



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

TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D.
DATE: April 27, 2021
SUBJECT: 2021 Legislative Session in Review and Overview of the Blueprint for Maryland's Future

PURPOSE:

The purpose of this item is to provide a status update of primary and secondary education-related bills that passed during the 2021 Maryland General Assembly legislative session. Additionally, the State Board will receive an overview of the Blueprint for Maryland's Future.

EXECUTIVE SUMMARY:

The members of the State Board of Education will receive an update on significant legislation that passed during the 2021 legislative session. While the bills reviewed with the State Board at the April 27, 2021 meeting passed both houses of the General Assembly, it is not necessarily the final disposition of the bill pending final action by the Governor. The members will also receive an overview of the requirements for the Maryland State Department of Education (MSDE) and State Board of Education as it pertains to House Bill 1300 of 2020 – Blueprint for Maryland's Future.

ACTION:

This item is informational only. No action required.

ATTACHMENTS (3):

Blueprint PowerPoint
Summary of Blueprint Requirements
Summary of the 2021 Legislative Session

Blueprint for Maryland's Future – Policy and Implementation



Maryland State Board of Education

April 27, 2021

Background

- Blueprint developed through recommendations of the Commission on Innovation and Excellence in Education (“Kirwan Commission”)
- House Bill 1300 of 2020 – Blueprint for Maryland’s Future
- House Bill 1372 of 2021 – Blueprint for Maryland’s Future – Revisions

Policy Areas

- The policy areas reflected in the Blueprint from the Commission include:
 - Early Childhood Education
 - High-Quality and Diverse Teachers and School Leaders
 - College and Career Readiness Pathways
 - More Resources to Ensure that All Students are Successful
 - Governance and Accountability

Policy Area #1: Early Childhood Education

- Expansion of free full-day Pre-K to low-income 3- and 4- year olds and all other 4-year olds with fees set at a sliding scale
- Public funding for both public school-based and community-based Pre-K programs
- Expansion of family support centers and Judy Centers
- Growth in the number of early childhood educators through tuition assistance and financial support

Policy Area #2: High-Quality and Diverse Teachers and School Leaders

- Establishment of a performance-based career ladder and increase in teacher salaries, as well as establishing a minimum statewide salary
- Increase the rigor of teacher preparation programs with teachers completing a full year clinical experience
- Creation of a leadership development system to prepare school leaders at all levels to implement the Blueprint
- Improvement in the recruitment and professional development efforts to sustain the teaching workforce

Policy Area #3: College and Career Readiness Pathways

- Establishment of internationally benchmarked curriculum that enables students to obtain college and career ready status by the end of 10th grade
- Fully-aligned and developed instructional system with curricular frameworks, assessments, syllabi, etc.
- Establishment of a College and Career Readiness Standard
- Creation of a CTE system to produce graduates qualified and ready to work in in-demand fields in Maryland.

Policy Area #4: More Resources to Ensure that All Students are Successful

- Broad and sustained academic and health supports for students and schools most in need
- Increased funding for special education, and English learner students
- Creation of a program for schools with high concentrations of poverty to fund community schools
- Establishment of a transitional supplemental instruction for struggling learners program to provide one-on-one and small-group instruction for students

Policy Area #5: Governance and Accountability

- Establishment of an independent accountability boards which monitors and reports annually on the status of Blueprint implementation
- Development of a comprehensive implementation plan that the board uses holds all State and local entities accountable for individual implementation
- Evaluate the outcomes of the Blueprint's goals
- Contract for the provision of an independent evaluation of the Blueprint's implementation

ACCOUNTABILITY AND IMPLEMENTATION BOARD (AIB)

Purpose: “To hold State and local governments, including county boards, for implementing the Blueprint for Maryland’s Future and evaluating outcomes achieved against the goals of the Blueprint for Maryland’s Future and the (Kirwan) Commission during the implementation period.”

Accountability and Implementation Board (AIB)

Nominating Committee

- Six (6) members
- Senate President, House Speaker, and Governor appoint two (2) members each
- The committee shall submit a slate of nine (9) nominees to the Governor for appointment
- Nominations shall be made by a majority with at least one of each member's appointment voting affirmatively

Accountability and Implementation Board (AIB)

Structure

- Seven (7) members
- Six-year term
- Chair appointed jointly by Senate President, House Speaker, and Governor
- AIB shall appoint an executive director and hire staff

Authority

- Plenary authority over matters related to the Blueprint
- In policy disputes with other entities, the AIB decision controls
- Has subpoena power, ability to withhold funds from various entities, may adopt regulations

MSDE and State Board Requirements

- Various deadlines and reporting requirements begin July 1, 2021
- AIB input necessary on process for submission of reports and development of policy
- MSDE must submit a comprehensive implementation plan to the AIB

Questions

MSDE and State Board Blueprint Requirements

Date Required	Requirement	Page	Policy Area	Comments
November 1, 2021	By November 1, 2021, MSDE shall report to the AIB on plans to develop an income verification process to determine eligibility for Tier I, Tier II, or Tier III status of a child, administrative procedures for distributing funds to public Pre-K providers, providing families with the ability to indicate a preference for the public or private Pre-K program to enroll a child, recommendations for the methodology being used by MSDE to calculate State, local, and family share for Tier II children in the sliding scale, and recommendations on whether to extend the Pre-K supplemental grant. (pg. 54)	54	1	
December 1, 2021	By December 1, 2021, each county board shall submit disaggregated data by eligible public and private Pre-K providers to MSDE and the AIB.		1	
July 1, 2022	For Pre-K enrollment, by July 1, 2022, MSDE shall establish a sliding scale to calculate the family share required for Tier II children, and distribute the State and local share to private providers. (pg. 53)	53	1	
September 1, 2022	Beginning in the 2022-2023 school year, a sole statewide, racially and culturally unbiased kindergarten readiness assessment shall be administered to all incoming kindergarten students and completed by October 10 in each school year. (pg. 175-176)	175	1	
July 1, 2022-June 30, 2023	Beginning in FY 2023, OCC shall award a program that participates in Maryland EXCELS a bonus based on various criteria. (pg. 194)	194	1	
N/A	Within the expansion of publicly-funded full-day Pre-K, MSDE shall issue a waiver of the required percentage mix of private and public Pre-K providers if a county board demonstrates that all families in the county who desire to enroll with a provider have done so. MSDE can waive Tier I children from the provider mix calculation until the 2026-2027 school year for 3-year olds and the 2029-2030 school year for 4-year olds. (pg. 157)	157	1	
N/A	Each county board shall enter into an MOU with MSDE and each eligible private Pre-K provider participating in publicly funded Pre-K to encompass several areas. (pg. 161)	161	1	
N/A	The IAC shall prioritize public school construction funding requests for high quality Pre-K classrooms, and shall consider the availability of private eligible Pre-K providers when determining priorities. (pg. 163)	163	1	
N/A	The Child Care Accreditation Support Fund, beginning in FY 2021, to reimburse a child care provider for a program improvement cost.		1	
N/A	The Child Care Incentive Grant Program, beginning in FY 2022, to award funding to a child care provider for the purpose of improving a provider's quality of care with approved materials, equipment, or supplies.		1	
N/A	The Child Care Credential Program, beginning in FY 2021, allows individuals to apply to OCC for a staff credential.		1	
N/A	The Child Care Career and Professional Development Fund, which would allow the OCC to award funding to individuals for various credentials and experience.		1	
N/A	MSDE shall designate a primary contact employee for early child care in the OCC.		1	
September 1, 2021	The State Board shall require all certificated school personnel who have direct contact with students to complete training on or before December 1 of each year on skills that include recognizing student behavioral health issues, student trauma and need for behavioral health services, and supporting student needs in community schools. This requirement would be effective for the 2021-2022 school year. (pg.113-114)	113	2	
December 1, 2021	The Department shall continue reporting on the Teacher Collaborative Grant Program each year from December 1, 2021 through December 1, 2024. (pg. 115)	115	2	
June 15, 2022	MSDE and MHEC shall submit a joint plan for teacher preparation and training by June 15, 2022. (pg. 84)	84	2	

July 1, 2022	By July 1, 2022, the MLDS, in collaboration with MSDE and MHEC, shall submit a report to the AIB, the Governor, and the General Assembly on the progress made in increasing teacher preparation and the diversity of teacher candidates in the State. (pg. 103-104)	103	2	
July 1, 2022	Beginning on or before July 1, 2022, a teacher training practicum in an alternative teacher preparation program shall be a minimum of 100 days and by July 1, 2025 shall be a minimum of one full school year (or its equivalent). For alternative teacher preparation programs that provide effective and diverse teachers to local school systems, the minimum 100 day practicum requirement is not effective until July 1, 2022. The State Board and PSTEB shall adopt, in consultation with the AIB, regulations to carry out the content and requirements specified in the section regarding teacher preparation programs. (pg. 107-109)	107	2	
September 30, 2022	By September 30, 2022, MSDE, MHEC, and each institution of higher education that offers a teacher preparation program shall jointly review State requirements for teacher preparation programs to determine alignment with recommendations of the Blueprint. (pg. 230)	230	2	
July 1, 2025	On or before July 1, 2025, teacher preparation programs shall require a passing score on a nationally recognized, portfolio-based assessment of teaching ability as a requirement for graduation. The State Board and PSTEB shall adopt, in consultation with the AIB, regulations to carry out the requirements of teacher preparation programs required in the legislation.(pg. 112-113)	112	2	
N/A	MSDE shall consult with local school systems and the Maryland Education Deans and Directors Council in the development of comprehensive induction programs for new teachers and shall incorporate the framework from the TIRA Pilot Program. (pg. 107)	107	2	
N/A	MSDE and MHEC may authorize a teacher prep program or an alternative teacher prep program to establish an apprenticeship program with the Maryland Department of Labor. (pg. 111)	111	2	
N/A	MSDE shall provide technical assistance and other supports to teacher preparation programs at institutions of higher education in the State. (pg. 113)	113	2	
N/A	MSDE shall actively monitor and and assess new teacher standards and assessments and report the results to the AIB. (pg. 119)	119	2	
N/A	The State Board and PSTEB shall establish the criteria that a teacher must meet to achieve the licensed principal tier of the career ladder. Both entities shall also develop a waiver process for a licensed principal that is not a nationally Board certified teacher. (pg. 135)	135	2	
N/A	MSDE shall establish a National Board Coordinator to direct a program to support and encourage teachers in the State in obtaining and maintaining National Board certification. (pg. 141)	141	2	
N/A	The State Board and PSTEB shall, in consultation with the AIB, adopt regulations regarding reimbursement surrounding National Board certification.		2	
September 1, 2021	The State Board shall adopt a new college and career ready (CCR) standard, in coordination and consultation with MHEC, the Governor's Workforce Development Board, the Maryland Association of Community Colleges, and the AIB. Beginning in the 2021-2022 school year, each student shall be assessed by a method determined by the State Board to determine whether a student meets the CCR standard no later than the 10th grade. (pg. 168)	168	3	
October 1, 2021	By October 1, 2021, the State Board shall request a waiver from the U.S. Department of Education to transfer the administration of Perkins funds from MSDE to the CTE Committee. (pg. 213-214)	213	3	
January 1, 2022	By January 1, 2022, MSDE shall develop and begin implementation of a communication strategy to inform the educational community and the general public about the CCR standard established by the State Board. (pg. 168)	168	3	AIB
July 1, 2022	By July 1, 2022, MSDE shall contract with a public or private entity to conduct an empirical study of the CCR standard for adequacy. The entity must report to the AIB and the General Assembly by September 1, 2023. (pg. 95)	95	3	
December 1, 2022	By December 1, 2022, and each year thereafter, MSDE shall compile the data collected from local school systems on the 9th grade tracking system implemented to measure student progress towards graduation, and submit to the AIB and MLDS. (pg. 166-167)	166	3	

July 1, 2023-June 30, 2024	Beginning in FY 2024, the adoption of programs related to CTE by county boards, the State Board, and community colleges shall be consistent with the system implemented by the CTE Committee. (pg. 214)	214	3	
N/A	MSDE shall determine whether the Basic Literacy Skills Test is as rigorous as Massachusetts' exam, and whether the current test is sufficient. If it is not sufficient, MSDE must develop a new literacy exam. After implementation of the literacy exam, MSDE shall develop subject-specific exams tailored to the grade level where teachers will teach. MSDE must share the exams with each approved teacher prep program one year before it is to be administered. (pg. 117)	117	2/3	
N/A	MSDE shall, in consultation with highly effective teachers and teachers on the career ladder, develop curriculum standards and resources for each subject at each grade level that can be used by local school systems and submit them to the State Board for adoption. (p. 165)	165	3	
N/A	The State Board shall develop a system of assessments to ensure that students are acquiring the knowledge contained in the curriculum standards in English, Mathematics, Science, and Social Studies. (p. 166)	166	3	
N/A	The State Board shall adopt regulations to carry out the requirements surrounding the college and career ready standards, post-CCR pathways, and shall include high school credit towards graduation for any college courses approved by MSDE. (p. .174)	174	3	
N/A	The Career and Technical Education (CTE) Committee is established within the Governor's Workforce Development Board and shall operate under the oversight of the AIB to develop a framework for providing CTE to Maryland students in public schools. The State Superintendent serves on the CTE Committee. (p. 212)	212	3	
December 1, 2021	The State Superintendent of Schools serves on the Workgroup on English Language Learners in Public Schools, and appoints four members of the Workgroup and designates the Chair. MSDE shall staff the Workgroup. The Workgroup shall report its initial findings and recommendations to the Governor and General Assembly by December 1, 2021 and final recommendations by December 1, 2022. (pg. 231-232)	231	4	
September 1, 2022	By school year 2022-2023, MSDE shall develop the State alternative income eligibility form which prior to the identified school year must be collected by each school that is participating in USDA's community eligibility provision. (pg. 35-36)	35	4	
October 1, 2022	By October 1, 2022, MSDE shall submit a report to the AIB on the incorporation of neighborhood indicators of poverty to determine a school's eligibility for the compensatory education program and the concentration of poverty grant based on the study, which: Must evaluate the Area Deprivation Index and American Community Survey data (pg. 45)	45	4	
July 1, 2023	By July 1, 2023, MSDE shall review and revise COMAR 13A.08.01.11 after considering the recommendations created in coordination with the Maryland Consortium on Coordinated Community Supports. (pg. 233)	233	4	
N/A	MSDE shall dedicate staff to coordinate with local behavioral health coordinators, and shall designate an employee to be the primary contact for school behavioral health services. The staff in the Department will be responsible for collaborating with the MLDS and the Maryland Consortium of Coordinated Community Supports. (p. 179)	179	4	
N/A	MSDE administers the Coordinated Community Supports Partnership Fund. This special, nonlapsing fund is to support the delivery of behavioral health supports to students. (p. 187)	187	4	
N/A	MSDE shall hire a director of community schools within the Department. (p. 201)	201	4	
N/A	The State Superintendent shall serve on the Maryland Consortium of Coordinated Community Supports. The Consortium shall consult with MSDE on the development and implementation of best practices related to the creation of a positive classroom environment.		4	
July 1, 2021	Beginning in FY 2022, the AIB can withhold funding from MSDE if the Department has not developed an implementation plan or implemented the implementation plan. (pg. 91)	91	5	

July 1, 2021	The Department shall establish, administer, and supervise an expert review team program. By July 1, 2021, MSDE shall submit a plan to the AIB for approval to deploy the expert review teams in the following school year. (pg. 100)	100	5	
September 1, 2021	The Department shall establish uniform reporting requirements, including definitions to ensure consistent and comparable reports are submitted regarding educational technology spending.		5	
October 1, 2021	MSDE shall submit to DBM and DLS by October 1, 2021 (and every year thereafter) the percentage and number of students eligible for free or reduced price meals in the prior school year and each school's eligibility for the concentration of poverty grant in the upcoming fiscal year.		5	
November 1, 2021	The AIB shall report by November 1, 2021, and each year until 2031, on progress made under the Blueprint, the degree to which State and local agencies are carrying out their duties, and recommend legislative changes necessary. (pg. 94-95)	94	5	AIB
December 1, 2021	MSDE shall submit to DBM and DLS by December 1, 2021 (and every year thereafter) enrollment counts and other data necessary to calculate the funding formula to implement the Blueprint.		5	
December 15, 2021	By December 15, 2021, and each year thereafter, MSDE shall submit a compilation of reports from local school systems regarding the amount of funding spent on technology and the percentage of students and staff with adequate access to devices/connectivity.		5	
January 1, 2022	Beginning on January 1, 2022, and each year thereafter until January 1, 2032, MSDE shall submit to the AIB information on the use of school-level expenditures in the current fiscal year. Each local school system shall report to MSDE on school-level spending. (pg. 89)	89	5	AIB
February 15, 2022	The AIB shall adopt a Comprehensive Implementation Plan by February 15, 2022. MSDE shall develop criteria to be used to recommend approval or disapproval of local school system implementation plans. Each local school system shall submit its implementation plan to MSDE for review and an approval recommendation. (pg. 77)	77	5	
June 15, 2022	The Department shall submit MSDE's implementation plan regarding various programs and policy areas for approval to the AIB by June 15, 2022. (pg. 84)	84	5	
September 1, 2022	Beginning in the 2022-2023 school year, MSDE shall send an expert review team to a school or group of schools in an immediate area where students continue to demonstrate learning loss that began in relation to COVID-19 to determine the reason that the learning loss continues.		5	
July 1, 2023	By July 1, 2023, MSDE shall, in collaboration with the AIB, establish a financial management system capable of tracking and analyzing fiscal requirements and local school system data, and update the financial reporting manual for Maryland public schools. (pg. 61-62)	61	5	
July 1, 2023	Beginning on July 1, 2023, MSDE shall send expert review teams to at least 10% of public schools in at least three different school systems per year. (pg. 100)	100	5	
July 1, 2023	From July 1, 2023 through June 30, 2025, the recommendation of the expert review team is advisory only. After July 1, 2025, the recommendation can be used as a justification for withholding funds from a school and school system, at which point MSDE shall work with the school system to develop a satisfactory plan to release the funds. (pg. 101)	101	5	
July 1, 2025	Beginning on July 1, 2025, a school can request a review by the Department, and the AIB may request that the Department send a review team to a particular school at any time. (pg. 101)	101	5	
July 1, 2022-June 30, 2023	For FY 2023 and FY 2024, MSDE shall report to the AIB on expenditures for each school in accordance with ESSA. (pg. 62)	62	5	
July 1, 2022-June 30, 2023	The AIB shall withhold 25% of the State share of major education aid to local school systems beginning in FY 2023 through FY 2025 and may release funds if local boards has developed and received approval for their local implementation plans. Beginning in FY 2026, the AIB shall consider releasing the withheld 25% in funding if the Department recommends it or if the Board finds reason to. (pg. 88)	88	5	

N/A	For any data collected by MSDE, the Department shall send the compiled data back to the county board for verification and shall develop and maintain a secure online platform for school administrators to use in analyzing data. (pg. 11)	11	5	
N/A	MSDE shall establish, in collaboration with the AIB, separate school leadership training programs in various content areas for the State Superintendent, local school superintendents, and senior instruction-related staff, as well as members of the State Board, county boards, and school principals. (pg. 115-117)	115	5	
N/A	MSDE shall notify the budget committees of any intent to transfer funds from the general State school fund to any other budgetary units.		5	Standard Operating Protocol
N/A	The State Superintendent shall notify the Comptroller of the amount of funding to be withheld or released to county boards upon notification that the county board is not complying with provisions of public education.		5	
N/A	The State shall distribute the set amounts to each county in Blueprint Transition Grants from FY2022 through FY2029, which begins to phase out in FY 2025.		5	Standard Operating Protocol
N/A	Each year, the State shall distribute the State share for compensatory education to each county board.		5	Standard Operating Protocol
N/A	Each year, the State shall distribute the State share for English learner education education to each county board.		5	Standard Operating Protocol
N/A	Each year, the State shall distribute the State share for special education to each county board.		5	Standard Operating Protocol

**Summary of the 2021 Legislative Session
State Board of Education Meeting - April 27, 2021**

BILLS THAT PASSED:

House Bill 48/Senate Bill 515 - Criminal Procedure – Registered Sex Offenders – Entry Onto School Property

- This bill restricts the ability of a student identified on the sex offender registry to enter onto school property.
- This bill requires the State Board to adopt guidelines and a model policy for the provision of educational services to students identified on the sex offender registry in the State of Maryland at locations not included on school property.
- County boards of education must develop and adopt a policy to provide educational services to these students.

House Bill 205/Senate Bill 427 - Public Schools - Provision of Menstrual Hygiene Products

- County boards shall install menstrual hygiene product dispensers in at least two restrooms in public middle and high schools and at least one restroom in public elementary schools by October 1, 2021.
- This bill requires the MSDE to reimburse each county board for the costs of purchasing and installing menstrual hygiene product dispensers in public schools by November 1, 2022.

House Bill 258/Senate Bill 592 - State Child Welfare System - Reporting

- This bill requires that beginning December 1, 2021, and each year thereafter, MSDE report to the General Assembly and the Department of Human Services on: the stability of school placements, the number of students with IEPs, the number of students with 504 plans, the number of students (disaggregated) who have been retained a grade, the number of high school graduates, drop out rates, truancy rates, absenteeism, suspension, expulsion, and school-based arrests.
- MSDE shall publish this report on its website within 30 days of its submission to the General Assembly, and does not affect any other reporting requirements of the Department.

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House Bill 373 - Education - Child Abuse and Sexual Misconduct Prevention - Hiring Emergent Employee

- This bill authorizes the hiring of employees by a county board of education or nonpublic school for a period not to exceed 60 days under certain conditions.
- This bill authorizes a county board or nonpublic school to rescind a job offer, dismiss the employee, or hire the employee within the 60-day period regarding an emergent employee under certain circumstances.

House Bill 394 - Public Schools - Fees for Summer School Courses - Prohibition

- This bill prohibits local school systems from charging a fee for students enrolled in a summer school course if that course is required for graduation from high school, and the student has previously taken the course but did not successfully complete or receive credit for the course.

House Bill 401/Senate Bill 438 - Pregnant and Parenting Students - Policies and Reporting

- MSDE shall develop a model policy to support the educational and parenting goals and improve the outcomes of pregnant and parenting students. The model policy shall require each high school to designate a private lactation space in the school, with a refrigerator reasonably close to the space.
- The model policy developed by MSDE shall require one staff member to coordinate with pregnant and parenting students on resources to find safe and affordable child care, transportation services to and from school
- The Department shall provide technical assistance to county boards to establish their own policies within this legislation.

House Bill 714/Senate Bill 300 - Special Education - Learning Continuity Plan - Requirement

- Beginning October 1, 2021, an individualized education program shall include a learning continuity plan to implement during emergency conditions. This shall be developed at the beginning of the IEP process or during the next revision of the IEP. Within 10 days of the determination that the emergency conditions are in existence, the IEP team shall notify the parent or guardian and discuss implementation of the learning continuity plan.
- An individualized education program team that had an individualized education program that was in existence during the 2020–2021 school year fulfills the requirements in the bill if they took the following actions before October 1, 2021: reviewing the successes and failures of the individualized education program during the 2020–2021 school year with the parent or guardian of the child requiring the individualized education program; and amending the individualized education program based on the review.

House Bill 716/Senate Bill 371 - Special Education - Individualized Education Programs - Educational Evaluations

- A parent may request an independent evaluation at public expense if they disagree with a student's educational evaluation or if the parent submits a written request to the local school system for an educational evaluation and does not receive a response within 30 days or the request is approved by the school system but the evaluation meeting does not occur within 60 days or 90 days if the State is under a state of emergency.

House Bill 1322 - Primary and Secondary Education - School Personnel - Prohibition on Retaliation for Not Returning to In-Person Instruction and Work

- This bill outlines that in the 2020-2021 school year, the Governor, State Board, State Superintendent, county superintendent, or county boards, may not discipline, suspend, terminate, or “otherwise retaliate” against a teacher, educational support professional, or any other professional school personnel if the individual:
 - choose not to return to the school building
 - has not received the full course of an FDA-approved vaccine
 - is at least 65 years old
 - has an underlying medical condition that the CDC identifies as a risk factor
- Further, during a state of emergency related to the COVID-19 pandemic, the State Board and county boards shall allow all of the previously mentioned educational staff to instruct or work remotely “to the extent practicable.”

House Bill 1365/Senate Bill 958 - Nonpublic Special Education Schools - State Contribution - Increase

- The bill requires the Governor to include an appropriation for nonpublic special education placements in FY 2023 that includes a 4% increase in funding over the amount approved by MSDE in FY 2022 that shall be used exclusively for direct classroom positions, related services positions, and general support positions. The bill also requires an additional 2% increase over the amount approved by MSDE in FY 2022 for all other categories of expenditures.

House Bill 1372 - Blueprint for Maryland's Future - Revisions

- This bill makes a significant number of technical corrections to the Blueprint for Maryland's Future, specifically surrounding applicable due dates and alteration of programmatic deadlines.
- The bill adds educational technology to the per pupil foundation amount, and requires reporting for local school systems on the categories of educational technology spending.
- The bill adds timeline requirements for the appointment of members to the Accountability and Implementation Board (AIB), and clarifies the plenary authority of the AIB.
- The bill establishes online standard requirements for virtual learning.
- The bill adds an additional item to the required leadership training that State Board members and the State Superintendent shall receive training on the Blueprint.
- The bill adds several requirements for county boards of education to use federal funding, wherever possible, to implement the Blueprint, establish a

summer school program, and provide tutoring and supplemental instruction to mitigate learning loss.

- The bill provides for the plenary authority of the AIB in matters pertaining to the Blueprint for Maryland's Future.

Senate Bill 278/House Bill 34 - State Department of Education and Maryland Department of Health - Maryland School-Based Health Center Standards - Telehealth

- MSDE and MDH shall authorize telehealth services to be provided at an established and approved school-based health center and may not require an application to be submitted for approval to provide such services.
- By July 1, 2021, MSDE and MDH shall review the school-based health center standards to conform to the requirements in the bill.

Senate Bill 436/House Bill 597 - Child Care Centers - Teacher Qualifications

- The bill requires that the State Board of Education adopt regulations to govern the licensing and operation of child care centers regarding the probationary employment qualifications for a six-month period for an individual applying to be a first-time child care teacher.
- If at the end of the six-month period the individual has not completed a required pre-service training, the child care center shall reassign or terminate the individual.

Senate Bill 497 - Juvenile Services Education Board and Program - Establishment, Powers, Duties

- This bill repeals provisions regarding the Juvenile Services Education Program within MSDE and establishes a Juvenile Services Education Board within the Department of Juvenile Services. The State Superintendent serves as a member of the Board.
- Beginning on July 1, 2022, the Board shall oversee and approve all educational services to juveniles who are in a residential facility, and the Department of Juvenile Services shall have the authority and responsibility for implementing juvenile services educational programs in the State.
- On July 1, 2022, all State personnel and contracted employees employed by MSDE in the JSE program shall transfer to the Department of Juvenile Services. All appropriations held by MSDE related to the JSE program shall be transferred to DJS.
- On or before December 1, 2021, MSDE and the Department of Juvenile Services shall submit a report detailing plans for the transition of juvenile services education programs to the newly-established Juvenile Services Education Program.

Senate Bill 548/House Bill 771 - Public Schools - Centers for Disease Control and Prevention Surveys - Revisions

- In consultation with MDH, MSDE may omit up to one-third of questions from the Centers for Disease Control and Prevention Youth Risk Behavior Survey/Youth Tobacco Survey and shall establish procedures for its administration to public middle and high school students in the State.
- MSDE shall include at least five questions on adverse childhood experiences or positive childhood experiences.
- Beginning in FY2024, MSDE shall submit a State and county-level data summary and trends report to the Governor and General Assembly.

Senate Bill 664 - Education - Student Financial Aid - Reporting

- Each county board of education shall develop an outreach plan to encourage and assist as many high school seniors as possible to complete and submit their Free Application for Federal Student Aid (FAFSA) or Maryland State Financial Aid Application (MSFAA) by the deadline for State financial aid eligibility.
- By October 1, 2022, and each year thereafter, each county board shall submit a copy of their outreach plan to MSDE, MHEC, and the General Assembly.
- It is the intent of the General Assembly that each State agency that interacts with high school students shall establish a process to encourage high school students when interacting with the agency to complete the FAFSA or MSFAA.