;

(iii) If any changes to the structure, functioning, and authority of State and local agencies responsible for education are necessary; and

(iv) Whether the Board should continue to monitor implementation of The Blueprint for Maryland's Future after June 30, [2031] **2032**.

5-411.

(g) (6) BEGINNING IN THE 2022-2023 SCHOOL YEAR, THE DEPARTMENT SHALL SEND AN EXPERT REVIEW TEAM TO A SCHOOL OR A GROUP OF SCHOOLS IN THE SAME IMMEDIATE AREA IN WHICH STUDENTS CONTINUE TO DEMONSTRATE LEARNING LOSS THAT BEGAN IN RELATION TO THE COVID-19 PANDEMIC FOR THE PURPOSE OF DETERMINING THE REASON THAT THE LEARNING LOSS CONTINUES.

5-412.

(b) (6) (i) Beginning on July 1, ~~2021~~, **2022**, and ending July 1, [2030] **2031**, the CTE Committee shall develop and submit to the Board, for approval, a plan to deploy the CTE Expert Review Teams in the following school year.

5-413.

(a) On or before July 1 each year, beginning in [2021] **2022 AND ENDING IN 2031**, the Maryland Longitudinal Data System Center, in consultation with the Department and the Maryland Higher Education Commission, shall submit a report to the Board, the Governor, and in accordance with § 2-1257 of the State Government Article, the General Assembly on the progress made in increasing the preparation and diversity of teacher candidates and new teachers in the State as required by the Blueprint for Maryland's Future.

6–120.

(c) (2) (i) Except as provided in subparagraph (ii) of this paragraph, a teacher training practicum in an alternative teacher preparation program shall have a duration of:

1. Beginning on or before July 1, [2021] **2022**, a minimum of 100 days; and

(ii) 1. This subparagraph applies only to an alternative teacher preparation program operating in the State on or before July 1, [2020] **2021**, that provides effective and diverse teachers in schools and local school systems, as approved by the State Superintendent, that have high rates, relative to other public schools in the State, of:

- A. Teacher vacancies;
- B. Teacher turnover; and
- C. New teachers.

6–124.

(b) Both programs shall [be]:

(1) BE:

[(1)] **(I)** For a duration of 12 to 24 months;

[(2)] **(II)** Cohort–based to encourage collaboration and shared learning;

[(3)] **(III)** Job–embedded to allow for application of knowledge and techniques;

[(4)] **(IV)** Tailored to program participants using self–diagnostics and school–level diagnostics; and

[(5)] **(V)** Evidence–based in accordance with the guidelines for the federal Every Student Succeeds Act; and

(2) INCLUDE TRAINING ON THE BLUEPRINT FOR MARYLAND’S FUTURE, AS DEFINED IN § 5–401 OF THIS ARTICLE.

6–1002.

(a) (1) On or before July 1, **[2023] 2024**, each county board shall implement a career ladder that meets the requirements of this subtitle.

6–1009.

(a) (1) Subject to paragraph (2) of this subsection, beginning on July 1, **[2021] 2022**, teacher salary increases associated with the career ladder shall at a minimum include the following:

- (i) Becoming an NBC teacher – \$10,000 salary increase;
- (ii) An NBC teacher teaching at a low-performing school as identified by the county board – \$7,000 salary increase;
- (iii) Becoming lead teacher – \$5,000 salary increase;
- (iv) Becoming distinguished teacher – \$10,000 salary increase;
- (v) Becoming professor distinguished teacher – \$15,000 salary increase; and
- (vi) Becoming a distinguished principal – \$15,000 salary increase.

(f) (1) **[(i)]** In this subsection, “total **[State share]** **PROGRAM AMOUNT**” means the sum of **[the calculations under subparagraph (ii) of this paragraph.**

(ii) For each item under subsections (a) and (b)(2) of this section:

1.], FOR EACH ITEM UNDER SUBSECTIONS (A) AND (B)(2) OF THIS SECTION:

(I) The teacher salary increase multiplied by the number of teachers receiving the salary increase; **AND**

[2. Multiplied by 0.5; and

3.] (II) Rounded to the nearest whole dollar.

(3) The required State share for each county**[, for each item under subsections (a) and (b)(2) of this section,]** is the result of the following calculation multiplied by 0.5 and rounded to the nearest whole dollar:

(i) The salary increase multiplied by the number of teachers eligible to receive the salary increase in the prior fiscal year;

(ii) Divide the result calculated under subparagraph (i) of this paragraph by the ratio, rounded to seven decimal places, of local wealth per pupil to statewide wealth per pupil as defined in § 5–201 of this article; and

(iii) Multiply the result calculated under subparagraph (ii) of this paragraph by the result, rounded to seven decimal places, that results from dividing the total [State share] **PROGRAM AMOUNT** by the sum of all of the results calculated under subparagraph (ii) of this paragraph for all counties.

(4) The required local share[, for each item under subsections (a) and (b)(2) of this section,] is equal to the [product of the salary increase and the number of teachers in the county receiving the salary increase minus the State share] **TOTAL PROGRAM AMOUNT FOR EACH COUNTY MINUS THE STATE SHARE CALCULATED UNDER PARAGRAPH (3) OF THIS SUBSECTION** and rounded to the nearest whole dollar.

(g) (1) Beginning in fiscal year [2022] **2023**, the State shall distribute the State share of the teacher salary increases as calculated under subsection (f) of this section to each county board.

(2) Beginning in fiscal year [2022] **2023**, the county shall distribute the local share of the teacher salary increases as calculated under subsection (f) of this section to each county board.

(3) Beginning in fiscal year [2022] **2023**, the county board shall distribute the State and the local share of the teacher salary increase to the school in which the teacher works.

6–1011.

(a) (1) On or before July 1, [2023] **2024**, the Department shall develop and design a new system of professional development that is tied to the career ladder.

(b) On or before June 30, [2025] **2026**, each county board shall provide the system of professional development designed by the Department under subsection (a) of this section to each teacher who teaches in the county.

(c) Beginning on July 1, [2025] **2026**, each county board shall provide the system of professional development designed by the Department under subsection (a) of this section to each teacher teaching in the county no later than 1 year after the teacher begins teaching in the State.

7–1A–03.

(a) Except as provided under subsection (b) of this section, a county board shall ensure that:

(1) Beginning in the ~~[2021–2022]~~ **2022–2023** school year, **PREKINDERGARTEN SLOTS PROVIDED BY** eligible private providers shall account for at least 30% of **THE TOTAL PREKINDERGARTEN SLOTS PROVIDED BY** eligible prekindergarten providers in each county;

(2) The proportion of eligible private ~~providers~~ **PROVIDER PREKINDERGARTEN SLOTS** in each county increases by 5 percentage points every school year, until, in the ~~[2025–2026]~~ **2026–2027** school year, eligible private ~~providers~~ **PROVIDER PREKINDERGARTEN SLOTS** account for at least 50% of eligible prekindergarten ~~providers~~ **PROVIDER PREKINDERGARTEN SLOTS** in each county; and

(3) In each year after the ~~[2025–2026]~~ **2026–2027** school year, the proportion of eligible private ~~providers~~ **PROVIDER PREKINDERGARTEN SLOTS** in each county shall continue to constitute at least 50% of eligible prekindergarten ~~providers~~ **PROVIDER PREKINDERGARTEN SLOTS** in each county.

(b) (3) The Department may exclude by annual waiver Tier I children who are 4 years old in a county from the calculation under subsection (a) of this section until the ~~[2025–2026]~~ **2026–2027** school year.

7–1A–04.

(a) All eligible prekindergarten providers shall include structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including:

(1) Beginning in the ~~[2024–2025]~~ **2025–2026** school year:

(i) High staff qualifications, including teachers who, at a minimum, hold:

1. State certification for teaching in early childhood education; or

2. A bachelor's degree in any field and are pursuing residency through the Maryland Approved Alternative Preparation Program, which includes early childhood coursework, clinical practice, and evidence of pedagogical content knowledge; and

(ii) Teaching assistants who have at least:

1. A Child Development Associate (CDA) certificate; or

2. An associate's degree;

7-1A-08.

On or before December 1, [2020] **2021**, and each December 1 thereafter, each county board shall submit the following information, disaggregated by eligible private and eligible public providers, to the Department and the Accountability and Implementation Board established under Title 5, Subtitle 4 of this article:

- (1) The number of eligible prekindergarten providers in the county;
- (2) The number of eligible prekindergarten providers in the county that, in the immediately preceding calendar year, expanded to offer prekindergarten programs that are open for pupil attendance a minimum of 6.5 hours during each school day;
- (3) The Maryland EXCELS program quality rating level of each eligible prekindergarten provider in the county;
- (4) The participation rate of all county 3- and 4-year olds in eligible prekindergarten providers established or expanded in accordance with this subtitle, disaggregated by age and tier, if applicable;
- (5) The number and proportion of eligible prekindergarten providers in the county that are eligible private providers;
- (6) A measure of school readiness in accordance with § 7-210 of this title;
and
- (7) A demonstration that the expansion of prekindergarten programs in the county gave priority to:
 - (i) Children in areas with limited or no access to quality child care, regardless of family income;
 - (ii) Tier I children; and
 - (iii) Students with disabilities, regardless of family income.

7-203.5.

(a) Beginning with **STUDENTS IN THE 9TH GRADE IN** the 2021-2022 school year, each school system shall implement a 9th grade tracker system to measure each student's progress toward graduating on time, including credit accumulation and the number of semester core course failures during the first year of high school for students completing the 9th grade year.

(b) Each [school system] **COUNTY BOARD PERIODICALLY** shall provide a report to the school where the student is enrolled for further academic intervention to allow the student to graduate on time.

(c) [Each year] **ON OR BEFORE SEPTEMBER 1, 2022, AND EACH SEPTEMBER 1 THEREAFTER**, each county board shall report to the Department the data collected under subsection (a) of this section **ON STUDENTS IN THE 9TH GRADE IN THE IMMEDIATELY PRECEDING SCHOOL YEAR**.

(d) [The] **ON OR BEFORE DECEMBER 1, 2022, AND EACH DECEMBER 1 THEREAFTER, THE** Department shall compile and submit a statewide report **ON INFORMATION REPORTED UNDER SUBSECTION (C) OF THIS SECTION** to the Accountability and Implementation Board and the Maryland Longitudinal Data System Center.

7-205.1.

(c) (3) **THE BLUEPRINT FOR MARYLAND'S FUTURE AND THE CCR STANDARD ESTABLISHED UNDER THIS SECTION ARE NOT INTENDED TO ALTER THE NEED FOR HIGH QUALITY PROGRAMS AND CONTENT IN FINE ARTS, CIVICS, PHYSICAL EDUCATION, AND OTHER AREAS THAT ARE NECESSARY TO PROVIDE A HOLISTIC EDUCATION AND ENABLE EVERY STUDENT TO BE WELL-ROUNDED AND MEET THE CCR STANDARD.**

(4) On or before January 1, [2021] **2022**, the Department shall develop and begin to implement a communication strategy to inform parents, students, educators, and the wider public about the CCR standard developed under this section.

(d) (1) Beginning with the [2020-2021] **2021-2022** school year, each student shall be assessed no later than the 10th grade by a method adopted by the State Board to determine whether the student meets the CCR standard required under subsection (c) of this section.

(3) (i) On or before July 1, [2021] **2022**, the Department, ***IN CONSULTATION WITH THE ACCOUNTABILITY AND IMPLEMENTATION BOARD***, shall contract with a public or private entity to conduct an empirical study of the CCR standard required under this subsection to determine whether that standard adequately meets the CCR standard required under subsection (c) of this section.

(iv) On or before September 1, [2022] **2023**, the entity shall report to the Governor and, in accordance with § 2-1257 of the State Government Article, the General Assembly, and the Accountability and Implementation Board on the results of its study and recommendations to modify the CCR standard to align with the literacy standards necessary to be successful in State community colleges and, to the extent applicable, comparable postsecondary institutions in top performing systems.

(e) (1) (i) Each county board, in collaboration with the community colleges, shall develop and implement by the [2021–2022] **2022–2023** school year a program of study for students who have not met the CCR standard by the end of the 10th grade.

(3) (i) The implementation of the courses required under this subsection:

3. Subject to subparagraph (ii) of this paragraph, beginning with the [2021–2022] **2022–2023** school year, may not preclude enrollment in the initial stages of one or more post–CCR pathways established under subsection (i) of this section, including the opportunity to make progress towards a CTE credential.

(g) (1) Beginning in the 2023–2024 school year, each county board shall provide all students who meet the CCR standard required under subsection (c) of this section with access to the following post college and career readiness (post–CCR) pathways, at no cost to the student or the student’s parents, including the cost of any fees:

(iii) A robust set of career and technology education programs that are recommended by the CTE Skills Standards Advisory Committee and approved by the CTE Committee and that allow students to complete:

1. A credit or noncredit certificate or license program, course, or sequence of courses, **INCLUDING A PROGRAM, COURSE, OR COURSES TAKEN THROUGH DUAL ENROLLMENT UNDER § 15–127 OF THIS ARTICLE**, at a secondary or postsecondary institution, **THROUGH AN ADVANCED PLACEMENT COURSE AT A SECONDARY INSTITUTION**, OR THROUGH AN APPRENTICESHIP SPONSOR that leads to an industry recognized occupational–credential or postsecondary certificate;

7–210.

(a) Beginning in the [2021–2022] **2022–2023** school year, a racially and culturally unbiased statewide kindergarten assessment that is administered with the purpose of measuring school readiness to be used for diagnostic purposes, curriculum development, and early detection of learning challenges shall be given to all incoming kindergarten students in the State and:

(1) May include an evaluation of:

- (i) Language and literacy skills;
- (ii) Academic knowledge in mathematics, science, and social studies;
- (iii) Physical development; and

(iv) Social development; and

(2) Shall be completed on or before October 10 with the aggregate results returned within 45 days after administration of the assessment.

7-1401.

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

(b) **“QUALITY ONLINE EDUCATION STANDARDS” MEANS THE NATIONAL STANDARDS FOR QUALITY ONLINE PROGRAMS: SECOND EDITION (2019).**

(c) “Sponsor” means the Department or a county school board, having a fiduciary responsibility for the operation of the virtual school.

~~[(c)]~~ (d) “Virtual school” means a public school established by the Department or by a county board under § 4-109 of this article in which the school uses technology to deliver a significant portion of instruction to its students via the Internet in a virtual or remote setting.

7-1403.

(a) A virtual school shall provide each enrolled student:

(1) Access to a sequential curriculum approved by the State Board that meets or exceeds the standards adopted by the county board in the county of the virtual school’s principal place of business;

(2) The same length of time for learning opportunities per academic year that is required for public school students, unless the virtual school can show that a student has demonstrated mastery or completion of the subject area; and

(3) Regular assessment in the core areas of instruction as required by regulations adopted by the State Board under § 7-1408 of this subtitle.

(b) A curriculum adopted under subsection (a) of this section shall have an interactive program with significant online components.

(c) **BEGINNING IN THE ~~2021-2022~~ 2022-2023 SCHOOL YEAR, A VIRTUAL SCHOOL SHALL FOLLOW THE QUALITY ONLINE EDUCATION STANDARDS.**

8-201.

(b) (1) Beginning with the [2021–2022] **2022–2023** school year, a gifted and talented student in middle school, 9th grade, or 10th grade may meet the college and career readiness standard under § 7–205.1 of this article.

9.5–906.

(b) (1) The Governor shall appropriate in fiscal year [2021] **2023** \$5,000,000.

(2) For each of fiscal years [2022] **2024** through [2026] **2028**, funding for the program shall increase by 10% over the prior fiscal year.

9.5–907.

Priority in providing awards under this subtitle shall be given to child care providers or programs that published a quality rating level of 2 in the Maryland EXCELS Program on or before June 30, [2020] **2022**.

9.5–1002.

(d) The Department shall select the location for the centers funded under subsection [(b)] **(C)** of this section.

9.9–103.

(c) (1) There shall be a Director of Community Schools in the Department.

(2) The Director of Community Schools in the Department shall coordinate professional development for community school coordinators at each community school.

(3) IN ADDITION TO THE FUNDING PROVIDED FOR THE DIRECTOR OF COMMUNITY SCHOOLS POSITION IN THE DEPARTMENT, THE GOVERNOR ~~SHALL~~ MAY INCLUDE IN THE ANNUAL BUDGET BILL AN APPROPRIATION OF AT LEAST \$100,000 TO THE DEPARTMENT FOR THE DIRECTOR OF COMMUNITY SCHOOLS TO PROVIDE TRAINING AND TECHNICAL ASSISTANCE TO COMMUNITY SCHOOLS AND FOR ADDITIONAL STAFF.

15–127.

(a) (1) In this section, “dually enrolled student” means a student who is dually enrolled in:

[(1)] (I) A secondary school in the State; and

[(2)] (II) An institution of higher education in the State.

(2) “DUALY ENROLLED STUDENT” INCLUDES A STUDENT ENROLLED IN A CREDIT OR NONCREDIT CERTIFICATE OR LICENSE PROGRAM, COURSE, OR SEQUENCE OF COURSES THAT LEADS TO CERTIFICATION OR LICENSURE AT AN INSTITUTION OF HIGHER EDUCATION IN THE STATE.

21–202.

(d) (2) (i) On or before October 1, [2020] **2021**, the State Board of Education shall request a waiver from the U.S. Department of Education to transfer to the CTE Committee responsibility for the administration of the Carl D. Perkins Career and Technical Education Act.

(3) THE CTE COMMITTEE OR THE STATE BOARD OF EDUCATION, AS APPROPRIATE, SHALL INCLUDE IN THE STATE PLAN REQUIRED UNDER THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT GOALS AND PROGRAMS THAT ARE CONSISTENT WITH THE BLUEPRINT FOR MARYLAND’S FUTURE, AS DEFINED IN § 5–401 OF THIS ARTICLE, TO THE EXTENT CONSISTENT WITH FEDERAL LAW.

21–204.

(a) (1) On or before December 1, [2021] **2022**, the CTE Committee shall establish, for each SCHOOL year [for 2022 through 2030] **BETWEEN THE 2023–2024 SCHOOL YEAR AND THE 2030–2031 SCHOOL YEAR**, inclusive, statewide goals that reach 45% by the [2029–2030] **2030–2031** school year, for the percentage of high school students who, prior to graduation, complete the high school level of a registered apprenticeship or an industry–recognized occupational credential.

(b) On or before December 1 each year, beginning in [2021] **2022**, the CTE Committee shall report to the Governor and, in accordance with § 2–1257 of the State Government Article, the General Assembly, and the Accountability and Implementation Board on the progress, by high school, toward attaining the goals established by the CTE Committee in accordance with subsection (a) of this section.

21–210.

(h) The CTE Committee shall perform the following duties:

(16) Submit **TO THE ACCOUNTABILITY AND IMPLEMENTATION BOARD** plans for deploying CTE Expert Review Teams [to the Accountability and Implementation Board], and deploy the teams in accordance with approved plans;

Article – Labor and Employment

11–105.

(b) For fiscal years **[2021] 2022** through **[2030] 2031**, the Division shall pursue federal grant money for apprenticeship programs to be used:

(1) for grants to apprentice sponsors to create, expand, and improve registered apprenticeship programs; and

(2) to cover the cost of the State apprenticeship tax credit under § 10–742 of the Tax – General Article.

(c) On or before December 31, **[2020] 2021**, the Division shall present a 10–year plan to pursue federal grant money under subsection (b) of this section to the Governor’s Workforce Development Board, the Accountability and Implementation Board, and, in accordance with § 2–1257 of the State Government Article, the Senate Budget and Taxation Committee and the House Committee on Ways and Means.

Article – Tax – Property

2–218.1.

(A) The Department shall provide the data required to make any calculations related to real property and personal property under Title 5, Subtitle 2 of the Education Article to the Department of Budget and Management, the State Department of Education, and the Department of Legislative Services by December 1 **AND MAY 1** of each year.

(B) THE COUNTY GOVERNING BODY SHALL PROVIDE THE DEPARTMENT THE INFORMATION REQUIRED FOR THE CALCULATIONS UNDER § 5–201(D) OF THE EDUCATION ARTICLE BY NOVEMBER 1 EACH YEAR.

Chapter 36 of the Acts of 2021

SECTION 5. AND BE IT FURTHER ENACTED, That:

On or before July 1, **[2021] 2022**, each county board of education shall evaluate its hiring practices to determine if those practices are contributing to a lack of diversity in Maryland’s teaching staff, make changes as appropriate, and report its findings and proposed changes to the Governor and, in accordance with § 2–1257 of the State Government Article, the General Assembly, and the Accountability and Implementation Board established under Section 3 of this Act.

SECTION 6. AND BE IT FURTHER ENACTED, That on or before September 30, **[2021] 2022**:

(a) The State Department of Education, the Maryland Higher Education Commission, and each institution of higher education that offers a teacher preparation program jointly shall review State requirements for teacher preparation programs to determine whether the [requirement] **REQUIREMENTS** align with the recommendations of the Commission on Innovation and Excellence in Education established under Chapters 701 and 702 of the Acts of the General Assembly of 2016.

(b) If a requirement of a teacher preparation program is determined to be unaligned with the recommendations under subsection (a) of this section and are also extraneous, redundant, or unnecessary, the requirement shall be eliminated to allow for completion of the teacher training practicum required under § 6–704.2 of the Education Article as enacted by Section 3 of this Act within the 120 credit hours requirement.

SECTION 7. AND BE IT FURTHER ENACTED, That:

(a) Each local school [systems] **SYSTEM** shall develop a plan to:

(1) enhance and expand school behavioral health service availability to ensure that all students have some exposure and access to behavioral health programming and services, taking into account the needs assessment in § 9.9–104 of the Education Article, as enacted by Section 3 of this Act; and

(2) ensure that schools without a school based health center will organize response plans to connect all students to community–based behavioral health and other services, as needed.

(b) On or before November 1, [2021] **2022**, each school system shall report their plan under subsection (a) of this section to the Accountability and Implementation Board, Governor, and, in accordance with § 2–1257 of the State Government Article, the General Assembly.

SECTION 8. AND BE IT FURTHER ENACTED, That:

(a) There is a Workgroup on English Language Learners in Public Schools.

(b) The Workgroup consists of the following members:

(1) one member of the Senate of Maryland, appointed by the President of the Senate;

(2) one member of the House of Delegates, appointed by the Speaker of the House;

(3) the State Superintendent of Schools, or the State Superintendent’s designee; and

(4) the following members, appointed by the State Superintendent:

- (i) at least one advocate for English language learners;
- (ii) at least one multilingual leader in the education field;
- (iii) at least one expert in education from a diverse area of the State;

and

(iv) any other member that the State Superintendent determines is necessary.

(c) The State Superintendent shall designate the chair 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:

(1) collect data on:

(i) the number of English language learners at each public early childhood, primary, and secondary school in the State;

(ii) the percent of English language learners in the total student population at each public early childhood, primary, and secondary school in the State;

(iii) the services available to English language learners in public early childhood, primary, and secondary schools throughout the State and the effectiveness of those services; and

(iv) the accessibility of public early childhood, primary, and secondary school teachers, administrators, and staff to English language learners and their families, including whether:

1. bilingual front office staff are available to assist parents;

2. security personnel at the school are able to assist English language learners, especially in the event of a safety concern;

3. guidance counselors at the school are able to work effectively with English language learners; and

4. teachers and classroom aides at the school are able to effectively teach and work with English language learners;

(2) review methods of teaching and providing other services to English language learners in public early childhood, primary, or secondary schools, including methods used:

(i) in the State, other states, and other countries;

(ii) for recruiting and retaining bilingual teachers and staff, including security and administrative staff who speak Spanish; and

(iii) for recruiting teachers from other countries who speak Spanish or other languages and only need to obtain a Maryland teaching certificate to teach in the State; ~~and~~

(3) make recommendations on improving the education of English language learners in public early childhood, primary, or secondary schools in the State, including whether additional funding should be provided; **AND**

(4) MEASURE AND MAKE RECOMMENDATIONS TO ADDRESS LEARNING LOSS AS A RESULT OF THE COVID-19 PANDEMIC FOR ENGLISH LANGUAGE LEARNERS.

(g) (1) On or before December 1, [2020] **2021**, the Workgroup shall submit an interim report of its findings and recommendations to the Governor and, in accordance with § 2-1257 of the State Government Article, the General Assembly.

(2) On or before December 1, [2021] **2022**, the Workgroup shall submit a final report of any additional findings and recommendations to the Governor and, in accordance with § 2-1257 of the State Government Article, the General Assembly.

SECTION 9. AND BE IT FURTHER ENACTED, That the Governor shall appropriate from The Blueprint for Maryland's Future Fund under § 5-206 of the Education Article, as enacted by Section 3 of this Act, [\$2,500,000 in each of fiscal years 2021 and 2022] to the State Department of Education for the purpose of developing and implementing a modern financial management system and student data system to carry out the Department's responsibilities under The Blueprint for Maryland's Future as enacted by this Act **THE FOLLOWING:**

(1) \$2,500,000 IN EACH OF FISCAL YEARS 2022 AND 2023; OR

(2) IF \$2,500,000 WAS NOT APPROPRIATED TO THE DEPARTMENT IN FISCAL YEAR 2022 IN ACCORDANCE WITH ITEM (1) OF THIS SECTION, \$5,000,000 IN FISCAL YEAR 2023.

SECTION 10. AND BE IT FURTHER ENACTED, That, on or before November 1, [2021] **2022**, the State Department of Education shall submit to the Governor, and in accordance with § 2–1257 of the State Government Article, the General Assembly, a report on the impact on school funding if § 5–235(a)(2)(ii) of Article – Education was repealed.

SECTION 14. AND BE IT FURTHER ENACTED, That, on or before July 1, [2022] **2023**, the State Department of Education shall review and revise COMAR 13A.08.01.11 as necessary after considering the recommendations created in coordination with the Maryland Consortium on Coordinated Community Supports established under [§ 7–446.1] **§ 7–446.2** of the Education Article, as enacted under Section 3 of this Act.

SECTION 19. AND BE IT FURTHER ENACTED, That:

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

(2) “General Fund estimate” means the estimate of General Fund revenues [for fiscal year 2022] by the Board of Revenue Estimates as required under § 6–106 of the State Finance and Procurement Article.

(3) “Major education aid” has the meaning stated in § 5–201(l) of the Education Article as enacted by this Act.

(b) Beginning December 1, [2020] **2021**, and each December 1 thereafter **FOR FISCAL YEAR 2023 AND FOR EACH FISCAL YEAR THEREAFTER**, if the December General Fund estimate in the December Board of Revenue Estimates report **FOR THAT FISCAL YEAR** is more than 7.5% below the March General Fund estimate in the March Board of Revenue Estimates report [of that year] **FOR THAT FISCAL YEAR**:

(1) notwithstanding any other provision of law, per pupil **FORMULA** increases in major education aid required under this Act shall be limited to the rate of inflation, as defined in § 5–201(h) of the Education Article as enacted by this Act; and

(2) notwithstanding any other provision of law, any additional funding increases required under this Act shall be limited to the rate of inflation, as defined in § 5–201(h) of the Education Article as enacted by this Act.

SECTION 2. AND BE IT FURTHER ENACTED, That a county board of education, including Baltimore City, shall, to the extent authorized under federal law, use federal funding that the county board receives to address the effects of the COVID–19 pandemic on education to:

(1) mitigate learning loss as a result of the pandemic, including academic, social, and emotional learning; ~~and~~

(2) provide education technology, including digital devices, broadband connectivity, and information technology staff; and

~~(2)~~ (3) support the goals of the Blueprint for Maryland's Future, as defined in § 5–401 of the Education Article, and implement the programs enacted by Chapter 771 of the Acts of 2019, Chapter 36 of the Acts of 2021, and Sections 1, 4, and 5 of this Act.

SECTION 3. AND BE IT FURTHER ENACTED, That:

(a) A county board of education, including Baltimore City, may retain any special funds received for the implementation of the Blueprint for Maryland's Future, as defined in § 5–401 of the Education Article, that were not spent in fiscal year 2021.

(b) On or before July 1, 2021, each county board of education, including Baltimore City, shall report to the Accountability and Implementation Board, established under § 5–402 of the Education Article, the State Department of Education, and in accordance with § 2–1257 of the State Government Article, the Department of Legislative Services, on how the county board will spend any funding retained under subsection (a) of this section in fiscal year 2022.

(c) On or before December 1 each year in 2021 through 2023, each county board of education, including Baltimore City, shall report to the Governor and, in accordance with § 2–1257 of the State Government Article, the General Assembly, and the Accountability and Implementation Board on the county board's use of federal funding that was received to address the effects of the COVID–19 pandemic on education and State funding received to implement the Blueprint for Maryland's Future, including a description of the amount of funding spent on student instruction.

SECTION 4. AND BE IT FURTHER ENACTED, That:

(a) (1) In calendar years 2021 and 2022, each county board of education, including Baltimore City, shall establish and implement a summer school program for public school students, including students who will be in kindergarten in the upcoming school year and were eligible to attend a publicly funded prekindergarten program, to address the effects of the COVID–19 pandemic on education that:

(i) includes daily academic instruction in reading or math that is aligned with the county board's or public school's curriculum;

(ii) limits the number of students assigned to each teacher in the program;

(iii) establishes partnerships with local government, which may include the local parks and recreation agency and library system, or community and nonprofit organizations to provide student experiences other than academic instruction;

(iv) ~~may in 2021, shall~~ incorporate the county's program for providing free ~~and reduced-price~~ meals in the summer;

(v) ~~may provide~~ shall offer student transportation services to students who need transportation to participate in the program;

(vi) may offer incentive pay for teachers and other school employees, including higher compensation, loan forgiveness, or tuition assistance, subject to collective bargaining, as applicable;

(vii) may offer incentive pay for students participating in the program who are employed or participating in career training through the partnership;

(viii) prioritizes enrollment for students with the greatest learning loss from the effects of the COVID-19 pandemic on education;

(ix) administers an educational assessment to each student in the program prior to beginning the program and on completion of the program; and

(x) evaluates the effectiveness of the summer school program at the conclusion of each year.

(2) In establishing the summer school program under paragraph (1) of this subsection, a county board of education:

(i) is encouraged to include project-based learning, hands-on learning, individualized instruction, and group or leadership activities; ~~and~~

(ii) may not charge a fee to a student who is enrolled in the program to recover credits; and

(iii) shall use State and federal funding provided for COVID-19 relief in the State budget to expand existing summer school programs in 2021 and 2022 at no additional cost to public schools for the programs provided under this section.

(3) It is the intent of the General Assembly that summer school programs be provided in-person to the extent feasible if the public health metrics and guidance allow for in-person instruction.

(b) In each of the 2021-2022 and 2022-2023 school years, each county board of education, including Baltimore City, shall provide tutoring and supplemental instruction

for public school students in grades 4 through 12 to address learning loss from the effects of the COVID–19 pandemic on education that:

- (1) aligns with the county board’s or public school’s curriculum by grade and subject;
- (2) limits the number of students to which a teacher may provide tutoring or instruction in a single session to not more than four students;
- (3) uses evidence–based programs and strategies that meet the expectations of strong or moderate evidence as defined in the federal Every Student Succeeds Act;
- (4) may include peer–to–peer tutoring for middle or high school students;
- (5) may include science or social studies tutoring for middle school and high school students;
- (6) occurs during the school day, to the extent practicable;
- (7) may occur outside of the school day, including on a weekend;
- (8) may provide transportation to students;
- (9) uses a pre– and post–assessment to evaluate a student’s progress before and after completing tutoring under this subsection that:
 - (i) accurately measures literacy, mathematical competency, and any other academic competency;
 - (ii) is aligned with the content area in which the tutoring is provided;
and
 - (iii) may be selected by the school or county board; and
- (10) uses State and federal funding provided for COVID–19 relief in the State budget to expand existing tutoring programs as provided under this section; and
- (11) evaluates the effectiveness of the tutoring program at the conclusion of each school year.

(c) On or before ~~October 1, 2021~~ January 1, 2022, and ~~October 1, 2022~~ January 1, 2023, each county board of education, including Baltimore City, shall report, in accordance with § 2–1257 of the State Government Article, to the Legislative Policy Committee of the General Assembly on the county board’s implementation of the summer school program in that year, including:

- (1) how many students the county board served through the program;
- (2) the structure of the program, including the number of hours of instruction provided each day, how instruction was delivered to students, and the partnerships established to enhance the summer school program;
- (3) the method the county board used to identify students with the greatest learning loss;
- (4) the budget and expenditures for the program; and
- (5) the outcomes of the program for students, including academic progress and other outcomes.

(d) On or before September 1, 2022, and September 1, 2023, each county board of education, including Baltimore City, shall report to the Accountability and Implementation Board and, in accordance with § 2–1257 of the State Government Article, to the Legislative Policy Committee of the General Assembly on tutoring provided under subsection (b) of this section in the immediately preceding school year, including:

- (1) how many students the county board served through the program by grade and the subject areas in which tutoring was provided;
- (2) the method the county board used to identify students for tutoring;
- (3) the budget and expenditures for the program;
- (4) the models of tutoring provided to students, *including pupil-to-tutor ratio or group size, the frequency of sessions, the amount of time per session, and the number of sessions*; and
- (5) data on student outcomes, disaggregated by the type of model used to provide the tutoring and by race, ethnicity, gender, disability status, English language learner status, and socioeconomic status.

SECTION 5. AND BE IT FURTHER ENACTED, That:

(a) (1) Each county board of education, including Baltimore City, shall use State and federal funds provided ~~in~~ for COVID–19 relief in the State budget for fiscal years 2021 and 2022 to address trauma and behavioral health issues ~~due to the effects of exacerbated by~~ the COVID–19 pandemic on students and their families and to identify and provide necessary supports and services for students.

(2) On or before September 1, 2021, each county board of education, including Baltimore City, shall submit to the Accountability and Implementation Board,

the Governor, and, in accordance with § 2-1257 of the State Government Article, the Legislative Policy Committee of the General Assembly a plan for spending the fiscal year 2022 funds under paragraph (1) of this subsection, including how the county board will:

(i) provide behavioral health services to students;

(ii) ensure that services provided to students address the trauma and behavioral health issues ~~due to the effects of~~ exacerbated by the COVID-19 pandemic;
~~and~~

(iii) monitor students experiencing more trauma and behavioral health issues than other students; and

(iv) develop key metrics and procedures, consistent with State and federal guidance, to evaluate the effectiveness and impact of behavioral health services provided to students under this section.

(3) Funding may not be provided to a county board under paragraph (1) of this subsection for fiscal year 2022 until the county board submits a plan in accordance with paragraph (2) of this subsection.

(4) On or before January 1, 2022, each county board of education, including Baltimore City, shall submit to the Accountability and Implementation Board, the Governor, and, in accordance with § 2-1257 of the State Government Article, the Legislative Policy Committee of the General Assembly a report on how the county board spent funds provided in fiscal year 2021 under paragraph (1) of this subsection to address trauma and behavioral health issues through summer school programs, including how the county board:

(i) provided behavioral health services to students;

(ii) ensured that services provided to students addressed the trauma and behavioral health issues ~~due to the effects of~~ exacerbated by the COVID-19 pandemic;
~~and~~

(iii) monitored students experiencing more trauma and behavioral health issues than other students; and

(iv) measured the effectiveness and impact of behavioral health services provided to students using key metrics and procedures developed under this section.

(b) To the extent practicable, county boards are encouraged to utilize school-based health centers to coordinate and deliver services to students.

(c) Funds may be used under this section to train teachers and school staff to recognize signs of student trauma or behavioral health concerns.

SECTION 6. AND BE IT FURTHER ENACTED, That:

(a) The Department of Legislative Services shall conduct a study of the impact of the implementation of the Blueprint for Maryland's Future on county governments, including Baltimore City, and the capacity of counties to meet the local maintenance of effort requirements as the annual amounts increase in future years.

(b) The Department may hire outside experts or consultants as necessary to complete the study.

(c) On or before January 1, 2022, the Department shall report its findings under subsection (a) of this section to the President of the Senate and the Speaker of the House in accordance with § 2-1257 of the State Government Article.

SECTION 7. AND BE IT FURTHER ENACTED, That:

~~(a) On or before October 1, 2021, each local school system shall:~~

~~(1) complete a virtual learning self-assessment using a research-based framework recommended by the State Board of Education; and~~

~~(2) report on the findings of the assessment under item (1) of this subsection to the Accountability and Implementation Board established under § 5-402 of the Education Article, the State Department of Education, and the State Board of Education.~~

~~(b) On or before December 1, 2023, the State Department of Education shall:~~

~~(1) conduct an evaluation of each virtual school; and~~

~~(2) report, in accordance with § 2-1257 of the State Government Article, to the General Assembly on the findings of the evaluation under item (1) of this subsection. That, for the calculation of the required local appropriation under § 5-235(a)(2)(i) of the Education Article for fiscal year 2022, "enrollment count" means the greater of:~~

~~(1) the full-time equivalent enrollment in September 2019; or~~

~~(2) the 3-year moving average enrollment defined under § 5-201(t)(2) of the Education Article, as enacted by Section 1 of this Act.~~

SECTION 8. AND BE IT FURTHER ENACTED, That county governing bodies may, to the extent authorized under federal law, use federal funds that the counties received for COVID-19 relief to meet the maintenance of effort requirement under § 5-235 of the Education Article.

SECTION ~~6~~ ~~7~~ 9. AND BE IT FURTHER ENACTED, That this Act is an emergency measure, is necessary for the immediate preservation of the public health or safety, has been passed by a yea and nay vote supported by three-fifths of all the members elected to each of the two Houses of the General Assembly, and shall take effect from the date it is enacted.

Enacted under Article II, § 17(b) of the Maryland Constitution, April 9, 2021.