



Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D.
DATE: July 24, 2018
SUBJECT: COMAR 13A.06.09
Maryland Early Literacy Initiative
PERMISSION TO PUBLISH

PURPOSE:

The purpose of this action is to obtain permission to publish a new regulation, COMAR 13A.06.09, *Maryland Early Literacy Initiative*.

REGULATION PROMULGATION PROCESS:

Under Maryland law, a state agency, such as the State Board, may propose a new regulation whenever the circumstances arise to do so. After the State Board votes to propose such a regulation, the proposed regulation is sent to the Administrative, Executive, and Legislative Review (AELR) Committee for a 15-day review period. If the AELR Committee does not hold up the proposed regulation for further review, it is published in the Maryland Register for a 30-day public comment period. At the end of the comment period, the Maryland State Department of Education (MSDE) staff reviews and summarizes the public comments. Thereafter, MSDE staff will present a recommendation to the State Board of Education to either: (1) adopt the regulation in the form it was proposed; or (2) revise the regulation and adopt it as final because suggested revision is not a substantive change; or (3) revise the regulation and re-propose it because the suggested revision is a substantive change. At any time during this process, the AELR Committee may stop the promulgation process and hold a hearing. Thereafter, it may recommend to the Governor that the regulation not be adopted as a final regulation or the AELR Committee may release the regulation for final adoption.

BACKGROUND/HISTORICAL PERSPECTIVE:

House Bill (HB) 1415 Education – *Commission on Innovation and Excellence in Education*, approved by Governor Hogan on May 8, 2018, establishes, among other initiatives, the Maryland Early Literacy Initiative. The Initiative is a competitive grant program for up to 50 qualifying schools (Title I) to develop an evidence-based early literacy program in the school to work with participating students to meet literacy proficiency targets by the end of eighth grade or other literacy targets as determined by the Department. The MSDE is directed to administer the grant program. The law also states, “On or before July 1, 2018, the Department shall adopt regulations necessary to carry out the provisions of this section.”

EXECUTIVE SUMMARY:

The Maryland Early Literacy Initiative is designed to provide a full range of early literacy intervention services for participating students; to require that the students receive direct services at least twice a week; to have clear literacy targets at each grade level for participating students; to have benchmark assessments three times a year to identify students who need one-on-one interventions; and to collect data on student progress at least monthly. The regulations for COMAR 13A.06.09 are designed to carry out all parts of HB 1415 related to Early Literacy.

ACTION:

Request permission to publish COMAR 13A.06.09 *Maryland Early Literacy Initiative*.

Attachments: House Bill 1415 (2018)
Regulation COMAR 13A.06.09

Title 13A
STATE BOARD OF EDUCATION
Subtitle 06 SUPPORTING PROGRAMS
Chapter 09 Maryland Early Literacy Initiative

.01 Purpose.

The Maryland Early Literacy Initiative is a grant program that will assist up to 50 qualifying schools in at least three school systems to implement an evidence-based literacy program in the school to work with participating students to meet literacy proficiency targets by the end of eighth grade.

.02 Definitions.

A. In this regulation, the following terms have the meanings indicated.

B. Terms Defined.

- (1) “Initiative” means the Maryland Early Literacy Initiative.
- (2) “Interventionist” means a trained professional whose primary responsibility is to deliver evidence-based early literacy intervention.
- (3) “Nonprofit organization” means a nonprofit organization that:
 - (a) Is based in the State;
 - (b) Is incorporated or registered under the laws of the State;
 - (c) Is exempt from Federal income tax under §501(c)(3), (4), or (6) of the Internal Revenue Code
 - (d) Is current in the payment of all tax obligations to the State or any unit or subdivision of the State; and
 - (e) Has been in active business for three years or more at the time of the application submitted under this section or has a fiscal sponsor who can meet the requirements of this section.
- (4) “Participating student” means a student:
 - (a) In Prekindergarten through eighth grade; or
 - (b) A student who performs below a certain score, as determined by the Department, on the assessment the Department uses to assess reading level.
- (5) “Qualifying school” means a public school categorized by the local school system as a Title I school.

.03 Program Requirements

A. For the 2018-19 school year through the 2021-22 school year, a qualifying school may apply to the Department to receive a grant to develop an evidence-based early literacy program.

B. A qualifying school may apply for a grant only if the local superintendent endorses the

school's grant application.

- C. A qualifying school may coordinate and partner with other qualifying schools in the county to apply jointly for a grant to develop a literacy program among the partnering qualifying schools.
- D. A qualifying school may apply for and accept donations, grants, or other financial assistance from a governmental entity, a nonprofit organization, or any other private organization to benefit the literacy program.
- E. A local school board may apply on behalf of one or more qualifying schools in the local school system.

.04 Grant Application

A. An application shall:

- (1) Identify whether the qualifying school will work in collaboration with a nonprofit organization or the local board of education to implement the literacy program;
- (2) Provide the name and qualifications of the nonprofit organization, if the qualifying school will work in collaboration with a nonprofit organization;
- (3) Include a description of:
 - (a) The literacy program to be implemented at the qualifying school;
 - (b) The training that will be provided to the interventionist to provide the services in this section;
 - (c) How the literacy program will meet the grant requirements in this section;
 - (d) Any other information required by the Department.

B. A Literacy Program developed under the Initiative shall:

- (1) Provide early literacy intervention services for participating students;
- (2) Require participating students to receive direct services at least twice a week;
- (3) Have clear literacy targets at each grade level for participating students;
- (4) Have benchmark assessments multiple times a year to identify students who need one-on-one interventions;
- (5) Collect data on student progress at least monthly;
- (6) Be implemented by staff hired and supervised by the collaborating nonprofit organization or the local board of education; and
- (7) Use literacy programs that utilize various evidence-based approaches and methodologies for:
 - (a) Comparison purposes; and
 - (b) The collection of multiple data points for long-term review.

.05 Grant Award

- A. To the extent that funds are available, the Department shall distribute up to 50 grants in at least three school systems for a 2-year period.
- B. In awarding grants under the Initiative, the Department will fund only those qualifying schools that use literacy programs that utilize various evidence-based approaches and methodologies for:
 - (1) Comparison purposes; and
 - (2) The collection of multiple data points for long-term review.
- C. If the number of applications exceed the number of available grants, the Department shall give priority to a qualifying school serving a high concentration of students living in poverty in Prekindergarten through third grade.
- D. A grant made to each qualifying school may not exceed \$75,000 each year.
- E. A grant made under this section shall be renewed by the Department after a 2-year period if the qualifying school presents evidence that the qualifying school is:
 - (1) In compliance with all grant requirements; and
 - (2) Meeting identified targets and benchmarks.

Chapter 361

(House Bill 1415)

AN ACT concerning

Education – Commission on Innovation and Excellence in Education

FOR the purpose of requiring the State Department of Education, in collaboration with certain entities, to establish a certain outreach program and certain digital recruitment platform; requiring the outreach program and digital recruitment platform to make use of certain media and certain online resources to implement a certain marketing campaign; requiring the outreach program and digital recruitment platform to focus recruitment efforts on certain individuals and certain teacher shortage fields; requiring the Department to ~~consult with~~ establish a certain steering committee of certain colleges and universities; ~~prohibiting the Department from implementing certain recruitment efforts until certain consultation has taken place~~; requiring the outreach program and digital recruitment platform to include certain marketing efforts; requiring the Governor to annually appropriate at least a certain amount for the Department to implement certain requirements; establishing the Maryland Early Literacy Initiative in the Department; establishing the purpose of the Initiative; requiring the Initiative to be established in at least a certain number of counties; requiring the Department to develop and administer the Initiative; authorizing a certain school, ~~in collaboration with a certain entity~~, in certain school years to make a certain application to the Department for grants under the Initiative under certain circumstances; authorizing a certain school to coordinate and partner with certain schools to jointly apply for a grant under the Initiative; authorizing a county board to apply on behalf of certain schools; requiring an application to include certain information; requiring the Department to award grants in a certain priority in a certain circumstance; requiring a certain program to meet certain requirements; requiring the Governor to annually appropriate a certain amount to the Department for the Initiative ~~beginning in a certain fiscal year~~ in certain fiscal years; authorizing the Department to retain a certain portion of a certain appropriation to hire certain staff to administer the Initiative; requiring the Department to distribute up to a certain number of grants for a certain period; requiring the Department to make a certain effort in awarding grants; limiting the grant amount that may be awarded to a certain school each year; requiring a grant under the Initiative to be renewed by the Department under certain circumstances; authorizing a certain school to apply for and receive certain additional financial assistance for a certain benefit; requiring the Department to adopt certain regulations on or before a certain date; requiring the Department to submit a certain report to the Governor and certain committees of the General Assembly on or before ~~certain dates~~ a certain date; establishing the Commission on Innovation and Excellence in Education Fund as a special, nonlapsing fund; specifying the purpose of the Fund; requiring the State Department of Education to administer the Fund; requiring the State Treasurer to hold the Fund and the Comptroller to account for the Fund; specifying the contents of the Fund; specifying the purpose for which the Fund

may be used; providing for the investment of money in and expenditures from the Fund; requiring interest earnings of the Fund to be credited to the Fund; exempting the Fund from a certain provision of law requiring interest earnings on State money to accrue to the General Fund of the State; requiring a certain amount of certain revenue to be distributed to a certain Fund on or before a certain date; requiring the Governor to annually appropriate a certain amount to the Prekindergarten Expansion Fund beginning in a certain fiscal year; requiring the Governor to include a certain appropriation beginning in a certain fiscal year for grants under the Public School Opportunities Enhancement Program; requiring a certain grantee to receive a grant in a certain amount in a certain fiscal year under certain circumstances; establishing the Learning in Extended Academic Programs (LEAP) grant program; providing for the purpose of the Program; requiring the Department to notify a county board with certain information; authorizing a certain school to apply for a grant under certain circumstances; authorizing a certain school to coordinate and partner with certain schools to jointly apply for a grant; authorizing a county board to apply on behalf of certain schools; requiring the application to provide a certain plan; authorizing a certain school to partner with a certain nonprofit organization subject to a certain requirement; requiring a certain extended academic program to include certain programs targeted to certain students; providing the minimum amount of programming for certain programs; requiring the Department to review applications and establish procedures to account for certain schools in counties that participate in a certain federal program; requiring the Department to prioritize awarding grants to certain applicants and ensure geographic diversity under certain circumstances; requiring the Governor to include a certain appropriation beginning in a certain fiscal year for the Program; authorizing the Department to retain a certain portion of a certain appropriation to hire certain staff to administer the Program; requiring the Department, in collaboration with certain schools, to report to the General Assembly on or before certain dates on certain issues; altering certain eligibility requirements for the Teaching Fellows for Maryland scholarship program; specifying that certain individuals are eligible to receive a certain scholarship; altering the number of years for a certain individual to fulfill a certain service obligation; altering the circumstances for which a certain amount of an award shall be forgiven; requiring the Governor to annually include at least a certain appropriation in the State budget to award certain scholarships; establishing a Career and Technology Education Innovation Grant; specifying the purpose of the Grant; requiring the Department to administer the Grant; authorizing certain county boards or community colleges to submit a proposal to receive a grant for a certain career and technology education ~~program~~ pathway; providing the eligibility and application requirements ~~for a county board~~ to receive a grant; requiring the Department to establish certain processes and procedures for accepting and evaluating applications; requiring the Department to make awards in a timely fashion; requiring the Governor to annually appropriate at least a certain amount for a certain grant program; authorizing the Department to retain a certain portion of a certain appropriation to hire certain staff to administer the grant program; extending the termination date of the Commission on Innovation and Excellence in Education; extending the date for the Commission to submit a final report; extending

the date for the Department to contract with a certain entity for a certain independent study; requiring a certain independent study to include certain issues and make certain recommendations; extending the date for the Department to submit a final report; defining certain terms; and generally relating to the Commission on Innovation and Excellence in Education.

BY adding to

Article – Education

Section ~~2–306 and 5–216~~, 5–216, and 5–219; 7–2001 through 7–2006 to be under the new subtitle “Subtitle 20. Learning in Extended Academic Programs (LEAP)”; and 21–205

Annotated Code of Maryland

(2014 Replacement Volume and 2017 Supplement)

BY repealing and reenacting, without amendments,

Article – Education

Section 7–101.2(a)(1), (4), and (6), (b)(1) and (2), and (e), 7–1702(a), 18–2201, 18–2202, 18–2205 through 18–2208, and 18–2210

Annotated Code of Maryland

(2014 Replacement Volume and 2017 Supplement)

BY repealing and reenacting, with amendments,

Article – Education

Section 7–101.2(d), 7–1704, 18–2203, 18–2204, and 18–2209

Annotated Code of Maryland

(2014 Replacement Volume and 2017 Supplement)

BY repealing and reenacting, without amendments,

Article – State Finance and Procurement

Section 6–226(a)(2)(i)

Annotated Code of Maryland

(2015 Replacement Volume and 2017 Supplement)

BY repealing and reenacting, with amendments,

Article – State Finance and Procurement

Section 6–226(a)(2)(ii)101. and 102.

Annotated Code of Maryland

(2015 Replacement Volume and 2017 Supplement)

BY adding to

Article – State Finance and Procurement

Section 6–226(a)(2)(ii)103.

Annotated Code of Maryland

(2015 Replacement Volume and 2017 Supplement)

BY adding to

Article – Tax – GeneralSection 2–605.1Annotated Code of Maryland(2016 Replacement Volume and 2017 Supplement)BY repealing and reenacting, with amendments,Article – Tax – GeneralSection 2–606(a)Annotated Code of Maryland(2016 Replacement Volume and 2017 Supplement)

BY repealing and reenacting, without amendments,
 Chapter 701 of the Acts of the General Assembly of 2016
 Section 1(a)

BY repealing and reenacting, with amendments,
 Chapter 701 of the Acts of the General Assembly of 2016
 Section 1(h) and 4

BY repealing and reenacting, without amendments,
 Chapter 702 of the Acts of the General Assembly of 2016
 Section 1(a)

BY repealing and reenacting, with amendments,
 Chapter 702 of the Acts of the General Assembly of 2016
 Section 1(h) and 4

BY repealing and reenacting, with amendments,
 Chapter 715 of the Acts of the General Assembly of 2017
 Section 2

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

Article – Education

2–306.

(A) IN THIS SECTION, “OUTREACH PROGRAM” MEANS A COMPREHENSIVE RECRUITMENT AND OUTREACH PROGRAM DESIGNED TO ENCOURAGE THE TOP 25% OF HIGH SCHOOL ~~GRADUATES~~ STUDENTS FROM EACH LOCAL SCHOOL SYSTEM TO CONSIDER PURSUING A MARYLAND PROFESSIONAL TEACHER’S CERTIFICATE.

(B) THE DEPARTMENT, IN COLLABORATION WITH TEACHER PREPARATION PROGRAMS AT INSTITUTIONS OF HIGHER EDUCATION, COUNTY BOARDS, TEACHERS, AND OTHER INTERESTED STAKEHOLDERS, SHALL ESTABLISH ~~AN~~:

(1) AN OUTREACH PROGRAM WITHIN THE DEPARTMENT; AND

(2) A DIGITAL RECRUITMENT PLATFORM AIMED AT ENCOURAGING INDIVIDUALS TO ENTER THE TEACHING PROFESSION IN MARYLAND.

(C) THE OUTREACH PROGRAM AND DIGITAL RECRUITMENT PLATFORM SHALL MAKE USE OF A COMBINATION OF FREE PUBLIC SERVICE MEDIA AND PAID MEDIA, ONLINE RESOURCES, E-MAIL, AND SOCIAL MEDIA TO IMPLEMENT A STATEWIDE MARKETING CAMPAIGN TO:

(1) IMPROVE THE PUBLIC PERCEPTION OF THE TEACHING PROFESSION AND ENCOURAGE INDIVIDUALS TO PURSUE A MARYLAND PROFESSIONAL TEACHER'S CERTIFICATE BY:

(I) GATHERING CONTACT INFORMATION OF INTERESTED INDIVIDUALS AND PROVIDING THE INDIVIDUALS WITH INFORMATION ABOUT THE TEACHING PROFESSION;

(II) ENGAGING PROSPECTIVE TEACHERS WITH MESSAGING THAT CULTIVATES INTEREST IN THE PROFESSION;

(III) CREATING OPPORTUNITIES FOR PROSPECTIVE TEACHERS TO COMMUNICATE WITH ROLE MODEL TEACHERS THROUGH A "TALK TO A TEACHER" PROGRAM;

(IV) CONNECTING PROSPECTIVE TEACHERS WITH OPPORTUNITIES FOR HANDS-ON TEACHING EXPERIENCES;

(V) ASSISTING PROSPECTIVE TEACHERS IN LEARNING THE CERTIFICATION PROCESS FOR BECOMING A TEACHER; AND

(VI) CONNECTING PROSPECTIVE TEACHERS WITH TEACHER PREPARATION PROGRAMS AT INSTITUTIONS OF HIGHER EDUCATION IN THE STATE;
~~AND~~

(2) PROVIDE INFORMATION TO INCREASE AWARENESS OF AVAILABLE INCENTIVES FOR INDIVIDUALS WHO PURSUE A MARYLAND PROFESSIONAL TEACHER'S CERTIFICATE, INCLUDING THE TEACHING FELLOWS FOR MARYLAND SCHOLARSHIP PROGRAM ESTABLISHED UNDER TITLE 18, SUBTITLE 22 OF THIS ARTICLE; AND

(3) PROVIDE INFORMATION TO INCREASE AWARENESS OF THE OPPORTUNITY GAPS THAT EXIST IN VARIOUS SCHOOLS AND THE RACIAL DISPARITIES BETWEEN THE STUDENT DEMOGRAPHICS AND TEACHING POPULATION.

(D) (1) ~~TO THE EXTENT POSSIBLE, THE~~ THE OUTREACH PROGRAM AND DIGITAL RECRUITMENT PLATFORM SHALL FOCUS RECRUITMENT EFFORTS ON:

(1) (I) INDIVIDUALS FROM ETHNIC, RACIAL, GENDER, AND OTHER DEMOGRAPHIC GROUPS THAT ARE UNDERREPRESENTED IN THE TEACHING PROFESSION IN MARYLAND AND WITHIN TEACHER SHORTAGE FIELDS; AND

(2) (II) TEACHER SHORTAGE FIELDS IDENTIFIED BY THE DEPARTMENT.

(2) (I) THE DEPARTMENT SHALL ~~CONSULT WITH~~ ESTABLISH A STEERING COMMITTEE THAT INCLUDES INDIVIDUALS FROM ETHNIC, RACIAL, GENDER, AND OTHER DEMOGRAPHIC GROUPS AND THAT INCLUDES BOTH FACULTY AND STUDENT REPRESENTATIVES OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES ~~IN IMPLEMENTING~~ AND OTHER INSTITUTIONS OF HIGHER EDUCATION.

(II) THE DEPARTMENT MAY NOT IMPLEMENT THE REQUIREMENTS OF THIS SUBSECTION UNTIL FULL CONSULTATION WITH THE STEERING COMMITTEE HAS TAKEN PLACE.

(3) THE OUTREACH PROGRAM AND DIGITAL RECRUITMENT PLATFORM SHALL INCLUDE MARKETING EFFORTS TO COUNSELORS AND CAREER CENTERS AT HIGH SCHOOLS AND INSTITUTIONS OF HIGHER EDUCATION IN THE STATE.

(E) THE GOVERNOR SHALL APPROPRIATE AT LEAST \$250,000 IN THE ANNUAL STATE BUDGET FOR THE DEPARTMENT TO IMPLEMENT THE REQUIREMENTS OF THIS SECTION.

5-216.

(A) (1) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(2) “INITIATIVE” MEANS THE MARYLAND EARLY LITERACY INITIATIVE.

(3) “INTERVENTIONIST” MEANS A ~~FULL-TIME,~~ TRAINED PROFESSIONAL WHOSE PRIMARY RESPONSIBILITY IS TO DELIVER EVIDENCE-BASED EARLY LITERACY INTERVENTION.

(4) “LITERACY PROGRAM” MEANS A LITERACY PROGRAM IMPLEMENTED BY AN INTERVENTIONIST.

(5) “NONPROFIT ORGANIZATION” MEANS A NONPROFIT ORGANIZATION THAT:

(I) IS BASED IN THE STATE;

(II) IS INCORPORATED OR REGISTERED UNDER THE LAWS OF THE STATE;

(III) IS EXEMPT FROM FEDERAL INCOME TAX UNDER § 501(C)(3), (4), OR (6) OF THE INTERNAL REVENUE CODE;

(IV) IS CURRENT IN THE PAYMENT OF ALL TAX OBLIGATIONS TO THE STATE OR ANY UNIT OR SUBDIVISION OF THE STATE; AND

(V) 1. HAS BEEN IN ACTIVE BUSINESS FOR 3 YEARS OR MORE AT THE TIME OF THE APPLICATION SUBMITTED UNDER THIS SECTION; OR

2. HAS A FISCAL SPONSOR WHO CAN MEET THE REQUIREMENTS OF THIS SECTION.

(6) “PARTICIPATING STUDENT” MEANS A STUDENT:

(I) IN PREKINDERGARTEN THROUGH EIGHTH GRADE; OR

(II) A STUDENT WHO PERFORMS BELOW A CERTAIN SCORE, AS DETERMINED BY THE DEPARTMENT, ON THE ASSESSMENT THE DEPARTMENT USES TO ASSESS READING LEVEL.

(7) “QUALIFYING SCHOOL” MEANS A PUBLIC SCHOOL CATEGORIZED BY THE LOCAL SCHOOL SYSTEM AS A TITLE I SCHOOL.

(B) (1) THERE IS A MARYLAND EARLY LITERACY INITIATIVE IN THE DEPARTMENT.

(2) THE PURPOSE OF THE INITIATIVE IS TO ASSIST UP TO 50 QUALIFYING SCHOOLS, ~~IN COLLABORATION WITH A NONPROFIT ORGANIZATION,~~ TO IMPLEMENT AN EVIDENCE-BASED LITERACY PROGRAM IN THE SCHOOL TO WORK

WITH PARTICIPATING STUDENTS TO MEET LITERACY PROFICIENCY TARGETS BY THE END OF EIGHTH GRADE OR OTHER LITERACY TARGETS AS DETERMINED BY THE DEPARTMENT.

(3) THE INITIATIVE SHALL BE ESTABLISHED IN AT LEAST THREE COUNTIES.

(4) THE INITIATIVE SHALL BE DEVELOPED AND ADMINISTERED BY THE DEPARTMENT.

(C) (1) (I) ~~BEGINNING IN THE 2018-2019 SCHOOL YEAR~~ FOR THE 2018-2019 SCHOOL YEAR THROUGH THE 2021-2022 SCHOOL YEAR, A QUALIFYING SCHOOL, ~~IN COLLABORATION WITH A NONPROFIT ORGANIZATION~~, MAY APPLY TO THE DEPARTMENT TO RECEIVE A GRANT FOR THE QUALIFYING SCHOOL TO DEVELOP A LITERACY PROGRAM THAT IS IN FURTHERANCE OF THE PURPOSE OF THE INITIATIVE.

(II) A QUALIFYING SCHOOL MAY APPLY FOR A GRANT ONLY IF THE COUNTY SUPERINTENDENT ENDORSES THE SCHOOL'S GRANT APPLICATION.

(III) A QUALIFYING SCHOOL MAY COORDINATE AND PARTNER WITH OTHER QUALIFYING SCHOOLS IN THE COUNTY TO JOINTLY APPLY FOR A GRANT TO DEVELOP A LITERACY PROGRAM AMONG THE PARTNERING QUALIFYING SCHOOLS.

(IV) A COUNTY BOARD MAY APPLY ON BEHALF OF ONE OR MORE QUALIFYING SCHOOLS IN THE COUNTY.

(2) AN APPLICATION SHALL:

(I) ~~IDENTIFY THE NONPROFIT ORGANIZATION THAT WILL WORK IN COLLABORATION WITH THE QUALIFYING SCHOOL~~ WHETHER THE QUALIFYING SCHOOL WILL WORK IN COLLABORATION WITH A NONPROFIT ORGANIZATION OR THE COUNTY BOARD TO IMPLEMENT THE LITERACY PROGRAM;

(II) PROVIDE THE NAME AND QUALIFICATIONS OF THE NONPROFIT ORGANIZATION, IF THE QUALIFYING SCHOOL WILL WORK IN COLLABORATION WITH A NONPROFIT ORGANIZATION;

~~(H)~~ (III) INCLUDE A DESCRIPTION OF:

1. THE LITERACY PROGRAM TO BE IMPLEMENTED AT THE QUALIFYING SCHOOL; ~~AND~~

2. THE TRAINING THAT WILL BE PROVIDED TO THE INTERVENTIONIST TO PROVIDE THE SERVICES UNDER THIS SECTION; AND

3. HOW THE LITERACY PROGRAM WILL MEET THE REQUIREMENTS UNDER SUBSECTION (D) OF THIS SECTION; AND

~~(H)~~ **(IV) INCLUDE ANY OTHER INFORMATION REQUIRED BY THE DEPARTMENT.**

(3) IF THE NUMBER OF APPLICATIONS EXCEEDS THE NUMBER OF AVAILABLE GRANTS, THE DEPARTMENT SHALL GIVE PRIORITY IN AWARDING GRANTS TO A ~~LITERACY PROGRAM QUALIFYING SCHOOL WITH PARTICIPATING STUDENTS~~ SERVING A SCHOOL WITH A HIGH CONCENTRATION OF STUDENTS LIVING IN POVERTY IN PREKINDERGARTEN THROUGH THIRD GRADE.

(D) A LITERACY PROGRAM DEVELOPED UNDER THE INITIATIVE SHALL:

(1) PROVIDE ~~A FULL RANGE OF~~ EARLY LITERACY INTERVENTION SERVICES FOR PARTICIPATING STUDENTS;

(2) REQUIRE PARTICIPATING STUDENTS TO RECEIVE DIRECT SERVICES AT LEAST TWICE A WEEK;

(3) HAVE CLEAR LITERACY TARGETS AT EACH GRADE LEVEL FOR PARTICIPATING STUDENTS;

(4) HAVE BENCHMARK ASSESSMENTS ~~THREE~~ MULTIPLE TIMES A YEAR TO IDENTIFY STUDENTS WHO NEED ONE-ON-ONE INTERVENTIONS; AND

(5) COLLECT DATA ON STUDENT PROGRESS AT LEAST MONTHLY.

(E) THE LITERACY PROGRAM DEVELOPED AT A QUALIFYING SCHOOL UNDER THE INITIATIVE SHALL BE IMPLEMENTED BY STAFF HIRED AND SUPERVISED BY THE COLLABORATING NONPROFIT ORGANIZATION OR THE COUNTY BOARD.

(F) (1) (I) FOR FISCAL ~~YEAR~~ YEARS 2019 AND EACH FISCAL YEAR THEREAFTER THROUGH 2022, THE GOVERNOR SHALL APPROPRIATE IN THE ANNUAL STATE BUDGET \$2,500,000 TO THE DEPARTMENT FOR THE INITIATIVE.

(II) THE DEPARTMENT MAY RETAIN UP TO 3% OF THE APPROPRIATION REQUIRED UNDER SUBPARAGRAPH (I) OF THIS PARAGRAPH TO HIRE STAFF NECESSARY TO ADMINISTER THE INITIATIVE.

(2) (I) THE DEPARTMENT SHALL DISTRIBUTE UP TO 50 GRANTS FOR A 2-YEAR PERIOD.

(II) IN AWARDING GRANTS UNDER THE INITIATIVE, THE DEPARTMENT SHALL MAKE EVERY EFFORT TO ENSURE THAT QUALIFYING SCHOOLS USE LITERACY PROGRAMS THAT UTILIZE VARIOUS EVIDENCE-BASED APPROACHES AND METHODOLOGIES FOR:

1. COMPARISON PURPOSES; AND
2. THE COLLECTION OF MULTIPLE DATA POINTS FOR LONG-TERM REVIEW.

(3) A GRANT MADE TO EACH QUALIFYING SCHOOL MAY NOT EXCEED ~~\$50,000~~ \$75,000 EACH YEAR.

(4) A GRANT MADE UNDER THIS SECTION SHALL BE RENEWED BY THE DEPARTMENT AFTER A 2-YEAR PERIOD IF THE QUALIFYING SCHOOL PRESENTS EVIDENCE THAT THE QUALIFYING SCHOOL IS:

- (I) IN COMPLIANCE WITH THIS SECTION; AND
- (II) MEETING IDENTIFIED TARGETS AND BENCHMARKS.

(5) EACH QUALIFYING SCHOOL MAY APPLY FOR AND ACCEPT DONATIONS, GRANTS, OR OTHER FINANCIAL ASSISTANCE FROM A GOVERNMENTAL ENTITY, A NONPROFIT ORGANIZATION, OR ANY OTHER PRIVATE ORGANIZATION TO BENEFIT THE LITERACY PROGRAM.

(G) ON OR BEFORE JULY 1, 2018, THE DEPARTMENT SHALL ADOPT REGULATIONS NECESSARY TO CARRY OUT THE PROVISIONS OF THIS SECTION.

(H) ON OR BEFORE DECEMBER 1, ~~2020~~ 2022, ~~AND EVERY 2 YEARS THEREAFTER,~~ THE DEPARTMENT SHALL SUBMIT AN EVIDENCE-BASED REPORT SUMMARIZING THE STATUS OF EFFORTS UNDER THE INITIATIVE ~~DURING THE 2-YEAR GRANT PERIOD,~~ INCLUDING RECOMMENDATIONS TO INCREASE THE SUCCESS OF THE INITIATIVE, TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, THE SENATE EDUCATION, HEALTH, AND ENVIRONMENTAL AFFAIRS COMMITTEE AND THE HOUSE COMMITTEE ON WAYS AND MEANS.

5-219.

(A) IN THIS SECTION, "FUND" MEANS THE COMMISSION ON INNOVATION AND EXCELLENCE IN EDUCATION FUND.

(B) THERE IS A COMMISSION ON INNOVATION AND EXCELLENCE IN EDUCATION FUND.

(C) THE PURPOSE OF THE FUND IS TO ASSIST IN PROVIDING ADEQUATE FUNDING FOR EARLY CHILDHOOD EDUCATION AND PRIMARY AND SECONDARY EDUCATION TO PROVIDE A WORLD-CLASS EDUCATION TO STUDENTS SO THEY ARE PREPARED FOR COLLEGE AND A CAREER IN THE GLOBAL ECONOMY OF THE 21ST CENTURY, BASED ON THE FINAL RECOMMENDATIONS OF THE COMMISSION ON INNOVATION AND EXCELLENCE IN EDUCATION.

(D) THE DEPARTMENT SHALL ADMINISTER THE FUND.

(E) (1) THE FUND IS A SPECIAL, NONLAPSING FUND THAT IS NOT SUBJECT TO § 7-302 OF THE STATE FINANCE AND PROCUREMENT ARTICLE.

(2) THE STATE TREASURER SHALL HOLD THE FUND SEPARATELY, AND THE COMPTROLLER SHALL ACCOUNT FOR THE FUND.

(F) THE FUND CONSISTS OF:

(1) REVENUE DISTRIBUTED TO THE FUND UNDER § 2-605.1 OF THE TAX - GENERAL ARTICLE;

(2) MONEY APPROPRIATED IN THE STATE BUDGET FOR THE FUND;
AND

(3) ANY OTHER MONEY FROM ANY OTHER SOURCE ACCEPTED FOR THE BENEFIT OF THE FUND.

(G) THE FUND MAY BE USED ONLY TO ASSIST IN PROVIDING ADEQUATE FUNDING FOR EARLY CHILDHOOD EDUCATION AND PRIMARY AND SECONDARY EDUCATION THROUGH REVISED EDUCATION FUNDING FORMULAS BASED ON THE FINAL RECOMMENDATIONS OF THE COMMISSION ON INNOVATION AND EXCELLENCE IN EDUCATION.

(H) (1) THE STATE TREASURER SHALL INVEST THE MONEY OF THE FUND IN THE SAME MANNER AS OTHER STATE MONEY MAY BE INVESTED.

(2) ANY INTEREST EARNINGS OF THE FUND SHALL BE CREDITED TO THE FUND.

(I) EXPENDITURES FROM THE FUND MAY BE MADE ONLY IN ACCORDANCE WITH THE STATE BUDGET.

7-101.2.

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

(4) “Fund” means the Prekindergarten Expansion Fund.

(6) “Program” means the Prekindergarten Expansion Grant Program.

(b) (1) There is a grant program known as the Prekindergarten Expansion Grant Program in the State.

(2) The purpose of the Program is to broaden the availability of prekindergarten and school readiness services throughout the State for children and their families in coordination with the following programs:

(i) The publicly funded prekindergarten program established under § 7-101.1 of this article; and

(ii) The Judith P. Hoyer Early Childhood Education Enhancement Program established under § 5-217 of this subtitle.

[(d) (1) Funds for the Program shall be as provided in the State budget.]

(D) (1) BEGINNING IN FISCAL YEAR 2020 AND FOR EACH FISCAL YEAR THEREAFTER, THE GOVERNOR SHALL ANNUALLY APPROPRIATE TO THE FUND AN AMOUNT THAT IS AT LEAST EQUAL TO THE TOTAL AMOUNT OF ALL FUNDS RECEIVED BY THE PROGRAM IN THE PRIOR FISCAL YEAR.

(2) [The amount of State funds provided for the Program each fiscal year shall be at least as much as was appropriated in the prior fiscal year.

(3)] The Governor may provide funds to the Department to administer the Program.

(e) Grants awarded under this section may not be used:

(1) To supplant existing funding for prekindergarten services; or

(2) For capital improvements.

7-1702.

- (a) There is a Public School Opportunities Enhancement Program.

7-1704.

(a) For fiscal year 2018, the Governor shall include in the annual budget bill an appropriation of \$2,500,000 to the Program.

(b) **(1)** For fiscal [years] **YEAR** 2019 [through 2021, the Governor shall include in the annual budget bill an appropriation of \$7,500,000 to the Program] **AND EACH FISCAL YEAR THEREAFTER, THE GOVERNOR SHALL INCLUDE IN THE ANNUAL BUDGET BILL AN APPROPRIATION OF AN AMOUNT EQUAL TO THE AMOUNT OF GRANT AWARDS IN THE PRIOR FISCAL YEAR \$3,000,000 TO THE PROGRAM.**

(2) A GRANTEE THAT REMAINS ELIGIBLE FOR THE PROGRAM SHALL RECEIVE A GRANT IN THE NEXT FISCAL YEAR IN AN AMOUNT EQUAL TO THE GRANT AMOUNT IN THE CURRENT FISCAL YEAR.

SUBTITLE 20. LEARNING IN EXTENDED ACADEMIC PROGRAMS (LEAP).

7-2001.

(A) IN THIS SUBTITLE THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(B) “ELIGIBLE SCHOOL” MEANS A PUBLIC SCHOOL IN WHICH AT LEAST ~~90%~~ 80% OF STUDENTS QUALIFY FOR THE FEDERAL FREE OR REDUCED PRICE MEAL PROGRAM.

(C) “EXTENDED ACADEMIC PROGRAMMING” MEANS AN ACADEMIC PROGRAM OFFERED BEFORE THE SCHOOL DAY, AFTER THE SCHOOL DAY, ON THE WEEKEND, OR IN THE SUMMER FOR A SCHOOL WITH A HIGH CONCENTRATION OF STUDENTS IN KINDERGARTEN THROUGH EIGHTH GRADE LIVING IN POVERTY AND AT RISK OF FALLING BEHIND ACADEMIC REQUIREMENTS.

(D) “PROGRAM” MEANS THE LEARNING IN EXTENDED ACADEMIC PROGRAMS (LEAP) GRANT PROGRAM.

7-2002.

(A) THERE IS A LEARNING IN EXTENDED ACADEMIC PROGRAMS (LEAP) GRANT PROGRAM.

(B) THE PURPOSE OF THE PROGRAM IS TO PROVIDE A GRANT TO AN ELIGIBLE SCHOOL TO PROVIDE EXTENDED ACADEMIC PROGRAMMING THAT HAS A

POSITIVE MEASURABLE IMPACT ON OR ENRICHES THE ACADEMIC PERFORMANCE AND OVERALL WELL-BEING OF STUDENTS WHO ARE AT RISK OF FALLING BEHIND ACADEMIC REQUIREMENTS.

(C) THE DEPARTMENT SHALL NOTIFY A COUNTY BOARD WITH THE NAMES OF SCHOOLS THAT ARE ELIGIBLE TO RECEIVE A GRANT UNDER THE PROGRAM.

(D) (1) (I) AN ELIGIBLE SCHOOL MAY APPLY TO THE DEPARTMENT TO RECEIVE A GRANT TO DEVELOP EXTENDED ACADEMIC PROGRAMMING THAT IS IN FURTHERANCE OF THE PURPOSE OF THE PROGRAM.

(II) AN ELIGIBLE SCHOOL MAY APPLY FOR A GRANT ONLY IF THE COUNTY SUPERINTENDENT ENDORSES THE SCHOOL'S GRANT APPLICATION.

(III) AN ELIGIBLE SCHOOL MAY COORDINATE AND PARTNER WITH OTHER ELIGIBLE SCHOOLS IN THE COUNTY TO JOINTLY APPLY FOR A GRANT TO DEVELOP EXTENDED ACADEMIC PROGRAMMING AMONG THE PARTNERING ELIGIBLE SCHOOLS.

(IV) A COUNTY BOARD MAY APPLY ON BEHALF OF ONE OR MORE ELIGIBLE SCHOOLS IN THE COUNTY.

(2) THE APPLICATION SHALL PROVIDE A DETAILED PLAN FOR PROVIDING EXTENDED ACADEMIC PROGRAMMING.

(3) (I) AN ELIGIBLE SCHOOL MAY PARTNER WITH A NONPROFIT ORGANIZATION TO PROVIDE EXTENDED ACADEMIC PROGRAMMING.

(II) IF AN ELIGIBLE SCHOOL PARTNERS WITH A NONPROFIT ORGANIZATION, THE APPLICATION SHALL PROVIDE THE NAME OF THE ORGANIZATION AND THE QUALIFICATIONS OF THE ORGANIZATION TO PROVIDE THE EXTENDED ACADEMIC PROGRAMMING.

7-2003.

(A) AN EXTENDED ACADEMIC PROGRAM SHALL INCLUDE BEFORE OR AFTER SCHOOL, WEEKEND, OR SUMMER PROGRAMS TARGETED TO STUDENTS WHO ARE AT RISK OF FALLING BEHIND ON ACADEMIC REQUIREMENTS.

(B) (1) IF AN ELIGIBLE SCHOOL PROPOSES A SUMMER PROGRAM, THE LENGTH OF THE DAILY PROGRAM SHALL BE AT LEAST 4 HOURS FOR A MINIMUM OF 30 DAYS.

(2) IF AN ELIGIBLE SCHOOL PROPOSES A WEEKEND PROGRAM, THE LENGTH OF THE PROGRAM SHALL BE AT LEAST 4 HOURS DURING THE WEEKEND.

(3) IF AN ELIGIBLE SCHOOL PROPOSES A BEFORE OR AFTER SCHOOL PROGRAM, THE PROGRAM SHALL PROVIDE AT LEAST 8 HOURS OF ACADEMIC PROGRAMMING EACH FULL WEEK THAT SCHOOL IS IN SESSION.

7-2004.

(A) (1) THE DEPARTMENT SHALL REVIEW APPLICATIONS TO ENSURE THAT THE ELIGIBILITY CRITERIA FOR THE PROGRAM ARE MET.

(2) THE DEPARTMENT SHALL ESTABLISH PROCEDURES TO ACCOUNT FOR ELIGIBLE SCHOOLS IN COUNTIES THAT PARTICIPATE IN THE UNITED STATES DEPARTMENT OF AGRICULTURE COMMUNITY ELIGIBILITY PROVISION.

(B) IF SUFFICIENT FUNDS ARE NOT AVAILABLE TO FUND ALL QUALIFYING APPLICATIONS, THE DEPARTMENT SHALL PRIORITIZE AWARDED GRANTS TO APPLICANTS ~~THAT PROVIDE EXTENDED ACADEMIC PROGRAMMING TO STUDENTS IN KINDERGARTEN THROUGH THIRD GRADE~~ WITH THE HIGHEST CONCENTRATION OF STUDENTS LIVING IN POVERTY IN KINDERGARTEN THROUGH THIRD GRADE, AND ENSURE GEOGRAPHIC DIVERSITY AMONG THE GRANTEEES.

7-2005.

(A) BEGINNING IN FISCAL YEAR 2019 AND FOR EACH FISCAL YEAR THEREAFTER, THE GOVERNOR SHALL INCLUDE IN THE ANNUAL BUDGET BILL AN APPROPRIATION OF AT LEAST ~~\$5,000,000~~ \$4,500,000 TO THE PROGRAM.

(B) THE DEPARTMENT MAY RETAIN UP TO 3% OF THE APPROPRIATION REQUIRED UNDER THIS SECTION TO HIRE STAFF NECESSARY TO ADMINISTER THE PROGRAM.

7-2006.

ON OR BEFORE DECEMBER 1, 2018, AND EACH YEAR THEREAFTER, THE DEPARTMENT, IN COLLABORATION WITH ELIGIBLE SCHOOLS THAT RECEIVE A GRANT UNDER THE PROGRAM, SHALL REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, THE SENATE EDUCATION, HEALTH, AND ENVIRONMENTAL AFFAIRS COMMITTEE AND THE HOUSE COMMITTEE ON WAYS AND MEANS ON THE IMPLEMENTATION OF THE PROGRAM, INCLUDING AN EVALUATION OF THE EFFECTIVENESS OF THE PROGRAMS AND SERVICES FUNDED UNDER THIS SUBTITLE.

18–2201.

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

(b) “Eligible institution” means a:

(1) Public senior higher education institution in the State that possesses a certificate of approval from the Commission and has a department, school, or college of education; or

(2) Private nonprofit institution of higher education in the State that possesses a certificate of approval from the Commission, has a department, school, or college of education, and agrees to provide a matching grant to an undergraduate or graduate student, as appropriate, who receives a Teaching Fellows for Maryland scholarship in the lesser of:

(i) 100% of the annual cost of tuition and mandatory fees at the University of Maryland, College Park Campus; or

(ii) 50% of the cost of tuition and mandatory fees at the private nonprofit institution of higher education.

(c) “Office” means the Office of Student Financial Assistance as defined in § 18–101(c) of this title.

(d) (1) “Service obligation” means to teach full time in the State as a teacher in a Maryland public school or a public prekindergarten program that has at least 50% of its students eligible for free or reduced price meals (FRPM).

(2) “Service obligation” does not mean employment as teaching assistants, volunteer service, paid fellowships, or internships.

18–2202.

There is a program of Teaching Fellows for Maryland scholarships that are awarded under this subtitle for students who pledge to work as public school or public prekindergarten teachers in the State upon completion of their studies at schools that have at least 50% of the students in the school eligible for free or reduced price meals (FRPM).

18–2203.

(a) The Office shall annually select eligible students and offer a scholarship to each student selected to be used at an eligible institution of their choice.

(b) (1) Subject to paragraph (2) of this subsection, a recipient of the Teaching Fellows for Maryland scholarship shall:

(i) Be a Maryland resident or have graduated from a Maryland high school;

(ii) Except as provided in subsection (c) of this section, be accepted for admission or currently enrolled at an eligible institution as a full-time or part-time undergraduate or graduate student pursuing a course of study or program in an academic discipline leading to a Maryland professional teacher's certificate;

(iii) **1. HAVE ACHIEVED AT LEAST:**

[1.] **A.** For a student currently enrolled in high school, [have earned] an overall grade point average of [at least] 3.3 on a 4.0 scale or its equivalent after completion of the first semester of the senior year; [or]

[2.] **B.** For a student currently enrolled as a full-time undergraduate student, [have maintained] a **CUMULATIVE** grade point average of [at least] 3.3 on a 4.0 scale and [have been making] satisfactory progress toward a degree in an academic discipline leading to a Maryland professional teacher's certificate;

[(iv)] Have achieved a score of at least:]

[1.] **C.** **A SCORE OF 500** on the reading and math portions of the SAT, with a combined score of at least 1100 on the reading and math portions of the SAT;

[2.] **D.** A composite ACT score of 25; or

[3.] **E.** **A SCORE OF 50%** on the GRE; **AND**

2. HAVE DEMONSTRATED AN EXCEPTIONAL DEDICATION TO OR APTITUDE FOR TEACHING;

[(v)] **(IV)** Sign a letter of intent to perform the service obligation upon completion of the recipient's required studies;

[(vi)] **(V)** Accept any other conditions attached to the award; and

[(vii)] **(VI)** Satisfy any additional criteria the Commission may establish.

(2) Notwithstanding paragraph (1) of this subsection, an individual who, at the time the individual is scheduled to matriculate at an eligible institution, will have been employed as a teaching assistant at a public school or public prekindergarten program in the State for at least 2 years:

(i) May apply for a Teaching Fellows for Maryland scholarship under this subtitle; and

(ii) Is eligible to hold a Teaching Fellows for Maryland scholarship as a full-time or part-time undergraduate or graduate student.

(3) A RECIPIENT OF THE TEACHING FELLOWS FOR MARYLAND SCHOLARSHIP MAY BE AN INDIVIDUAL WHO IS ENROLLED OR PLANS TO ENROLL AT AN ELIGIBLE INSTITUTION AS A FULL-TIME OR PART-TIME UNDERGRADUATE OR GRADUATE STUDENT WHO:

(I) CHANGES MAJORS TO PURSUE A COURSE OF STUDY OR PROGRAM IN AN ACADEMIC DISCIPLINE LEADING TO A MARYLAND PROFESSIONAL TEACHER'S CERTIFICATE; OR

(II) SEEKS TO CHANGE CAREERS TO PURSUE A COURSE OF STUDY OR PROGRAM IN AN ACADEMIC DISCIPLINE LEADING TO A MARYLAND PROFESSIONAL TEACHER'S CERTIFICATE.

(c) A recipient of the Teaching Fellows for Maryland scholarship may not hold a Maryland professional teacher's certificate.

(d) (1) Applicants who are secondary school students shall provide a high school transcript after completion of the first semester of their senior year.

(2) Applicants who are currently enrolled in an eligible institution shall provide the most recent college transcript, or if not applicable, the applicant may submit a final high school transcript.

(3) Applicants who are not currently enrolled in an eligible institution, but who are high school graduates, shall provide a final high school transcript.

(4) Applicants who are high school graduates and are not currently enrolled in an eligible institution, but have completed some courses at an eligible institution, shall provide the most recent college transcript.

(5) Applicants who are not currently enrolled in an eligible institution, but who are college graduates, shall provide a final college transcript.

18-2204.

(a) Except as provided in subsection (b) of this section, the recipient of a Teaching Fellows for Maryland scholarship shall repay the Commission the funds received as set forth in § 18-112 of this title if the recipient does not:

(1) Satisfy the degree requirements of the eligible course of study or program or fulfill other requirements as provided in this subtitle;

(2) Subject to subsection (b) of this section, perform the service obligation to teach in a public school or a public prekindergarten program that has at least 50% of its students eligible for free or reduced price meals (FRPM) for **A PERIOD OF:**

(I) FOR A RECIPIENT WHO RECEIVED A SCHOLARSHIP AS AN UNDERGRADUATE STUDENT, 1 year for each year that the recipient has a scholarship awarded under this subtitle; and

(II) FOR A RECIPIENT WHO RECEIVED A SCHOLARSHIP AS A GRADUATE STUDENT, AT LEAST 2 YEARS; AND

(3) Become professionally certified to teach in the State of Maryland within the time period specified by the Commission in consultation with the Maryland Department of Education.

(b) If a recipient is unable to perform the service obligation required under this subtitle because there are no available positions in a public school or public prekindergarten program that has at least 50% of its students eligible for free or reduced price meals (FRPM), the recipient may work in any public school or public prekindergarten program in the State.

(c) The Office shall forgive a recipient of a Teaching Fellows for Maryland scholarship for 2 years of an award if:

(1) **(I)** The recipient has taken the teacher certification examination, approved by the State Board of Education, in 2 consecutive years; and

~~(2)~~ **(II)** The recipient fails to pass the teacher certification examination within the time period specified by the Commission in accordance with subsection (a)(3) of this section; **OR**

(2) THE RECIPIENT PROVIDES TO THE OFFICE SATISFACTORY EVIDENCE OF EXTENUATING CIRCUMSTANCES THAT PREVENT THE RECIPIENT FROM BECOMING PROFESSIONALLY CERTIFIED TO TEACH IN THE STATE.

18-2205.

(a) The annual scholarship award shall be:

(1) At a public senior higher education institution in the State that has a department, school, or college of education, 100% of the equivalent annual tuition,

mandatory fees, and room and board of a resident undergraduate student or graduate student, as appropriate, at the public senior higher education institution; or

(2) Subject to subsection (b) of this section, at a private nonprofit institution of higher education in the State that has a department, school, or college of education, an amount equal to:

(i) The lesser of:

1. 100% of the equivalent annual tuition and mandatory fees of a resident undergraduate student or graduate student, as appropriate, at the University of Maryland, College Park Campus; or

2. 50% of the equivalent annual tuition and mandatory fees of a resident undergraduate or graduate student, as appropriate, at the eligible private nonprofit institution of higher education; and

(ii) 100% of the room and board of a resident undergraduate student or graduate student, as appropriate, at the eligible private nonprofit institution of higher education in the State.

(b) A private nonprofit institution of higher education shall provide a matching scholarship award in an amount equal to the award calculated in subsection (a)(2)(i) of this section.

18-2206.

(a) Except as provided in subsection (b) of this section, each recipient of a Teaching Fellows for Maryland scholarship may renew the award three times if the recipient:

(1) Continues to be a resident of the State or graduated from a high school in the State;

(2) Continues to be a full-time or part-time undergraduate or graduate student at an eligible institution as determined by the Office;

(3) Has achieved a cumulative grade point average of at least 3.3 on a 4.0 scale and maintains this minimum cumulative grade point average throughout the remainder of this award, or failing to do so, provides evidence of extenuating circumstances;

(4) In the judgment of the institution, is making satisfactory progress toward a degree; and

(5) Maintains the standards of the institution.

(b) Each recipient of the Teaching Fellows for Maryland scholarship may renew the annual award four times if the recipient is enrolled in a course of study that, as determined by the institution, requires 5 years to complete.

18–2207.

A Teaching Fellows for Maryland scholarship may be used for tuition, mandatory fees, and room and board at any eligible institution.

18–2208.

If an eligible institution has enrolled at least 15 recipients of a Teaching Fellows for Maryland scholarship, the eligible institution shall develop and implement an enriched honors program of education that is responsive to exceptional dedication and merit-based accomplishment in the study of education and preparation for the teaching profession.

18–2209.

The Governor annually shall include [funds] **AT LEAST \$2,000,000** in the State budget for the Commission to award scholarships under this subtitle.

18–2210.

The Office of Student Financial Assistance shall:

(1) Publicize the availability of Teaching Fellows for Maryland scholarships; and

(2) To the extent practicable, award scholarships under this subtitle in a manner that reflects ethnic, gender, racial, and geographic diversity.

21–205.

(A) (1) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(2) “CTE” MEANS CAREER AND TECHNOLOGY EDUCATION.

(3) “GRANT” MEANS THE CAREER AND TECHNOLOGY EDUCATION INNOVATION GRANT.

(B) (1) THERE IS A CAREER AND TECHNOLOGY EDUCATION INNOVATION GRANT.

(2) THE PURPOSE OF THE GRANT IS TO PROVIDE FUNDS ~~TO COUNTY~~ ~~BOARDS~~ TO DEVELOP AND IMPLEMENT A CTE CURRICULUM FRAMEWORK AND

PATHWAY THAT IS INNOVATIVE AND INCLUDES BEST PRACTICES THAT ARE USED BY THE BEST CTE PROGRAMS AROUND THE WORLD.

(3) THE DEPARTMENT SHALL ADMINISTER THE GRANT.

(c) (1) (i) A COUNTY BOARD OR A COMMUNITY COLLEGE MAY SUBMIT A PROPOSAL TO THE DEPARTMENT TO RECEIVE A GRANT FOR A CTE ~~PROGRAM~~ PATHWAY THAT IS IN FURTHERANCE OF THE PURPOSE OF THE GRANT.

(ii) TO BE ELIGIBLE FOR A GRANT, ~~A COUNTY BOARD AN APPLICATION SHALL FORM IDENTIFY A PARTNERSHIP WITH A COMMUNITY COLLEGE AND AN INDUSTRY PARTNER IN DEVELOPING AN INNOVATIVE CTE PROGRAM TO ENSURE THAT THE PROGRAM~~ AT LEAST ONE COUNTY BOARD, ONE COMMUNITY COLLEGE, AND ONE INDUSTRY PARTNER TO DEVELOP AN INNOVATIVE CTE PATHWAY THAT:

1. IS OF HIGH QUALITY;
2. IS ALIGNED WITH THE SKILLS NEEDED BY EMPLOYERS;
3. WILL LEAD TO AN INDUSTRY-RECOGNIZED LICENSE OR CERTIFICATE;
4. CREATES INTERNSHIP OR APPRENTICESHIP OPPORTUNITIES; AND
5. PREPARES STUDENTS TO SUCCESSFULLY COMPETE IN A GLOBAL ECONOMY.

(2) AN APPLICATION SHALL INCLUDE:

(i) A DESCRIPTION OF THE PROPOSED CURRICULUM FRAMEWORK AND PATHWAY THAT IS ARTICULATED BETWEEN SECONDARY AND POSTSECONDARY EDUCATION OR TRAINING;

(ii) A BUSINESS PLAN THAT INCLUDES THE ESTIMATED TOTAL COST, INCLUDING ANY ONE-TIME OR CAPITAL EQUIPPING COSTS, OF IMPLEMENTING THE PROPOSED CURRICULUM FRAMEWORK AND PATHWAY; AND

(iii) ANY OTHER INFORMATION REQUIRED BY THE DEPARTMENT.

(3) THE DEPARTMENT SHALL ESTABLISH PROCESSES AND PROCEDURES FOR ACCEPTING AND EVALUATING APPLICATIONS.

(4) THE DEPARTMENT SHALL MAKE AWARDS IN A TIMELY FASHION.

(D) (1) THE GOVERNOR SHALL ANNUALLY APPROPRIATE AT LEAST \$2,000,000 IN THE OPERATING BUDGET OF THE DEPARTMENT FOR THE GRANT PROGRAM.

(2) THE DEPARTMENT MAY RETAIN UP TO 3% OF THE APPROPRIATION REQUIRED UNDER THIS SUBSECTION TO HIRE STAFF NECESSARY TO ADMINISTER THE GRANT PROGRAM.

Article – State Finance and Procurement

6-226.

(a) (2) (i) Notwithstanding any other provision of law, and unless inconsistent with a federal law, grant agreement, or other federal requirement or with the terms of a gift or settlement agreement, net interest on all State money allocated by the State Treasurer under this section to special funds or accounts, and otherwise entitled to receive interest earnings, as accounted for by the Comptroller, shall accrue to the General Fund of the State.

(ii) The provisions of subparagraph (i) of this paragraph do not apply to the following funds:

101. the Advance Directive Program Fund; [and]

102. the Make Office Vacancies Extinct Matching Fund; AND

103. THE COMMISSION ON INNOVATION AND EXCELLENCE IN EDUCATION FUND.

Article – Tax – General

2-605.1.

AFTER MAKING THE DISTRIBUTIONS REQUIRED UNDER §§ 2-604 AND 2-605 OF THIS SUBTITLE, ON OR BEFORE JUNE 30, 2019, THE COMPTROLLER SHALL DISTRIBUTE \$200,000,000 OF THE INCOME TAX REVENUE FROM INDIVIDUALS TO THE COMMISSION ON INNOVATION AND EXCELLENCE IN EDUCATION FUND ESTABLISHED UNDER § 5-219 OF THE EDUCATION ARTICLE.

2-606.

(a) After making the distributions required under [§§ 2-604 and 2-605] §§ 2-604, 2-605, AND 2-605.1 of this subtitle, from the remaining income tax revenue from individuals, the Comptroller shall distribute to an unallocated individual revenue account the income tax revenue:

(1) with respect to which an income tax return is not filed; and

(2) that is attributable to:

(i) income tax withheld from salary, wages, or other compensation for personal services under Title 10 of this article; or

(ii) estimated income tax payments by individuals.

Chapter 701 of the Acts of 2016

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
That:

(a) (1) There is a Commission on Innovation and Excellence in Education.

(2) The Commission shall review the findings of the Study on Adequacy of Funding for Education in the State of Maryland that is to be completed on or before December 1, 2016, and provide recommendations on preparing students in the State to meet the challenges of a changing global economy, to meet the State's workforce needs, to be prepared for postsecondary education and the workforce, and to be successful citizens in the 21st century.

(h) (1) On or before December 31, 2016, the Commission shall provide a preliminary report of its findings and recommendations to the Governor and, in accordance with § 2-1246 of the State Government Article, the Senate Education, Health, and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Committee on Ways and Means, and the House Appropriations Committee.

(2) On or before December 31, [2017] **2018**, the Commission shall provide a final report of its findings and recommendations to the Governor and, in accordance with § 2-1246 of the State Government Article, the Senate Education, Health, and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Committee on Ways and Means, and the House Appropriations Committee.

SECTION 4. AND BE IT FURTHER ENACTED, That this Act shall take effect June 1, 2016. It shall remain effective for a period of [2] **3** years and, at the end of May 31, [2018] **2019**, with no further action required by the General Assembly, this Act shall be abrogated and of no further force and effect.

Chapter 702 of the Acts of 2016

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That:

(a) (1) There is a Commission on Innovation and Excellence in Education.

(2) The Commission shall review the findings of the Study on Adequacy of Funding for Education in the State of Maryland that is to be completed on or before December 1, 2016, and provide recommendations on preparing students in the State to meet the challenges of a changing global economy, to meet the State's workforce needs, to be prepared for postsecondary education and the workforce, and to be successful citizens in the 21st century.

(h) (1) On or before December 31, 2016, the Commission shall provide a preliminary report of its findings and recommendations to the Governor and, in accordance with § 2-1246 of the State Government Article, the Senate Education, Health, and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Committee on Ways and Means, and the House Appropriations Committee.

(2) On or before December 31, [2017] **2018**, the Commission shall provide a final report of its findings and recommendations to the Governor and, in accordance with § 2-1246 of the State Government Article, the Senate Education, Health, and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Committee on Ways and Means, and the House Appropriations Committee.

SECTION 4. AND BE IT FURTHER ENACTED, That this Act shall take effect June 1, 2016. It shall remain effective for a period of [2] **3** years and, at the end of May 31, [2018] **2019**, with no further action required by the General Assembly, this Act shall be abrogated and of no further force and effect.

Chapter 715 of the Acts of 2017

SECTION 2. AND BE IT FURTHER ENACTED, That:

(a) (1) On or before [July] **SEPTEMBER** 1, 2018, the State Department of Education, in consultation with the Department of Budget and Management and the Department of Legislative Services, shall contract with a public or private entity to conduct an independent study of the individualized education program (IEP) process in the State, including the procedures relating to the identification, evaluation, and educational placement of a child, the provision of a free and appropriate education, and the dispute resolution procedures provided under § 8-413 of the Education Article.

(2) The entity that conducts the study shall seek input from special education teachers, special education advocates, and special education organizations.

(b) At a minimum, the study shall:

(1) review and assess how local school systems spend their special education funds and allocate their teaching and family support services staff;

(2) review and assess the effectiveness of special education family support services provided by local school system staff members;

(3) review and assess how local school systems utilize technical assistance provided by the State Department of Education to local school systems to assist parents in understanding their rights and responsibilities in the IEP process;

(4) identify best practices for retaining special education teachers;

(5) identify and highlight the best practices currently utilized by the State Department of Education staff, local system staff, and other State agency staff as part of the IEP process in the State; [and]

(6) REVIEW AND ASSESS METHODOLOGIES USED BY TOP-PERFORMING COUNTRIES TO ESTIMATE THE COSTS OF PROVIDING AN ADEQUATE EDUCATION TO STUDENTS IN SPECIAL EDUCATION;

(7) REVIEW AND ASSESS METHODOLOGIES USED AND CONSIDERED BY STATES THAT USE A SPECIAL EDUCATION WEIGHT FOR ESTIMATING THE COSTS OF AN ADEQUATE EDUCATION FOR STUDENTS IN SPECIAL EDUCATION, INCLUDING WHETHER THE STATES USE:

(I) SINGLE OR MULTIPLE WEIGHTS;

(II) A WEIGHT BASED ON INDIVIDUAL OR CLUSTERS OF DISABILITIES; OR

(III) A WEIGHT BASED ON LEVELS OF SEVERITY AMONG DISABILITIES;

(8) REVIEW AND ASSESS AVAILABLE INTERNATIONAL AND NATIONAL DATA AND STUDIES ON THE CURRENT COSTS OF SPECIAL EDUCATION ACROSS THE SPECTRUM OF DISABILITIES AND LEVELS OF SEVERITY; AND

[(6)] (9) make recommendations for:

(i) ensuring that special education funds are being spent cost effectively;

(ii) ensuring that local school systems are effectively allocating their teaching and family support services staff to improve the education achievement of special education students;

(iii) clarifying and simplifying the IEP process to enable parents and guardians to more easily understand their rights and responsibilities in the process; [and]

(iv) modifying the administrative goals, objectives, and strategies of teachers and IEP teams to make them more efficient and cost effective in their delivery of services to special education students, including potential reductions in caseloads and recordkeeping;

(V) THE APPROPRIATE LEVEL OF FUNDING THAT IS ADEQUATE FOR STUDENTS WITH DISABILITIES IN MARYLAND IN THE CONTEXT OF THE PRIMARY AND SECONDARY STATE EDUCATION FORMULAS; AND

(VI) ANY WEIGHTS THAT MAY CORRESPOND WITH THE RECOMMENDED LEVEL OF FUNDING THAT SHOULD BE USED FOR STUDENTS IN SPECIAL EDUCATION IN THE FORMULAS AND THE RATIONALES FOR SELECTING A SPECIFIC WEIGHT.

(c) The Governor shall include sufficient funds in the State budget for the appropriate fiscal years for the State Department of Education to cover the costs of conducting the study.

(d) On or before [July] **SEPTEMBER** 1, 2019, the State Department of Education shall report the findings and recommendations of the study, in accordance with § 2-1246 of the State Government Article, to the General Assembly.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect June 1, 2018.

Approved by the Governor, May 8, 2018.