

February 11, 2020

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Legislative Day Luncheon

All local boards and superintendents are invited to join us this Thursday, February 13, from 11:00 to 1:00, for our annual Legislative Day Luncheon. We are set to hear from House Speaker Adrienne Jones, Senate President Bill Ferguson, Minority Leadership, and Committee and Subcommittee Chairs of the Appropriations, Ways and Means, Budget and Taxation, and Education, Health and Environmental Affairs Committees.

And a big thanks as always to our host Senator Addie Eckardt!

* Here are [parking tips](#) for visitors to Annapolis during Session.

Legislative Committee Update

On Monday, February 10, MABE's Legislative Committee met to vote on positions on pending bills, including those highlighted below. On Thursday, February 13 at 10:00 a.m. the Committee will meet in the Senate Conference Room prior to the Legislative Luncheon to discuss priority issues including the status of the Built to Learn Act (HB 1) and the just introduced bill to implement the Blueprint for Maryland's Future (HB 1300/SB 1000).

The Legislative Committee considered bills governing the Public Information Act, student health, reading instruction, graduation requirements for students who are homeless or in foster care, medical cannabis, and bills requiring reports on staffing ratios and alternative schools.

The Committee meets again this Thursday in the Senate Conference Center at 10:00 a.m. to review the Blueprint for Maryland's Future bill and prepare for our Legislative Day.

Legislative Committee

2020 Calendar

- February 10, 2020
- **February 13, 2020**
MABE's Legislative Day Luncheon, Miller Senate Building, Conference Center West, Annapolis (Meeting: 10:00-11:00; Luncheon: 11:00-1:00)
- March 2, 2020
- March 16, 2020
- March 30, 2020
* (April 6, 2020 - Session adjourns "Sine Die")
- April 27, 2020

MABE's Legislative Committee meetings are held in the MABE office on Monday mornings, 10:00 to 12:00, unless otherwise indicated. Meeting agendas and materials are posted on the [MABE website](#).

Public Information Act Bills

- **[HB 42/SB 67](#) - Public Information Act - Applications for Inspection - Responses and Time Limits** - The bill shortens time limits under Maryland's Public Information Act (PIA) for State and local agencies to respond to applications to inspect public records. The bill reduces, from 30 days to 7 days, the amount of time to grant or deny an application to inspect a public record or to produce the public record. MABE opposes this bill as proposing unworkable and prohibitively costly response times. (Hearing 2/11, HGO)
- **[HB 380/SB 193](#) - Public Information Act - Denial of Part of a Public Record - Investigations by Inspectors General** - Authorizing a custodian to deny inspection of records of investigations conducted by or investigatory files compiled by an inspector general whose office is created by State law or the laws of a political subdivision of the State. MABE supports this bill, particularly in light of the creation of the Office of the Education Inspector General in 2019. (Hearing 2/11, HGO)
- **[HB 502/SB 590](#) - Public Information Act - Revisions** - This bill (1) expands the jurisdiction of the Public Information Act Compliance Board (PIACB) to include additional types of Public Information Act (PIA) disputes; (2) institutes an integrated PIA complaint resolution process that includes the Public Access Ombudsman (Ombudsman); (3) requires a custodian to adopt a specified proactive disclosure policy; (4) establishes specified staffing requirements for the Office of the Attorney General (OAG); and (5) makes several additional revisions to PIA. MABE supports this bill with amendments to limit the expansion of the scope of the Ombudsman's enforcement authority and other revisions being requested in coordination with the Maryland Association of Counties (MACo) and Maryland Municipal League (MML) to avoid an overly litigious dispute resolution process. (Hearing 2/11, HGO)
- **[HB 717/SB 514](#) - Public Information Act - Required Denials - Distribution List** - Requiring a custodian to deny inspection under the Public Information Act of only a certain part of a certain distribution list, rather than the full distribution list. MABE opposes this bill and continues to support the law passed in 2018 to limit public access to the personal contact information included on lists maintained by government entities for public information outreach purposes. (Hearing 2/11, HGO)

Kirwan Blueprint Bill Outline

On Friday, February 7, the "Blueprint for Maryland's Future – Implementation" bill was introduced, and over the weekend the 172-page bill text became available. The following outline tracks the bill's major provisions governing student funding formulas and funding accountability. The following outline is based on the [pdf of House Bill 1300 available online](#).

Policy Overview

The bill opens with the language adopted in 2019 outlining the 9 principles of The Blueprint for Maryland's Future and the foundation of a world-class education system. (pp. 5-8)

Budget Reporting Requirements

The bill proposes to require annual school-based budget reporting for an expanded set of funding categories, including: compensatory education, English learners, special education, concentration of poverty, increased teacher salaries, additional teachers, community schools, behavioral health, CTE,

transitional supplemental instruction, full-day prekindergarten, school maintenance, and more. MSDE must develop a system capable of receiving and managing these reports. (pp. 8-10)

Revising and Adopting New Funding Formulas

The bill proposes new definitions and funding formulas for existing programs and the new programs created by the Act. These include the definitions of local wealth, net taxable income, assessable property base, enrollment, and local government funding shares. Education funding programs include the Foundation Program, Compensatory Education, At-Promise Funding, Concentration of Poverty, Special Education, English Language Learners, Comparable Wage Index, Guaranteed Tax Base Program, College and Career Readiness, Transition Grant Program, Judy Center Expansion, School-based Health Centers, Per Pupil Minimum School Funding, among other programs. Throughout the bill, categorical per pupil funding is stipulated to be provided to the local board by the State and county, and then distributed by the local board to each school. The targeted per pupil foundation amount increases from \$7,991 in 2022 to 11,326 in 2030. (pp. 10-59)

Accountability and Implementation Board & Expert Review Teams

As recommended by the Kirwan Commission, the bill creates the seven member Accountability and Implementation Board to adopt a comprehensive plan to implement the full set of recommendations adopted by the Kirwan Commission. The Board would be appointed by the Governor, through a nominating committee process and Senate confirmation. The Board would be responsible for withholding at least 25% of the increase in the state share of major education aid contingent on the Board's satisfaction with how a local plan is being implemented. The Board would establish expert review teams of experts and educators to evaluate and make recommendations as to whether the Blueprint is being implemented and how to improve student performance. (pp. 59-80)

Educator Preparation and Licensure

These provisions contain the elements of teacher preparation and principal and teacher licensure programs. Passing a performance-based assessment will be a requirement for graduating from a teacher preparation program as of July 1, 2025. (pp. 81-94)

Leadership Training Program

In collaboration with the Accountability Board, MSDE must establish leadership training for the state superintendent and board, local superintendents and boards, and lead staff. Training will feature knowledge of research on how students learn, roles for school leaders in driving change, methods for organizing schools to achieve high performance, and an overview of ethical leadership. (pp. 90-92)

Educator Career Ladder

Career Ladder provisions define and govern the role of National Board Certification (NBC) and the mandate that by 2023 each local board adopt a career ladder to transform teaching into a high-status profession. The bill links collective bargaining to the implementation of career ladders, and sets minimum amounts of time teachers spend in classrooms for teachers generally, lead teachers, and master teachers. MSDE must develop, and local school systems must implement, a new professional development program. In 2024 new minimum salary increases are required for teachers based on NBC and lead or master teacher status. (pp. 95-115)

Individualized Career Counseling

Each local board is required to enter into a local career counseling agreement with the local workforce development board, the community college that serves the county, and if appropriate an American Job Center. (pp. 119-120)

Prekindergarten

The bill directs the transition to expanded access to voluntary public and nonpublic provided full-day prekindergarten for income eligible 3 and 4 year olds. The bill provides that nonpublic providers are expected to meet 30% of the demand for additional slots in the 2020-2021 school year and 50% by the 2024-25 school year. The bill phases in expansion of access to all of the lowest income 3 and 4 years, through the next tier of these students, and then four years above the income threshold. (pp. 120-129)

Curriculum, Assessments and Supports

The State Board, with the advice of teachers, must develop revised curricula and student assessments to ensure that students are acquiring the knowledge contained in the curriculum standards in English, mathematics, science, and history or social studies. Based on assessment results, MSDE will identify low-performing schools for the assistance of expert review teams. (pp. 129-131)

College and Career Readiness

The bill adopts the goal that students enrolled in public school shall meet the CCR standard before the end of the 10th grade and no later than the time the student graduates from high school. The CCR standard is based on English language arts, mathematics, and, when practicable, science that enables the student to be successful in entry level credit bearing courses or postsecondary education training at a state community college. A study must be commissioned to create a new CCR standard. Local school systems must develop programs of instruction for students not meeting the CCR standard by the end of 10th grade. (pp. 131-140)

Behavioral Health

Defines the responsibilities of local behavioral health services coordinators. (pp. 141-142)

Gifted & Talented

School systems must develop accelerated paths for gifted middle school students to achieve CCR before the end of 10th grade. (p. 142)

Child Care Capacity & Workforce

The bill creates a childcare accreditation support fund, professional development fund, and incentive grant program to develop a highly qualified early childcare workforce. (pp. 143-145)

Family Support Services

The bill defines services provided to children and families by family support centers, including parental skills, health care counseling, adult education services, and employment counseling. This section defines trauma-informed interventions, and wraparound services including linkages to Judy Centers. (pp. 145-149)

Community Schools

The bill reflects Commission recommendations and recent legislation defining community school coordinator roles, the scope of services to be provided including needs assessments and the coordination of support programs to address out-of-school learning barriers. (pp. 149-154)

Dual Enrollment

School Systems would be required to pay 75% of the cost of tuition for a public institution of higher education in the state for each dually enrolled student who is enrolled in a public school. (p.156)

Teacher Quality & Diversity Program and Scholarships

This section requires the Maryland Higher Education Commission (MHEC) to implement a teacher quality and diversity program. (pp. 157-158)

Career and Technical Education

The bill establishes the Career and Technical Education (CTE) Committee, within the Governor's Workforce Development Board, and provides that beginning with the 2023–2024 school year, CTE programs must be aligned with the system implemented by the CTE committee, including CTE programs adopted by county boards, the state board, and community colleges. The key goal remains for each county board to reach the statewide goal that 45% of public school students achieve an industry–recognized occupational credential before they graduate. (pp. 159-170)

Uncodified Sections

These sections include the direction to local boards to conduct hiring practices contributing to the lack of diversity in the teaching workforce, direction to the state board to study the National Center on Education and Economy's 2013 report on college math readiness, and direction to MSDE and MHEC and institutions of higher learning to align teacher preparation programs with the Commission's recommendations. Local boards are also directed to expand school behavioral health services. (pp. 170-172)

Blueprint for Maryland's Future Bill Hearing

At noon on Presidents Day, Monday February 17, the House Appropriations, House Ways and Means, Senate Budget & Taxation, and Senate Education Committees will hold a joint hearing on HB 1300 and SB 1000 in the Joint Hearing Room of the Dept. of Legislative Services Building. MABE looks forward to having a panel of our leadership presenting testimony on key funding and policy facets of this monumental piece of legislation.

Bill on Daily Substitutes Being Heard this Week

On Thursday, February 13, Senate Bill 241 will be heard in the Senate Finance Committee. MABE greatly appreciates this bill being introduced and cosponsored by Senator Jack Bailey and Senator Pam Beidle. [Contact members of the Finance Committee to voice your support for Senate Bill 241.](#)

MABE strongly supports SB 241 in order to treat daily, on-call as-needed, employees in the public school setting in the same manner as daily on-call as-needed employees in the health and human

services industries. This bill would make a very meaningful amendment to the section of the Healthy Working Families Act governing substitute teachers and other similarly situated school employees.

A section of the law passed in 2018 already exempts daily substitute employees, but only in “a health or human services industry.” MABE believes a logical extension of the exemption applying to employees in health and human services industries would be to similarly exclude daily employees in local school systems.

The exemption we are seeking would only be for those school employees who: (1) are called to work on an as-needed basis, (2) can reject or accept the shift offered, and (3) are not guaranteed to be called on to work.

Again, these conditions are already in the law for health or human service industry employees. SB 241 is needed to avoid the scenario that a school system calling on a substitute teacher or bus driver to work on any given day could be informed that the part-time employee is instead taking compensated sick leave. The school system would then have to incur that expense, continue to seek a substitute who is available, and calculate earned sick leave for that “substitute for a substitute” under the law.

Bill Report

The [February 11, 2020](#) Bill Report, including MABE’s positions and the status of all the bills we are tracking, is available on the MABE website and updated weekly during Session.

Bill Hearing and Briefing Highlights

February 13, 2020

- SB 241 – Maryland Health Working Families Act – Applicability (MABE Position: Support) Senate Finance Committee, Hearing 2/13 at 1:00 p.m.
- HB 508 – Financial Literacy Curriculum and Graduation Requirement (MABE Position: Oppose) House Ways and Means Committee, 2/13 at 1:00 p.m.

February 17, 2020

- HB 1300/SB 1000 – Blueprint for Maryland’s Future – Implementation (MABE Position: Support w/Amendments) Senate B&T and EHEA, House W&M and APP, Joint Hearing Room on 2/17 at 12:00 p.m.

February 19, 2020

- HB 724 – Public Charter Schools – Virtual Learning Programs (MABE Position: Oppose) House Ways and Means Committee, 2/19 at 1:00 p.m.
- HB 754 – High School Graduation Requirements for Students in Foster Care or Homeless Youth (MABE Position: Support w/Amendments) House Ways and Means Committee, 2/19 at 1:00 p.m.

MABE Advocacy for the Kirwan Blueprint

The following advocacy tools provide clear and concise explanations of the key reasons to pass the Kirwan Blueprint in 2020. MABE encourages all board members and all Marylanders to use these talking points with state legislators and local officials.

- [Blueprint Talking Points](#) - A list of 10 talking points on a convenient 5X7 postcard
- [The Value of the Blueprint in One Page](#) - A one-page document that outlines easy to understand concepts on the importance of the Blueprint
- [Kirwan Business Leaders & the ROI](#) - A brief document outlining what Maryland business leaders are saying about Kirwan and the return on investment
- [An Economic Assessment of Kirwan Commission Recommendations](#) - A study written by Sage Policy Group Inc., and paid for by Strong Schools Maryland

More information on the Kirwan Commission on Innovation and Excellence in Education, including the Commission's [Interim Report](#) issued in January 2019, the [National Center on Education and the Economy \(NCEE\) Framework](#), the Blueprint legislation passed in 2019 (Senate Bill 1030), and MABE's testimony throughout the process, is available on MABE's [priority issue page](#) on the Kirwan Commission and Blueprint for Maryland's Future.

Advocacy Resources

- [MABE's Annapolis Advocacy Center](#)
 - Including resources on MABE's [Legislative Committee](#), [Priority Issues](#), [2020 Positions & Bill Testimony](#), the [Education Advocate](#) newsletter, and [Kirwan Blueprint resources](#).
- [MABE's State Board Advocacy Center](#)
 - Including resources on pending State Board regulations, and issues of MABE's newsletter recapping the monthly State Board meetings, [The Monitor](#).
- [MABE's Federal Advocacy Center](#)
 - Including resources on MABE's Federal Relations Network Committee and pending federal funding and policy issues.

For more information, contact John R. Woolums, Esq., MABE's Director of Governmental Relations, at jwoolums@mabe.org or 410-841-5414.

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