

The Blueprint for Maryland's Future

On Friday, February 7, the “Blueprint for Maryland’s Future – Implementation” legislation was introduced as House Bill 1300 and Senate Bill 1000. The following outline highlights the bill’s major provisions governing student funding formulas and funding accountability, and the page references are to 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)

Funding Formulas

Target Per Pupil Foundation Amount

The target per pupil foundation amount includes costs associated with implementing the Blueprint for Maryland’s Future including: (1) increasing salaries; (2) additional teachers to provide professional learning and collaborative time for teachers; (3) career counseling; (4) behavioral health; (5) instructional opportunities for students who are college and career ready and those who are not; (6) maintenance and operation of schools; and (7) supplies and materials for teachers.

State & Local Funding to Boards & Distributed to Schools

The following process of ensuring that state and local funds are distributed to schools on a per pupil basis is repeated in the bill for the Foundation program, CWI, Career Readiness funding, and the Compensatory Education, Special Education, English Language Learner, Prekindergarten, and Supplemental Instruction funding programs.

EACH FISCAL YEAR, THE STATE SHALL DISTRIBUTE THE STATE SHARE OF THE FOUNDATION PROGRAM TO EACH COUNTY BOARD. (2) EACH FISCAL YEAR, THE COUNTY SHALL DISTRIBUTE THE LOCAL SHARE OF THE FOUNDATION PROGRAM TO THE COUNTY BOARD. (B) EACH FISCAL YEAR, THE COUNTY BOARD SHALL DISTRIBUTE TO EACH SCHOOL THE MINIMUM SCHOOL FUNDING AMOUNT FOR THE FOUNDATION PROGRAM CALCULATED UNDER § 5-234 OF THIS SUBTITLE.

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 annual increase in the state share of major education aid. Releasing this 25% of the increase would be contingent on having an approved plan (FY 22-24), and then 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 based on the standards in English, mathematics, science, and history or social studies. Based on assessment results, MSDE will identify low-performing schools for assistance by 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 also 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 the Blueprint for Maryland's Future legislation, HB 1300 and SB 1000. The hearing will be held 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.