

KIPP Baltimore

TOGETHER, A FUTURE WITHOUT LIMITS

HB1430 – SUPPORT WITH AMENDMENTS

Maryland Public Charter School Program – School Facilities – Funding

March 30, 2026

Dear Chair Guzzone and Members of the Senate Budget and Taxation Committee,

I write to express my support for HB1430 and to respectfully urge two critical amendments: maintaining a funding level of at least \$800 per student and removing the provision excluding certain charter schools based on district school closures.

At its core, this bill is about equity. Public charter school students are public school students, yet their schools are often required to fund facilities costs—rent, maintenance, and repairs—from dollars intended for instruction. This creates an ongoing imbalance that directly impacts students' learning environments.

HB1430 offers a practical step toward addressing that inequity. A funding level of \$800 per student is a reasonable starting point that provides predictable support while remaining fiscally responsible. Just as importantly, it positions Maryland to access the federal State Charter School Facilities Incentive Grant (SFIG), unlocking up to \$50 million over five years—resources that would otherwise go to other states.

The proposed exclusion of charter schools in certain districts undermines both the intent and effectiveness of this legislation. Further, a statewide, uniform approach is required to access federal funding, and excluding any group of students risks disqualifying Maryland entirely from SFIG support.

This is a clear opportunity for Maryland to advance fairness across public education while leveraging federal investment. **I respectfully urge you to support HB1430 with an \$800 per pupil funding level and without the exclusion amendment.**

Thank you for your consideration, and for your commitment to ensuring that Maryland students are equipped to achieve their unlimited potential.

Sincerely,



Eryn Lessard

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Resident, Maryland District 41

Every child grows up free to create the future they want for themselves and their communities.

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