

## House Bill 1300 Draft Concept Amendments 2-28

Amendment #	Early Childhood Education	Policy Area
1	Require that all providers receiving pre-k funds be subject to the ban on pre-k through 2nd grade suspensions.	1
2	Give preference to EXCELS Level 2 in existence on June 30, 2020, for grants under Title 9.5 Subtitle 9.	1
3	Restore current law date for the KRA to be done to October 10.	1
4	Require private providers to pay preK teachers the same annual salary as public providers.	1
5	Clarifying that the 10-1 ratio for pre-k is for students to class personnel, not students to teachers.	1
6	Adds county board pre-K private provider MOU to implementation plan and require MOU to address racial and socioeconomic integration in preK classrooms.	1
Amendment #	High-quality and Diverse Teachers and Leaders	Policy Area
7	Change all references from “master” to “distinguished” (e.g., teacher, principal).	2
8	Add a program for NBC supports including increased support for teachers from historically underrepresented populations in the teaching profession (including online training, introducing supports to teachers, affinity networks).	2
9	Change references of minority to “underrepresented populations in the teaching profession”.	2
10	Publicize Nancy Grasmick LARP program at HBCUs and in a manner that focuses on students who are historically underrepresented in the teaching field.  Altering the Nancy Grasmick LARP award to add schools that lose title I status but continue to participate in the community eligibility provision.	2
11	Add culturally responsive pedagogy and trauma-informed pedagogy, to the lead teacher requirements.	2
12	Ensure that, as the career ladder is implemented, NBC teachers are not only located in high performing schools but are also evenly distributed throughout the school system.	2

13	Clarify that everything in the career ladder not specified in the bill is subject to collective bargaining.	2
14	Repeal the requirement that all new teachers become NBC at some date in the future (i.e. NBC trigger).	2
15	Delete specific salary increases for NBC recertification.	2
16	Lower the initial NBC salary increase to \$10,000; raise the salary increase for NBC teachers working in a low-performing school to \$7,000.	2
17	Altering the provisions on how teacher preparation and certification rules and regulations are approved by the State Board and PSTEB so that they must jointly agree on them; repeal authority for State Board to overrule PSTEB if 3/4th of the members of State Board approve.	2
18	Requiring the department, in the teacher preparation technical description, to seek highly qualified individuals including teachers from groups historically underrepresented in the teaching profession.	2
19	In a practicum program, requiring institutions of higher education or alternative teacher prep programs to give priority to public partner schools in the same community.	2
20	Add classroom management to the teacher preparation program instructional components.	2
21	Add that, in selecting teachers and principals in level four of the career ladder that priority must be given teachers and principals with experience teaching in diverse schools, including those with historic concentrations of poverty.	2
<b>Amendment #</b>	<b>College and Career Readiness Pathways</b>	<b>Policy Area</b>
22	TSI Tutors and the CSC should, to the extent practicable, be employees within the school system.	3
23	Clarify that Post CCR pathways are required for each CCR student; for middle and high school students, school systems shall encourage and enroll, to the extent practicable, all students in next most rigorous course after student demonstrates readiness (not just through CCR).	3
24	Add to the State's goal that each student enrolled in public school shall have equitable access to college and career readiness (CCR) and meet the CCR standard at an equal rate.	3

25	Clarify that use of the State curriculum standards and resources are voluntary, in accordance with ED §4-111.	3
26	Requiring, as a part of MSDE study of CCR standard, MSDE shall study any potential biases in the CCR standard.	3
27	Delete mandated funding for the CCR study.	3
28	For students who do not reach CCR by the end of 10th grade, removing the requirement of an assigned teacher and replacing with individualized student plan.	3
<b>Amendment #</b>	<b>More Resources to Ensure All Students Are Successful</b>	<b>Policy Area</b>
29	Alter the behavioral health report in Section 7 to be submitted on November 1, 2021.	4
30	Add a description of the professional qualifications of a community school coordinator.	4
31	Permanently extend the provision that if a county provides a school nurse, school health services, or community school services from funds outside of those in the local appropriation, the county shall continue to provide those same resources to an eligible school through fiscal 2030.	4
32	In FY 21 and FY 22, authorize Concentration of Poverty funds to be used to meet COMAR enrichment requirements.	4
33	Mandate a SBHC Coordinator position in each of MSDE and MDH.	4
34	Alter the definition of “wraparound services” after “enhancing student enrichment experiences” to add “including educational field trips, partnerships, and programs with museums, arts organizations, and cultural institutions”.	4
35	Clarifying that the flexibility provided to districts with at least 40 eligible Concentration of Poverty School applies to both personnel grants and per pupil grants.	4
<b>Amendment #</b>	<b>Governance and Accountability</b>	<b>Policy Area</b>
36	Change the voting requirement of the AIB Nominating Committee to be decided by a majority vote.	5
37	Add that the Governor shall appoint the members of the AIB from the slate of names submitted by the nominating committee. Add that the Governor may not dismiss the slate presented by the nominating committee.	5

38	Authorize the AIB to adopt regulations.	5
39	Add a requirement that AIB should collect data on the funding of behavioral health supports.	5
40	Require the AIB to strive to provide equal access to a high quality education with equitable outcomes for all students.	5
41	Require members of the expert review teams to have experience or knowledge of the level (elementary/middle) of school they are reviewing and add that they represent geographic diversity, to the extent practicable.	5
42	Add that teachers on the expert review teams are represented by teacher organizations that represent a majority of the teachers in the State for the purposes of collective bargaining.	5
43	Prohibit the AIB, CTE Committee, and CTE Skills Standard Advisory Committee members from receiving compensation.	5
44	Requiring all reports to and by the AIB and CTE board be disaggregated by race, ethnicity, gender, income level; language, and disability status.	5
45	Require that the AIB monitor student assignment to novice or out-of-field teachers; require the implementation plan to include provisions to avoid disproportionate assignment of students in various demographic categories to novice or out-of-field teachers, particularly in concentration of poverty schools.	5
46	Add to what AIB is required to monitor, and to what LEAs must include in their implementation plans, to include 1) that students have equitable access to effective teachers, 2) community schools, and 3) the concentration of poverty grant program.	5
47	Add to AIB monitoring of school-level expenditures to specifically include how LEAs are spending additional special education funding provided by the Blueprint, and if LEAs are not spending any of the additional funds on special education, examine why they are not necessary.	5
48	Mandate annual funding for the AIB including 15 staff.	5
49	Changing the deadlines for the comprehensive implementation plan, the MSDE implementation plan criteria, and the local board implementation plan criteria.	5

50	Clarifying that the AIB should hold any withheld funds in escrow for the LEA.	5
51	Requiring implementation plans to be concise and focused on actions taken/to be taken to achieve Blueprint goals, e.g. no more than a certain length.	5
52	Requiring the membership of the AIB and the nominating committee to reflect, to extent practicable, the geographic, racial, ethnic, cultural, and gender diversity of the State.	5
53	Requiring each LEA has a Blueprint implementation coordinator.	5
54	Requiring the AIB to publish the comprehensive implementation plan and local implementation plans on its website.	5
55	AIB independent evaluations should include student outcomes, disaggregated by race, ethnicity, gender, income.	5
56	Add to school system implementation plan that schools develop a plan to reach equity in achievement gaps.	5
<b>Amendment #</b>	<b>Funding</b>	<b>Policy Area</b>
57	Alter the fiscal year that county boards are required to report specified categories in their budget from fiscal 2023 to fiscal 2024. For fiscal 2022 and 2023, require MSDE/county boards to submit school-level expenditures as reported under ESSA to AIB.	Funding
58	Add a provision to require MSDE to update the Financial Reporting Manual and to ensure the MSDE financial and data systems are capable of integrating local data. Require them to do this in conjunction with the AIB.	Funding
59	Allowing systemwide obligations and contracts for goods and services to be accounted for outside the school-based budget allocation.	Funding
60	Alter the 75% requirement of funds following the student in § 5-234 to allow school systems to aggregate across the schools for special education funds.	Funding
61	Retain the MOE escalator for FY 22 and FY23 and require MSDE to submit a report on the impact of removing MOE escalator by November 1, 2021.	Funding
62	Repeal the comprehensive Master Plans.	Funding

63	Establish a maximum local effort index pegged to the State average effort (local appropriation/local wealth) that a county is required to fund through the local share of State aid formulas; provide additional State funding for counties above the State average beginning in FY 2022 (phase in); allow State funding to be used to offset the required local share of State aid formulas; however, a county cannot use the State funds to offset the required per pupil MOE amount.	Funding
64	Allow State funding from the Guaranteed Tax Base formula to be used to offset the required local share of State aid formulas; however, a county cannot use the State funds to offset the required per pupil MOE amount.	Funding
65	Allow State funding from the 15% Foundation and 40% floors to be used to offset the required local share of State aid formulas; however, a county cannot use the State funds to offset the required per pupil MOE amount.	Funding

**Draft 2/28**  
**House Bill 1300 – Technical Amendments**

Page 11 – clarify the language in the defined term “assessed value of real property” to exclude TIF districts in disparity grant counties.

Page 25 – inserting for fiscal year 2022 and 2023 the GCEI grants under current law as the comparable wage index starts in fiscal year 2024

Page 30 – clarifying for the concentration of poverty grant that it is based on the number of students eligible for the compensatory education program

Page 34 – clarifying that the concentration of poverty per pupil grant begins 1 year after becoming eligible (receive the personnel grant in year 1) and completion of the needs assessment

Page 39 – clarifying who is counted as a struggling learner to include score 3 on PARCC and that the number of 3<sup>rd</sup> graders is used as a proxy for the earlier grades

Page 58 – clarify that school based health center grants are distributed by MSDE

Page 71–72, 169–170 – correcting to comply with MLDS data security policies

Page 81 – clarify that teacher candidate data trends be disaggregated by gender, racial, and ethnic background

Page 90 – extend the teacher collaborative grant as recommended by Commission

Page 142 – mandate funding for Infants and Toddlers mistakenly not in first reader, updating title of the child care subsidy to child care scholarship

Page 163 – clarifying that four members are jointly selected for CTE Committee

Page 172 – providing for the delayed repeal of current law for programs not expiring until 2025, repealing LEAP

Throughout – various errors found by legislative editing including comma placement, spelling, etc. technical purpose, function and short renumbering and repealing special sections, correcting cross references, renumbering, and clarifying wording