
DISSECTING HB 1300

BLUEPRINT FOR MARYLAND'S FUTURE

Policy Area 1: Early Childhood Education and Family Supports

- Expands voluntary full-day pre-kindergarten for income-eligible 3- and 4-year-olds.
- Beginning in 2022-23 school year, Tier I children may be enrolled in a full-day pre-k program.
- Beginning in 2024-25 school year, Tier II children may be enrolled in full-day pre-k if space is available.
- Private providers are expected to meet 30% of the demand for additional slots in the 2021-22 school year and 50% by the 2025-26 school year.
- Private providers must meet quality standards as measured through MSDE's EXCEL program and, if the program is affiliated with a religious program or institution, the instruction must be done in areas that are as nonsectarian as possible.
- MSDE can issue a waiver from these requirements if there are too few eligible pre-k providers or all families in the county who want to enroll in pre-k are able to do so.
- Language in the Blueprint and the Built to Learn Act prioritizes school construction funds for expansion of pre-k classrooms.
- Beginning in 2021-22 school year, the Kindergarten Readiness Assessment will be a mandated assessment to be given to all students (sampling will no longer be permitted) and must be completed by October 10. Districts are encouraged to administer as much of the assessment prior to the start of kindergarten as possible.
- Provides mandated funding amounts for the Infants and Toddlers Program from FY 21-FY 30.
- Provides mandated funding amounts for the expansion of Judy Centers with a goal of adding 126 new centers in the state between FY22-FY30.
- Provides mandated funding amount for the expansion of Family Support Centers, now known as Patty Centers, with a goal of adding 24 new centers in the state between FY22-FY29.



Policy Area 2: Diverse Teachers and Leaders

- Requires passing a nationally recognized portfolio-based assessment of teaching ability as a requirement for graduating from a teacher preparation program beginning on July 1, 2025.
- LEAs must demonstrate to the Accountability and Implementation Board (AIB) that teachers (limited definition) in the county received at least a 10% salary increase over a five-year period between July 1, 2019, and June 30, 2024.
- By July 1, 2026, all teachers must make a salary of at least \$60,000.
- Requires adoption of a four-tier career ladder by July 1, 2023, with the following elements:
 - Level one is a state-certified teacher.
 - Level two is a teacher pursuing a master's degree, 30 credits of a State Board approved program of study, or National Board Certification
 - Level three is a National Board Certified (NBC) teacher or an advanced professional certificate in a job category where national board is not available. This level includes assistant principals.
 - Level four is a teacher on the teacher leadership track or administrative track of the career ladder, each of which is further divided into tiers:
 - Teacher leadership track includes lead teachers, distinguished teachers, and professor distinguished teachers
 - Administrator track includes licensed principals and distinguished principals
- *Note: National Board Certification is NOT a requirement for all teachers and is not a contingency to receive step or longevity pay increases.*
- Teachers on levels one, two, or three of the career ladder are to teach on average 60% of their working time. On level four, lead teachers to teach on average 50% of working time; distinguished teachers on average 40% of working time; and professor distinguished teachers on average 20% of working time. (IMPORTANT: funding for collaboration time does not kick in until FY26.)
- By July 1, 2029, being a licensed principal or higher must be a National Board Certified teacher as a prerequisite, though waivers will be available.
- Significant pay increases effective July 1, 2021, are linked to attainment and maintenance of National Board Certification and positions on Level 4 of the career ladder, though career ladder pay increases are not valid until the career ladder is implemented and approved by the AIB:
 - \$10,000 for being/becoming a NBCT
 - \$7,000 for being a NBCT working in a low-performing school
 - \$5,000 for becoming a lead teacher
 - \$10,000 for becoming a distinguished teacher
 - \$15,000 for becoming a professor distinguished teacher
 - \$8,000 in minimum state funding for first NBC maintenance
 - \$7,000 in minimum state funding for second NBC maintenance
 - \$6,000 in minimum state funding for third NBC maintenance
- *Note: these salary increases are in addition to what the qualifying teacher makes in the year s/he qualifies and are cumulative, to the extent that a single teacher qualifies for multiple increases.*
- MSDE is to develop an NBC support program to encourage participation.
- MSDE to develop and design a new professional development system tied to the career ladder by July 1, 2023, that must be delivered by every county board by June 30, 2025.
- The Professional Standards and Teacher Education Board is empowered in an alteration that requires agreement with the State Board of Education on rules and regulations related to teacher licensure and certification.



Policy Area 3: College and Career Readiness (CCR)

- Beginning in the 2021-2022 school year, each local school system must implement a 9th grade tracking system to measure each student's progress toward graduating on time.
- Students enrolled in public school shall meet the CCR standard before the end of 10th grade and no later than the time the student graduates high school. (Current standard is 11th grade.)
- The CCR standard is based on English language arts, math, and science that enables the student to be successful in entry-level credit-bearing courses or postsecondary education training at a community college in the state.
- It is expected that the MCAP will be the tool used to evaluate CCR. However, the legislation requires an independent study to be commissioned to determine if that test appropriately measures to the new CCR standard. In the 2020-21 school year the test will first be used for this purpose.
- Local school systems must develop programs of instruction for students not meeting the CCR standard by the end of 10th grade.
- Beginning in 2023-24 school year, each county board must provide students who meet the CCR standard with access to post-CCR pathways, including Advanced Placement, International Baccalaureate, dual enrollment, or other pathways to a certification or credential, at no cost to the student.
- Any student not meeting the CCR standard in 10th grade must receive an individualized plan designed to prepare the student for success in meeting the standard as soon as possible and no later than 12th grade.
- MSDE must develop voluntary curriculum resources and standards for each subject at each grade level that may be used by local districts and teachers.
- Requires middle and high schools to encourage students to enroll in the next most rigorous subject matter course available after a student has demonstrated readiness in a subject matter.
- Requires local school systems to develop accelerated paths for gifted middle school students and high school students to achieve CCR before the end of the 10th grade.
- Local school systems would be required to pay 75% of the cost of tuition for a public institution of higher education in the state for each dually enrolled student who is enrolled in a public school.
- Establishes the Career and Technical Education (CTE) Committee within the Governor's Workforce Development Board.
- Provides that beginning with the 2023-24 school year, CTE programs must be aligned with the system implemented by the CTE committees, including CTE programs adopted by local boards, the State Board, and community colleges. The key goal remains for each local board to reach the statewide goal that 45% of public school students achieve an industry-recognized occupational credential before they graduate.

Policy Area 4: More Resources for At-Promise Students

- New funding formula increases the Foundation Formula and the weights associated with Compensatory Education, Special Education, and English Language supports. A new calculation of aid to support schools with a Concentration of Poverty also qualify for grants for both personnel and per pupil support to fund wraparound services and other programs related to community schools and a school-based needs assessment.
 - Foundation aid per pupil will grow from \$7,991 in FY22 to \$12,138 in FY33
 - Compensatory education aid per pupil will grow from \$7,272 in FY22 to \$8,982 in FY33
 - Special education aid per pupil will grow from \$6,872 in FY22 to \$18,086 in FY33
 - English language aid per pupil will grow from \$7,991 in FY22 to \$10,560 in FY33
- All of the weights above are in addition to the foundation amount and are cumulative for any eligible student in any of the categories.
- The Concentration of Poverty grants are provided to specific schools based on the percentage of FARMS in the school. Every qualifying school receives a personnel grant of \$257,100 per school to fund a community school coordinator and school-based health practitioner. The maximum grant of \$3,374 per pupil (in the first year and would grow with inflation in subsequent years) would be granted to the school with 80% or more FARMS. The per pupil grant is on a sliding scale of a reduced per pupil grant for schools at 55%-80% FARMS.
- Personnel grants are provided the first year a school qualifies. Per pupil grants are not available until the year after the personnel grants are provided, giving time for the school-based needs assessment to be completed.
 - Personnel grants are implemented in the following fiscal years based on the corresponding concentration of poverty level: FY20: 80%; FY21: 75%; FY22: 70%; FY23: 65%; FY24: 60%; FY25 and beyond: 55%
 - Per pupil grants are implemented in the following fiscal years based on the corresponding concentration of poverty level: FY22: 80%; FY23: 75%; FY24: 70%; FY25: 65%; FY26: 60%; FY27 and beyond: 55%
- Reflects Kirwan Commission recommendations and recent legislation defining the role of a community school coordinator, including the scope of services to be provided (needs assessments and the coordination) to address out-of-school learning barriers.
- Creates the new Maryland Consortium on Coordinated Community Supports to develop a statewide framework for the creation of coordinated community supports partnerships and grant funds to those partnerships. MSDE will administer the fund.
- The Partnership Fund will receive mandated appropriations as follows: in FY22: \$25m; FY23: \$50m; FY24: \$75m; FY25: \$100m; FY26 and beyond: \$125m



Policy Area 5: Accountability

- Blueprint creates seven-member Accountability and Implementation Board (AIB).
- Operational from July 1, 2020-June 30, 2031, (though the AIB can recommend to remain in existence beyond 2031).
- Appointed by the governor with a list generated by a nominating committee; requires Senate confirmation.
- Board members have six-year terms; staggered. They can be reappointed.
- Six-member nominating committee submits nine names for the initial development of the Board, and the governor must select seven from that group of nine.
- Nominating committee has two representatives from each of the governor, Senate President, and House Speaker and a person can only be nominated to the AIB with a vote of at least one representative from each of the three leaders.
- Nominating committee members have five-year terms.
- AIB must develop a comprehensive implementation plan by February 15, 2021.
- Between February 15 and April 1, 2021, MSDE will develop criteria by which LEAs' implementation plans will be approved or not. The approval review is done by both MSDE and the AIB.
- LEAs and other units of government working on the Blueprint must submit their implementation plan by June 15, 2021.
- AIB withholds 25% of annual increase in major aid funds that are released contingent on AIB satisfaction with how LEA plans are being implemented. Funds must be released FY22-24 if a LEA has an approved plan. FY25 and beyond is based on other considerations and recommendations by the AIB in consultation with Expert Review Teams (ERTs) created by MSDE.
- ERTs are managed by MSDE and staffed by teachers, school leaders, or others with expertise.
- The allocated budget covers costs associated with 12 ERT members.
- Roughly 10% of schools are to be visited each year, with a goal that every school in the state will be visited at least one time by the 2030-31 school year.
- ERT reports are advisory for FY22-24, but starting in FY25 the reports can serve as the basis for the AIB to make decisions regarding funding consequences.
- There are separate CTE ERTs to review and make recommendations on CTE programs in the state.
- In five years, provides that if the AIB reports that the Blueprint is not being implemented as intended, the per pupil increases in major education aid for FY 26 and beyond is limited to the rate of inflation, and local school systems are not required to meet additional Blueprint requirements that begin in FY 26 and beyond.
- Annually, provides that beginning on December 1, 2020, if the December general fund estimate is more than 7.5% below the March estimate with the Bureau of Revenue Estimates, the per pupil increase in major education aid is limited to the rate of inflation for that next fiscal year.