

SENATE BILL 984

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By: **Senator Lewis Young**

Introduced and read first time: February 2, 2024

Assigned to: Education, Energy, and the Environment

A BILL ENTITLED

1 AN ACT concerning

2 **Blueprint for Maryland's Future – Alterations**

3 FOR the purpose of requiring the Secretary of Labor to prioritize activities, programs, and
4 services that contribute to meeting a certain statewide goal when administering the
5 business of the Maryland Department of Labor; requiring the State Board of
6 Education, rather than the Accountability and Implementation Board, to approve
7 certain specifications of teachers for spending time outside the classroom and
8 approving when a career ladder has become effective; authorizing a county board of
9 education to set a maximum cap and limit the dates of enrollment in institutions of
10 higher education for certain dually enrolled students; requiring the Accountability
11 and Implementation Board to study and report on certain issues related to publicly
12 provided prekindergarten and the educator career ladder in a certain manner; and
13 generally relating to alterations to the Blueprint for Maryland's Future.

14 BY adding to

15 Article – Business Regulation

16 Section 2–104.1

17 Annotated Code of Maryland

18 (2015 Replacement Volume and 2023 Supplement)

19 BY repealing and reenacting, without amendments,

20 Article – Education

21 Section 6–1002(a) and 7–205.1(a) and (c)

22 Annotated Code of Maryland

23 (2022 Replacement Volume and 2023 Supplement)

24 BY repealing and reenacting, with amendments,

25 Article – Education

26 Section 6–1002(h), 6–1003(a) and (b)(2), 6–1004(b)(4), (c)(4), and (d)(5), 6–1006(b)(3)

27 and (c)(3), 6–1009(a), 7–205.1(g), and 15–127

28 Annotated Code of Maryland

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



(2022 Replacement Volume and 2023 Supplement)

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

Article – Business Regulation

2–104.1.

IN ESTABLISHING THE PLANNING OF ACTIVITIES, PROGRAMS, AND SERVICES OF THE DEPARTMENT, THE SECRETARY SHALL PRIORITIZE ACTIVITIES, PROGRAMS, AND SERVICES THAT CONTRIBUTE TO MEETING THE STATEWIDE GOAL, ESTABLISHED IN § 21–204 OF THE EDUCATION ARTICLE, THAT BY THE 2030–2031 SCHOOL YEAR, 45% OF HIGH SCHOOL STUDENTS COMPLETE THE HIGH SCHOOL LEVEL OF A REGISTERED APPRENTICESHIP OR AN INDUSTRY–RECOGNIZED OCCUPATIONAL CREDENTIAL BEFORE THEY GRADUATE.

Article – Education

6–1002.

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

(2) Except as otherwise provided in this subtitle, the requirements of this subtitle shall become effective in a county on the date the county board adopts a career ladder under paragraph (1) of this subsection.

(h) (1) Subject to paragraph (2) of this subsection, teachers at each level or tier of the career ladder shall teach in the classroom for a minimum percentage of their total working time, as specified in this subtitle.

(2) The percentages referenced in paragraph (1) of this subsection shall become effective in phases over an 8–year period beginning July 1, 2025, as specified by a county board on approval of the [Accountability and Implementation Board] **STATE BOARD**.

(3) The following teachers shall be given priority for working time outside the classroom as the percentages referenced in paragraph (1) of this subsection are phased in:

(i) Newly licensed teachers, particularly new teachers in low–performing schools or schools that have a high concentration of students living in poverty; and

(ii) Teachers in schools that:

- 1 1. Are low-performing;
- 2 2. Have a high concentration of students living in poverty; or
- 3 3. Have large achievement gaps between subpopulations of
- 4 students.
- 5 6–1003.

6 (a) Beginning with teachers listed under [§ 6–1002(f)(3)] **§ 6–1002(H)(3)** of this

7 subtitle, as specified by the [State Board] **COUNTY BOARD**, a teacher on level one, two, or

8 three of the career ladder shall:

- 9 (1) Teach in the classroom on average 60% of the teacher’s working time;
- 10 and
- 11 (2) Spend the remaining time on other teacher activities, including:
- 12 (i) Improving instruction;
- 13 (ii) Identifying, working with, and tutoring students who need
- 14 additional help;
- 15 (iii) Working with the most challenging students;
- 16 (iv) Working with students living in concentrated poverty; and
- 17 (v) Leading or participating in professional learning.

18 (b) (2) Beginning with teachers listed under [§ 6–1002(f)(3)] **§ 6–1002(H)(3)**

19 of this subtitle, as specified by the [State Board] **COUNTY BOARD**, an assistant principal

20 shall:

- 21 (i) Participate in classroom activity involving direct interactions
- 22 with students for at least 20% of their working hours; and
- 23 (ii) Spend a portion of the remaining time on other teacher related
- 24 activities, including:
- 25 1. Setting priorities for the subject level departments or
- 26 grade levels of the school; and
- 27 2. Fulfilling specialized roles, such as head of professional
- 28 development.

29 6–1004.

1 (b) (4) Beginning with teachers listed under [§ 6-1002(f)(3)] **§ 6-1002(H)(3)**
2 of this subtitle as specified by the [State Board] **COUNTY BOARD**, a lead teacher shall:

3 (i) Teach in the classroom on average 50% of the teacher's working
4 time; and

5 (ii) Spend the remaining time on other teacher activities, including:

6 1. Mentoring newer and struggling teachers and teachers
7 who are pursuing NBC; and

8 2. Leading workshops and demonstrations at the school
9 level.

10 (c) (4) Beginning with teachers listed under [§ 6-1002(f)(3)] **§ 6-1002(H)(3)**
11 of this subtitle as specified by the [State Board] **COUNTY BOARD**, a distinguished teacher
12 shall:

13 (i) Teach in the classroom on average 40% of the teacher's working
14 time; and

15 (ii) Spend the remaining time on other teacher activities, including:

16 1. Mentoring lead teachers; and

17 2. Leading workshops and demonstrations at the school and
18 district level.

19 (d) (5) Beginning with teachers listed under [§ 6-1002(f)(3)] **§ 6-1002(H)(3)**
20 of this subtitle as specified by the [State Board] **COUNTY BOARD**, a professor distinguished
21 teacher shall teach in a classroom on average 20% of the teacher's working time.

22 6-1006.

23 (b) (3) Beginning with teachers listed under [§ 6-1002(f)(3)] **§ 6-1002(H)(3)**
24 of this subtitle as specified by the [State Board] **COUNTY BOARD**, a licensed principal is
25 encouraged to teach in the classroom for at least 10% of the principal's working hours.

26 (c) (3) Beginning with teachers listed under [§ 6-1002(f)(3)] **§ 6-1002(H)(3)**
27 of this subtitle as specified by the [State Board] **COUNTY BOARD**, a distinguished principal
28 is encouraged to teach in a classroom for at least 10% of the principal's working hours.

29 6-1009.

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

4 (i) Becoming an NBC teacher – \$10,000 salary increase;

5 (ii) An NBC teacher teaching at a low-performing school as
6 identified by the county board – \$7,000 salary increase;

7 (iii) Becoming lead teacher – \$5,000 salary increase;

8 (iv) Becoming distinguished teacher – \$10,000 salary increase;

9 (v) Becoming professor distinguished teacher – \$15,000 salary
10 increase; and

11 (vi) Becoming a distinguished principal – \$15,000 salary increase.

12 (2) The teacher salary increases under paragraph (1) of this subsection do
13 not apply to paragraph (1)(iii) through (vi) of this subsection until § 6–1002(a) of this
14 subtitle becomes effective as recommended by the Department and approved by the
15 [Accountability and Implementation Board] **STATE BOARD**.

16 7–205.1.

17 (a) In this section, “CCR standard” means the college and career readiness
18 standards established under this section.

19 (c) (1) (i) It is the goal of the State that students enrolled in public school
20 shall meet the CCR standard before the end of the 10th grade and no later than the time
21 the student graduates from high school.

22 (ii) It is the goal of the State that each student enrolled in public
23 school, regardless of the student’s race, ethnicity, gender, address, socioeconomic status, or
24 the language spoken in the student’s home, shall have equitable access to college and career
25 readiness and shall meet the CCR standard at an equal rate.

26 (2) A student shall meet the CCR standard when the student meets a
27 standard in English language arts, mathematics, and, when practicable, science that
28 enables the student to be successful in entry level credit bearing courses or postsecondary
29 education training at a State community college.

30 (3) The Blueprint for Maryland’s Future and the CCR standard established
31 under this section are not intended to alter the need for high quality programs and content
32 in fine arts, civics, physical education, and other areas that are necessary to provide a
33 holistic education and enable every student to be well-rounded and meet the CCR
34 standard.

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

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

8 (i) A competitive entry college preparatory program, chosen by the
9 county board, consisting of:

- 10 1. The International Baccalaureate Diploma Program;
- 11 2. The Cambridge AICE Diploma Program; or
- 12 3. A comparable program consisting of Advanced Placement
13 courses specified by the College Board;

14 (ii) **[A] SUBJECT TO PARAGRAPH (4) OF THIS SUBSECTION, A**
15 program that allows a student, through an early college program or dual enrollment at a
16 student’s high school and an institution of higher education to earn:

- 17 1. An associate degree; or
- 18 2. At least 60 credits toward a bachelor’s degree; and

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

22 1. A credit or noncredit certificate or license program, course,
23 or sequence of courses, including a program, course, or courses taken through dual
24 enrollment under § 15–127 of this article, at a secondary or postsecondary institution,
25 through an Advanced Placement course at a secondary institution, or through an
26 apprenticeship sponsor that leads to an industry recognized occupational–credential or
27 postsecondary certificate;

28 2. A registered apprenticeship program approved by the
29 Division of Workforce Development and Adult Learning within the Maryland Department
30 of Labor; or

31 3. A youth apprenticeship program, under Title 18, Subtitle
32 18 of this article.

1 (2) Each public high school shall provide access to the programs described
2 under paragraph (1) of this subsection through that public school or through another public
3 school in the county.

4 (3) (i) Each student who meets the CCR standard required under
5 subsection (c) of this section shall be enrolled in at least one post-CCR pathway described
6 in paragraph (1) of this subsection.

7 (ii) Each student who enrolls in a post-CCR pathway shall remain
8 enrolled in the student's public high school.

9 (iii) Each public high school shall provide to every student, regardless
10 of whether the student is enrolled in a post-CCR pathway, the full range of services to
11 which the student is entitled, including:

12 1. Personal, career, and academic advising; and

13 2. Counseling, in accordance with § 7-126 of this title, to help
14 the student choose one or more post-CCR pathways, or courses within a post-CCR
15 pathway, that fits with the student's educational and career goals.

16 (iv) Priority for counseling and advising services described under
17 subparagraph (iii) of this paragraph shall be given to students who have not met the CCR
18 standard by the end of 10th grade.

19 (v) Any high school graduation requirements that a student does not
20 meet by the time the student has completed the assessment required under subsection (d)
21 of this section shall be provided within the post-CCR pathway the student chooses.

22 **(4) A COUNTY BOARD MAY LIMIT THE NUMBER OF COURSES THAT A**
23 **STUDENT DUALY ENROLLED AT THE STUDENT'S HIGH SCHOOL AND AT AN**
24 **INSTITUTION OF HIGHER EDUCATION MAY ENROLL IN AT THE INSTITUTION OF**
25 **HIGHER EDUCATION AS PART OF THE POST-CCR PATHWAY IN ACCORDANCE WITH §**
26 **15-127 OF THIS ARTICLE.**

27 **[(4)] (5)** (i) The State Board shall adopt regulations to carry out this
28 subsection.

29 (ii) The regulations shall include standards that:

30 1. Guarantee, to the extent practicable, statewide uniformity
31 in the quality of the post-CCR pathways;

32 2. Meet the requirements of paragraph (1) of this subsection;
33 and

1 3. Require high school graduation credit to be awarded for
2 any programs administered in accordance with this subsection.

3 15–127.

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

6 (i) A secondary school in the State; and

7 (ii) An institution of higher education in the State.

8 (2) “Dually enrolled student” includes a student enrolled in a credit or
9 noncredit certificate or license program, course, or sequence of courses that leads to
10 certification or licensure at an institution of higher education in the State.

11 (b) **[A] EXCEPT AS PROVIDED IN SUBSECTION (E) OF THIS SECTION, A** public
12 institution of higher education may not charge tuition to a dually enrolled student.

13 (c) **[Subject] EXCEPT AS PROVIDED IN SUBSECTION (E) OF THIS SECTION**
14 **AND SUBJECT** to subsection (d) of this section, for each dually enrolled student who is
15 enrolled in a public school in the county, the county board shall pay 75% of the cost of tuition
16 for a public institution of higher education in the State.

17 (d) (1) If there is an agreement before July 1, 2020, between a public school
18 and a public institution of higher education in which the public institution of higher
19 education charges less than 75% of the cost of tuition to a dually enrolled student, the
20 county board shall pay the cost of tuition under the existing agreement.

21 (2) Every 2 years, a public school and a public institution of higher
22 education may evaluate and modify an agreement made under paragraph (1) of this
23 subsection.

24 **(E) (1) A COUNTY BOARD MAY SET A MAXIMUM CAP ON THE NUMBER OF**
25 **COURSES THAT A DUALY ENROLLED STUDENT MAY ENROLL IN AT AN INSTITUTION**
26 **OF HIGHER EDUCATION IN THE STATE.**

27 **(2) A COUNTY BOARD MAY LIMIT THE DATES DURING WHICH A**
28 **DUALY ENROLLED STUDENT MAY ENROLL IN COURSES AT AN INSTITUTION OF**
29 **HIGHER EDUCATION TO ALIGN WITH THE COUNTY BOARD’S SCHOOL YEAR.**

30 SECTION 2. AND BE IT FURTHER ENACTED, That:

31 (a) The Accountability and Implementation Board, in consultation with the State
32 Department of Education, shall study the feasibility of providing publicly funded
33 prekindergarten, as currently defined in Title 7, Subtitle 1A of the Education Article.

1 (b) The Accountability and Implementation Board's study shall include
2 examination of:

3 (1) an increased role for public prekindergarten providers, including:

4 (i) increases in funding for the Interagency Commission on School
5 Construction to local school systems to increase the number of spaces in which local school
6 systems are able to provide prekindergarten classes; and

7 (ii) alterations in the plans, rules, and guidelines adopted by the
8 Interagency Commission on School Construction for public prekindergarten-related
9 projects to increase the number of available spaces in public prekindergarten programs,
10 including plans to lease available spaces within a local school system and to allow converted
11 mobile trailers to serve as public prekindergarten spaces;

12 (2) the role of private prekindergarten providers, including:

13 (i) altering the per pupil allocation received by private
14 prekindergarten providers in § 5-229 of the Education Article; and

15 (ii) altering the requirement that at least 50% of eligible
16 prekindergarten slots be provided by eligible private prekindergarten providers; and

17 (3) any changes to statute, regulation, or guidelines necessary to better
18 provide publicly funded prekindergarten in the State.

19 (c) In conducting its study, the Accountability and Implementation Board's
20 considerations shall comply with the State's goal of providing publicly funded
21 prekindergarten to every family with children of eligible age that wishes to utilize
22 prekindergarten.

23 (d) On or before January 1, 2025, the Accountability and Implementation Board
24 shall report the results of its study and any recommendations to the Governor and, in
25 accordance with § 2-1257 of the State Government Article, the General Assembly.

26 SECTION 3. AND BE IT FURTHER ENACTED, That:

27 (a) The Accountability and Implementation Board, in consultation with the
28 Maryland State Education Association, shall study the feasibility of the career ladder for
29 educators established under Title 6, Subtitle 10 of the Education Article.

30 (b) The Accountability and Implementation Board's study shall include
31 examination of:

1 (1) the feasibility of allowing teachers to spend time outside the classroom
2 in the percentages required under Title 6, Subtitle 10 and whether any part of that
3 calculation should include working time that is outside the school year;

4 (2) whether school systems require additional personnel, such as
5 consulting teachers, in order to aid educators on the career ladder;

6 (3) if additional personnel or other methods of professional development
7 are necessary in order to make the career ladder function as intended, how the target per
8 pupil foundation amount required under § 5–212 of the Education Article should be
9 adjusted; and

10 (4) any changes to statute, regulation, or guidelines necessary to ensure
11 that the career ladder for educators works as intended.

12 (c) On or before January 1, 2025, the Accountability and Implementation Board
13 shall report the results of its study and any recommendations to the Governor and, in
14 accordance with § 2–1257 of the State Government Article, the General Assembly.

15 SECTION 4. AND BE IT FURTHER ENACTED, That this Act shall take effect June
16 1, 2024. Sections 2 and 3 of this Act shall remain effective for a period of 1 year and 1 month
17 and, at the end of June 30, 2025, Sections 2 and 3 of this Act, with no further action required
18 by the General Assembly, shall be abrogated and of no further force and effect.