

Department of Legislative Services
Maryland General Assembly
2025 Session

FISCAL AND POLICY NOTE
Third Reader - Revised

House Bill 504 (The Speaker)(By Request - Administration)
Appropriations and Ways and Means Budget and Taxation and Education, Energy, and the Environment

Excellence in Maryland Public Schools Act

This Administration bill reduces the amount that the Governor must provide annually for the Coordinated Community Supports Partnership (CCSP) Fund to \$40.0 million beginning in fiscal 2025 and delays by one year the onset and phase-in of local education agencies (LEAs) required expenditures for teacher collaborative time. The bill establishes various teacher development and recruitment grant programs and a related fund, alters the Grow Your Own Educators grant program, establishes a national teacher recruitment campaign, alters community schools requirements, alters and establishes certain responsibilities for various State agencies, and otherwise modifies aspects of the Blueprint for Maryland’s Future (Blueprint). The bill takes effect July 1, 2025.

Fiscal Summary

State Effect: State expenditures in support of public schools decrease by \$44.6 million in FY 2026, and by \$56.0 million by FY 2030. Special fund revenues increase by \$909,100 in FY 2026 and by \$2.8 million in FY 2027. This bill decreases a mandated appropriation beginning in FY 2026.

Table with 6 columns: (\$ in millions), FY 2026, FY 2027, FY 2028, FY 2029, FY 2030. Rows include SF Revenue, GF Expenditure, SF Expenditure, and Net Effect.

Note:(-) = decrease; GF = general funds; FF = federal funds; SF = special funds; - = indeterminate increase; (-) = indeterminate decrease

Local Effect: LEA revenues and corresponding expenditures increase substantially, beginning in FY 2026. In addition, the required local implementation of collaborative learning is delayed by one year thereby providing local school systems with additional fiscal flexibility.

**Small Business Effect:** The Administration has determined that this bill has minimal or no impact on small business (attached). The Department of Legislative Services concurs with this assessment. (The attached assessment does not reflect amendments to the bill.)

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## Analysis

### Bill Summary:

#### *Concentration of Poverty Grant Program*

An LEA may request flexibility in distributing concentration of poverty grant (CPG) program funds through an appeals process established by the Maryland State Department of Education (MSDE), as opposed to the Accountability and Implementation Board (AIB) under current law.

The bill expands existing funding distribution flexibility to additional LEAs. If an LEA has at least 10 eligible schools, the local board of education (local board) may, on behalf of eligible schools, expend no more than 40% of program funds if a specified plan is developed and submitted to MSDE. This provision does not apply to a public charter school unless it chooses to participate in the plan. A local board may not expend a portion of the funds distributed for the program on central administrative costs but may (1) contract with outside providers that support at least 2 eligible schools and (2) coordinate spending on behalf of eligible schools. Similar current law provisions that apply to LEAs with at least 40 eligible schools are repealed under the bill.

By December 1, 2028, MSDE must conduct a statewide evaluation of the CPG program, summarize its findings in a report that it must transmit to AIB, submit to the General Assembly, and make publicly available. It is the intent of the General Assembly that MSDE must consult with the Maryland Center for Community Schools within Towson University to conduct the evaluation and to establish requirements for community school implementation plans.

#### *Community Schools*

The State Director of Community Schools within MSDE must be within the Office of Community Schools and Expanded Learning Time (OCSELT). OCSELT may hire staff to support the State Director in providing guidance and direction to LEAs and community school coordinators. Support programs that a community school coordinator is responsible for include (among others) multilingual learner courses (instead of English learner courses per current law). The definition of wraparound services to be provided by a community school is revised to include (1) offering evidence-based in-school and in-person tutoring,

provided during the school day; (2) improving chronic absenteeism; and (3) improving the number of highly qualified teachers at the school. The evaluation form used for an annual evaluation is to be used by LEAs, instead of by community school coordinators, and the requirement to submit the evaluation to the AIB is repealed. MSDE may establish requirements for school implementation plans.

The implementation plan must include measurable goals that will be measured at least once every two years. A community school coordinator must review the implementation plan at least once every two years, rather than at least every three years, and determine progress on the measurable goals. MSDE may withhold funds or take other compliance actions as necessary if plans fail to meet requirements.

#### *Study of Funding for Special Education in the State*

By January 1, 2026, MSDE, in consultation with the AIB, must contract with an independent entity to conduct a study of funding for special education in the State. The study must review and make recommendations on specified elements of special education costs and funding. The entity conducting the study must seek input from specified entities. The Governor must include sufficient funds in the State budget for the appropriate fiscal years for MSDE to cover the costs of the study. By December 15, 2026, MSDE must report the findings and recommendations of the study to the General Assembly.

#### *Local Education Agency Expenditures for Collaborative Time*

The bill repeals the “collaborative time per-pupil amount” of \$163 for fiscal 2026 that is multiplied by the enrollment count within an LEA to determine the amount that must be distributed to and expended by schools in each county, in accordance with each local board’s collaborative time implementation plan approved by AIB. Thus, the phase-in of these required expenditures begins instead in fiscal 2027.

#### *Career Ladder*

The bill delays, from July 1, 2025, to July 1, 2026, the date by which an eight-year phase-in of specified minimum percentages of working time that teachers at each level or tier of the career ladder must devote to classroom teaching.

#### *Academic Excellence Program and Fund*

The Academic Excellence Program is established in MSDE. The program is intended to address critical academic needs in schools and ensure that Maryland students have equitable access to high-quality instruction and targeted academic support. Under the program, instructional coaches (coaches) and coordinators of professional learning

(coordinators) must provide educators in selected schools with (1) coaching to improve instruction and the integration of evidence-based practices into the classroom and (2) access to high-quality, job-embedded, and sustained professional learning opportunities. Regional project managers oversee and coordinate this activity. In fiscal 2026 and 2027, the program must focus on early literacy instruction and support of elementary school educators. In subsequent years, the program must expand its focus, with emphasis on foundational mathematics instruction.

MSDE must enter into a cooperative agreement with a local board that elects to participate in the program. The bill provides for selection of schools and educators, based on need of support and likely benefit from the program, as well as MSDE-developed criteria for selection of coaches by regional project managers, and requires MSDE to establish a training plan for coaches.

Beginning in fiscal 2028, MSDE must employ coordinators to provide specified professional development and collaborate with administrators to collect data needed to create a professional learning plan that fits the need of a school. Coordinators must establish learning modules and other tools and platforms to provide professional development opportunities to all educators in a local school system.

An Academic Excellence Fund, administered by MSDE, is established to be used only for grants to local boards, institutions of higher education, nonprofit organizations, or other entities for (1) contracts with vendors to provide services; (2) training and workshops; (3) program implementation; (4) program administrative costs; (5) program evaluation and reporting; and (6) other costs approved by MSDE. Interest earnings of the fund are credited to the Blueprint for Maryland's Future Fund (BMFF). MSDE must annually collect specified data about the use of the fund and may adopt policies, procedures, and regulations to carry out provisions related to the program and fund.

#### *Grow Your Own Educators Grant Program*

The bill makes several substantial alterations to the Grow Your Own Educators Grant Program, established by Chapters 227 and 228 of 2024. An institution of higher education is not required to have a teacher preparation program approved by MSDE to be part of a collaborative. The term “noncertified education support professional” is redefined to include specified public school employees. There is no longer a maximum distribution of funds to support teacher candidates who are provisional teachers. The bill clarifies that the program purpose is to support collaboratives that offer teacher licensure programs with on-the-job experiential learning for eligible individuals, not to directly support the individuals. The service obligation pledged by program participants is modified to indicate separate obligations to the LEA and to the State.

To be eligible for the program, a teacher candidate must be employed as a noncertified education support professional or provisional teacher by a participating LEA in a school-based position; have a high school diploma; and pursue a teacher licensure pathway approved by MSDE. Collaborative program plan requirements are enhanced to include:

- identification of the collaborative members and respective roles;
- school-based positions that allow a teacher candidate to systematically develop teaching skills through experiential learning and demonstration teaching competencies;
- a mentor teacher assigned for the entirety of the program to a teacher candidate;
- a systematic program of experiential learning that results in higher education credits, as needed; and
- designation of an LEA program administrator with specified responsibilities.

The bill requires a collaborative to have a designated program administrator, instead of designation of an individual to assist teacher candidates. Estimates of program participation are to be based on appropriate data. A collaborative's recruitment outreach plan (1) no longer must include estimated expenses by category or identification of at least one source of long-term funding and (2) must identify a sustainability plan for the program.

MSDE must consult with a national nonprofit with a record of success in other states of increasing the number of licensed teachers, by specified means. This entity supports MSDE in the design, implementation, and evaluation of the program and may work directly with collaboratives to support the development and implementation of grow-your-own teacher preparation programs.

Grants are for local school employees to complete a "pathway to teacher licensure," not a teacher preparation program. The bill specifies that grants are competitive and that in awarding grants, MSDE must prioritize collaboratives that negotiate a lower tuition cost for teacher candidates. Teacher candidate compensation and benefits may not be reduced by the LEA. The bill specifies conditions under which a teacher candidate may serve as a daily substitute teacher. The requirement that MSDE publish to its website certain program data that it must collect is repealed. Instead, beginning in 2026, MSDE must annually on July 1, report on this data to the General Assembly.

#### *Maryland Teacher Relocation Incentive Grant*

The purpose of this grant, administered by MSDE, is to provide up to \$2,000 to incentivize an out-of-state licensed teacher to move to the State to address the State's teacher workforce shortage and reduce the number of conditionally licensed teachers in the classroom. By October 1, 2025, initial grants must be awarded; grants may not be awarded

after June 30, 2029. A local board may submit a proposal to MSDE to receive a grant for the candidate. The bill specifies candidate eligibility standards and elements that an application must include. By December 30, 2029, MSDE must submit a specified report to the Governor and the General Assembly on the implementation of the grant awards.

#### *National Teacher Recruitment Campaign*

MSDE may establish a national teacher recruitment campaign to bring licensed and prospective teachers to the State to reduce the number of conditionally licensed teachers and meet the State's teacher workforce needs to implement collaborative time; such a campaign must end by July 1, 2029. Beginning July 1, 2025, MSDE must consult with a national nonprofit that has experience in guiding other state education agencies in targeted, State-based recruitment campaigns. The nonprofit must support MSDE in the design, implementation, and evaluation of the campaign and must provide one-to-one mentoring and support services to prospective candidates at no cost to a candidate. The campaign must include public service announcement advertising, digital marketing, and direct outreach to encourage candidates to teach in Maryland.

#### *Other Provisions*

The bill specifies by program what policies, regulations, processes, procedures, and/or guidance that MSDE must or may establish, adopt, or provide.

#### **Current Law:**

##### *Coordinated Community Supports Partnership Fund and Program*

Chapter 36 of 2021 (the Blueprint for Maryland's Future – Implementation) established the Maryland Consortium on Community Supports in the Maryland Community Health Resources Commission, in part to develop coordinated community supports partnerships to meet student behavioral health needs and administer the CCSP grant program and fund. Chapter 36 phased in mandated annual budget appropriations for the fund at \$25.0 million increments, beginning in fiscal 2022 and culminating at \$125.0 million annually beginning in fiscal 2026. Chapter 713 of 2022 increased mandated funding levels for the CCSP Fund to \$85.0 million in fiscal 2024, \$110.0 million in fiscal 2025, and \$130.0 million in fiscal 2026 and annually thereafter.

##### *Concentration of Poverty Grant Program*

Blueprint legislation provides additional support for schools serving high concentrations of students living in poverty through the CPG Program. CPGs have two components, a personnel grant and a per-pupil grant.

*Personnel Grants* are provided to employ a community school coordinator with specified qualifications and provide full-time coverage by at least one health care practitioner. A county that provides health coverage or community school services with funds other than the personnel grant must continue to provide those services through fiscal 2030. If the personnel grant provided to an eligible school exceeds the costs to employ those positions and provide health coverage, the eligible school may use excess funds to provide wraparound services and complete the community school needs assessment. The personnel grant is a State-funded categorical amount that increases with inflation.

*Per-pupil Grants* are provided for each qualifying school following the completion of a community school needs assessment, and each eligible school must use the per-pupil grant to provide wraparound services and other programs and services as identified in the school needs assessment. CPG funds must generally be distributed by the local board to each eligible school. However, if the LEA has at least 40 eligible schools, the local board may expend up to 50% of CPG personnel and per-pupil grants on behalf of eligible schools in accordance with a plan developed in consultation with eligible schools that ensures that each eligible school receives the required positions/coverage and services. Per-pupil grants are only wealth equalized for districts that receive the minimum State funding (40%) under the compensatory education formula; for all other districts, the State pays the full amount. The local funding percentage is based on the compensatory education wealth equalization formula.

#### *Community Schools, Needs Assessment, Evaluation Forms, and Implementation Plans*

“Community school” means a public school that establishes a set of strategic partnerships between the school and other community resources that leverage shared accountability, collaborative leadership, capacity building, and authentic family and community engagement, using a student-centered framework to promote inclusive student achievement, positive learning conditions, and the well-being of students, families, educators, and the community through a variety of engaging practices including the provision of wraparound services. The State Director of Community Schools in MSDE must coordinate professional development for community school coordinators at each community school.

The State Director of Community Schools must, in consultation with LEAs and members of the community schools’ leadership team, create a common needs assessment tool that each community school coordinator must use to complete the community school needs assessment. The State Director must also develop an evaluation form that each community school coordinator must use to complete an annual evaluation submitted to MSDE and AIB. A community school coordinator is responsible for (1) establishing a community school; (2) completing a needs assessment of the students in the school for appropriate wraparound services; (3) developing an implementation plan based on the assessment of

needs for the community; and (4) coordinating support programs that address out-of-school learning barriers for students and families. “Wraparound services” provided by a community school, according to its implementation plan, may involve extended learning time and an extended school year as well as any of a wide range of specified services, supports and practices.

### *Career Ladder*

By July 1, 2024, each local board must implement a specified career ladder. The State Board of Education approves the eight-year phase-in, commencing July 1, 2025, of the minimum percentage of worktime that teachers funded through the career ladder program must be devoted to classroom teaching time, as specified by each local board in its career ladder.

### *Blueprint for Maryland’s Future Fund*

The BMFF was created by Chapter 771 as the successor to the Commission on Innovation and Excellence in Education Fund. The BMFF is intended to assist in providing adequate funding for early childhood education and primary and secondary education to provide a world-class education to students in Maryland.

### *Teacher Certification and Development*

An individual must have a certificate issued by the State Superintendent to be employed in the State as a county superintendent, assistant superintendent, supervisor, principal, or teacher.

Beginning July 1, 2025, for initial teacher certification, graduates from approved or alternative teacher preparation programs must:

- meet one of the following criteria: (1) pass a nationally recognized, portfolio-based assessment of teaching ability; or (2) complete an LEA’s rigorous teacher induction program, lasting either three years or the duration a teacher can hold a conditional certificate, whichever is less; and
- meet one additional qualification from the following: (1) pass a basic literacy skills assessment approved by MSDE; (2) hold a degree from a regionally accredited institution with a minimum cumulative GPA of 3.0 or its equivalent; or (3) provide satisfactory documentation of effective evaluations from an LEA for three years.

Additionally, teachers graduating from out-of-state institutions or holding licenses from other states must either pass a teaching ability examination within 18 months of LEA employment or hold an active national board certification.



A teacher who graduates from an institution of higher education in another state or who holds a professional license or certificate from another state may also complete a comprehensive induction program as an alternative pathway to certification.

LEAs, individually or together, may develop rigorous comprehensive induction programs. Before establishing a comprehensive induction program, one or more LEA must submit a plan for the program to MSDE and AIB. A program must include a portfolio component that aligns with the Interstate Teacher Assessment and Support Consortium standards. This component can count toward teacher preparation program coursework requirements. Completing a program exempts candidates from needing to pass a nationally recognized portfolio-based assessment of teaching ability.

Chapter 627 of 2023 established the Teacher Development and Retention Program as a six-year pilot program and made significant changes to the existing Teaching Fellows for Maryland Scholarship Program. Both programs provide financial support to candidates for teacher certification and require that participants fulfill a service obligation in a public school following certification.

[All 50 states](#) currently participate in the National Association of State Directors of Teacher Education and Certification Interstate Agreement for Educator Licensure. The agreement is a collection of individual agreements outlining which other states' educator certificates will be accepted by the state. However, the interstate agreement is not a collection of two-way agreements of reciprocal acceptance. Participating jurisdictions may choose to have additional requirements for educators who are coming from another jurisdiction.

### *Grow Your Own Educators*

Chapters 227 and 228 established the Grow Your Own Educators Program to provide support to eligible provisional teachers and noncertified education support professionals interested in teaching who pledge to fulfill a service obligation. Administered by MSDE, the program provides grants to LEAs in collaboratives for certain teacher candidates' expenses and program administration costs. Collaboratives (consisting of LEAs, employee organizations representing those employees, and institutions of higher education with approved teacher preparation programs) may apply for grants by submitting plans to MSDE.

To be eligible for the program, a teacher candidate applicant must (1) be employed as a noncertified education support professional or provisional teacher by a participating LEA on the effective date of the program and (2) meet the educational requirements determined by the collaborative. A "provisional teacher" means an individual employed by an LEA through a provisional contract as a conditional teacher. At most, one-quarter of the funds

used to support teaching candidate applicants may be used to support teaching candidates who are provisional teachers.

To apply for a grant, a collaborative must develop and submit to MSDE a plan with certain specified elements relating to content areas covered by the proposed programs, partner institutions of higher education, the number and type of applicants considered, and outreach and recruitment.

**Background:** The fiscal 2026 budget as introduced includes BMFF special funds amounting to \$33.4 million for the Grow Your Own Educators program; \$19.3 million for the Academic Excellence Program and Fund; \$2.0 million for community school partnerships with institutions of higher education including regional training hubs; \$1.0 million for teacher relocation stipends; \$674,000 for a national teacher recruitment campaign; \$3.0 million for MSDE to administer community schools programs and partner with an external evaluation partner; and \$1.4 million for MSDE teacher pipeline administrative costs.

The General Assembly reduced funding for the CCSP Fund to \$40.0 million in the fiscal 2025 budget. The fiscal 2026 budget as introduced includes a \$90.0 million special fund (BMFF) reduction in the Maryland Community Health Resources Commission, contingent on the enactment of legislation that level funds the mandate for the Consortium on Coordinated Community Supports program to the fiscal 2025 appropriation.

**State Revenues:** The bill specifies that interest earned by the Academic Excellence Fund established under the bill accrues to BMFF. Because the budget as introduced assumes the use of BMFF funds for the Academic Excellence Program and Fund, and because in practice BMFF interest remains within the BMFF, this provision is assumed to be budget neutral, and therefore will have no substantial overall impact on State revenues. The bill relieves the BMFF of substantial expenditures in fiscal 2026. This results in greater average BMFF fund balances during fiscal 2026 and 2027, and consequently BMFF interest earnings increase by approximately \$909,100 in fiscal 2026 and \$2.8 million in fiscal 2027.

**State Expenditures:** The projected fiscal 2026 to 2030 impact of the bill, by program, is detailed in **Appendix A**. Savings related to annual reductions in funding of the CCSP Fund, and resulting reduced State expenditures, are only partially offset under the bill, including enhancements to the Grow Your Own Educators Program. Appendix A includes MSDE administrative costs.

BMFF impacts under the bill are shown on page one of this fiscal and policy note. BMFF special fund revenues are projected to be sufficient to cover mandated annual increases in expenditures for the Blueprint through fiscal 2026. Thus, reductions to required Blueprint expenditures under the bill in fiscal 2026, approximately \$44.6 million, result in equivalent

reductions in BMFF expenditures in fiscal 2026. However, current projections indicate that revenues in the BMFF, including prior-year fund balances, will be less than the amount required to cover current law increases to annual expenditures under the Blueprint beginning in fiscal 2027. In fiscal 2027, reflecting the greater available BMFF balance from fiscal 2026 BMFF savings, BMFF expenditures increase by about \$48.3 million, while general fund savings net to about \$95.2 million. State savings in fiscal 2028 through 2030, totaling about \$47.9 million, \$49.7 million, and \$56.0 million in each respective year, amount entirely to general fund expenditure decreases.

Because the fiscal 2026 budget as introduced includes BMFF funding for numerous provisions under the bill (the reconstituted Grow Your Own Educators program; the Academic Excellence Program and Fund; the Maryland Teacher Relocation Incentive Grant Program; a national teacher recruitment campaign; an MSDE CPG evaluation and a study of special education funding) consistent with the purpose of the BMFF, this analysis assumes that BMFF funds (to the extent BMFF revenues are available) are used to fund these programs and initiatives in subsequent years.

As shown in Appendix A, this analysis assumes that the Grow Your Own Educators program can be operated with considerably less funding in fiscal 2026 (\$19.1 million) than provided in the fiscal 2026 budget as introduced (\$33.4 million), given funding levels for the similar Grow Your Own Staff program, which was funded with State education agency federal stimulus funds in fiscal 2023 as part of the Maryland Leads program. It is further assumed that annual funding for this program continues at the \$19.1 million level in subsequent years, until tapering off in fiscal 2030. Though the Grow Your Own Educators program was established under Chapters 227 and 228, this analysis covers the full costs assumed to apply to the reconstituted program, rather than attempting to net-out the costs under the bill as compared to current law, for which a significant record of costs does not exist. Thus, the net reduction in overall State costs under the bill (amounting to nearly \$250 million over the fiscal 2026 to fiscal 2030 period) may be somewhat understated. This analysis further assumes that State funding under the Academic Excellence Program covers LEA costs for employing coaches, for those LEAs that choose to participate in the program, and that State program costs increase by approximately 10% beginning in fiscal 2028, given that coordinators are employed by MSDE beginning in that year.

#### *Administrative Costs – Maryland State Department of Education*

Modification of the Grow Your Own Educators program, as well as commencement of several initiatives, and other requirements under the bill increase MSDE staffing costs. BMFF expenditures increase by \$219,177 in fiscal 2026, which accounts for a 90-day start-up delay from the effective date for the bill's cost-driving provisions. This estimate reflects the cost of hiring one program manager and one program coordinator to administer ongoing teacher pipeline work, including administration of the Grow Your Own Educators

and teacher recruitment and relocation activities. It includes salaries, fringe benefits, one-time start-up costs, and ongoing operating expenses.

Positions	2.0
Salaries and Fringe Benefits	\$204,439
Operating Expenses	<u>\$14,738</u>
<b>Total FY 2026 State Expenditures</b>	<b>\$219,177</b>

Future year expenditures reflect full salaries with annual increases and employee turnover as well as annual increases in ongoing operating expenses. These costs, as well as substantial contractual costs not estimated here, are included in the overall description of net changes under the bill shown in Appendix A. These overall costs are assumed to include teacher pipeline and OCSELT community schools administrative costs and MSDE costs associated with the required study of special education funding and MSDE’s evaluation of CPG. Further, it is assumed that some of the administrative cost funds included in the fiscal 2026 budget as introduced will be spent in years beyond fiscal 2026.

**Local Fiscal Effect:** LEA State aid revenues increase due to enhancements to the Grow Your Own Educators Program and to the extent that LEAs receive funding via the Academic Excellence Program. Many LEAs presently employ instructional coaches, though not necessarily in a manner prescribed by the Academic Excellence Program. To the degree that LEAs choose to participate in the Academic Excellence Program and that funding for instructional coaches and related costs exceeds current levels of expenditures for coaching positions, LEA expenditures increase.

In addition, the bill delays the local implementation of collaborative learning by one year, which will provide local school systems with additional flexibility by removing a \$139.6 million (statewide) expenditure requirement in fiscal 2026.

**Additional Comments:** As of April 1, 2024, MSDE has introduced new licenses and licensing requirements for educators, replacing the prior certification system. Although current law and the bill refer to “teacher certification,” such language is assumed to apply to current teacher licensure standards adopted by MSDE.

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### **Additional Information**

**Recent Prior Introductions:** Similar legislation has not been introduced within the last three years.

**Designated Cross File:** SB 429 (The President, *et al.*) (By Request - Administration) - Budget and Taxation and Education, Energy, and the Environment.

**Information Source(s):** Maryland Association of Counties; Council of State Governments; Baltimore County Public Schools; Accountability and Implementation Board; Maryland State Treasurer's Office; Maryland State Department of Education; University System of Maryland; Department of Budget and Management; Maryland Department of Labor; Department of Legislative Services

**Fiscal Note History:** First Reader - February 18, 2025  
rh/clb Third Reader - March 28, 2025  
Revised - Amendment(s) - March 28, 2025  
Revised - Updated Information - March 28, 2025  
Revised - Budget Information - March 28, 2025

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# Appendix A

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**Estimated Changes in State Expenditures under the Bill  
Fiscal 2026-2030  
(\$ in Millions)**

<b>Program</b>	<b>FY 2026</b>	<b>FY 2027</b>	<b>FY 2028</b>	<b>FY 2029</b>	<b>FY 2030</b>
Grow Your Own Educators	19.1	19.1	19.1	19.1	12.7
<b><i>State Aid Subtotal</i></b>	<b><i>\$19.1</i></b>	<b><i>\$19.1</i></b>	<b><i>\$19.1</i></b>	<b><i>\$19.1</i></b>	<b><i>\$12.7</i></b>
Coordinated Community Supports	-90.0	-90.0	-90.0	-90.0	-90.0
Academic Excellence	19.3	19.3	21.2	21.2	21.2
Relocation Incentive	1.0	2.0	1.0	0.0	0.0
Out-of-state Recruitment	0.7	0.7	0.7	0.0	0.0
Community School Partnership	2.0	2.0	0.0	0.0	0.0
Teacher Pipeline Administrative Costs	1.4	0.0	0.0	0.0	0.0
Additional Administrative Costs	2.0	0.0	0.0	0.0	0.0
<b><i>Other Subtotal</i></b>	<b><i>-\$63.7</i></b>	<b><i>-\$66.0</i></b>	<b><i>-\$67.0</i></b>	<b><i>-\$68.8</i></b>	<b><i>-\$68.8</i></b>
<b>Total Change</b>	<b>-\$44.6</b>	<b>-\$46.9</b>	<b>-\$47.9</b>	<b>-\$49.7</b>	<b>-\$56.0</b>

Totals may not sum due to rounding.

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**ANALYSIS OF ECONOMIC IMPACT ON SMALL BUSINESSES**

TITLE OF BILL: **Excellence in Maryland Public Schools Act**

BILL NUMBER: HB 504

PREPARED BY: Governor's Legislative Office

PART A. ECONOMIC IMPACT RATING

This agency estimates that the proposed bill:

  X   WILL HAVE MINIMAL OR NO ECONOMIC IMPACT ON MARYLAND  
SMALL BUSINESSES

OR

       WILL HAVE A MEANINGFUL ECONOMIC IMPACT ON MARYLAND  
SMALL BUSINESSES