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By: Delegate Miller

Introduced and read first time: February 7, 2025 Assigned to: Appropriations and Ways and Means

A BILL ENTITLED

1 AN ACT concerning

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Blueprint for Maryland's Future - Alterations

3 FOR the purpose of repealing the Career Counseling Program for Middle and High School 4 Students and the associated funding; requiring county boards of education to report 5 on per-school funding for certain programs associated with the Blueprint for 6 Maryland's Future in a certain manner; providing a waiver from the minimum 7 funding per school requirement for schools with fewer than a certain number of total 8 students; limiting the Accountability and Implementation Board's authority over 9 certain collective bargaining processes not directly specified under the career ladder for educators; altering certain components of the career ladder relating to principals 10 11 and assistant principals; altering the definition of "Tier I child" for purposes of 12 publicly funded prekindergarten to include certain children; authorizing county 13 boards to establish family income eligibility limits for payment of costs for a certain 14 post college and career readiness pathway, except under certain circumstances; 15 requiring the Accountability and Implementation Board to conduct a certain study 16 regarding National Board Certification for teachers; requiring the State Department 17 of Education to conduct an adequacy study on Maryland's special education funding; 18 and generally relating to the Blueprint for Maryland's Future.

19 BY repealing and reenacting, without amendments,

Article – Education

Section 5–213(a), 5–234(a), 5–402(a), 6–1001(a), 6–1002(a)(1) and (b)(1), 7–1A–01(a),

22 and 7–205.1(a)

23 Annotated Code of Maryland

24 (2022 Replacement Volume and 2024 Supplement)

25 BY repealing and reenacting, with amendments,

Article – Education

27 Section 5–213(c), 5–234(b) and (f), 5–402(h), 6–1001(e), 6–1002(e), (f)(3) and (4), and

(i), 6–1003, 6–1007(e), 6–1009(a) and (b), 6–1012, 7–1A–01(k), 7–1A–06(d),

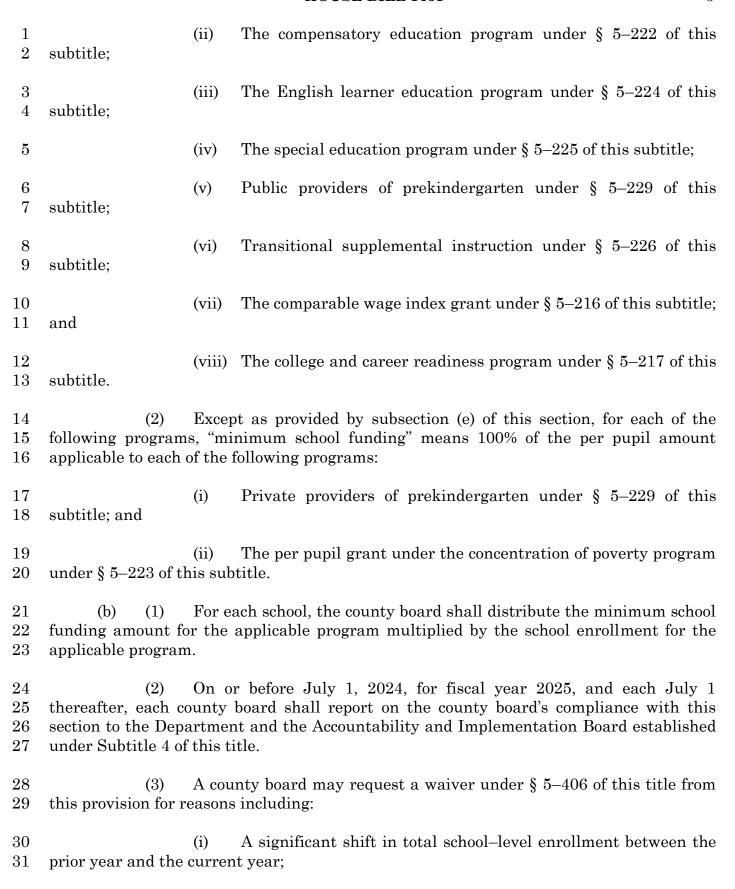
29 and 7–205.1(g)

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 2	Annotated Code of Maryland (2022 Replacement Volume and 2024 Supplement)					
3 4 5 6 7	BY repealing Article – Education Section 6–1006 and 7–127 Annotated Code of Maryland (2022 Replacement Volume and 2024 Supplement)					
8 9	SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Laws of Maryland read as follows:					
10	Article – Education					
11	5–213.					
12 13	(a) Each fiscal year, the State shall distribute the State share of the foundation program to each county board.					
14 15	(c) [(1)] Each county board shall distribute to the local workforce development board for the county the following amount multiplied by the enrollment count in the county:					
16	[(i)] (1) For fiscal year 2024, \$62; and					
17 18	[(ii)] (2) For [each of fiscal years 2025 and 2026] FISCAL YEAR 2025, the prior fiscal year amount increased by the inflation adjustment.					
19 20 21 22	[(2) The funds distributed under paragraph (1) of this subsection shall be used to support the Career Counseling Program for Middle and High School Students established under § 7–126 of this article that is provided collaboratively by the workforce development board, the school, any other relevant State or local agencies, and employers.					
23 24 25 26 27	(3) On or before June 30, 2024, and in each of the next 2 fiscal years, the local workforce development board, in collaboration with the county board and any other relevant State or local agencies, shall report to the Accountability and Implementation Board established under Subtitle 4 of this title on the use of the funds and the impact of the funds on providing career counseling.]					
28	5–234.					
29 30 31	(a) (1) Except as provided by paragraph (2) of this subsection and subsections (e) and (f) of this section, for each of the following programs, "minimum school funding" means at least 75% of the per pupil amount applicable to each of the following programs:					
32	(i) The foundation program under § 5–213 of this subtitle;					



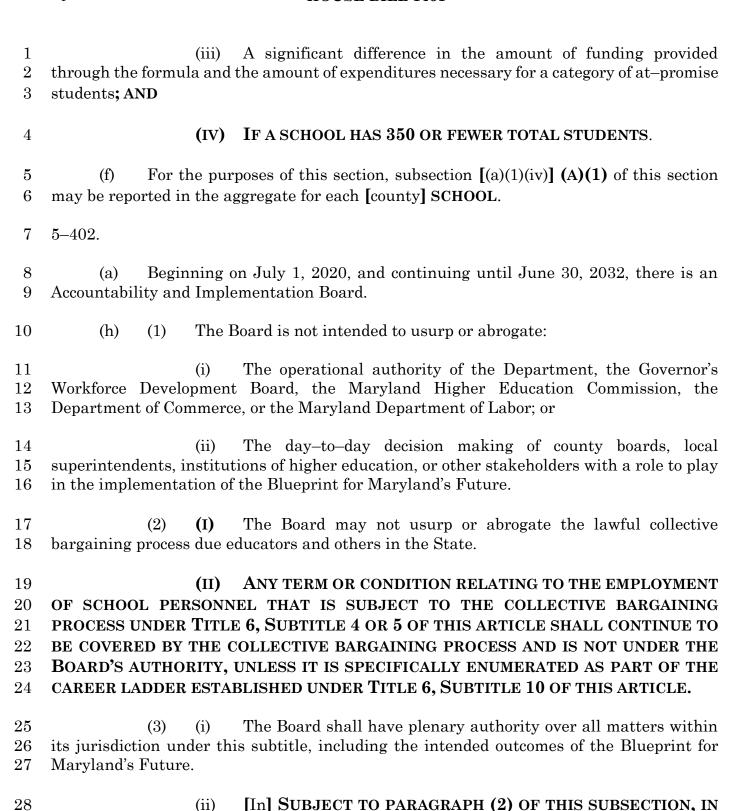
A significant shift in school-level enrollment of at-promise

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(ii)

students between the prior year and the current year; [and]



the event of a conflict between a decision or policy of the Board and the decision or policy of

another entity on a matter within the Board's jurisdiction, the Board's decision or policy

32 6–1001.

shall control.

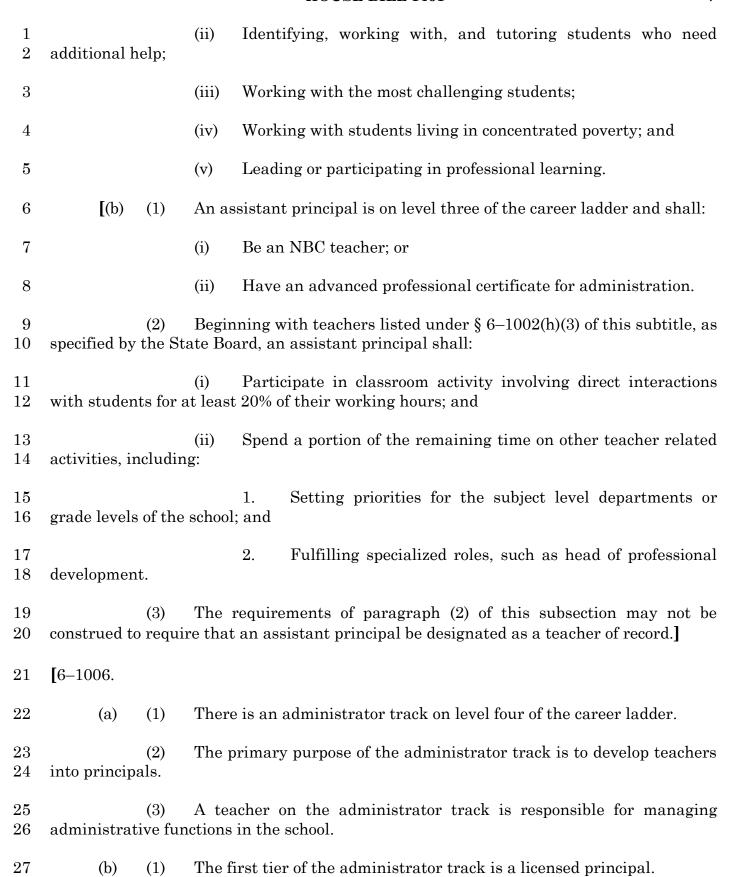
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1 (a) In this subtitle the following words have the meanings indicated. 2 "Teacher" means a certified public school employee who is primarily (e) 3 responsible and accountable for teaching the students in the class. 4 (2)"Teacher" does not include, unless otherwise provided: 5 (i) Curriculum specialists; Instructional aides: 6 (ii) 7 (iii) Attendance personnel; 8 PRINCIPALS; (IV) 9 **(**V**)** ASSISTANT PRINCIPALS; 10 [(iv)] **(VI)** Psychologists; 11 [(v)] **(VII)** Social workers: 12(vi) (VIII) Clerical personnel; 13 [(vii)] **(IX)** An individual with a Resident Teacher Certificate; or [(viii)] **(X)** 14 An individual with a certification for career professionals. 15 6-1002.16 (1)On or before July 1, 2024, each county board shall implement a career 17 ladder that meets the requirements of this subtitle. 18 (b) (1) There is a career ladder for educators in the State. The guiding principles for development of the career ladder are: 19 (e) 20 Progression of teachers in a manner that incentivizes teachers to stay 21 on the teacher track [rather than moving to the administrator track]; 22 (2) A teacher salary that attracts new teachers to the profession; 23 (3)A teacher salary that incentivizes existing teachers to opt in to the career ladder: 2425Teacher salary progression as performance increases as demonstrated 26 by a teacher achieving NBC; and

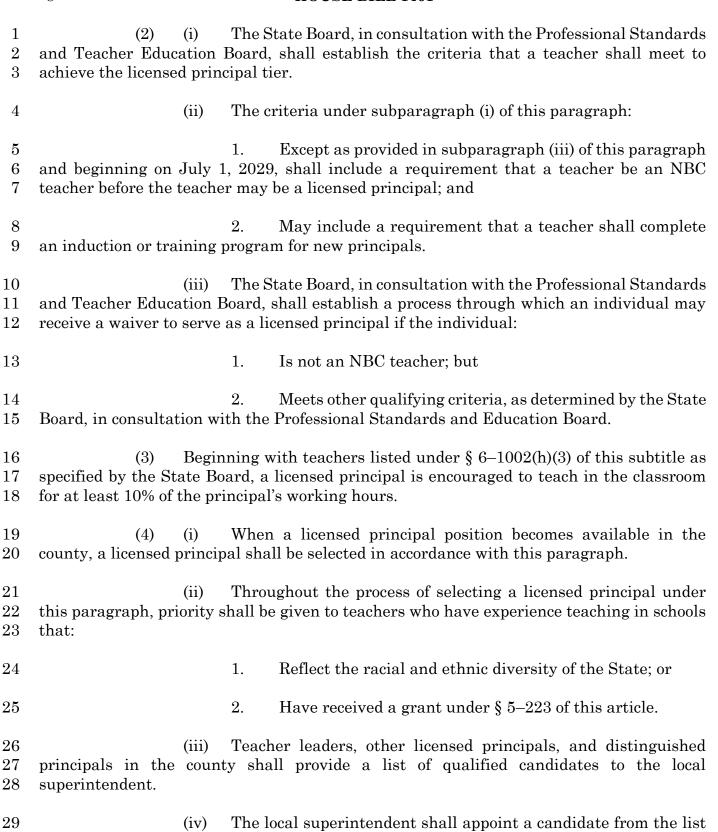
1		(5)	Incentives that are successful in all local school systems.		
2	(f) The levels of the career ladder are as follows:				
3		(3) Level three is:			
4			(i)	An NBC tea	cher; OR
5 6	• • • • • • • • • • • • • • • • • • • •				
7			(iii)	An assistant	principal]; and
8		(4) Level four is[:			
9 10	tiers:		(i)	A] A teache	r on the teacher leadership track, in the following
11				[1.] (I)	Lead Teacher;
12				[2.] (II)	Distinguished Teacher; or
13				[3.] (III)	Professor Distinguished Teacher[; or
14			(ii)	A teacher or	the administrator track, in the following tiers:
15				1. Licen	sed Principal; or
16				2. Distir	nguished Principal].
17 18	(i) The percentage of teachers who are Professor Distinguished Teachers [or Distinguished Principals] may not be more than 1% of the total number of all teachers.				
19	6–1003.				
20 21	[(a)] Beginning with teachers listed under § 6–1002(h)(3) of this subtitle, as specified by the State Board, a teacher on level one, two, or three of the career ladder shall:				
22 23	and	(1)	Teacl	n in the classi	room on average 60% of the teacher's working time;
24	(2) Spend the remaining time on other teacher activities, including:				
25			(i)	Improving in	nstruction;



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(c)

(1)



The second tier of the administrator track is distinguished principal.

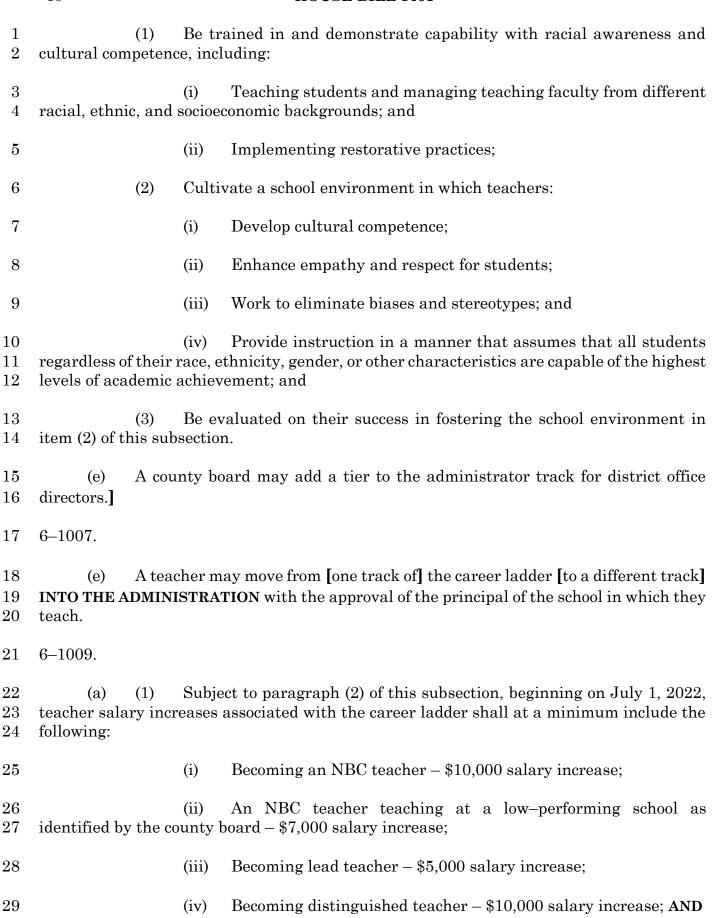
provided under subparagraph (ii) of this paragraph.

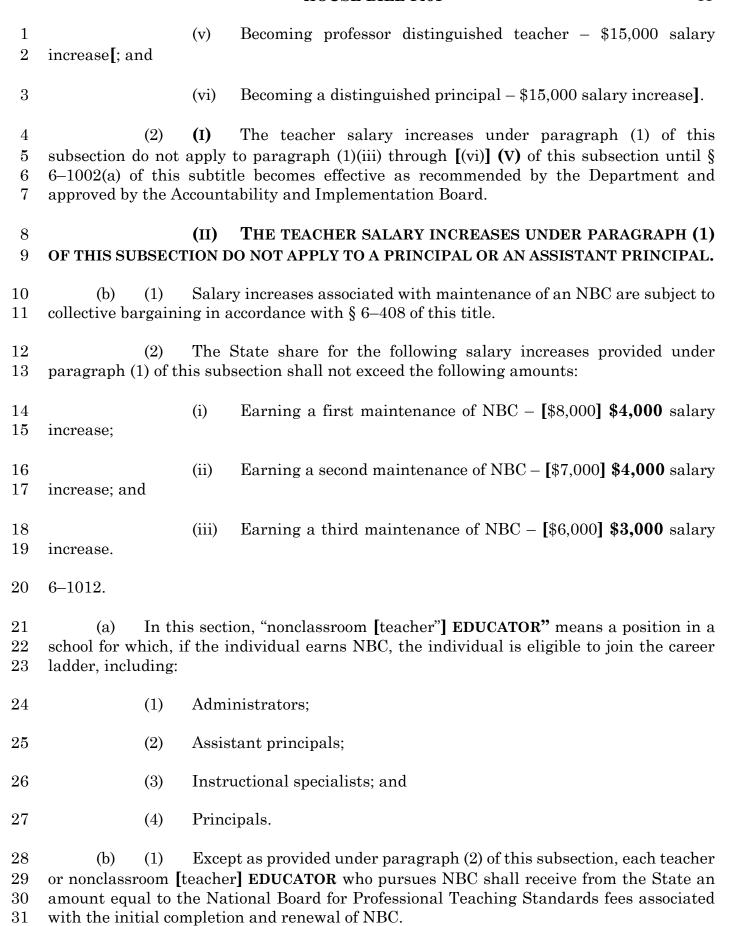
1 (2) To be a distinguished principal, a teacher shall demonstrate the ability 2 to: 3 (i) Effectively identify, attract, lead, and retain highly professional 4 teachers: 5 (ii) Organize and manage a school in a way that incentivizes and supports teachers to do their best work; 6 7 Set high standards for faculty and students and achieve the (iii) 8 standards set by others: 9 Work with stakeholders on the teacher's vision: (iv) 10 (v) Identify and help cultivate a teacher's potential for growth; 11 (vi) Help students, parents, and teachers embrace the goal for all 12students to achieve internationally competitive standards; Mentor and support other principals; and 13 (vii) 14 (viii) Help other principals achieve higher levels of performance. 15 (3)Beginning with teachers listed under § 6–1002(h)(3) of this subtitle as 16 specified by the State Board, a distinguished principal is encouraged to teach in a classroom for at least 10% of the principal's working hours. 17 18 **(4)** When a distinguished principal position becomes available in the county, a distinguished principal shall be selected in accordance with this paragraph. 19 20 (ii) Throughout the process of selecting a distinguished principal 21under this paragraph, priority shall be given to licensed principals who have experience 22teaching and serving as principals in schools that: 23 Reflect the racial and ethnic diversity of the State; or 1. 2. 24 Have received a grant under § 5–223 of this article. 25 Teacher leaders and other distinguished principals in the county (iii) shall provide a list of qualified candidates to the local superintendent. 26 27 (iv) The local superintendent shall appoint a candidate from the list 28 provided under subparagraph (ii) of this paragraph.

All licensed and distinguished principals shall:

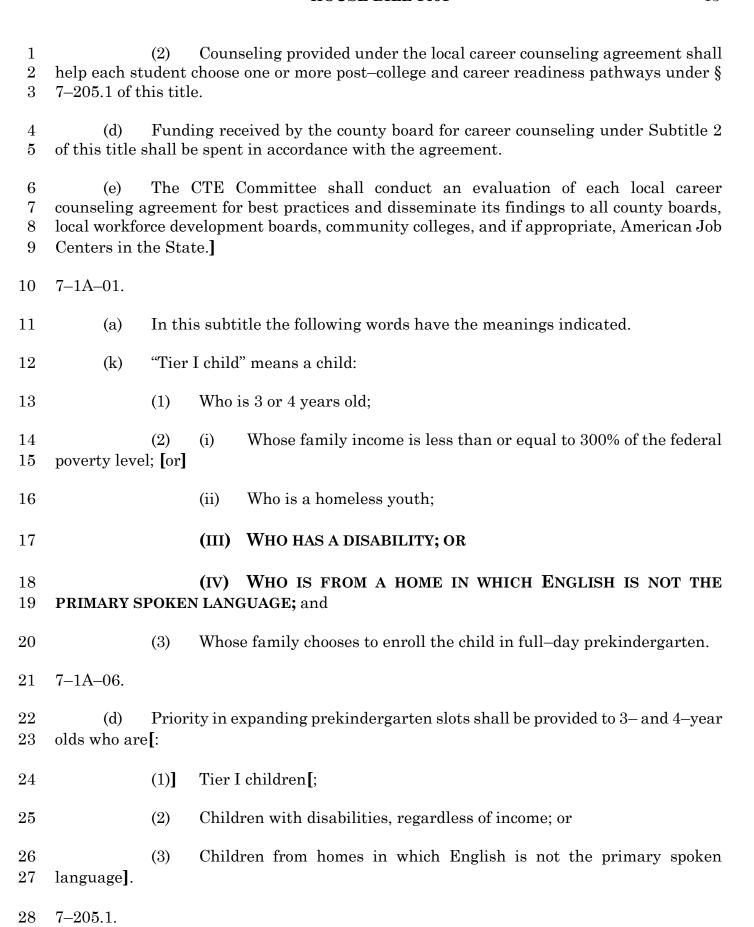
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(d)





- 1 (2) Each teacher and nonclassroom [teacher] **EDUCATOR** may only receive payment under this subsection for one retake of each assessment on the National Board for Professional Teaching Standards.
- 4 (c) Each county shall pay to the State one—third of the cost for each teacher or nonclassroom [teacher] **EDUCATOR** who receives funds under subsection (b) of this section to pursue NBC.
- 7 (d) (1) A teacher or a nonclassroom [teacher] **EDUCATOR** who does not 8 complete all the requirements for assessment by the National Board for Professional 9 Teaching Standards shall reimburse the State the full amount of the funds received under 10 subsection (b) of this section.
- 11 (2) The State shall reimburse the county the amount received under 12 subsection (c) of this section on receipt of the reimbursement from a teacher or 13 nonclassroom [teacher] EDUCATOR under paragraph (1) of this subsection.
- 14 (3) The provisions of paragraph (1) of this subsection do not apply to a 15 teacher or nonclassroom [teacher] **EDUCATOR** who completes all the requirements for 16 assessment by the National Board for Professional Teaching Standards but does not obtain 17 NBC.
- 18 **[**7–127.
- 19 (a) (1) In this section the following words have the meanings indicated.
- 20 (2) "CTE Committee" means the Career and Technical Education 21 Committee established under § 21–207 of this article.
- 22 (3) "Local career counseling agreement" means a memorandum of 23 understanding between a county board, a local workforce development board, a community 24 college, and, if appropriate, an American Job Center to provide career counseling services.
- 25 (4) "Program" means the Career Counseling Program for Middle and High 26 School Students.
- 27 (b) (1) There is a Career Counseling Program for Middle and High School 28 Students.
- 29 (2) The purpose of the Program is to provide each middle school and high 30 school student in the county with individualized career counseling services.
- 31 (c) (1) Each county board shall enter into a local career counseling agreement 32 with the local workforce development board, the community college that serves the county, 33 and, if appropriate, an American Job Center.



18 of this article.

In this section, "CCR standard" means the college and career readiness 1 (a) 2 standards established under this section. 3 (1) Subject to [paragraph] PARAGRAPHS (2) AND (4) of this subsection, (g) 4 [beginning in the 2023–2024 school year,] each county board shall provide all students who meet the CCR standard required under subsection (c) of this section with access to the 5 6 following post college and career readiness (post–CCR) pathways, at no cost to the student 7 or the student's parents, including the cost of any fees: 8 A competitive entry college preparatory program, chosen by the 9 county board, consisting of: 10 1. The International Baccalaureate Diploma Program; 11 2. The Cambridge AICE Diploma Program; or 12 A comparable program consisting of Advanced Placement 3. 13 courses specified by the College Board; 14 A program that allows a student, through an early college 15 program or dual enrollment at a student's high school and an institution of higher 16 education to earn: 17 1. An associate degree; or 18 2. At least 60 credits toward a bachelor's degree; and 19 A robust set of career and technology education programs that 20 are recommended by the CTE Skills Standards Advisory Committee and approved by the 21 CTE Committee and that allow students to complete: 22 A credit or noncredit certificate or license program, course, 23or sequence of courses, including a program, course, or courses taken through dual 24enrollment under § 15–127 of this article, at a secondary or postsecondary institution, 25through an Advanced Placement course at a secondary institution, or through an 26 apprenticeship sponsor that leads to an industry recognized occupational-credential or 27 postsecondary certificate; 28 2. A registered apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department 29 30 of Labor; or 31 3. A youth apprenticeship program, under Title 18, Subtitle

- 1 (2) (I) [Each] SUBJECT TO SUBPARAGRAPH (II) OF THIS
 2 PARAGRAPH, EACH public high school shall provide access to the programs described
 3 under paragraph (1) of this subsection through that public school or through another public school in the county.
 - (II) 1. EXCEPT AS PROVIDED IN SUBSUBPARAGRAPH 2 OF THIS SUBPARAGRAPH, A COUNTY BOARD MAY DEVELOP AND ESTABLISH INCOME ELIGIBILITY GUIDELINES AND PROCEDURES FOR PAYMENT OF COSTS FOR THE POST-CCR PATHWAY UNDER PARAGRAPH (1)(I) OF THIS SUBSECTION.

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- 2. A STUDENT WITH A FAMILY INCOME THAT MEETS
 10 ELIGIBILITY GUIDELINES TO QUALIFY FOR FEDERAL FREE AND REDUCED PRICE
 11 MEALS SHALL BE PROVIDED ACCESS TO THE POST-CCR PATHWAY UNDER
 12 PARAGRAPH (1)(I) OF THIS SUBSECTION AT NO COST TO THE STUDENT OR THE
 13 STUDENT'S PARENTS.
- 14 (3) (i) Each student who meets the CCR standard required under subsection (c) of this section shall be enrolled in at least one post–CCR pathway described in paragraph (1) of this subsection.
- 17 (ii) Each student who enrolls in a post–CCR pathway shall remain 18 enrolled in the student's public high school.
- 19 (iii) Each public high school shall provide to every student, regardless 20 of whether the student is enrolled in a post–CCR pathway, the full range of services to 21 which the student is entitled, including:
- 22 1. Personal, career, and academic advising; and
- 23 Counseling, in accordance with § 7–126 of this title, to help 24 the student choose one or more post–CCR pathways, or courses within a post–CCR 25 pathway, that fits with the student's educational and career goals.
- 26 (iv) Priority for counseling and advising services described under subparagraph (iii) of this paragraph shall be given to students who have not met the CCR standard by the end of 10th grade.
- (v) Any high school graduation requirements that a student does not meet by the time the student has completed the assessment required under subsection (d) of this section shall be provided within the post–CCR pathway the student chooses.
- 32 (4) To phase in expansion of dual enrollment to maximize the number of 33 students who can earn the maximum number of dual enrollment credits consistent with 34 the phased increases in school funding, for fiscal years 2025 through 2027, the State Board 35 and the Accountability and Implementation Board, in consultation with each local school 36 system, may limit the number and types of courses that a student dually enrolled at the

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General Assembly.

1 student's public high school and at an institution of higher education may enroll in during 2the school year at the institution of higher education as part of the post-CCR pathway in 3 accordance with paragraph (1) of this subsection and § 15–127 of this article. 4 (5)(i) The State Board shall adopt regulations to carry out this subsection. 5 6 The regulations shall include standards that: (ii) 7 Guarantee, to the extent practicable, statewide uniformity 1. in the quality of the post-CCR pathways; 8 9 2. Meet the requirements of paragraph (1) of this subsection; 10 and 11 3. Require high school graduation credit to be awarded for 12 any programs administered in accordance with this subsection. SECTION 2. AND BE IT FURTHER ENACTED, That it is the intent of the General 13 14 Assembly that there be an appropriate balance of shared and new costs between county boards of education and community colleges for students who are dually enrolled in public 15 secondary schools and community colleges in the State. 16 17 SECTION 3. AND BE IT FURTHER ENACTED, That: 18 The Accountability and Implementation Board shall study the effect of National Board Certification on teachers in the State. 19 20 (b) The study required under subsection (a) of this section shall include: 21(1)an analysis of whether teachers who have earned National Board 22Certification produce greater student achievement outcomes compared to other similarly 23situated teachers: 24 information on the race, ethnicity, gender, and age of teachers who have (2)25obtained National Board Certification compared to the total population of teachers; and 26 the feasibility of using additional, comparable teacher achievements 27 associated with student achievement and available to teachers of every background.

On or before January 1, 2026, the Board shall report the results of its study to

the Governor and, in accordance with § 2-1257 of the State Government Article, the

31 SECTION 4. AND BE IT FURTHER ENACTED, That:

- 1 (a) The State Department of Education shall conduct an adequacy study on 2 Maryland's special education funding.
- 3 (b) The adequacy study required under subsection (a) of this section shall 4 examine and make recommendations on:
- 5 (1) the adequacy of the foundation program as a mechanism to prevent 6 inappropriate referrals to special education and to narrow achievement gaps between 7 students with disabilities and their peers of the same age;
- 8 (2) whether a formula that uses multiple weights for special education 9 funding based on a student's disability or a student's needed level of support and services 10 is feasible;
- 11 (3) whether the requirement that schools receive "minimum school 12 funding" under § 5–234 of the Education Article is a feasible method of ensuring that 13 students with disabilities receive adequate funding;
- 14 (4) how the timing of funding disbursements aligns with the needs of students with disabilities throughout the school year;
- 16 (5) the cost of student transportation and whether it is accurately reflected 17 in the funding formula; and
- 18 (6) the costs of nonpublic school placements for students with disabilities 19 and how the State and local cost—sharing formula works for these students.
- 20 (c) (1) The Department may contract with a public or private entity to conduct 21 the adequacy study.
- 22 (2) If the Department chooses to contract with a public or private entity, 23 the Department must do so on or before July 1, 2026.
- 24 (d) On or before December 1, 2027, the Department shall report on the results of 25 the adequacy study to the Governor and, in accordance with § 2–1257 of the State 26 Government Article, the General Assembly.
- SECTION 5. AND BE IT FURTHER ENACTED, That Section 1 of this Act shall be construed to apply only prospectively and may not be applied or interpreted to have any effect on or application to any public school employee contracts agreed to before the effective date of this Act.
- SECTION 6. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2025.