



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

April 19, 2019

To Local Superintendents of Schools:

Attached for your information are the **Revised DRAFT Calculations** for the Major State Aid Programs for Fiscal Year 2020. Note that these calculations include updates to enrollment and wealth data used in the calculation of the grants.

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Page 3 & 3a.....	Wealth for Calculating the Foundation Program
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In the 2019 Legislative Session, the Maryland General Assembly enacted SB1030, The Blueprint for Maryland's Future. This legislation has the potential to provide substantial funding to Maryland's public schools in FY 2020 and FY 2021. Note though that the funding for FY 2020 is not mandated and subject to the Governor's decisions on whether to fund the programs. A copy of this legislation, as well as, the fiscal note explaining its impact are attached. As we become aware of additional information regarding the funding decisions, we will advise you, accordingly.

Local Superintendents of Schools

April 19, 2019

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Additionally, please note that \$3,060,774 in funding is restricted pending a report on the Tax Increment Financing (TIF) assessable base data and potential recalculation of the affected programs. The amounts associated with this restriction are shown in columns 161, 162, 163, and 165, on page 16 of these calculations.

If you have any questions regarding these calculations, please feel free to contact Steve Brooks at 410-767-0793 or by email at [steve.brooks@maryland.gov](mailto:steve.brooks@maryland.gov).

Sincerely,



Amalie E. Brandenburg  
Deputy Superintendent/COO  
Office of Finance and Administration

AEB:sab

Attachments

c: LEA School Business Officials  
MSDE Leadership Team

**Summary of Major State Aid Programs  
Fiscal Year 2020**

Local Unit	Col. 1 Foundation Program	Col. 2 Geog. Cost of Educ. Index (GCEI)	Col. 3 Total Transportation Grants	Col. 4 Compensatory Education	Col. 5 Limited English Proficient	Col. 6 Special Education Formula	Col. 7 Guaranteed Tax Base	Col. 8 Supplemental Grants	Col. 9 NTI Adjustment	Col. 10 TIF *	Col. 11 Declining Enrollment Grant	Col. 12 Supplemental Prekindergarten Grant **	Col. 13 Hold Harmless Grant ***	Col. 14 Total Direct Mandated Grants
Allegany	40,928,168	-	5,066,143	22,243,477	87,209	5,876,415	4,467,664	10,348	2,148,109	-	845,308	-	-	81,672,841
Anne Arundel	224,274,506	10,543,465	26,495,494	71,252,071	16,739,448	19,431,072	-	-	2,460,392	-	-	-	-	371,196,448
Baltimore City	352,068,096	22,386,644	21,129,399	286,649,896	27,563,579	45,487,155	17,375,976	18,310,933	-	189,448	15,487,914	19,450,293	11,475,925	837,575,258
Baltimore	416,979,657	6,355,523	34,547,207	154,224,738	27,865,731	40,255,835	-	-	-	-	-	-	-	680,228,691
Calvert	61,358,238	2,353,891	6,295,640	10,132,968	555,046	4,375,826	-	-	1,375,502	-	-	-	-	86,447,111
Caroline	29,235,834	-	2,960,058	16,119,610	2,770,871	2,726,261	1,827,147	966,820	1,150,725	-	-	-	-	57,757,326
Carroll	92,452,770	2,517,424	10,674,018	14,251,882	1,148,232	7,645,089	-	-	2,238,330	-	263,304	-	-	131,191,049
Cecil	63,738,369	-	5,672,136	23,140,848	1,310,013	7,395,042	-	49,060	3,067,114	-	930,679	-	761,163	106,064,424
Charles	115,861,320	3,812,445	11,968,026	35,504,708	3,392,610	10,197,021	2,137,264	-	6,402,288	-	-	-	-	189,275,682
Dorchester	21,643,078	-	2,729,544	13,501,936	931,240	1,698,779	1,413,088	1,321,515	1,016,784	-	34,193	-	-	44,290,157
Frederick	167,766,572	7,185,295	14,076,246	35,631,886	10,695,312	13,618,413	-	-	3,441,992	-	-	-	-	252,415,716
Garrett	10,661,437	-	3,248,709	4,561,279	28,972	793,280	-	1,201,160	577,079	-	-	515,454	-	21,587,370
Harford	141,782,272	-	13,727,958	35,045,462	2,625,671	13,245,507	-	-	3,788,991	-	-	-	-	210,215,861
Howard	183,889,542	6,128,940	19,739,794	33,848,458	10,351,914	12,853,249	-	-	-	-	-	-	-	266,811,897
Kent	2,256,453	129,957	1,698,840	2,771,054	200,816	574,592	-	1,003,414	54,654	-	276,097	139,614	-	9,105,491
Montgomery	368,197,235	38,902,207	46,449,499	143,060,602	76,846,546	42,511,232	-	-	-	-	-	-	-	715,967,321
Prince George's	549,243,367	44,290,251	44,368,583	289,088,420	113,918,817	46,094,508	-	20,505,652	27,763,521	3,061,125	-	-	-	1,138,334,244
Queen Anne's	22,624,766	597,491	3,675,891	5,092,445	843,284	1,843,840	-	-	162,585	-	2,695	-	-	34,842,997
St. Mary's	70,138,417	246,872	7,587,198	18,865,723	1,083,359	5,443,584	-	3,251,181	1,916,566	-	430,444	-	-	108,963,344
Somerset	14,050,383	-	2,073,963	10,461,486	637,162	1,882,567	1,625,762	-	797,737	-	38,529	1,026,064	-	32,593,653
Talbot	4,776,694	-	1,842,605	5,519,626	1,164,733	1,061,280	-	-	-	-	-	-	-	14,364,938
Washington	103,951,907	-	7,935,067	45,732,790	2,876,526	8,818,295	7,643,980	-	4,444,796	-	580,621	-	-	181,983,982
Wicomico	75,561,481	-	5,733,697	46,282,710	7,043,675	7,731,983	7,194,076	-	2,493,660	-	-	-	-	152,041,282
Worcester	6,925,988	-	3,348,939	7,444,750	398,763	1,689,472	-	-	-	-	-	-	-	19,807,912
<b>Total State</b>	<b>3,140,366,550</b>	<b>145,450,405</b>	<b>303,044,654</b>	<b>1,330,428,825</b>	<b>311,079,529</b>	<b>303,250,297</b>	<b>43,684,957</b>	<b>46,620,083</b>	<b>65,300,825</b>	<b>3,250,573</b>	<b>18,889,784</b>	<b>21,131,425</b>	<b>12,237,088</b>	<b>5,744,734,995</b>
	Page 5	Page 5	Page 6	Page 7	Page 8	Page 9	Page 10	Page 11	Page 13	Page 13	Page 14	Page 15	Page 15	

\* Funding of \$3,060,774 is restricted pending a required report regarding the Tax Increment Financing assessable base data and potential recalculation.

\*\* This schedule does not include potential additional funding to the Supplemental Prekindergarten Grant program per SB1030 of the 2019 Legislative Session.

\*\*\* Nonmandated funding

[STAUD 20B - 04-19-19.xlsx]Summary

**Enrollment for Calculating the Foundation Program  
Fiscal Year 2020 - September 30, 2018**

Local Unit	Col. 15 Total Enrollment	Col. 16 Pre-K *	Col. 17 SEED School (Net FTE) **	Col. 18 Evening High	Col. 19 Part Time	Col. 20 College	Col. 21 Multiple ***	Col. 22 Out-of State	Col. 23 Other Ineligible	Col. 24 Total Eligible FTE ****
Allegany	8,539.00	469	-	-	15.00	1.50	2.25	1.00	2.00	8,048.25
Anne Arundel	83,323.00	2,323	10.00	-	141.25	-	-	-	9.00	80,859.75
Baltimore City	79,297.00	4,314	197.00	-	51.25	-	0.50	2.00	1,546.00	73,580.25
Baltimore	113,823.00	3,884	73.00	14.75	79.50	-	-	119.00	130.00	109,668.75
Calvert	15,936.00	440	3.00	-	21.25	-	1.25	-	3.00	15,473.50
Caroline	5,829.00	312	-	-	0.75	-	-	1.00	-	5,515.25
Carroll	25,179.00	353	1.00	-	0.25	-	-	2.00	2.00	24,822.75
Cecil	15,307.00	623	-	-	-	1.25	0.50	-	-	14,682.25
Charles	27,108.00	789	-	-	3.00	-	0.50	-	1.00	26,314.50
Dorchester	4,785.00	236	-	-	-	-	-	-	19.00	4,530.00
Frederick	42,714.00	1,259	1.00	-	35.75	7.75	55.50	3.00	25.00	41,329.00
Garrett	3,842.00	180	-	-	-	-	-	-	1.00	3,661.00
Harford	37,826.00	952	4.00	-	7.50	1.25	-	-	-	36,869.25
Howard	57,917.00	1,337	14.00	-	81.75	52.25	4.25	-	51.00	56,404.75
Kent	1,912.00	112	-	-	-	-	-	-	6.00	1,794.00
Montgomery	162,680.00	4,579	6.00	-	52.00	-	1.00	-	105.00	157,949.00
Prince George's	132,667.00	5,109	88.00	-	39.25	0.50	-	88.00	142.00	127,376.25
Queen Anne's	7,749.00	248	-	-	2.75	-	-	-	-	7,498.25
St. Mary's	17,999.00	956	1.00	-	3.25	-	-	-	1.00	17,039.75
Somerset	2,930.00	199	-	-	-	-	-	4.00	2.00	2,725.00
Talbot	4,674.00	278	-	-	-	-	-	-	-	4,396.00
Washington	22,681.00	871	-	-	-	2.00	-	6.00	10.00	21,792.00
Wicomico	15,513.00	616	6.00	9.25	0.75	-	0.25	457.00	68.00	14,367.75
Worcester	6,810.00	402	-	-	-	-	3.00	27.00	4.00	6,374.00
<b>Total State</b>	<b>897,040.00</b>	<b>30,841</b>	<b>404.00</b>	<b>24.00</b>	<b>535.25</b>	<b>66.50</b>	<b>69.00</b>	<b>710.00</b>	<b>2,127.00</b>	<b>863,071.25</b>

\* Prekindergarten students are not included in the Full-time equivalent enrollment for the Foundation Program funding. Full-time equivalent enrollment is defined in Education Article 5-202.

\*\* Enrollment includes SEED School of MD students in home school systems.

\*\*\* Adjustments in the "Multiple" column reflect students who are less than 1.0 FTE and are taking courses in more than one of the locations noted in the prior three columns (i.e. Evening High, Part Time at the HS, and College).

\*\*\*\* Col. 24 = Col. 15 - Col. 16 + Col. 17 - Col. 18 - Col. 19 - Col. 20 - Col. 21 - Col. 22 - Col. 23

[STAID 20B - 04-19-19.xlsx]Enroll

**Wealth for Calculating the Foundation Program  
Fiscal Year 2020**

	Col. 25	Col. 26	Col. 27	Col. 28	Col. 29	Col. 30	Col. 31	Col. 32	Col. 33	Col. 34	Col. 35
	<b>Personal Property</b>							<b>Real Property</b>			
<b>Local Unit</b>	<b>Railroad Operating</b>	<b>Utility Operating</b>	<b>Business</b>	<b>Subtotal</b>	<b>50% of Subtotal (Col. 28)</b>	<b>Full Year</b>	<b>New Construction</b>	<b>Railroad Operating</b>	<b>Subtotal</b>	<b>40% of Subtotal (Col. 33)</b>	<b>Utility Operating</b>
Allegany	17,839,000	129,649,000	196,000,000	343,488,000	171,744,000	3,585,248,000	750,000	15,359,000	3,601,357,000	1,440,542,800	7,898,000
Anne Arundel	1,809,000	1,058,727,000	1,480,000,000	2,540,536,000	1,270,268,000	87,566,818,000	200,000,000	761,000	87,767,579,000	35,107,031,600	54,764,000
Baltimore City	38,305,000	972,709,000	1,260,000,000	2,271,014,000	1,135,507,000	40,468,291,000	120,733,000	205,592,000	40,794,616,000	16,317,846,400	161,823,000
Baltimore	11,339,000	1,492,887,000	1,625,000,000	3,129,226,000	1,564,613,000	83,914,951,000	204,235,000	17,234,000	84,136,420,000	33,654,568,000	123,008,000
Calvert	-	155,919,000	135,000,000	290,919,000	145,459,500	11,922,919,000	23,900,000	-	11,946,819,000	4,778,727,600	11,773,000
Caroline	-	63,466,000	58,000,000	121,466,000	60,733,000	2,526,111,000	2,250,000	-	2,528,361,000	1,011,344,400	5,636,000
Carroll	7,355,000	294,473,000	280,000,000	581,828,000	290,914,000	19,411,203,000	35,000,000	6,767,000	19,452,970,000	7,781,188,000	12,831,000
Cecil	5,610,000	190,994,000	370,000,000	566,604,000	283,302,000	9,834,508,000	16,000,000	6,828,000	9,857,336,000	3,942,934,400	17,789,000
Charles	3,124,000	275,396,000	211,250,000	489,770,000	244,885,000	17,459,570,000	46,715,000	1,107,000	17,507,392,000	7,002,956,800	33,894,000
Dorchester	-	130,171,000	-	130,171,000	65,085,500	2,744,809,000	1,750,000	-	2,746,559,000	1,098,623,600	2,109,000
Frederick	-	383,386,000	-	383,386,000	191,693,000	30,401,016,000	87,500,000	11,061,000	30,499,577,000	12,199,830,800	29,849,000
Garrett	-	72,835,000	110,520,000	183,355,000	91,677,500	4,342,568,000	3,900,000	925,000	4,347,393,000	1,738,957,200	36,654,000
Harford	2,761,000	631,823,000	710,000,000	1,344,584,000	672,292,000	27,665,161,000	50,000,000	2,258,000	27,717,419,000	11,086,967,600	52,339,000
Howard	8,340,000	628,698,000	810,000,000	1,447,038,000	723,519,000	51,347,160,000	192,864,000	18,208,000	51,558,232,000	20,623,292,800	40,766,000
Kent	-	45,655,000	-	45,655,000	22,827,500	2,920,333,000	3,050,000	-	2,923,383,000	1,169,353,200	2,072,000
Montgomery	7,330,000	1,678,782,000	1,875,000,000	3,561,112,000	1,780,556,000	190,272,236,000	290,264,000	10,419,000	190,572,919,000	76,229,167,600	118,530,000
Prince George's	10,282,000	1,491,961,000	1,500,000,000	3,002,243,000	1,501,121,500	92,226,581,000	229,779,000	7,343,000	92,463,703,000	36,985,481,200	67,561,000
Queen Anne's	-	80,586,000	-	80,586,000	40,293,000	8,160,738,000	12,500,000	-	8,173,238,000	3,269,295,200	4,892,000
St. Mary's	-	129,746,000	155,000,000	284,746,000	142,373,000	12,329,103,000	26,000,000	-	12,355,103,000	4,942,041,200	6,642,000
Somerset	52,000	41,458,000	96,000,000	137,510,000	68,755,000	1,344,708,000	1,250,000	3,686,000	1,349,644,000	539,857,600	1,700,000
Talbot	-	65,957,000	-	65,957,000	32,978,500	8,359,370,000	8,500,000	-	8,367,870,000	3,347,148,000	3,087,000
Washington	17,382,000	154,065,000	361,000,000	532,447,000	266,223,500	12,406,807,000	22,500,000	35,686,000	12,464,993,000	4,985,997,200	12,940,000
Wicomico	68,000	157,526,000	190,000,000	347,594,000	173,797,000	6,070,829,000	7,500,000	5,631,000	6,083,960,000	2,433,584,000	16,306,000
Worcester	122,000	152,579,000	158,843,000	311,544,000	155,772,000	15,479,079,000	22,500,000	411,000	15,501,990,000	6,200,796,000	5,917,000
<b>Total State</b>	<b>131,718,000</b>	<b>10,479,448,000</b>	<b>11,581,613,000</b>	<b>22,192,779,000</b>	<b>11,096,389,500</b>	<b>742,760,117,000</b>	<b>1,609,440,000</b>	<b>349,276,000</b>	<b>744,718,833,000</b>	<b>297,887,533,200</b>	<b>830,780,000</b>

Notes: Column 28 is the sum of Columns 25, 26, & 27.  
Column 33 is the sum of Columns 30, 31, & 32.  
Column 40 is the sum of Columns 29, 34, 35, & 38.  
Column 41 is the sum of Columns 29, 34, 35, & 39.  
Column 42 is Column 41 minus Column 37.

Wealth data continues on next page.

[STAID 20B - 04-19-19.xlsx]Wealth

**Wealth for Calculating the Foundation Program  
Fiscal Year 2020**

	Col. 36	Col. 37	Col. 38	Col. 39	Col. 40	Col. 41	Col. 42	Col. 43	Col. 44	Col. 45
	<b>Qualified TIF</b>	<b>40%</b>								
	<b>Adjustment *</b>	<b>of Qualified</b>	<b>Net Taxable Income</b>		<b>Total Wealth</b>			<b>Wealth Per Pupil</b>		
<b>Local Unit</b>	<b>Section 5-202(L)</b>	<b>TIF Adjustment</b>	<b>September NTI</b>	<b>November NTI</b>	<b>w/September NTI</b>	<b>w/November NTI</b>	<b>TIF Adjusted</b>	<b>w / Sept. NTI</b>	<b>w/ Nov. NTI</b>	<b>w/ TIF Adjust.</b>
Allegany	-	-	936,374,589	969,345,514	2,556,559,389	2,589,530,314	2,589,530,314	317,654	321,751	321,751
Anne Arundel	-	-	16,760,225,988	18,973,762,505	53,192,289,588	55,405,826,105	55,405,826,105	657,834	685,209	685,209
Baltimore City	66,083,938	26,433,575	9,011,940,380	10,172,567,343	26,627,116,780	27,787,743,743	27,761,310,168	361,879	377,652	377,293
Baltimore	-	-	20,202,688,274	23,663,502,308	55,544,877,274	59,005,691,308	59,005,691,308	506,479	538,036	538,036
Calvert	-	-	2,529,428,629	2,712,741,343	7,465,388,729	7,648,701,443	7,648,701,443	482,463	494,310	494,310
Caroline	-	-	499,283,041	525,326,162	1,576,996,441	1,603,039,562	1,603,039,562	285,934	290,656	290,656
Carroll	-	-	4,770,919,444	5,098,082,389	12,855,852,444	13,183,015,389	13,183,015,389	517,906	531,086	531,086
Cecil	-	-	2,027,657,685	2,139,748,512	6,271,683,085	6,383,773,912	6,383,773,912	427,161	434,795	434,795
Charles	-	-	3,719,635,419	3,926,757,845	11,001,371,219	11,208,493,645	11,208,493,645	418,073	425,944	425,944
Dorchester	-	-	478,222,506	507,200,485	1,644,040,606	1,673,018,585	1,673,018,585	362,923	369,320	369,320
Frederick	-	-	6,947,145,594	7,469,066,675	19,368,518,394	19,890,439,475	19,890,439,475	468,642	481,271	481,271
Garrett	-	-	466,404,741	491,258,861	2,333,693,441	2,358,547,561	2,358,547,561	637,447	644,236	644,236
Harford	-	-	6,626,592,977	7,057,054,089	18,438,191,577	18,868,652,689	18,868,652,689	500,097	511,772	511,772
Howard	-	-	11,678,886,847	13,317,277,316	33,066,464,647	34,704,855,116	34,704,855,116	586,235	615,282	615,282
Kent	-	-	386,076,158	454,686,177	1,580,328,858	1,648,938,877	1,648,938,877	880,897	919,141	919,141
Montgomery	-	-	36,061,122,047	46,071,485,328	114,189,375,647	124,199,738,928	124,199,738,928	722,951	786,328	786,328
Prince George's	432,890,472	173,156,189	16,403,483,669	17,381,526,225	54,957,647,369	55,935,689,925	55,762,533,736	431,459	439,138	437,778
Queen Anne's	-	-	1,349,207,596	1,551,374,720	4,663,687,796	4,865,854,920	4,865,854,920	621,970	648,932	648,932
St. Mary's	-	-	2,751,890,985	2,908,849,470	7,842,947,185	7,999,905,670	7,999,905,670	460,274	469,485	469,485
Somerset	-	-	226,922,847	238,084,178	837,235,447	848,396,778	848,396,778	307,242	311,338	311,338
Talbot	-	-	993,245,385	1,235,619,262	4,376,458,885	4,618,832,762	4,618,832,762	995,555	1,050,690	1,050,690
Washington	726,066	290,426	2,667,816,656	2,818,901,330	7,932,977,356	8,084,062,030	8,083,771,604	364,032	370,965	370,951
Wicomico	-	-	1,572,925,536	1,671,202,977	4,196,612,536	4,294,889,977	4,294,889,977	292,086	298,926	298,926
Worcester	-	-	1,127,628,674	1,268,556,902	7,490,113,674	7,631,041,902	7,631,041,902	1,175,104	1,197,214	1,197,214
<b>Total State</b>	<b>499,700,476</b>	<b>199,880,190</b>	<b>150,195,725,667</b>	<b>172,623,977,916</b>	<b>460,010,428,367</b>	<b>482,438,680,616</b>	<b>482,238,800,426</b>	<b>532,992</b>	<b>558,979</b>	<b>558,747</b>

Wealth data continued from page 3.

\* Per data received from State Dept. of Assessments and Taxation

[STAUD 20B - 04-19-19.xlsx]Wealtha

**Per Pupil Amounts**  
**Fiscal Year 2020**

**Per Pupil Foundation Amount**

Prior Fiscal Year Amount	\$ 7,065
Increase in Target Per Pupil Amount	<u>1.0254</u>
<b>Target Per Pupil Foundation Amount</b>	<b><u>\$ 7,244</u></b>
Increase in Implicit Price Deflator	0.0383
Increase in Consumer Price Index	0.0254
Maximum Increase Per 5-202	<u>0.0500</u>

**Special Needs Programs Per Pupil Amounts**

	<b>Compensatory Education</b>	<b>Limited English Proficient</b>	<b>Special Education</b>
Annual Per Pupil Foundation Amount	\$ 7,244	\$ 7,244	\$ 7,244
Times Program Factor	<u>0.97</u>	<u>0.99</u>	<u>0.74</u>
Adjusted Per Pupil Amount	7,026.68	7,171.56	5,360.56
Times State Share Portion	<u>0.50</u>	<u>0.50</u>	<u>0.50</u>
Special Needs Programs Per Pupil Amounts	\$ 3,513	\$ 3,586	\$ 2,680

[STAID 20B - 04-19-19.xlsx] Per Pupil

**Foundation Program**  
**Fiscal Year 2020 - Based on September 1, 2018 Net Taxable Income (NTI)**

	Col. 46	Col. 47	Col. 48	Col. 49	Col. 50	Col. 51	Col. 52	Col. 53	Col. 54	Col. 55
	<b>Total Program *</b>			<b>State Share</b>			<b>State Share (Subject to Minimum)</b>			
<b>Local Unit</b>	<b>Enrollment x</b>	<b>Local</b>	<b>Using</b>	<b>Using</b>	<b>Using</b>	<b>Minimum</b>	<b>Official Grant</b>	<b>Alternative Calculations</b>		<b>GCEI</b>
	<b>\$ 7,244</b>	<b>Share</b>	<b>Sept. NTI</b>	<b>Nov. NTI</b>	<b>TIF Adjust.</b>	<b>State Share</b>	<b>w/ Sept. NTI</b>	<b>w/ Nov. NTI</b>	<b>w/ TIF Adjust.</b>	
Allegany	58,301,523	17,373,355	40,928,168	41,522,143	41,515,152	8,745,228	<b>40,928,168</b>	41,522,143	41,515,152	-
Anne Arundel	585,748,029	361,473,523	224,274,506	226,734,898	226,585,302	87,862,204	<b>224,274,506</b>	226,734,898	226,585,302	<b>10,543,465</b>
Baltimore City	533,015,331	180,947,235	352,068,096	352,959,088	353,055,414	79,952,300	<b>352,068,096</b>	352,959,088	353,055,414	<b>22,386,644</b>
Baltimore	794,440,425	377,460,768	416,979,657	412,101,247	411,941,932	119,166,064	<b>416,979,657</b>	412,101,247	411,941,932	<b>6,355,523</b>
Calvert	112,090,034	50,731,796	61,358,238	62,528,743	62,508,092	16,813,505	<b>61,358,238</b>	62,528,743	62,508,092	<b>2,353,891</b>
Caroline	39,952,471	10,716,637	29,235,834	29,565,256	29,560,927	5,992,871	<b>29,235,834</b>	29,565,256	29,560,927	-
Carroll	179,816,001	87,363,231	92,452,770	94,394,016	94,358,422	26,972,400	<b>92,452,770</b>	94,394,016	94,358,422	<b>2,517,424</b>
Cecil	106,358,219	42,619,850	63,738,369	64,993,279	64,976,043	15,953,733	<b>63,738,369</b>	64,993,279	64,976,043	-
Charles	190,622,238	74,760,918	115,861,320	117,994,562	117,964,299	28,593,336	<b>115,861,320</b>	117,994,562	117,964,299	<b>3,812,445</b>
Dorchester	32,815,320	11,172,242	21,643,078	21,974,661	21,970,144	4,922,298	<b>21,643,078</b>	21,974,661	21,970,144	-
Frederick	299,387,276	131,620,704	167,766,572	170,503,195	170,449,491	44,908,091	<b>167,766,572</b>	170,503,195	170,449,491	<b>7,185,295</b>
Garrett	26,520,284	15,858,847	10,661,437	11,237,603	11,231,235	3,978,043	<b>10,661,437</b>	11,237,603	11,231,235	-
Harford	267,080,847	125,298,575	141,782,272	144,817,638	144,766,693	40,062,127	<b>141,782,272</b>	144,817,638	144,766,693	-
Howard	408,596,009	224,706,467	183,889,542	183,718,959	183,625,256	61,289,401	<b>183,889,542</b>	183,718,959	183,625,256	<b>6,128,940</b>
Kent	12,995,736	10,739,283	2,256,453	2,311,107	2,306,655	1,949,360	<b>2,256,453</b>	2,311,107	2,306,655	<b>129,957</b>
Montgomery	1,144,182,556	775,985,321	368,197,235	339,405,508	339,070,168	171,627,383	<b>368,197,235</b>	339,405,508	339,070,168	<b>38,902,207</b>
Prince George's	922,713,555	373,470,188	549,243,367	560,267,065	561,238,506	138,407,033	<b>549,243,367</b>	560,267,065	561,238,506	<b>44,290,251</b>
Queen Anne's	54,317,323	31,692,557	22,624,766	22,788,043	22,774,905	8,147,598	<b>22,624,766</b>	22,788,043	22,774,905	<b>597,491</b>
St. Mary's	123,435,949	53,297,532	70,138,417	71,598,960	71,577,360	18,515,392	<b>70,138,417</b>	71,598,960	71,577,360	<b>246,872</b>
Somerset	19,739,900	5,689,517	14,050,383	14,242,543	14,240,253	2,960,985	<b>14,050,383</b>	14,242,543	14,240,253	-
Talbot	31,844,624	29,740,664	2,103,960	1,915,973	1,903,503	4,776,694	<b>4,776,694</b>	4,776,694	4,776,694	-
Washington	157,861,248	53,909,341	103,951,907	105,478,951	105,459,007	23,679,187	<b>103,951,907</b>	105,478,951	105,459,007	-
Wicomico	104,079,981	28,518,500	75,561,481	76,250,382	76,238,786	15,611,997	<b>75,561,481</b>	76,250,382	76,238,786	-
Worcester	46,173,256	50,899,816	(4,726,560)	(3,273,606)	(3,294,210)	6,925,988	<b>6,925,988</b>	6,925,988	6,925,988	-
<b>Total State</b>	<b>6,252,088,135</b>	<b>3,126,046,867</b>	<b>3,126,041,268</b>	<b>3,126,030,214</b>	<b>3,126,023,335</b>	<b>937,813,218</b>	<b>3,140,366,550</b>	<b>3,139,090,529</b>	<b>3,139,116,724</b>	<b>145,450,405</b>

Tier 1 863,071.25

624

269,278,230

[STAIID 20B - 04-19-19.xlsx]Foundation

Tier 2 863,071.25

6,620

2,856,765,838

Local Contribution Rate

0.67956%

0.64797%

0.64824%

\* Includes SEED School enrollment in home school systems.

**Transportation Aid  
Fiscal Year 2020**

	Col. 56	Col. 57	Col. 58	Col. 59	Col. 60	Col. 61	Col. 62	Col. 63	Col. 64	Col. 65
	Disabled Grant		Regular Grant							
	No. of Students		Base Grant		Additional Grant					Total
	Transported	Times	Prior Year	CPI	FTE Enrollment		Enrollment	Incr Times		Transportation
Local Unit	Oct. 2018	\$ 1,000	FY 2019	1.0703	09/30/17	09/30/18	Increase	\$297.92	Total	Grants
Allegany	245	245,000	4,504,478	4,821,143	8,166.25	8,048.25	-	-	4,821,143	5,066,143
Anne Arundel	1,952	1,952,000	22,789,595	24,391,704	80,350.25	80,859.75	509.50	151,790	24,543,494	26,495,494
Baltimore City	2,980	2,980,000	16,957,301	18,149,399	74,853.00	73,580.25	-	-	18,149,399	21,129,399
Baltimore	3,980	3,980,000	28,468,664	30,470,011	109,342.50	109,668.75	326.25	97,196	30,567,207	34,547,207
Calvert	346	346,000	5,547,997	5,938,021	15,434.50	15,473.50	39.00	11,619	5,949,640	6,295,640
Caroline	100	100,000	2,659,328	2,846,279	5,469.00	5,515.25	46.25	13,779	2,860,058	2,960,058
Carroll	487	487,000	9,517,909	10,187,018	24,934.75	24,822.75	-	-	10,187,018	10,674,018
Cecil	263	263,000	5,053,850	5,409,136	14,782.25	14,682.25	-	-	5,409,136	5,672,136
Charles	845	845,000	10,328,556	11,054,653	26,085.00	26,314.50	229.50	68,373	11,123,026	11,968,026
Dorchester	113	113,000	2,443,569	2,615,352	4,526.00	4,530.00	4.00	1,192	2,616,544	2,729,544
Frederick	1,073	1,073,000	11,988,551	12,831,346	40,752.00	41,329.00	577.00	171,900	13,003,246	14,076,246
Garrett	44	44,000	2,990,805	3,201,059	3,648.75	3,661.00	12.25	3,650	3,204,709	3,248,709
Harford	901	901,000	11,984,451	12,826,958	36,876.50	36,869.25	-	-	12,826,958	13,727,958
Howard	1,709	1,709,000	16,558,949	17,723,043	55,371.75	56,404.75	1,033.00	307,751	18,030,794	19,739,794
Kent	27	27,000	1,562,029	1,671,840	1,866.00	1,794.00	-	-	1,671,840	1,698,840
Montgomery	5,930	5,930,000	37,592,528	40,235,283	156,995.00	157,949.00	954.00	284,216	40,519,499	46,449,499
Prince George's	4,733	4,733,000	36,931,037	39,527,289	127,012.75	127,376.25	363.50	108,294	39,635,583	44,368,583
Queen Anne's	107	107,000	3,334,477	3,568,891	7,536.00	7,498.25	-	-	3,568,891	3,675,891
St. Mary's	467	467,000	6,652,525	7,120,198	17,154.75	17,039.75	-	-	7,120,198	7,587,198
Somerset	85	85,000	1,850,529	1,980,621	2,697.00	2,725.00	28.00	8,342	1,988,963	2,073,963
Talbot	74	74,000	1,652,439	1,768,605	4,405.50	4,396.00	-	-	1,768,605	1,842,605
Washington	545	545,000	6,904,669	7,390,067	21,901.00	21,792.00	-	-	7,390,067	7,935,067
Wicomico	194	194,000	5,168,459	5,531,802	14,341.25	14,367.75	26.50	7,895	5,539,697	5,733,697
Worcester	107	107,000	3,009,516	3,221,085	6,304.00	6,374.00	70.00	20,854	3,241,939	3,348,939
Total State	27,307	27,307,000	256,452,211	274,480,803	860,805.75	863,071.25	4,218.75	1,256,851	275,737,654	303,044,654

[STAID 20B - 04-19-19.xlsx]Transportation

**State Compensatory Education  
Fiscal Year 2020 - Based on September 1, 2018 Net Taxable Income (NTI)**

	Col. 66	Col. 67	Col. 68	Col. 69	Col. 70	Col. 71	Col. 72	Col. 73	Col. 74	Col. 75	Col. 76
Local Unit	Oct. 31, 2018 Eligible FARMS Students	Oct. 31, 2018 Eligible FARMS Students + SEED	Times \$ 3,513	Unadjusted * w/ Sept. NTI	State Adjusted Grant			Minimum Grant	State Grant (Subject to Minimum)		
					w/ Sept. NTI 0.8682973	w/ Nov. NTI 0.8590334	w/ TIF Adjust. 0.8585960		Official Grant w/ Sept. NTI	Alternative Calculations	
										w/ Nov. NTI	w/ TIF Adjust.
Allegany	4,346	4,346	15,267,498	25,617,351	22,243,477	22,785,236	22,764,182	12,213,998	<b>22,243,477</b>	22,785,236	22,764,182
Anne Arundel	25,343	25,353	89,065,089	72,162,549	62,658,546	62,415,148	62,357,475	71,252,071	<b>71,252,071</b>	71,252,071	71,252,071
Baltimore City	63,649	63,804	224,143,452	330,128,743	286,649,896	284,996,666	285,004,261	179,314,762	<b>286,649,896</b>	284,996,666	285,004,261
Baltimore	47,994	48,045	168,782,085	177,617,433	154,224,738	150,633,145	150,493,968	135,025,668	<b>154,224,738</b>	150,633,145	150,493,968
Calvert	3,006	3,007	10,563,591	11,669,929	10,132,968	10,261,663	10,252,181	8,450,873	<b>10,132,968</b>	10,261,663	10,252,181
Caroline	2,835	2,835	9,959,355	18,564,621	16,119,610	16,453,469	16,438,265	7,967,484	<b>16,119,610</b>	16,453,469	16,438,265
Carroll	4,539	4,540	15,949,020	16,413,597	14,251,882	14,420,313	14,406,988	12,759,216	<b>14,251,882</b>	14,420,313	14,406,988
Cecil	6,080	6,080	21,359,040	26,650,835	23,140,848	23,588,631	23,566,834	17,087,232	<b>23,140,848</b>	23,588,631	23,566,834
Charles	9,130	9,130	32,073,690	40,890,036	35,504,708	36,157,796	36,124,386	25,658,952	<b>35,504,708</b>	36,157,796	36,124,386
Dorchester	3,014	3,014	10,588,182	15,549,900	13,501,936	13,766,518	13,753,799	8,470,546	<b>13,501,936</b>	13,766,518	13,753,799
Frederick	10,270	10,271	36,082,023	41,036,504	35,631,886	36,000,349	35,967,088	28,865,618	<b>35,631,886</b>	36,000,349	35,967,088
Garrett	1,623	1,623	5,701,599	4,767,309	4,139,442	4,249,690	4,245,763	4,561,279	<b>4,561,279</b>	4,561,279	4,561,279
Harford	10,776	10,780	37,870,140	40,361,132	35,045,462	35,532,514	35,499,680	30,296,112	<b>35,045,462</b>	35,532,514	35,499,680
Howard	12,031	12,044	42,310,572	38,467,842	33,401,523	33,020,241	32,989,728	33,848,458	<b>33,848,458</b>	33,848,458	33,848,458
Kent	986	986	3,463,818	2,095,804	1,819,781	1,809,583	1,807,910	2,771,054	<b>2,771,054</b>	2,771,054	2,771,054
Montgomery	50,899	50,904	178,825,752	131,838,391	114,474,919	109,202,319	109,101,414	143,060,602	<b>143,060,602</b>	143,060,602	143,060,602
Prince George's	76,661	76,719	269,513,847	332,937,140	289,088,420	294,703,723	295,346,086	215,611,078	<b>289,088,420</b>	294,703,723	295,346,086
Queen Anne's	1,812	1,812	6,365,556	5,454,910	4,736,484	4,710,236	4,705,884	5,092,445	<b>5,092,445</b>	5,092,445	5,092,445
St. Mary's	5,340	5,341	18,762,933	21,727,262	18,865,723	19,190,423	19,172,692	15,010,346	<b>18,865,723</b>	19,190,423	19,172,692
Somerset	1,977	1,977	6,945,201	12,048,276	10,461,486	10,711,696	10,701,797	5,556,161	<b>10,461,486</b>	10,711,696	10,701,797
Talbot	1,964	1,964	6,899,532	3,693,814	3,207,329	3,153,193	3,150,280	5,519,626	<b>5,519,626</b>	5,519,626	5,519,626
Washington	10,240	10,240	35,973,120	52,669,506	45,732,790	46,564,045	46,522,774	28,778,496	<b>45,732,790</b>	46,564,045	46,522,774
Wicomico	8,309	8,315	29,210,595	53,302,838	46,282,710	46,922,623	46,879,261	23,368,476	<b>46,282,710</b>	46,922,623	46,879,261
Worcester	2,649	2,649	9,305,937	4,220,895	3,664,992	3,732,449	3,729,000	7,444,750	<b>7,444,750</b>	7,444,750	7,444,750
<b>Total State</b>	<b>365,473</b>	<b>365,779</b>	<b>1,284,981,627</b>	<b>1,479,886,617</b>	<b>1,284,981,556</b>	<b>1,284,981,669</b>	<b>1,284,981,696</b>	<b>1,027,985,303</b>	<b>1,330,428,825</b>	<b>1,336,239,095</b>	<b>1,336,444,527</b>

\* Note: The Unadjusted State Share is shown for the wealth using Sept NTI data; the Unadjusted State Share columns for the two alternative calculations are not displayed.

[STAUD 20B - 04-19-19.xlsx]CompEd

**Limited English Proficiency  
Fiscal Year 2020 - Based on September 1, 2018 Net Taxable Income (NTI)**

	Col. 77	Col. 78	Col. 79	Col. 80	Col. 81	Col. 82	Col. 83	Col. 84	Col. 85	Col. 86
				<b>Tier II LEP Funding</b>						
	<b>Oct. 31, 2018</b>	<b>LEP Enroll.</b>		<b>State Adjusted Grant</b>				<b>State Grant (Subject to Minimum)</b>		
	<b>LEP</b>	<b>Times</b>	<b>Unadjusted *</b>	<b>w/ Sept. NTI</b>	<b>w/ Nov. NTI</b>	<b>w/ TIF Adjust.</b>	<b>Minimum</b>	<b>Official Grant</b>	<b>Alternative Calculations</b>	
<b>Local Unit</b>	<b>Enrollment</b>	<b>\$ 3,586</b>	<b>w/ Sept. NTI</b>	<b>0.9662597</b>	<b>0.9604889</b>	<b>0.9596509</b>	<b>Grant</b>	<b>w/ Sept. NTI</b>	<b>w/ Nov. NTI</b>	<b>w/ TIF Adjust.</b>
Allegany	15	53,790	90,254	87,209	89,758	89,642	43,032	<b>87,209</b>	89,758	89,642
Anne Arundel	5,835	20,924,310	16,953,349	16,381,338	16,395,171	16,374,067	16,739,448	<b>16,739,448</b>	16,739,448	16,739,448
Baltimore City	5,401	19,367,986	28,526,057	27,563,579	27,534,709	27,525,434	15,494,389	<b>27,563,579</b>	27,534,709	27,525,434
Baltimore	7,642	27,404,212	28,838,759	27,865,731	27,346,001	27,310,804	21,923,370	<b>27,865,731</b>	27,346,001	27,310,804
Calvert	145	519,970	574,427	555,046	564,764	564,037	415,976	<b>555,046</b>	564,764	564,037
Caroline	429	1,538,394	2,867,626	2,770,871	2,841,686	2,838,028	1,230,715	<b>2,770,871</b>	2,841,686	2,838,028
Carroll	322	1,154,692	1,188,327	1,148,232	1,167,318	1,165,816	923,754	<b>1,148,232</b>	1,167,318	1,165,816
Cecil	303	1,086,558	1,355,757	1,310,013	1,341,702	1,339,976	869,246	<b>1,310,013</b>	1,341,702	1,339,976
Charles	768	2,754,048	3,511,075	3,392,610	3,471,417	3,466,949	2,203,238	<b>3,392,610</b>	3,471,417	3,466,949
Dorchester	183	656,238	963,757	931,240	953,996	952,767	524,990	<b>931,240</b>	953,996	952,767
Frederick	2,714	9,732,404	11,068,776	10,695,312	10,857,210	10,843,237	7,785,923	<b>10,695,312</b>	10,857,210	10,843,237
Garrett	10	35,860	29,984	28,972	29,885	29,846	28,688	<b>28,972</b>	29,885	29,846
Harford	711	2,549,646	2,717,355	2,625,671	2,674,799	2,671,356	2,039,717	<b>2,625,671</b>	2,674,799	2,671,356
Howard	3,286	11,783,596	10,713,387	10,351,914	10,282,329	10,269,093	9,426,877	<b>10,351,914</b>	10,282,329	10,269,093
Kent	70	251,020	151,881	146,756	146,627	146,438	200,816	<b>200,816</b>	200,816	200,816
Montgomery	26,787	96,058,182	70,818,414	68,428,979	65,587,106	65,502,684	76,846,546	<b>76,846,546</b>	76,846,546	76,846,546
Prince George's	26,614	95,437,804	117,896,687	113,918,817	116,682,917	116,894,745	76,350,243	<b>113,918,817</b>	116,682,917	116,894,745
Queen Anne's	284	1,018,424	872,730	843,284	842,592	841,507	814,739	<b>843,284</b>	842,592	841,507
St. Mary's	270	968,220	1,121,188	1,083,359	1,107,236	1,105,811	774,576	<b>1,083,359</b>	1,107,236	1,105,811
Somerset	106	380,116	659,411	637,162	655,499	654,655	304,093	<b>637,162</b>	655,499	654,655
Talbot	406	1,455,916	779,456	753,157	743,960	743,002	1,164,733	<b>1,164,733</b>	1,164,733	1,164,733
Washington	567	2,033,262	2,976,970	2,876,526	2,942,715	2,939,038	1,626,610	<b>2,876,526</b>	2,942,715	2,939,038
Wicomico	1,114	3,994,804	7,289,629	7,043,675	7,174,963	7,165,727	3,195,843	<b>7,043,675</b>	7,174,963	7,165,727
Worcester	139	498,454	226,084	218,456	223,533	223,245	398,763	<b>398,763</b>	398,763	398,763
<b>Total State</b>	<b>84,121</b>	<b>301,657,906</b>	<b>312,191,340</b>	<b>301,657,909</b>	<b>301,657,893</b>	<b>301,657,904</b>	<b>241,326,325</b>	<b>311,079,529</b>	<b>313,911,802</b>	<b>314,018,774</b>

\* Note: The Unadjusted State Share is shown for the wealth using Sept NTI data; the Unadjusted State Share columns for the two alternative calculations are not displayed.

[STAIID 20B - 04-19-19.xlsx]LEP

**Special Education  
Fiscal Year 2020 - Based on September 1, 2018 Net Taxable Income (NTI)**

	Col. 87	Col. 88	Col. 89	Col. 90	Col. 91	Col. 92	Col. 93	Col. 94	Col. 95	Col. 96	Col. 97
Local Unit	October 2018 Special Ed. Enrollment	October 2018 Special Ed. + SEED School	Special Ed. Enroll. Times \$ 2,680	Unadjusted * w/ Sept. NTI	State Adjusted Grant			Minimum Grant	State Grant (Subject to Minimum)		
					w/ Sept. NTI 0.9202864	w/ Nov. NTI 0.9127297	w/ TIF Adjust. 0.9125196		Official Grant w/ Sept. NTI **	Alternative Calculations	
										w/ Nov. NTI	w/ TIF Adjust.
Allegany	1,420	1,420	3,805,600	6,385,420	5,876,415	6,034,495	6,030,602	3,044,480	<b>5,876,415</b>	6,034,495	6,030,602
Anne Arundel	9,063	9,063	24,288,840	19,679,367	18,110,654	18,085,120	18,073,453	19,431,072	<b>19,431,072</b>	19,431,072	19,431,072
Baltimore City	12,485	12,522	33,558,960	49,427,173	45,487,155	45,337,164	45,351,028	26,847,168	<b>45,487,155</b>	45,337,164	45,351,028
Baltimore	15,502	15,510	41,566,800	43,742,725	40,255,835	39,416,034	39,390,608	33,253,440	<b>40,255,835</b>	39,416,034	39,390,608
Calvert	1,606	1,606	4,304,080	4,754,852	4,375,826	4,442,410	4,439,544	3,443,264	<b>4,375,826</b>	4,442,410	4,439,544
Caroline	593	593	1,589,240	2,962,405	2,726,261	2,789,638	2,787,839	1,271,392	<b>2,726,261</b>	2,789,638	2,787,839
Carroll	3,012	3,012	8,072,160	8,307,293	7,645,089	7,754,656	7,749,654	6,457,728	<b>7,645,089</b>	7,754,656	7,749,654
Cecil	2,403	2,403	6,440,040	8,035,588	7,395,042	7,556,865	7,551,990	5,152,032	<b>7,395,042</b>	7,556,865	7,551,990
Charles	3,243	3,243	8,691,240	11,080,269	10,197,021	10,410,388	10,403,672	6,952,992	<b>10,197,021</b>	10,410,388	10,403,672
Dorchester	469	469	1,256,920	1,845,924	1,698,779	1,736,371	1,735,251	1,005,536	<b>1,698,779</b>	1,736,371	1,735,251
Frederick	4,855	4,855	13,011,400	14,798,016	13,618,413	13,793,421	13,784,524	10,409,120	<b>13,618,413</b>	13,793,421	13,784,524
Garrett	370	370	991,600	829,112	763,020	785,289	784,781	793,280	<b>793,280</b>	793,280	793,280
Harford	5,039	5,039	13,504,520	14,392,810	13,245,507	13,462,952	13,454,267	10,803,616	<b>13,245,507</b>	13,462,952	13,454,267
Howard	5,729	5,732	15,361,760	13,966,575	12,853,249	12,738,094	12,729,876	12,289,408	<b>12,853,249</b>	12,738,094	12,729,876
Kent	268	268	718,240	434,575	399,933	398,680	398,423	574,592	<b>574,592</b>	574,592	574,592
Montgomery	19,826	19,828	53,139,040	39,176,491	36,053,592	34,478,442	34,456,199	42,511,232	<b>42,511,232</b>	42,511,232	42,511,232
Prince George's	15,119	15,129	40,545,720	50,087,134	46,094,508	47,106,592	47,222,448	32,436,576	<b>46,094,508</b>	47,106,592	47,222,448
Queen Anne's	860	860	2,304,800	1,975,079	1,817,638	1,812,056	1,810,888	1,843,840	<b>1,843,840</b>	1,843,840	1,843,840
St. Mary's	1,906	1,906	5,108,080	5,915,098	5,443,584	5,551,030	5,547,450	4,086,464	<b>5,443,584</b>	5,551,030	5,547,450
Somerset	440	440	1,179,200	2,045,632	1,882,567	1,932,382	1,931,135	943,360	<b>1,882,567</b>	1,932,382	1,931,135
Talbot	495	495	1,326,600	710,224	653,609	644,174	643,758	1,061,280	<b>1,061,280</b>	1,061,280	1,061,280
Washington	2,442	2,442	6,544,560	9,582,120	8,818,295	9,000,884	8,995,417	5,235,648	<b>8,818,295</b>	9,000,884	8,995,417
Wicomico	1,718	1,718	4,604,240	8,401,714	7,731,983	7,858,361	7,853,291	3,683,392	<b>7,731,983</b>	7,858,361	7,853,291
Worcester	788	788	2,111,840	957,867	881,512	899,968	899,387	1,689,472	<b>1,689,472</b>	1,689,472	1,689,472
Total State	109,651	109,711	294,025,480	319,493,463	294,025,487	294,025,466	294,025,485	235,220,384	<b>303,250,297</b>	304,826,505	304,863,364

\* Note: The Unadjusted State Share is shown for the wealth using Sept NTI data; the Unadjusted State Share columns for the two alternative calculations are not displayed.

[STAIID 20B - 04-19-19.xlsx]SpEd

\*\* Medicaid match is paid through Department of Health and Mental Hygiene as part of the inter-governmental transfers. The transfers have not been removed from this schedule.

**Guaranteed Tax Base Funding**  
**Fiscal Year 2020 - Based on September 1, 2018 Net Taxable Income (NTI)**

	Col. 98	Col. 99	Col. 100	Col. 101	Col. 102	Col. 103	Col. 104	Col. 105	Col. 106	Col. 107	Col. 108	Col. 109	Col. 110	Col. 111
			Official GTB Grant - Using Sept. NTI				Alternative Calculations for Separate Grants							
	Prior Year Local Appropriation	Additional Education Appropriation					Using November NTI				TIF Adjusted			
Local Unit			Add'l Ed. Effort	Diff. from 80% Level	GTB Per Pupil*	State Grant	Add'l Ed. Effort	Diff. from 80% Level	GTB Per Pupil*	State Grant	Add'l Ed. Effort	Diff. from 80% Level	GTB Per Pupil*	State Grant
Allegany	30,424,308	13,050,953	0.0051049	108,740	555.11	<b>4,467,664</b>	0.0052693	125,432	660.94	5,319,410	0.0052666	125,247	659.63	5,308,867
Anne Arundel	687,140,500	325,666,977	0.0061224	-	-	-	0.0059223	-	-	-	0.0059196	-	-	-
Baltimore City	278,412,181	97,464,946	0.0036604	64,515	236.15	<b>17,375,976</b>	0.0035395	69,531	246.10	18,108,100	0.0035464	69,705	247.20	18,189,038
Baltimore	816,970,718	439,509,950	0.0079127	-	-	-	0.0073659	-	-	-	0.0073632	-	-	-
Calvert	126,367,666	75,635,870	0.0101315	-	-	-	0.0100418	-	-	-	0.0100391	-	-	-
Caroline	14,436,087	3,719,450	0.0023586	140,460	331.29	<b>1,827,147</b>	0.0025257	156,527	395.34	2,180,399	0.0025230	156,342	394.45	2,175,490
Carroll	192,391,000	105,027,769	0.0081696	-	-	-	0.0081142	-	-	-	0.0081115	-	-	-
Cecil	82,463,528	39,843,678	0.0063529	-	-	-	0.0064380	12,388	79.75	1,170,909	0.0064353	12,203	78.53	1,152,997
Charles	182,148,600	107,387,682	0.0097613	8,321	81.22	<b>2,137,264</b>	0.0097712	21,239	207.53	5,461,048	0.0097685	21,054	205.67	5,412,103
Dorchester	19,252,162	8,079,920	0.0049147	63,471	311.94	<b>1,413,088</b>	0.0050277	77,863	391.47	1,773,359	0.0050250	77,678	390.33	1,768,195
Frederick	272,386,838	140,766,134	0.0072678	-	-	-	0.0072147	-	-	-	0.0072120	-	-	-
Garrett	27,449,975	11,591,128	0.0049669	-	-	-	0.0051588	-	-	-	0.0051561	-	-	-
Harford	245,815,645	120,517,070	0.0065363	-	-	-	0.0065480	-	-	-	0.0065453	-	-	-
Howard	600,053,881	375,347,414	0.0113513	-	-	-	0.0108105	-	-	-	0.0108078	-	-	-
Kent	17,228,878	6,489,595	0.0041065	-	-	-	0.0039688	-	-	-	0.0039661	-	-	-
Montgomery	1,708,627,645	932,642,324	0.0081675	-	-	-	0.0072774	-	-	-	0.0072747	-	-	-
Prince George's	763,562,900	390,092,712	0.0070981	-	-	-	0.0071710	8,045	57.69	7,348,336	0.0072107	9,220	66.48	8,467,973
Queen Anne's	56,884,381	25,191,824	0.0054017	-	-	-	0.0052108	-	-	-	0.0052081	-	-	-
St. Mary's	103,852,525	50,554,993	0.0064459	-	-	-	0.0065020	-	-	-	0.0064993	-	-	-
Somerset	9,881,620	4,192,103	0.0050071	119,152	596.61	<b>1,625,762</b>	0.0051677	135,845	702.01	1,912,977	0.0051650	135,660	700.68	1,909,353
Talbot	40,668,750	10,928,086	0.0024970	-	-	-	0.0023253	-	-	-	0.0023226	-	-	-
Washington	98,530,760	44,621,419	0.0056248	62,362	350.77	<b>7,643,980</b>	0.0057086	76,218	435.10	9,481,699	0.0057063	76,047	433.95	9,456,638
Wicomico	44,164,012	15,645,512	0.0037281	134,308	500.71	<b>7,194,076</b>	0.0038032	148,257	563.85	8,101,256	0.0038005	148,072	562.75	8,085,451
Worcester	86,685,293	35,785,477	0.0047777	-	-	-	0.0048799	-	-	-	0.0048772	-	-	-
Total State	6,505,799,853	3,379,752,986	0.0073471			<b>43,684,957</b>	0.0070055			60,857,493	0.0070084			61,926,105

80% of Statewide Per Pupil Wealth	426,394	447,183	446,998
Maximum Grant Per Pupil of 20% of Per Pupil Foundation Level	1,449.00	1,449.00	1,449.00
[STAID 20B - 04-19-19.xlsx]GTB			

**Supplemental Grant**  
**Fiscal Year 2020**

<b>Local Unit</b>	<b>Col. 112 FY 2019 Supplemental Grant (1)</b>	<b>Col. 113 FY 2020 Supplemental Grant</b>
Allegany	10,348	10,348
Anne Arundel	-	-
Baltimore City	18,310,933	18,310,933
Baltimore	-	-
Calvert	-	-
Caroline	966,820	966,820
Carroll	-	-
Cecil	49,060	49,060
Charles	-	-
Dorchester	1,321,515	1,321,515
Frederick	-	-
Garrett	1,201,160	1,201,160
Harford	-	-
Howard	-	-
Kent	1,003,414	1,003,414
Montgomery	-	-
Prince George's	20,505,652	20,505,652
Queen Anne's	-	-
St. Mary's	3,251,181	3,251,181
Somerset	-	-
Talbot	-	-
Washington	-	-
Wicomico	-	-
Worcester	-	-
<b>Total State</b>	<b>46,620,083</b>	<b>46,620,083</b>

(1) For fiscal year 2011, and each fiscal year thereafter, a county board shall receive a supplemental grant equal to the amount the county board received in the prior fiscal year. Beginning in FY 2015 no supplemental grant shall be negative.

[STAID 20B - 04-19-19.xlsx]Suppl

**Summary of Major State Aid Programs**  
**Fiscal Year 2020 - Based on September 1, 2018 Net Taxable Income (NTI) (for Calculating NTI Only)**

	Col. 114	Col. 115	Col. 116	Col. 117	Col. 118	Col. 119
<b>Local Unit</b>	<b>Foundation Program</b>	<b>Compensatory Education</b>	<b>Limited English Proficient</b>	<b>Special Education Formula</b>	<b>Guaranteed Tax Base</b>	<b>Total Direct Mandated Grants*</b>
Allegany	40,928,168	22,243,477	87,209	5,876,415	4,467,664	73,602,933
Anne Arundel	224,274,506	71,252,071	16,739,448	19,431,072	-	331,697,097
Baltimore City	352,068,096	286,649,896	27,563,579	45,487,155	17,375,976	729,144,702
Baltimore	416,979,657	154,224,738	27,865,731	40,255,835	-	639,325,961
Calvert	61,358,238	10,132,968	555,046	4,375,826	-	76,422,078
Caroline	29,235,834	16,119,610	2,770,871	2,726,261	1,827,147	52,679,723
Carroll	92,452,770	14,251,882	1,148,232	7,645,089	-	115,497,973
Cecil	63,738,369	23,140,848	1,310,013	7,395,042	-	95,584,272
Charles	115,861,320	35,504,708	3,392,610	10,197,021	2,137,264	167,092,923
Dorchester	21,643,078	13,501,936	931,240	1,698,779	1,413,088	39,188,121
Frederick	167,766,572	35,631,886	10,695,312	13,618,413	-	227,712,183
Garrett	10,661,437	4,561,279	28,972	793,280	-	16,044,968
Harford	141,782,272	35,045,462	2,625,671	13,245,507	-	192,698,912
Howard	183,889,542	33,848,458	10,351,914	12,853,249	-	240,943,163
Kent	2,256,453	2,771,054	200,816	574,592	-	5,802,915
Montgomery	368,197,235	143,060,602	76,846,546	42,511,232	-	630,615,615
Prince George's	549,243,367	289,088,420	113,918,817	46,094,508	-	998,345,112
Queen Anne's	22,624,766	5,092,445	843,284	1,843,840	-	30,404,335
St. Mary's	70,138,417	18,865,723	1,083,359	5,443,584	-	95,531,083
Somerset	14,050,383	10,461,486	637,162	1,882,567	1,625,762	28,657,360
Talbot	4,776,694	5,519,626	1,164,733	1,061,280	-	12,522,333
Washington	103,951,907	45,732,790	2,876,526	8,818,295	7,643,980	169,023,498
Wicomico	75,561,481	46,282,710	7,043,675	7,731,983	7,194,076	143,813,925
Worcester	6,925,988	7,444,750	398,763	1,689,472	-	16,458,973
<b>Total State</b>	<b>3,140,366,550</b>	<b>1,330,428,825</b>	<b>311,079,529</b>	<b>303,250,297</b>	<b>43,684,957</b>	<b>5,128,810,158</b>

\* These calculations are provided for NTI comparison purposes only.

[STAID 20B - 04-19-19.xlsx]NTI-Sept

**Summary of Major State Aid Programs**

**Fiscal Year 2020 - Based on November 1, 2018 Net Taxable Income (NTI) (for Calculating NTI & TIF Only)**

	Col. 120	Col. 121	Col. 122	Col. 123	Col. 124	Col. 125
<b>Local Unit</b>	<b>Foundation Program</b>	<b>Compensatory Education</b>	<b>Limited English Proficient</b>	<b>Special Education Formula</b>	<b>Guaranteed Tax Base</b>	<b>Total Direct Mandated Grants*</b>
Allegany	41,522,143	22,785,236	89,758	6,034,495	5,319,410	75,751,042
Anne Arundel	226,734,898	71,252,071	16,739,448	19,431,072	-	334,157,489
Baltimore City	352,959,088	284,996,666	27,534,709	45,337,164	18,108,100	728,935,727
Baltimore	412,101,247	150,633,145	27,346,001	39,416,034	-	629,496,427
Calvert	62,528,743	10,261,663	564,764	4,442,410	-	77,797,580
Caroline	29,565,256	16,453,469	2,841,686	2,789,638	2,180,399	53,830,448
Carroll	94,394,016	14,420,313	1,167,318	7,754,656	-	117,736,303
Cecil	64,993,279	23,588,631	1,341,702	7,556,865	1,170,909	98,651,386
Charles	117,994,562	36,157,796	3,471,417	10,410,388	5,461,048	173,495,211
Dorchester	21,974,661	13,766,518	953,996	1,736,371	1,773,359	40,204,905
Frederick	170,503,195	36,000,349	10,857,210	13,793,421	-	231,154,175
Garrett	11,237,603	4,561,279	29,885	793,280	-	16,622,047
Harford	144,817,638	35,532,514	2,674,799	13,462,952	-	196,487,903
Howard	183,718,959	33,848,458	10,282,329	12,738,094	-	240,587,840
Kent	2,311,107	2,771,054	200,816	574,592	-	5,857,569
Montgomery	339,405,508	143,060,602	76,846,546	42,511,232	-	601,823,888
Prince George's	560,267,065	294,703,723	116,682,917	47,106,592	7,348,336	1,026,108,633
Queen Anne's	22,788,043	5,092,445	842,592	1,843,840	-	30,566,920
St. Mary's	71,598,960	19,190,423	1,107,236	5,551,030	-	97,447,649
Somerset	14,242,543	10,711,696	655,499	1,932,382	1,912,977	29,455,097
Talbot	4,776,694	5,519,626	1,164,733	1,061,280	-	12,522,333
Washington	105,478,951	46,564,045	2,942,715	9,000,884	9,481,699	173,468,294
Wicomico	76,250,382	46,922,623	7,174,963	7,858,361	8,101,256	146,307,585
Worcester	6,925,988	7,444,750	398,763	1,689,472	-	16,458,973
<b>Total State</b>	<b>3,139,090,529</b>	<b>1,336,239,095</b>	<b>313,911,802</b>	<b>304,826,505</b>	<b>60,857,493</b>	<b>5,154,925,424</b>

\* These calculations are provided for NTI comparison purposes only.

[STAID 20B - 04-19-19.xlsx]NTI-Nov

**DRAFT**  
**April 19, 2019**

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**Summary of Major State Aid Programs**  
**Fiscal Year 2020 - Based on November 1, 2018 Net Taxable Income (NTI)**  
**For Calculating the Tax Increment Financing (TIF) Adjustment \***

	Col. 126	Col. 127	Col. 128	Col. 129	Col. 130	Col. 131
<b>Local Unit</b>	<b>Foundation Program</b>	<b>Compensatory Education</b>	<b>Limited English Proficient</b>	<b>Special Education Formula</b>	<b>Guaranteed Tax Base</b>	<b>Total Direct Mandated Grants**</b>
Allegany	41,515,152	22,764,182	89,642	6,030,602	5,308,867	75,708,445
Anne Arundel	226,585,302	71,252,071	16,739,448	19,431,072	-	334,007,893
Baltimore City	353,055,414	285,004,261	27,525,434	45,351,028	18,189,038	729,125,175
Baltimore	411,941,932	150,493,968	27,310,804	39,390,608	-	629,137,312
Calvert	62,508,092	10,252,181	564,037	4,439,544	-	77,763,854
Caroline	29,560,927	16,438,265	2,838,028	2,787,839	2,175,490	53,800,549
Carroll	94,358,422	14,406,988	1,165,816	7,749,654	-	117,680,880
Cecil	64,976,043	23,566,834	1,339,976	7,551,990	1,152,997	98,587,840
Charles	117,964,299	36,124,386	3,466,949	10,403,672	5,412,103	173,371,409
Dorchester	21,970,144	13,753,799	952,767	1,735,251	1,768,195	40,180,156
Frederick	170,449,491	35,967,088	10,843,237	13,784,524	-	231,044,340
Garrett	11,231,235	4,561,279	29,846	793,280	-	16,615,640
Harford	144,766,693	35,499,680	2,671,356	13,454,267	-	196,391,996
Howard	183,625,256	33,848,458	10,269,093	12,729,876	-	240,472,683
Kent	2,306,655	2,771,054	200,816	574,592	-	5,853,117
Montgomery	339,070,168	143,060,602	76,846,546	42,511,232	-	601,488,548
Prince George's	561,238,506	295,346,086	116,894,745	47,222,448	8,467,973	1,029,169,758
Queen Anne's	22,774,905	5,092,445	841,507	1,843,840	-	30,552,697
St. Mary's	71,577,360	19,172,692	1,105,811	5,547,450	-	97,403,313
Somerset	14,240,253	10,701,797	654,655	1,931,135	1,909,353	29,437,193
Talbot	4,776,694	5,519,626	1,164,733	1,061,280	-	12,522,333
Washington	105,459,007	46,522,774	2,939,038	8,995,417	9,456,638	173,372,874
Wicomico	76,238,786	46,879,261	7,165,727	7,853,291	8,085,451	146,222,516
Worcester	6,925,988	7,444,750	398,763	1,689,472	-	16,458,973
<b>Total State</b>	<b>3,139,116,724</b>	<b>1,336,444,527</b>	<b>314,018,774</b>	<b>304,863,364</b>	<b>61,926,105</b>	<b>5,156,369,494</b>

\* Funding of \$3,060,774 is restricted pending a required report regarding the Tax Increment Financing assessable base data and potential recalculation

\*\* These calculations are provided for TIF comparison purposes only. [STAID 20B - 04-19-19.xlsx]TIF Nov

**Summary of Major State Aid Programs  
Fiscal Year 2020**

Local Unit	Net Taxable Income Adjustment					Tax Increment Financing (TIF) Adjustment *		
	Col. 132 Based on September NTI	Col. 133 Based on November NTI	Col. 134 Greater of Two Calculations	Col. 135 Amount Over September NTI	Col. 136 5 Year Phase-in 100%	Col. 137 Based on TIF Adjusted	Col. 138 Greater of Nov or TIF	Col. 139 Amount Over November
Allegany	73,602,933	75,751,042	75,751,042	2,148,109	2,148,109	75,708,445	75,751,042	-
Anne Arundel	331,697,097	334,157,489	334,157,489	2,460,392	2,460,392	334,007,893	334,157,489	-
Baltimore City	729,144,702	728,935,727	729,144,702	-	-	729,125,175	729,125,175	189,448
Baltimore	639,325,961	629,496,427	639,325,961	-	-	629,137,312	629,496,427	-
Calvert	76,422,078	77,797,580	77,797,580	1,375,502	1,375,502	77,763,854	77,797,580	-
Caroline	52,679,723	53,830,448	53,830,448	1,150,725	1,150,725	53,800,549	53,830,448	-
Carroll	115,497,973	117,736,303	117,736,303	2,238,330	2,238,330	117,680,880	117,736,303	-
Cecil	95,584,272	98,651,386	98,651,386	3,067,114	3,067,114	98,587,840	98,651,386	-
Charles	167,092,923	173,495,211	173,495,211	6,402,288	6,402,288	173,371,409	173,495,211	-
Dorchester	39,188,121	40,204,905	40,204,905	1,016,784	1,016,784	40,180,156	40,204,905	-
Frederick	227,712,183	231,154,175	231,154,175	3,441,992	3,441,992	231,044,340	231,154,175	-
Garrett	16,044,968	16,622,047	16,622,047	577,079	577,079	16,615,640	16,622,047	-
Harford	192,698,912	196,487,903	196,487,903	3,788,991	3,788,991	196,391,996	196,487,903	-
Howard	240,943,163	240,587,840	240,943,163	-	-	240,472,683	240,587,840	-
Kent	5,802,915	5,857,569	5,857,569	54,654	54,654	5,853,117	5,857,569	-
Montgomery	630,615,615	601,823,888	630,615,615	-	-	601,488,548	601,823,888	-
Prince George's	998,345,112	1,026,108,633	1,026,108,633	27,763,521	27,763,521	1,029,169,758	1,029,169,758	3,061,125
Queen Anne's	30,404,335	30,566,920	30,566,920	162,585	162,585	30,552,697	30,566,920	-
St. Mary's	95,531,083	97,447,649	97,447,649	1,916,566	1,916,566	97,403,313	97,447,649	-
Somerset	28,657,360	29,455,097	29,455,097	797,737	797,737	29,437,193	29,455,097	-
Talbot	12,522,333	12,522,333	12,522,333	-	-	12,522,333	12,522,333	-
Washington	169,023,498	173,468,294	173,468,294	4,444,796	4,444,796	173,372,874	173,468,294	-
Wicomico	143,813,925	146,307,585	146,307,585	2,493,660	2,493,660	146,222,516	146,307,585	-
Worcester	16,458,973	16,458,973	16,458,973	-	-	16,458,973	16,458,973	-
<b>Total</b>	<b>5,128,810,158</b>	<b>5,154,925,424</b>	<b>5,194,110,983</b>	<b>65,300,825</b>	<b>65,300,825</b>	<b>5,156,369,494</b>	<b>5,158,175,997</b>	<b>3,250,573</b>

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Page 12b

\* Funding of \$3,060,774 is restricted pending a required report regarding the Tax Increment Financing assessable base data and potential recalculation.

See pages 3 and 3a for specific wealth data for NTI and TIF

**DRAFT**  
**April 19, 2019**

**Summary of Major State Aid Programs**  
**Fiscal Year 2020**  
**Declining Enrollment Grant**

Page 14

Local Unit	Col. 140	Col. 141	Col. 142	Col. 143	Col. 144	Col. 145	Col. 146	Col. 147
	Total Direct Education Aid	Direct Aid Per Pupil	Prior Years' Enrollment as of 9/30				Difference Average vs. 9/30/2018	Declining Enrollment Grant
			2016	2017	2018	Average		
Allegany	80,827,533	10,042.87	8,182.75	8,166.25	8,048.25	8,132.42	84.17	845,308
Anne Arundel	371,196,448	4,590.62	78,814.25	80,350.25	80,859.75	80,008.08	-	-
Baltimore City	791,161,126	10,752.36	76,628.75	74,853.00	73,580.25	75,020.67	1,440.42	15,487,914
Baltimore	680,228,691	6,202.58	108,130.50	109,342.50	109,668.75	109,047.25	-	-
Calvert	86,447,111	5,586.78	15,511.75	15,434.50	15,473.50	15,473.25	-	-
Caroline	57,757,326	10,472.30	5,388.00	5,469.00	5,515.25	5,457.42	-	-
Carroll	130,927,745	5,274.51	24,860.50	24,934.75	24,822.75	24,872.67	49.92	263,304
Cecil	104,372,582	7,108.76	14,975.00	14,782.25	14,682.25	14,813.17	130.92	930,679
Charles	189,275,682	7,192.83	25,521.25	26,085.00	26,314.50	25,973.58	-	-
Dorchester	44,255,964	9,769.53	4,544.50	4,526.00	4,530.00	4,533.50	3.50	34,193
Frederick	252,415,716	6,107.47	39,990.75	40,752.00	41,329.00	40,690.58	-	-
Garrett	21,071,916	5,755.78	3,638.00	3,648.75	3,661.00	3,649.25	-	-
Harford	210,215,861	5,701.66	36,589.75	36,876.50	36,869.25	36,778.50	-	-
Howard	266,811,897	4,730.31	54,281.00	55,371.75	56,404.75	55,352.50	-	-
Kent	8,689,780	4,843.80	1,893.00	1,866.00	1,794.00	1,851.00	57.00	276,097
Montgomery	715,967,321	4,532.90	154,586.25	156,995.00	157,949.00	156,510.08	-	-
Prince George's	1,138,334,244	8,936.79	124,786.25	127,012.75	127,376.25	126,391.75	-	-
Queen Anne's	34,840,302	4,646.46	7,462.25	7,536.00	7,498.25	7,498.83	0.58	2,695
St. Mary's	108,532,900	6,369.40	17,127.50	17,154.75	17,039.75	17,107.33	67.58	430,444
Somerset	31,529,060	11,570.30	2,763.00	2,697.00	2,725.00	2,728.33	3.33	38,529
Talbot	14,364,938	3,267.73	4,319.50	4,405.50	4,396.00	4,373.67	-	-
Washington	181,403,361	8,324.31	21,892.25	21,901.00	21,792.00	21,861.75	69.75	580,621
Wicomico	152,041,282	10,582.12	14,340.75	14,341.25	14,367.75	14,349.92	-	-
Worcester	19,807,912	3,107.61	6,292.00	6,304.00	6,374.00	6,323.33	-	-
Total State	5,692,476,698		852,519.50	860,805.75	863,071.25	858,798.83	1,907.17	18,889,784

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**Summary of Major State Aid Programs**  
**Fiscal Year 2020**  
**Supplemental Prekindergarten Grant**

<b>Local Unit</b>	<b>Col. 148 Eligible Prekindergarten Students</b>	<b>Col. 149 State Share of the Foundation Program</b>	<b>Col. 150 Full Time Equivalent Enrollment</b>	<b>Col. 151 Foundation Per Pupil Amount (Col. 149 ÷ Col. 150)</b>	<b>Col. 152 Supplemental PreK Grant * Col. 148 x Col. 151 x 100%)</b>
Allegany	-	40,928,168	8,048.25	5,085.35	-
Anne Arundel	-	224,274,506	80,859.75	2,773.62	-
Baltimore City	4,065	352,068,096	73,580.25	4,784.82	19,450,293
Baltimore	-	416,979,657	109,668.75	3,802.17	-
Calvert	-	61,358,238	15,473.50	3,965.38	-
Caroline	-	29,235,834	5,515.25	5,300.91	-
Carroll	-	92,452,770	24,822.75	3,724.52	-
Cecil	-	63,738,369	14,682.25	4,341.19	-
Charles	-	115,861,320	26,314.50	4,402.95	-
Dorchester	-	21,643,078	4,530.00	4,777.72	-
Frederick	-	167,766,572	41,329.00	4,059.29	-
Garrett	177	10,661,437	3,661.00	2,912.17	515,454
Harford	-	141,782,272	36,869.25	3,845.54	-
Howard	-	183,889,542	56,404.75	3,260.18	-
Kent	111	2,256,453	1,794.00	1,257.78	139,614
Montgomery	-	368,197,235	157,949.00	2,331.11	-
Prince George's	-	549,243,367	127,376.25	4,311.98	-
Queen Anne's	-	22,624,766	7,498.25	3,017.34	-
St. Mary's	-	70,138,417	17,039.75	4,116.16	-
Somerset	199	14,050,383	2,725.00	5,156.10	1,026,064
Talbot	-	4,776,694	4,396.00	1,086.60	-
Washington	-	103,951,907	21,792.00	4,770.19	-
Wicomico	-	75,561,481	14,367.75	5,259.10	-
Worcester	-	6,925,988	6,374.00	1,086.60	-
<b>Total State</b>	<b>4,552</b>	<b>3,140,366,550</b>	<b>863,071.25</b>		<b>21,131,425</b>

**Major State Aid Programs - Summary**  
**Fiscal Year 2020 - Difference From Prior Release**

Local Unit	Col. 153 Foundation Program	Col. 154 Geog. Cost of Educ. Index (GCEI)	Col. 155 Total Transportation Grants	Col. 156 Compensatory Education	Col. 157 Limited English Proficient	Col. 158 Special Education Formula	Col. 159 Guaranteed Tax Base	Col. 160 Supplemental Grants	Col. 161 NTI * Adjustment	Col. 162 TIF * Adjustment	Col. 163 Declining Enrollment Grant *	Col. 164 Supplemental Prekindergarten Grant	Col. 165 Hold Harmless Adjustment *	Col. 166 Total Direct Mandated Grants
Allegany	-	-	-	-	-	34	-	-	4	-	-	-	-	38
Anne Arundel	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Baltimore City	-	-	-	-	-	267	-	-	-	(380,191)	(7,433)	-	387,357	-
Baltimore	-	-	-	-	-	236	-	-	-	-	-	-	-	236
Calvert	-	-	-	-	-	26	-	-	2	-	-	-	-	28
Caroline	-	-	-	-	-	(4,581)	-	-	(106)	-	-	-	-	(4,687)
Carroll	-	-	-	-	-	45	-	-	3	-	1	-	-	49
Cecil	-	-	-	-	-	43	-	-	4	-	-	-	(47)	-
Charles	-	-	-	-	-	60	-	-	5	-	-	-	-	65
Dorchester	-	-	-	-	-	10	-	-	1	-	-	-	-	11
Frederick	-	-	-	-	-	80	-	-	6	-	-	-	-	86
Garrett	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Harford	-	-	-	-	-	77	-	-	7	-	-	-	-	84
Howard	-	-	-	-	-	75	-	-	-	-	-	-	-	75
Kent	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Montgomery	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prince George's	-	-	-	-	-	270	-	-	24	3,061,125	-	-	-	3,061,419
Queen Anne's	-	-	-	-	-	-	-	-	-	-	-	-	-	-
St. Mary's	-	-	-	-	-	32	-	-	2	-	1	-	-	35
Somerset	-	-	-	-	-	11	-	-	1	-	-	-	-	12
Talbot	-	-	-	-	-	2,144	-	-	-	-	-	-	-	2,144
Washington	-	-	-	-	-	52	-	-	4	-	-	-	-	56
Wicomico	-	-	-	-	-	45	-	-	4	-	-	-	-	49
Worcester	-	-	-	-	-	(2,144)	-	-	-	-	-	-	-	(2,144)
Total State	-	-	-	-	-	(3,218)	-	-	(39)	2,680,934	(7,431)	-	387,310	3,057,556

\* Restricted funding: 3,060,774

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**Major State Aid Programs - Summary**  
**Fiscal Year 2020 - Difference From FINAL FY 2019 Calculation**

Local Unit	Col. 167 Foundation Program	Col. 168 Geog. Cost of Educ. Index (GCEI)	Col. 169 Total Transportation Grants	Col. 170 Compensatory Education	Col. 171 Limited English Proficient	Col. 172 Special Education Formula	Col. 173 Guaranteed Tax Base	Col. 174 Supplemental Grants	Col. 175 NTI Adjustment	Col. 176 TIF Grant	Col. 177 Declining Enrollment Grant	Col. 178 Supplemental Prekindergarten Grant	Col. 179 Hold Harmless Adjustment	Col. 180 Total Direct Mandated Grants
Allegany	453,424	-	294,665	120,857	2,453	218,468	(24,427)	-	82,150	-	406,233	-	-	1,553,823
Anne Arundel	6,258,305	325,324	1,964,899	3,520,843	1,884,192	1,292,003	-	-	1,995,808	-	-	-	-	17,241,374
Baltimore City	(1,391,412)	175,513	1,388,098	(1,928,084)	2,385,840	(749,475)	(3,867,305)	-	-	(345,683)	(473,606)	4,636,042	270,072	100,000
Baltimore	11,644,016	175,485	2,366,543	5,468,623	3,595,945	2,752,592	-	-	-	-	-	-	-	26,003,204
Calvert	5,009,469	63,951	420,643	1,143,188	62,982	564,812	-	-	(92,932)	-	(362,977)	-	(544,451)	6,264,685
Caroline	1,105,661	-	206,730	797,094	309,069	177,517	85,653	-	239,085	-	-	-	-	2,920,809
Carroll	1,882,007	51,128	660,109	(21,355)	54,871	268,340	-	-	(131,106)	-	292	-	(105,881)	2,658,405
Cecil	389,846	-	380,286	(88,053)	186,928	402,223	(678,505)	-	96,123	-	(250,631)	-	(338,217)	100,000
Charles	4,161,040	126,634	691,470	1,277,636	532,544	490,813	540,601	-	790,183	-	-	-	-	8,610,921
Dorchester	742,055	-	194,975	707,560	30,450	149,485	166,990	-	141,337	-	34,193	-	-	2,167,045
Frederick	5,669,455	275,386	1,061,695	521,142	780,951	838,375	-	-	484,119	-	-	-	-	9,631,123
Garrett	736,784	-	217,904	103,437	3,794	(20,197)	-	-	23,334	-	(41,124)	209,453	-	1,233,385
Harford	3,753,646	-	848,507	641,020	387,612	666,682	-	-	178,266	-	-	-	-	6,475,733
Howard	10,745,332	260,919	1,584,845	1,922,526	1,030,186	850,704	-	-	(443,286)	-	-	-	-	15,951,226
Kent	(255,066)	(1,876)	104,811	67,836	27,365	28,789	-	-	(41,488)	-	163,436	11,413	-	105,220
Montgomery	16,452,410	1,190,438	3,204,971	1,467,928	3,300,440	2,107,157	-	-	-	-	-	-	-	27,723,344
Prince George's	9,624,094	1,217,687	2,809,546	2,762,225	6,503,976	1,089,716	(1,294,260)	-	(1,524,964)	3,061,125	-	-	-	24,249,145
Queen Anne's	271,228	11,831	237,414	25,968	157,250	(598)	-	-	(11,243)	-	2,695	-	-	694,545
St. Mary's	1,469,981	4,475	462,673	607,114	44,453	240,356	-	-	270,890	-	430,444	-	-	3,530,386
Somerset	445,390	-	135,434	344,787	(29,191)	165,039	(85,431)	-	194,639	-	(263,479)	235,340	-	1,142,528
Talbot	107,965	-	110,166	162,540	269,501	28,227	-	-	-	-	-	-	-	678,399
Washington	2,500,844	-	514,398	248,371	447,275	693,213	567,767	-	373,143	-	580,621	-	-	5,925,632
Wicomico	2,155,282	-	354,238	2,031,597	1,050,972	166,750	104,192	-	152,949	-	-	-	-	6,015,980
Worcester	245,324	-	244,423	187,735	18,289	16,512	-	-	-	-	-	-	-	712,283
Total State	84,177,080	3,876,895	20,459,443	22,092,535	23,038,147	12,437,503	(4,484,725)	-	2,777,007	2,715,442	226,097	5,092,248	(718,477)	171,689,195

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## Education Effort

### Calculations for Fiscal Year 2020 Maintenance of Effort (Using November Net Taxable Income)

Local Unit	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	Counties Below 5-Year Average	Change in Local WPP*	Required Increase
<b>Allegany</b>	1.19%	1.20%	1.20%	1.20%	1.20%	*	3.4%	2.5%
<b>Anne Arundel</b>	1.29%	1.32%	1.33%	1.33%	1.29%		3.4%	
<b>Baltimore City</b>	1.12%	1.11%	1.06%	1.07%	1.04%	*	5.9%	2.5%
<b>Baltimore</b>	1.39%	1.41%	1.39%	1.42%	1.44%		3.8%	
<b>Calvert</b>	1.58%	1.57%	1.54%	1.57%	1.61%		-2.8%	
<b>Caroline</b>	0.89%	0.91%	0.92%	0.92%	0.92%	*	1.8%	1.8%
<b>Carroll</b>	1.46%	1.50%	1.51%	1.50%	1.51%		3.9%	
<b>Cecil</b>	1.32%	1.39%	1.37%	1.37%	1.35%		5.5%	
<b>Charles</b>	1.64%	1.68%	1.66%	1.66%	1.69%		3.0%	
<b>Dorchester</b>	1.13%	1.17%	1.17%	1.17%	1.17%	*	1.6%	1.6%
<b>Frederick</b>	1.42%	1.43%	1.42%	1.44%	1.45%		4.1%	
<b>Garrett</b>	1.12%	1.18%	1.20%	1.18%	1.18%	*	0.7%	0.7%
<b>Harford</b>	1.34%	1.36%	1.36%	1.34%	1.35%		3.4%	
<b>Howard</b>	1.83%	1.86%	1.82%	1.78%	1.81%		2.7%	
<b>Kent</b>	1.04%	1.09%	1.05%	1.06%	1.07%	*	6.3%	2.5%
<b>Montgomery</b>	1.39%	1.42%	1.45%	1.43%	1.43%		3.5%	
<b>Prince George's</b>	1.38%	1.45%	1.46%	1.46%	1.44%		5.1%	
<b>Queen Anne's</b>	1.19%	1.23%	1.24%	1.23%	1.21%	*	4.4%	2.5%
<b>St. Mary's</b>	1.28%	1.33%	1.37%	1.33%	1.33%		3.0%	
<b>Somerset</b>	1.20%	1.19%	1.21%	1.21%	1.22%	*	3.8%	2.5%
<b>Talbot</b>	0.76%	0.80%	0.81%	0.83%	0.90%	*	2.7%	2.5%
<b>Washington</b>	1.27%	1.26%	1.24%	1.24%	1.25%	*	2.7%	2.5%
<b>Wicomico</b>	1.02%	1.06%	1.06%	1.07%	1.06%	*	3.0%	2.5%
<b>Worcester</b>	1.12%	1.13%	1.15%	1.14%	1.16%	*	1.0%	1.0%
<b>State Average</b>	<b>1.27%</b>	<b>1.29%</b>	<b>1.29%</b>	<b>1.29%</b>	<b>1.29%</b>	<b>1.29%</b>	<b>3.2%</b>	
<b>State Five-Year Moving Average @110%</b>						<b>1.42%</b>		
<b>State Five-Year Moving Average @120%</b>						<b>1.54%</b>		

Education effort is calculated by dividing local education appropriation by local wealth.

\* Percentage change in Local Wealth Per Pupil (using November NTI). The required increase for counties below the 5 year statewide moving average is the lesser of

A. A county's increase in the local wealth per pupil; B. The statewide average increase in local wealth per pupil; or C. 2.5%

[STAIID 20B - 04-19-19.xlsx]Educ Effort

# SENATE BILL 1030

F1

(9lr2562)

## ENROLLED BILL

— *Education, Health, and Environmental Affairs and Budget and Taxation/Ways and Means and Appropriations* —

Introduced by **The President (By Request – Commission on Innovation and Excellence in Education)** and Senators **King, Pinsky, Ferguson, ~~and Young~~ Young, Peters, Zucker, Elfreth, McCray, ~~and Guzzone~~ Guzzone, Feldman, Hayes, Kelley, Lam, Patterson, Lee, Hester, Ellis, Waldstreicher, and Zirkin**

Read and Examined by Proofreaders:

\_\_\_\_\_  
Proofreader.

\_\_\_\_\_  
Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this \_\_\_\_\_ day of \_\_\_\_\_ at \_\_\_\_\_ o'clock, \_\_\_\_\_ M.

\_\_\_\_\_  
President.

## CHAPTER \_\_\_\_\_

1 AN ACT concerning

2 **The ~~Education~~ Blueprint for Maryland's Future**

3 FOR the purpose of stating findings and declarations of the General Assembly; establishing  
4 the public policy of the State; establishing principles of The Blueprint for Maryland's  
5 Future that are intended to transform Maryland's early childhood, primary, and  
6 secondary education system to the levels of high-performing systems around the  
7 world; stating certain actions necessary to achieve certain principles; stating certain  
8 requirements necessary to establish a world-class education system in Maryland  
9 under The Blueprint for Maryland's Future; altering a certain Consumer Price Index  
10 used for calculating the target per pupil foundation amount and the student  
11 transportation amount for education; requiring the State to provide a certain

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### EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.

Underlining indicates amendments to bill.

~~Strike out~~ indicates matter stricken from the bill by amendment or deleted from the law by amendment.

*Italics indicate opposite chamber/conference committee amendments.*



supplemental grant to certain county boards of education through a certain fiscal year; establishing a Concentration of Poverty School Grant Program; stating the purpose of the Program; requiring the State to distribute certain grants to each county board and the State Department of Education in certain fiscal years; requiring each county board to distribute a certain amount to each eligible school; requiring each eligible school to employ certain staff or provide certain coverage using certain grant funds; requiring a county that provides certain positions or services from funds outside of those made from a certain appropriation in a certain fiscal year to continue to provide certain positions or services in certain fiscal years; requiring certain eligible schools to use certain funds to provide wraparound services to students enrolled in the school or to complete a certain assessment, subject to certain circumstances; establishing the responsibilities of a certain community ~~schools~~ school coordinator; ~~authorizing a certain health care practitioner to work under certain programs or entities requiring the Department in consultation with the Maryland Department of Health and the Department of Human Services to develop certain guidelines on trauma-informed interventions that will assist schools with becoming a trauma-informed school; requiring the Department to distribute and publish guidelines on trauma-informed interventions on a certain website authorizing a certain health care practitioner to work under certain programs or entities;~~ altering the fiscal years in which a certain definition is applicable; extending by 1 fiscal year the requirement for the State to provide a supplemental prekindergarten grant to certain eligible county boards; renaming the Commission on Innovation and Excellence in Education Fund to be The Blueprint for Maryland's Future Fund; altering the purpose and use of the Fund; altering the source of revenue distributed to the Fund to include revenues collected and remitted by marketplace facilitators and certain out-of-state vendors, under certain circumstances; establishing the Teacher Collaborative Grant Program; stating the purpose of the Program; requiring the Department to administer the Program in a certain manner; authorizing a county board or a teacher preparation program to submit a certain application to receive a grant under the Program; specifying certain eligibility criteria for a grant under the Program; requiring a certain practicum design and a certain professional development program under the Program; requiring a certain peer assistance and review program under the Program; requiring the Department to establish certain processes and procedures; requiring the Department to conduct a certain evaluation at a certain frequency; requiring the State to distribute at least a certain amount in certain fiscal years for the Program; authorizing the Department to retain a certain amount to hire staff necessary to administer the Program; requiring the Department to report, on or before certain dates, certain information about the Program to the Governor and the General Assembly; establishing the Maryland Office of the Inspector General of Education; providing that the Office is an independent unit of the State; providing for the purpose of the Office; requiring all expenses and operations related to the Office to be separately identified and independent of any other unit of State government; establishing the Inspector General in the Office; providing for the eligibility, professional qualifications, appointment, term, and removal of the Inspector General; providing for the salary of the Inspector General and funding for the Office; providing for the Inspector General's duties and powers when investigating the

1 management and affairs of certain entities; prohibiting the Inspector General from  
2 taking certain actions under certain circumstances; authorizing a person to have an  
3 attorney present during contact with the Inspector General; providing that a certain  
4 circuit court may grant appropriate relief after conducting a certain hearing;  
5 prohibiting certain entities from taking adverse, retaliatory action against an  
6 individual because the individual cooperated with or provided information to the  
7 Inspector General; providing that certain records produced by the Inspector General  
8 are not subject to the Public Information Act; authorizing the Inspector General to  
9 appoint and employ certain professional and clerical staff; requiring the Office, on or  
10 before a certain date each year, to submit a certain report to the State  
11 Superintendent, the State Board of Education, the Interagency Commission on  
12 School Construction, the Governor, and the General Assembly; altering and  
13 establishing certain dates by which a certain commission and the Department shall  
14 submit certain reports; altering the termination date of certain Acts of the General  
15 Assembly; providing that a local school system shall be subject to a certain  
16 performance evaluation; establishing the Teacher Salary Incentive Grant Program;  
17 stating the purpose of the Program; requiring the Department to administer the  
18 Program; authorizing a county board, including the Baltimore City Board of School  
19 Commissioners, to submit a certain application to receive a grant under the  
20 Program; specifying certain eligibility criteria for a grant under the Program;  
21 requiring the State to distribute certain amounts to each county board, including the  
22 Baltimore City Board of School Commissioners, and the Department for certain  
23 purposes in certain fiscal years; providing that a county board that did not receive a  
24 certain grant in a certain fiscal year must submit certain documentation to apply for  
25 a grant in a certain fiscal year; requiring certain funding that is not needed for a  
26 certain purpose to be used for another purpose; establishing the Workgroup to Study  
27 the Maryland State Department of Education and the Maryland Higher Education  
28 Commission; providing for the membership, chair, staffing, and purpose of the  
29 Workgroup; requiring the Department and the Maryland Higher Education  
30 Commission to provide information to the Workgroup, as requested; requiring the  
31 Workgroup to report its findings and recommendations to the Governor and the  
32 General Assembly on or before a certain date; requiring each county board and,  
33 including the Baltimore City Board of School Commissioners, to distribute certain  
34 funds to certain schools for certain purposes subject to a certain circumstance;  
35 stating a certain charge and recommendation of a certain commission; stating that  
36 the transition to a certain information technology system shall include a certain  
37 capability; requiring the Department and the Maryland Department of Health to  
38 develop a certain memorandum of understanding on or before a certain date; stating  
39 the intent of the General Assembly that the Governor transfer or release certain  
40 funds that are restricted in a certain fiscal year budget bill for certain purposes in  
41 accordance with this Act; providing that, if the Governor does not transfer or release  
42 certain funds for certain purposes, a certain amount shall be distributed in a certain  
43 fiscal year in addition to certain funds required to be distributed under this Act;  
44 requiring each county board, including the Baltimore City Board of School  
45 Commissioners, to report on or before certain dates to the House Committee on Ways  
46 and Means, the House Appropriations Committee, the Senate Education, Health,  
47 and Environmental Affairs Committee, and the Senate Budget and Taxation

Committee on how certain funds were distributed and spent; requiring the Governor to appropriate a certain amount to a certain fund ~~for a~~ in certain fiscal ~~year~~ years; providing that a certain portion of a certain appropriation is contingent on certain amounts being equal to a certain sum; stating the intent of the General Assembly that the Commission on Innovation and Excellence in Education include in its final report a certain implementation schedule; stating the intent of the General Assembly that certain local appropriations in a certain fiscal year be considered part of the increased local funding required by The Blueprint for Maryland's Future funding formulas to be recommended by the Commission on Innovation and Excellence in Education; requiring the Department and the Maryland Department of Health to consult with the Council on Advancement of School-Based Health Centers and certain stakeholders to develop a certain plan and report certain findings and recommendations to the Governor and the General Assembly on or before a certain date; providing that The Blueprint for Maryland's Future Fund is the successor of the Commission on Innovation and Excellence in Education Fund; providing that a certain name of a certain fund in laws and other documents means the name of the successor fund; requiring the publisher of the Annotated Code, in consultation with a certain State entity, to correct cross-references and terminology in the Code that are rendered incorrect by this Act; defining certain terms; making certain provisions of this Act contingent on the taking effect of ~~another Act~~ certain other Acts and the transfer or release of certain funds by the Governor; and generally relating to programs and funding to implement The Blueprint for Maryland's Future.

BY adding to

Article – Education

Section 1–301 through 1–303 to be under the new subtitle “Subtitle 3. The Blueprint for Maryland's Future”; ~~and~~ 5–203, 5–403, and 6–123; and 9.9–101 through 9.9–105 to be under the new title “Title 9.9. Maryland Office of the Inspector General for Education”

Annotated Code of Maryland

(2018 Replacement Volume and 2018 Supplement)

BY repealing and reenacting, without amendments,

Article – Education

Section 5–202(a)(1) and 5–207(a)(1)

Annotated Code of Maryland

(2018 Replacement Volume and 2018 Supplement)

BY repealing and reenacting, with amendments,

Article – Education

Section 5–202(a)(13)(ii) and (i), 5–205(c)(2), 5–207(a)(3), ~~and~~ 5–218, and 5–219

Annotated Code of Maryland

(2018 Replacement Volume and 2018 Supplement)

BY repealing and reenacting, without amendments,

Chapter 701 of the Acts of the General Assembly of 2016, as amended by Chapter 361 of the Acts of the General Assembly of 2018

Section 1(a)

BY repealing and reenacting, with amendments,  
Chapter 701 of the Acts of the General Assembly of 2016, as amended by Chapter  
361 of the Acts of the General Assembly of 2018  
Section 1(h) and 4

BY repealing and reenacting, without amendments,  
Chapter 702 of the Acts of the General Assembly of 2016, as amended by Chapter  
361 of the Acts of the General Assembly of 2018  
Section 1(a)

BY repealing and reenacting, with amendments,  
Chapter 702 of the Acts of the General Assembly of 2016, as amended by Chapter  
361 of the Acts of the General Assembly of 2018  
Section 1(h) and 4

BY repealing and reenacting, without amendments,  
Chapter 715 of the Acts of the General Assembly of 2017, as amended by Chapter  
361 of the Acts of the General Assembly of 2018  
Section 2(a)

BY repealing and reenacting, with amendments,  
Chapter 715 of the Acts of the General Assembly of 2017, as amended by Chapter  
361 of the Acts of the General Assembly of 2018  
Section 2(d)

BY repealing and reenacting, with amendments,  
Article – Education  
Section 5–219  
Annotated Code of Maryland  
(2018 Replacement Volume and 2018 Supplement)  
(As enacted by Section 1 of this Act)

BY repealing and reenacting, with amendments,  
Article – Tax – General  
Section 2–1303  
Annotated Code of Maryland  
(2016 Replacement Volume and 2018 Supplement)

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,  
That the Laws of Maryland read as follows:

#### **Article – Education**

#### **SUBTITLE 3. THE BLUEPRINT FOR MARYLAND’S FUTURE.**

1-301.

(A) THE GENERAL ASSEMBLY FINDS AND DECLARES THAT THE BLUEPRINT FOR MARYLAND'S FUTURE BASED ON THE POLICY RECOMMENDATIONS DESCRIBED IN THE JANUARY 2019 INTERIM REPORT OF THE MARYLAND COMMISSION ON INNOVATION AND EXCELLENCE IN EDUCATION ESTABLISHED BY CHAPTERS 701 AND 702 OF THE ACTS OF THE GENERAL ASSEMBLY OF 2016 IS NECESSARY TO TRANSFORM MARYLAND'S EDUCATION SYSTEM TO WORLD-CLASS STUDENT ACHIEVEMENT LEVELS.

(B) THIS SUBTITLE CONSTITUTES THE PUBLIC POLICY OF THE STATE.

1-302.

(A) THE FOLLOWING PRINCIPLES OF THE BLUEPRINT FOR MARYLAND'S FUTURE ARE INTENDED TO TRANSFORM MARYLAND'S EARLY CHILDHOOD, PRIMARY, AND SECONDARY EDUCATION SYSTEM TO THE LEVELS OF HIGH-PERFORMING SYSTEMS AROUND THE WORLD SO THAT MARYLAND'S EDUCATION SYSTEM:

(1) PROVIDES ITS STUDENTS WITH INSTRUCTION AND SKILLS SET TO INTERNATIONAL STANDARDS THAT WILL ENABLE THEM TO BE SUCCESSFUL IN THE 21ST-CENTURY ECONOMY AND PRODUCTIVE CITIZENS OF THE STATE;

(2) GIVES ITS CHILDREN ACCESS TO EDUCATIONAL EXPERIENCES AND OPPORTUNITIES BEGINNING IN EARLY CHILDHOOD THAT ENABLE THEM TO REACH THEIR FULL PROMISE AND POTENTIAL AND BE READY FOR SUCCESS IN COLLEGE AND A REWARDING CAREER BY THE END OF HIGH SCHOOL; AND

(3) ELEVATES OVERALL STUDENT PERFORMANCE TO BE AMONG THE WORLD'S BEST AND ELIMINATES ACHIEVEMENT AND OPPORTUNITY GAPS BETWEEN STUDENTS FROM DIFFERENT FAMILY INCOMES, RACES, ETHNICITIES, ABILITIES AND DISABILITIES, AND OTHER DEFINING CHARACTERISTICS.

(B) ACHIEVING THE PRINCIPLES OF THE BLUEPRINT FOR MARYLAND'S FUTURE WILL REQUIRE A SUSTAINED AND COORDINATED STATEWIDE EFFORT AND A STRONG ACCOUNTABILITY SYSTEM THAT WILL HOLD ALL ENTITIES ACCOUNTABLE FOR IMPLEMENTING THE POLICIES EFFECTIVELY SO THAT THE PUBLIC AND ESPECIALLY PARENTS WILL HAVE CONFIDENCE THAT THE INVESTMENT IN THE POLICIES OUTLINED IN § 1-303 OF THIS SUBTITLE WILL ACHIEVE THE DESIRED OUTCOMES.

1-303.

1       THE FOUNDATION OF A WORLD-CLASS EDUCATION SYSTEM IN MARYLAND  
2 UNDER THE BLUEPRINT FOR MARYLAND'S FUTURE FOR EDUCATION WILL  
3 REQUIRE:

4               (1) EARLY SUPPORT AND INTERVENTIONS FOR YOUNG CHILDREN  
5 AND THEIR FAMILIES, INCLUDING:

6                       (i) COORDINATING AND PROVIDING SERVICES FOR CHILDREN  
7 AND FAMILIES WITH THE GREATEST NEED THROUGH CENTERS LOCATED IN THE  
8 NEEDIEST COMMUNITIES; AND

9                       (ii) EXPANDING ACCESS TO HIGH-QUALITY, FULL-DAY  
10 PREKINDERGARTEN PROGRAMS ~~AT NO COST~~ FOR 3-YEAR-OLDS AND 4-YEAR-OLDS  
11 ~~FROM LOW-INCOME FAMILIES~~ THROUGH A MIXED DELIVERY SYSTEM;

12               (2) HIGH-QUALITY DIVERSE TEACHERS AND SCHOOL LEADERS IN  
13 EVERY SCHOOL, REQUIRING:

14                       (i) ELEVATION OF THE TEACHING PROFESSION TO A  
15 PROFESSION COMPARABLE TO OTHER FIELDS, WITH COMPARABLE COMPENSATION,  
16 THAT REQUIRE A SIMILAR AMOUNT OF EDUCATION AND CREDENTIALING WITH  
17 CAREER LADDERS THAT ALLOW THE ADVANCEMENT OF TEACHERS AND PRINCIPALS  
18 BASED ON KNOWLEDGE, SKILLS, PERFORMANCE, AND RESPONSIBILITIES;

19                       (ii) TEACHER PREPARATION PROGRAMS IN THE STATE'S  
20 POSTSECONDARY INSTITUTIONS THAT ARE RIGOROUS AND PREPARE TEACHER  
21 CANDIDATES TO HAVE THE KNOWLEDGE, SKILLS, AND COMPETENCIES NEEDED TO  
22 IMPROVE STUDENT PERFORMANCE AND TO TEACH ALL STUDENTS SUCCESSFULLY  
23 REGARDLESS OF THE STUDENT'S ECONOMIC BACKGROUND, RACE, ETHNICITY, AND  
24 LEARNING ABILITY OR DISABILITY; AND

25                       (iii) STATE EXIT STANDARDS FROM TEACHER PREPARATION  
26 PROGRAMS AND STATE STANDARDS FOR TEACHER LICENSURE THAT REQUIRE  
27 PROSPECTIVE TEACHERS TO DEMONSTRATE THAT THEY HAVE THE KNOWLEDGE,  
28 SKILLS, AND COMPETENCIES TO SUCCESSFULLY TEACH STUDENTS FROM ALL  
29 BACKGROUNDS;

30               (3) AN INSTRUCTIONAL SYSTEM THAT IS BENCHMARKED TO  
31 WORLD-CLASS STANDARDS AND FULLY ALIGNED FROM PREKINDERGARTEN  
32 THROUGH 12TH GRADE TO A COLLEGE AND CAREER READINESS STANDARD,  
33 INCLUDING:

34                       (i) A COLLEGE AND CAREER READINESS STANDARD SET TO  
35 WORLD-CLASS STANDARDS THAT CERTIFIES THAT BY THE END OF 10TH GRADE, AND

NOT LATER THAN THE END OF 12TH GRADE, A STUDENT HAS THE REQUISITE LITERACY IN ENGLISH AND MATHEMATICS TO BE SUCCESSFUL IN FIRST-YEAR, CREDIT-BEARING COURSEWORK AT A MARYLAND COMMUNITY COLLEGE OR OPEN ENROLLMENT POSTSECONDARY INSTITUTION;

(II) PATHWAYS FOR STUDENTS WHO ACHIEVE COLLEGE AND CAREER READINESS BY THE END OF 10TH GRADE TO CHOOSE TO PURSUE:

1. HIGHLY COMPETITIVE COLLEGE PREPARATORY PROGRAMS;

2. EARLY COLLEGE PROGRAMS THAT ~~PROVIDE~~:

A. PROVIDE COLLEGE CREDIT AND ALLOW A STUDENT TO EARN AN ASSOCIATE DEGREE IN HIGH SCHOOL AT NO COST TO THE STUDENT; AND

B. DETERMINE ELIGIBILITY THROUGH OTHER FACTORS INCLUDING ASSESSMENTS, ACADEMIC PERFORMANCE REVIEWS, AND GUIDANCE COUNSELOR RECOMMENDATIONS; AND

3. ~~CAREER SUBJECT TO ITEM (III) OF THIS ITEM,~~  
~~CAREER~~ CAREER AND TECHNOLOGY EDUCATION PROGRAMS, INCLUDING EXPANDED OPPORTUNITIES FOR SCIENCE-BASED, CERTIFIED AGRICULTURE EDUCATION, THAT:

A. ARE DEVELOPED IN PARTNERSHIP WITH THE PRIVATE SECTOR;

B. INCLUDE AN APPRENTICESHIP OR OTHER  
WORKPLACE EXPERIENCE ~~OR AN APPRENTICESHIP~~; AND

C. LEAD TO AN INDUSTRY-RECOGNIZED CREDENTIAL BY THE END OF HIGH SCHOOL; ~~AND~~

~~(III) CAREER AND TECHNOLOGY OPPORTUNITIES THAT INCLUDE EXPANDED OPPORTUNITIES FOR SCIENCE-BASED, CERTIFIED AGRICULTURE EDUCATION; AND~~

~~(IV)~~ (III) PATHWAYS FOR THOSE STUDENTS WHO HAVE NOT ACHIEVED THE COLLEGE AND CAREER READINESS STANDARD BY THE END OF 10TH GRADE THAT ENABLE THEM TO ACHIEVE THE STANDARD BY THE END OF 12TH GRADE;

1           **(4) A SYSTEM DESIGNED TO MEET THE NEEDS OF ALL STUDENTS SO**  
2 **THEY CAN BE SUCCESSFUL, INCLUDING THE CAPABILITY TO:**

3                   **(I) QUICKLY IDENTIFY STUDENTS WHO ARE FALLING BEHIND**  
4 **GRADE LEVEL; AND**

5                   **(II) PROVIDE THE APPROPRIATE, INDIVIDUALIZED**  
6 **INSTRUCTION AND SUPPORTS NEEDED TO GET THE STUDENT BACK ON TRACK FOR**  
7 **COLLEGE AND CAREER READINESS;**

8           **(5) ADDITIONAL SUPPORTS AND SERVICES FOR STUDENTS WHO NEED**  
9 **THEM TO STAY ON TRACK FOR COLLEGE AND CAREER READINESS, INCLUDING:**

10                   **(I) STUDENTS FROM LOW-INCOME FAMILIES AS A PROXY FOR**  
11 **THE NUMBER OF STUDENTS WHO MAY NEED ADDITIONAL SUPPORTS TO PERFORM**  
12 **AT GRADE LEVEL AND STAY ON TRACK FOR COLLEGE AND CAREER READINESS;**

13                   **(II) STUDENTS FROM FAMILIES WHERE ENGLISH IS NOT THE**  
14 **PRIMARY LANGUAGE; AND**

15                   **(III) STUDENTS WITH DISABILITIES;**

16           **(6) EQUITABLE LEARNING OUTCOMES REGARDLESS OF A STUDENT'S**  
17 **FAMILY INCOME, RACE, ETHNICITY, DISABILITY, OR OTHER CHARACTERISTICS;**

18           **(7) ADDITIONAL RESOURCES, SUPPORTS, AND SERVICES FOR**  
19 **CHILDREN IN MARYLAND WHO ARE LIVING IN COMMUNITIES WITH GREAT NEEDS,**  
20 **INCLUDING HIGH POVERTY RATES, HIGH CRIME RATES, AND LACK OF ACCESS TO**  
21 **ADEQUATE HEALTH CARE AND SOCIAL SERVICES, WITH RESOURCES PROVIDED AT**  
22 **THE SCHOOL LEVEL AND IN THE COMMUNITY;**

23           **(8) FUNDING THAT IS SUFFICIENT TO ENABLE STUDENTS TO ACHIEVE**  
24 **THE STATE'S PERFORMANCE STANDARDS AND THAT IS DISTRIBUTED EQUITABLY TO**  
25 **SCHOOL SYSTEMS AND SCHOOLS ACROSS THE STATE; AND**

26           **(9) A STRONG SYSTEM OF ACCOUNTABILITY WITH THE AUTHORITY TO**  
27 **HOLD ALL OF THE ENTITIES THAT ARE AN INTEGRAL PART OF THE EDUCATION**  
28 **SYSTEM ACCOUNTABLE FOR IMPLEMENTING THE BLUEPRINT FOR MARYLAND'S**  
29 **FUTURE AND ENSURING THAT FUNDS ARE BEING SPENT EFFECTIVELY CONSISTENT**  
30 **WITH THE POLICY FRAMEWORK TO ENSURE THAT ALL STUDENTS ARE SUCCESSFUL.**

31 5-202.

32           (a) (1) In this section the following words have the meanings indicated.

(13) “Target per pupil foundation amount” means:

(ii) Except as provided in items (iii) and (iv) of this paragraph, in subsequent fiscal years:

1. The target per pupil foundation amount for the prior fiscal year increased by the same percentage as the lesser of:

A. The increase in the implicit price deflator for State and local government expenditures for the second prior fiscal year;

B. The Consumer Price Index for All Urban Consumers for the [Washington–Baltimore metropolitan area] **WASHINGTON METROPOLITAN AREA**, or any successor index, for the second prior fiscal year; or

C. 5%; or

2. If there is no increase in the implicit price deflator for State and local government expenditures for the second prior fiscal year or in the Consumer Price Index for All Urban Consumers for the [Washington–Baltimore metropolitan area] **WASHINGTON METROPOLITAN AREA**, or any successor index, for the second prior fiscal year, the target per pupil foundation amount for the prior fiscal year;

(i) (1) In this subsection, “total direct education aid” means the total financial assistance provided by the State to a county board under the following programs:

(i) Funding for the foundation program including funds for the Geographic Cost of Education under this section;

(ii) Transportation aid under § 5–205 of this subtitle;

(iii) Funding for compensatory education under § 5–207 of this subtitle;

(iv) Funding for students with limited English proficiency under § 5–208 of this subtitle;

(v) Funding for special education students under § 5–209 of this subtitle;

(vi) Funding for the guaranteed tax base program under § 5–210 of this subtitle; and

(vii) Funding for grants provided under this subsection.

(2) For fiscal year 2012 only, if a county board's total direct education aid in the current fiscal year is less than the prior fiscal year by more than 6.5%, then the State shall provide a grant to the county board in an amount necessary to ensure that a decrease in total direct education aid is not more than 6.5%.

(3) For fiscal year 2013 only, if a county board's total direct education aid in the current fiscal year is less than the prior fiscal year by more than 5%, then the State shall provide a grant to the county board in an amount necessary to ensure that a decrease in total direct education aid is not more than 5%.

(4) For fiscal year 2014 only, if a county board's total direct education aid in the current fiscal year is less than the prior fiscal year by more than 1%, then the State shall provide a grant to the county board equal to 25% of the decrease in total direct education aid from the prior fiscal year to the current fiscal year.

(5) (i) For fiscal years 2015 through 2017, a county board is eligible for a State grant under this paragraph if a county board's:

1. Full-time equivalent enrollment is less than 5,000;
2. Full-time equivalent enrollment in the current fiscal year is less than the prior fiscal year; and
3. Total direct education aid in the current fiscal year is less than the prior fiscal year by more than 1%.

(ii) The State shall provide a grant to a county board that is eligible under subparagraph (i) of this paragraph.

(iii) The grant shall be equal to 50% of the decrease in total direct education aid from the prior fiscal year to the current fiscal year.

(6) (i) 1. In this paragraph the following words have the meanings indicated.

2. "3-year moving average full-time equivalent enrollment" means the average of the full-time equivalent enrollment in the 3 previous school years.

3. "Total direct education aid" means the sum of the amounts listed in paragraph (1)(i) through (vi) of this subsection.

(ii) A county board is eligible for a supplemental State grant under this paragraph if a county's 3-year moving average full-time equivalent enrollment is greater than the full-time equivalent enrollment in the previous school year.

(iii) For each of fiscal years 2018 through [2020] **2021**, the State shall provide a supplemental grant to an eligible county board that equals:

1                   1.     The quotient of the total direct education aid of a county  
2 board divided by the full-time equivalent enrollment of the county in the previous school  
3 year; multiplied by

4                   2.     The difference between the 3-year moving average  
5 full-time equivalent enrollment in the county and the full-time equivalent enrollment in  
6 the county in the previous school year.

7                   (iv)   The State shall distribute the supplemental grant at the same  
8 time the State distributes funds to county boards under this subtitle.

9 **5-203.**

10           (A)   (1)   IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS  
11 INDICATED.

12                   (2)   “COMMUNITY SCHOOL” MEANS A PUBLIC SCHOOL THAT  
13 ESTABLISHES A SET OF STRATEGIC PARTNERSHIPS BETWEEN THE SCHOOL AND  
14 OTHER COMMUNITY RESOURCES THAT PROMOTE STUDENT ACHIEVEMENT,  
15 POSITIVE LEARNING CONDITIONS, AND THE WELL-BEING OF STUDENTS BY  
16 PROVIDING WRAPAROUND SERVICES.

17                   (3)   “ELIGIBLE FOR FREE OR REDUCED PRICE MEALS” MEANS  
18 ELIGIBLE FOR FREE OR REDUCED PRICE MEALS BASED ON ELIGIBILITY  
19 REQUIREMENTS ESTABLISHED BY THE UNITED STATES DEPARTMENT OF  
20 AGRICULTURE.

21                   (4)   ~~(I)~~   “ELIGIBLE SCHOOL” MEANS A PUBLIC SCHOOL IN WHICH AT  
22 LEAST 80% OF THE STUDENTS WERE ELIGIBLE;

23                           ~~(H)~~   1.   FOR FISCAL YEAR 2020, FOR FREE OR REDUCED  
24 PRICE MEALS IN THE ~~2016-2017~~ 2017-2018 SCHOOL YEAR; AND

25                           ~~(H)~~   2.   FOR FISCAL YEAR 2021, FOR FREE OR REDUCED  
26 PRICE MEALS IN THE:

27                                   ~~1.~~ A. 2017-2018 SCHOOL YEAR; OR

28                                   ~~2.~~ B. 2018-2019 SCHOOL YEAR.

29                           (II)   “ELIGIBLE SCHOOL” DOES NOT INCLUDE A SCHOOL THAT IS  
30 ELIGIBLE TO RECEIVE FUNDING UNDER THIS SECTION BUT HAS CLOSED.

(5) "PROGRAM" MEANS THE CONCENTRATION OF POVERTY SCHOOL GRANT PROGRAM ESTABLISHED UNDER THIS SECTION.

~~(6) "RESTORATIVE PRACTICE COACH" MEANS AN INDIVIDUAL WHO HAS SUCCESSFULLY PARTICIPATED IN TRAINING ON DIRECT SERVICES MEDIATION, CONFLICT MANAGEMENT, AND COMMUNITY CONFERENCING FOR STUDENTS AND FAMILIES.~~

~~(7) "TRAUMA-INFORMED INTERVENTION" MEANS A METHOD FOR UNDERSTANDING AND RESPONDING TO AN INDIVIDUAL WITH SYMPTOMS OF CHRONIC INTERPERSONAL TRAUMA OR TRAUMATIC STRESS.~~

~~(8) "TRAUMA-INFORMED SCHOOL" MEANS A SCHOOL THAT:~~

~~(I) ACKNOWLEDGES THE WIDESPREAD IMPACT OF TRAUMA AND UNDERSTANDS THE POTENTIAL PATHS FOR RECOVERY;~~

~~(II) RECOGNIZES THE SIGNS AND SYMPTOMS OF TRAUMA IN STUDENTS, TEACHERS, AND STAFF;~~

~~(III) INTEGRATES INFORMATION ABOUT TRAUMA INTO POLICIES, PROCEDURES, AND PRACTICES; AND~~

~~(IV) ACTIVELY RESISTS RETRAUMATIZING A STUDENT, TEACHER, OR STAFF MEMBER WHO HAS EXPERIENCED TRAUMA.~~

~~(6) (9) (7)~~ "WRAPAROUND SERVICES" INCLUDES:

(I) EXTENDED LEARNING TIME, INCLUDING BEFORE AND AFTER SCHOOL, WEEKENDS, SUMMER SCHOOL, AND AN EXTENDED SCHOOL YEAR;

(II) SAFE TRANSPORTATION TO SCHOOL;

(III) VISION AND DENTAL CARE SERVICES;

(IV) ESTABLISHING OR EXPANDING SCHOOL-BASED HEALTH CENTER SERVICES;

(V) ADDITIONAL SOCIAL WORKERS, MENTORS, COUNSELORS, PSYCHOLOGISTS, AND RESTORATIVE PRACTICE COACHES;

~~(v)~~ (VI) ENHANCING PHYSICAL WELLNESS, INCLUDING PROVIDING HEALTHY FOOD FOR IN-SCHOOL AND OUT-OF-SCHOOL TIME AND LINKAGES TO COMMUNITY PROVIDERS;

~~(VI)~~ (VII) ENHANCING BEHAVIORAL HEALTH SERVICES, INCLUDING ACCESS TO MENTAL HEALTH PRACTITIONERS AND PROVIDING PROFESSIONAL DEVELOPMENT TO SCHOOL STAFF TO PROVIDE TRAUMA-INFORMED INTERVENTIONS;

~~(VII)~~ (VIII) PROVIDING FAMILY AND COMMUNITY ENGAGEMENT AND SUPPORTS, INCLUDING INFORMING PARENTS OF ACADEMIC COURSE OFFERINGS, LANGUAGE CLASSES, WORKFORCE DEVELOPMENT TRAINING, OPPORTUNITIES FOR CHILDREN, AND AVAILABLE SOCIAL SERVICES AS WELL AS EDUCATING FAMILIES ON HOW TO MONITOR A CHILD'S LEARNING;

~~(VIII)~~ (IX) ESTABLISHING AND ENHANCING LINKAGES TO JUDY CENTERS AND OTHER EARLY EDUCATION PROGRAMS THAT FEED INTO THE SCHOOL;

~~(IX)~~ (X) ENHANCING STUDENT ENRICHMENT EXPERIENCES;

~~(X)~~ (XI) IMPROVING STUDENT ATTENDANCE;

~~(XI)~~ (XII) IMPROVING THE LEARNING ENVIRONMENT AT THE SCHOOL; AND

~~(XII)~~ (XIII) ANY OTHER PROFESSIONAL DEVELOPMENT FOR TEACHERS AND SCHOOL STAFF TO QUICKLY IDENTIFY STUDENTS WHO ARE IN NEED OF THESE RESOURCES.

(B) (1) THERE IS A CONCENTRATION OF POVERTY SCHOOL GRANT PROGRAM IN THE STATE.

(2) THE PURPOSE OF THE PROGRAM IS TO PROVIDE GRANTS TO ELIGIBLE SCHOOLS WITH A HIGH CONCENTRATION OF STUDENTS WHO ARE ELIGIBLE FOR FREE OR REDUCED PRICE MEALS.

(C) (1) (I) FOR EACH OF FISCAL YEARS 2020 AND 2021, THE STATE SHALL DISTRIBUTE A GRANT TO EACH COUNTY BOARD EQUAL TO \$248,833 FOR EACH ELIGIBLE SCHOOL IN THE COUNTY.

(II) ~~EACH~~ EXCEPT AS PROVIDED IN SUBPARAGRAPH (III) OF THIS PARAGRAPH, EACH COUNTY BOARD SHALL DISTRIBUTE DIRECTLY TO EACH ELIGIBLE SCHOOL AN AMOUNT EQUAL TO \$248,833.

(III) IF A LOCAL SCHOOL SYSTEM HAS AT LEAST 40 ELIGIBLE SCHOOLS, THE COUNTY BOARD MAY, ON BEHALF OF ELIGIBLE SCHOOLS, EXPEND THE FUNDS DISTRIBUTED BY THE STATE UNDER THIS PARAGRAPH, PROVIDED THAT

1 A PLAN IS DEVELOPED IN CONSULTATION WITH THE ELIGIBLE SCHOOLS THAT  
2 ENSURES THAT THE REQUIREMENTS OF SUBSECTION (D) OF THIS SECTION ARE MET.

3 (2) FOR EACH OF FISCAL YEARS 2020 AND 2021, THE STATE SHALL  
4 DISTRIBUTE TO THE DEPARTMENT AN AMOUNT EQUAL TO \$126,170 TO FUND ONE  
5 DIRECTOR OF COMMUNITY SCHOOLS IN THE DEPARTMENT.

6 (D) (1) (I) EACH ELIGIBLE SCHOOL SHALL EMPLOY ONE COMMUNITY  
7 ~~SCHOOLS SCHOOL~~ COORDINATOR STAFF POSITION ~~AND ONE HEALTH CARE~~  
8 ~~PRACTITIONER STAFF POSITION~~ IN THE ELIGIBLE SCHOOL.

9 (II) 1. EACH ELIGIBLE SCHOOL SHALL PROVIDE FULL-TIME  
10 COVERAGE BY AT LEAST ONE PROFESSIONAL HEALTH CARE PRACTITIONER DURING  
11 SCHOOL HOURS, INCLUDING ANY EXTENDED LEARNING TIME, WHO IS A LICENSED  
12 PHYSICIAN, A LICENSED PHYSICIAN'S ASSISTANT, OR A LICENSED REGISTERED  
13 NURSE, PRACTICING WITHIN THE SCOPE OF THE HEALTH CARE PRACTITIONER'S  
14 LICENSE.

15 2. A HEALTH CARE PRACTITIONER PROVIDING  
16 COVERAGE UNDER THIS SUBPARAGRAPH MAY WORK UNDER A SCHOOL HEALTH  
17 SERVICES PROGRAM, A COUNTY HEALTH DEPARTMENT, OR A SCHOOL-BASED  
18 HEALTH CENTER, ~~OR A COMMUNITY PARTNERED SCHOOL BEHAVIORAL HEALTH~~  
19 SERVICES PROGRAM.

20 3. THIS SUBPARAGRAPH MAY NOT BE CONSTRUED TO:

21 A. REQUIRE THAT AN ELIGIBLE SCHOOL HIRE A  
22 FULL-TIME HEALTH CARE PRACTITIONER STAFF POSITION; OR

23 B. PRECLUDE THE HIRING OF ANY OTHER HEALTH CARE  
24 PRACTITIONERS THAT MEET THE NEEDS OF THE STUDENTS.

25 (2) EACH ELIGIBLE SCHOOL SHALL USE THE GRANT TO FUND THE  
26 ~~POSITIONS REQUIRED~~ REQUIREMENTS UNDER PARAGRAPH (1) OF THIS  
27 SUBSECTION.

28 (3) IF THE GRANT PROVIDED TO AN ELIGIBLE SCHOOL EXCEEDS THE  
29 COST TO EMPLOY THE POSITIONS AND PROVIDE THE COVERAGE REQUIRED UNDER  
30 PARAGRAPH (1) OF THIS SUBSECTION, THE ELIGIBLE SCHOOL ~~SHALL~~ MAY ONLY USE  
31 THE EXCESS FUNDS TO PROVIDE WRAPAROUND;

32 (I) WRAPAROUND SERVICES TO THE STUDENTS ENROLLED IN  
33 THE ELIGIBLE SCHOOL; AND

(II) THE ASSESSMENT REQUIRED UNDER SUBSECTION (E) OF THIS SECTION.

(4) IF AN ELIGIBLE SCHOOL, AS OF JUNE 30, 2019, EMPLOYS ~~INDIVIDUALS IN THE POSITIONS~~ AN INDIVIDUAL IN A POSITION OR HAS THE COVERAGE REQUIRED UNDER PARAGRAPH (1) OF THIS SUBSECTION, AT LEAST THE SAME AMOUNT OF FUNDS SHALL BE PROVIDED TO THE ELIGIBLE SCHOOL TO BE USED FOR THOSE POSITIONS OR COVERAGE IN FISCAL YEARS 2020 AND 2021 AS OF JUNE 30, 2019, SHALL INSTEAD BE USED TO PROVIDE WRAPAROUND SERVICES TO THE STUDENTS ENROLLED IN THE ELIGIBLE SCHOOL.

(E) (1) ~~THE COMMUNITY SCHOOLS~~ SCHOOL COORDINATOR SHALL BE RESPONSIBLE FOR ESTABLISHING A COMMUNITY SCHOOL, INCLUDING COMPLETING AN ASSESSMENT BY JULY 1, 2020, OF THE NEEDS OF THE STUDENTS IN THE SCHOOL FOR APPROPRIATE WRAPAROUND SERVICES TO ENHANCE THE SUCCESS OF ALL STUDENTS IN THE SCHOOL.

(2) ~~THE HEALTH CARE PRACTITIONER MAY WORK UNDER A SCHOOL HEALTH SERVICES PROGRAM, A COUNTY HEALTH DEPARTMENT, A SCHOOL-BASED HEALTH CENTER, OR A COMMUNITY PARTNERED SCHOOL BEHAVIORAL HEALTH SERVICES PROGRAM~~ THE ASSESSMENT PERFORMED UNDER THIS SUBSECTION SHALL:

(I) BE DONE IN COLLABORATION WITH THE:

1. THE PRINCIPAL AND SCHOOL;
2. A SCHOOL HEALTH CARE PRACTITIONER; AND
3. A PARENT TEACHER ORGANIZATION OR A SCHOOL FAMILY COUNCIL; AND

(II) INCLUDE AN ASSESSMENT OF THE PHYSICAL, BEHAVIORAL, AND EMOTIONAL HEALTH NEEDS OF STUDENTS, THEIR FAMILIES, AND THEIR COMMUNITIES.

(F) A COUNTY THAT PROVIDES A SCHOOL NURSE, SCHOOL HEALTH SERVICES, OR COMMUNITY SCHOOL SERVICES FROM FUNDS OUTSIDE OF THOSE MADE IN THE FISCAL YEAR 2019 LOCAL APPROPRIATION TO THE COUNTY BOARD SHALL CONTINUE TO PROVIDE AT LEAST THE SAME RESOURCES TO AN ELIGIBLE SCHOOL IN FISCAL YEARS 2020 AND 2021.

~~(G) (1) THE DEPARTMENT, IN CONSULTATION WITH THE MARYLAND DEPARTMENT OF HEALTH AND THE DEPARTMENT OF HUMAN SERVICES, SHALL~~

~~DEVELOP GUIDELINES ON TRAUMA-INFORMED INTERVENTIONS THAT WILL ASSIST SCHOOLS WITH:~~

~~(I) IMPLEMENTING A COMPREHENSIVE TRAUMA-INFORMED POLICY AT THE SCHOOL;~~

~~(II) THE IDENTIFICATION OF A STUDENT, TEACHER, OR STAFF MEMBER WHO HAS EXPERIENCED TRAUMA;~~

~~(III) THE APPROPRIATE MANNER FOR RESPONDING TO A STUDENT, TEACHER, OR STAFF MEMBER WHO HAS EXPERIENCED TRAUMA;~~

~~(IV) FOR SCHOOLS PARTICIPATING IN THE HANDLE WITH CARE PROGRAM, THE APPROPRIATE MANNER FOR RESPONDING TO A STUDENT WHO IS IDENTIFIED AS A "HANDLE WITH CARE" STUDENT; AND~~

~~(V) BECOMING A TRAUMA-INFORMED SCHOOL.~~

~~(2) THE DEPARTMENT SHALL:~~

~~(I) DISTRIBUTE THE GUIDELINES DEVELOPED UNDER THIS SUBSECTION TO EACH LOCAL SCHOOL SYSTEM; AND~~

~~(II) PUBLISH THE GUIDELINES ON TRAUMA-INFORMED INTERVENTIONS ON THE DEPARTMENT'S WEBSITE.~~

5-205.

(c) (2) Subject to the limitations under paragraph (3) of this subsection, for fiscal year 2004 and every year thereafter the amount of a county's base grant for student transportation shall be equal to the amount of the county's base grant for student transportation for the previous year increased by the same percentage as the increase in the private transportation category of the Consumer Price Index for all urban consumers, for the [Washington-Baltimore metropolitan area] **WASHINGTON METROPOLITAN AREA**, as of July of the fiscal year preceding the year for which the amount is being calculated, plus an additional amount equal to the product of:

(i) The total amount of funds distributed by the State as base grants for student transportation for the previous fiscal year divided by the statewide full-time equivalent enrollment for the previous fiscal year; and

(ii) The difference between the full-time equivalent enrollment in a county for the current fiscal year and the full-time equivalent enrollment in the county for the previous fiscal year, or, if the full-time equivalent enrollment in a county for the current

fiscal year is less than the full-time equivalent enrollment in the county for the previous fiscal year, zero.

5–207.

(a) (1) In this section the following words have the meanings indicated.

(3) (i) Except as provided in subparagraph (ii) of this paragraph, “compensatory education enrollment count” means the number of students eligible for free or reduced price meals for the prior fiscal year.

(ii) For fiscal years 2017 through [2022] **2025**, “compensatory education enrollment count” means:

1. The number of students eligible for free or reduced price meals for the prior fiscal year; or

2. For county boards that participate, in whole or in part, in the United States Department of Agriculture community eligibility provision, the number of students equal to the greater of:

A. The sum of the number of students in participating schools identified by direct certification for the prior fiscal year, plus the number of students identified by the income information provided by the family to the school system on an alternative form developed by the Department for the prior fiscal year, plus the number of students eligible for free and reduced price meals from any schools not participating in the community eligibility provision for the prior fiscal year; or

B. Subject to subparagraph (iii) of this paragraph, the number of students eligible for free and reduced price meals at schools not participating in the community eligibility provision for the prior fiscal year, plus the product of the percentage of students eligible for free and reduced price meals at participating schools for the fiscal year prior to opting into the community eligibility provision multiplied by the prior fiscal year enrollment.

(iii) For the purpose of the calculation under subparagraph (ii)2B of this paragraph, the schools participating in the community eligibility provision during the pilot year may use the percentage of students identified for free and reduced price meals during the pilot year.

5–218.

(a) (1) In this section the following words have the meanings indicated.

(2) “Eligible child” means a child:

1 (i) Whose parent or guardian enrolls the child in a public  
2 prekindergarten program; and

3 (ii) Who is 4 years old on September 1 of the school year in which the  
4 parent or legal guardian enrolls the child in a public prekindergarten program.

5 (3) “Eligible county board” means a county board that makes a full-day  
6 public prekindergarten program available for [all] eligible children.

7 (4) “State share of the per pupil foundation amount” means the quotient of  
8 the State share of the foundation program for a county divided by the full-time equivalent  
9 enrollment of the county.

10 (b) For each of fiscal years 2018 through [2020] **2021**, the State shall provide a  
11 supplemental prekindergarten grant to an eligible county board that equals the percentage  
12 of the State share of the per pupil foundation amount multiplied by the number of full-time  
13 equivalent eligible children enrolled in a public full-day prekindergarten program on  
14 September 30 of the previous school year:

15 (1) For fiscal year 2018, 50%;

16 (2) For fiscal year 2019, 75%; [and]

17 (3) For fiscal year 2020, 100%; **AND**

18 **(4) FOR FISCAL YEAR 2021, 100%.**

19 (c) The State shall distribute the supplemental prekindergarten grant at the  
20 same time the State distributes funds to county boards under this subtitle.

21 5-219.

22 (a) In this section, “Fund” means [the Commission on Innovation and Excellence  
23 in Education] **THE BLUEPRINT FOR MARYLAND’S FUTURE** Fund.

24 (b) There is [a Commission on Innovation and Excellence in Education] **THE**  
25 **BLUEPRINT FOR MARYLAND’S FUTURE** Fund.

26 (c) The purpose of the Fund is to assist in providing adequate funding for early  
27 childhood education and primary and secondary education to provide a world-class  
28 education to students so they are prepared for college and a career in the global economy  
29 of the 21st century, based on the [final] recommendations of the Commission on Innovation  
30 and Excellence in Education.

31 (d) The Department shall administer the Fund.

(e) (1) The Fund is a special, nonlapsing fund that is not subject to § 7–302 of the State Finance and Procurement Article.

(2) The State Treasurer shall hold the Fund separately, and the Comptroller shall account for the Fund.

(f) The Fund consists of:

(1) Revenue distributed to the Fund under § 2–605.1 of the Tax – General Article;

(2) Money appropriated in the State budget for the Fund; and

(3) Any other money from any other source accepted for the benefit of the Fund.

(g) The Fund may be used only to assist in providing adequate funding for early childhood education and primary and secondary education [through revised education funding formulas] based on the [final] recommendations of the Commission on Innovation and Excellence in Education, INCLUDING REVISED EDUCATION FUNDING FORMULAS.

(h) (1) The State Treasurer shall invest the money of the Fund in the same manner as other State money may be invested.

(2) Any interest earnings of the Fund shall be credited to the Fund.

(i) Expenditures from the Fund may be made only in accordance with the State budget.

**6–123.**

(A) (1) **IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.**

(2) **“COLLABORATIVE” MEANS A SIGNED AGREEMENT OUTLINING COMMITMENTS OF A PARTNERSHIP AMONG AT LEAST ONE COUNTY BOARD, ONE TEACHER PREPARATION PROGRAM, AND ONE EXCLUSIVE EMPLOYEE REPRESENTATIVE TO IMPROVE TEACHER EDUCATION TO PREPARE TEACHERS FOR HIGHER TEACHER STANDARDS AND INTEGRATE TEACHER INDUCTION, PROFESSIONAL DEVELOPMENT, AND ADVANCEMENT TO MEET THE GOALS OF THE JANUARY 2019 INTERIM REPORT OF THE COMMISSION ON INNOVATION AND EXCELLENCE IN EDUCATION ESTABLISHED UNDER CHAPTERS 701 AND 702 OF THE ACTS OF THE GENERAL ASSEMBLY OF 2016.**

1           (3) “EXCLUSIVE EMPLOYEE REPRESENTATIVE” MEANS AN  
2 EMPLOYEE ORGANIZATION DESIGNATED AS THE EXCLUSIVE REPRESENTATIVE OF  
3 ALL PUBLIC SCHOOL EMPLOYEES IN A COUNTY.

4           (4) “PROGRAM” MEANS THE TEACHER COLLABORATIVE GRANT  
5 PROGRAM.

6           (5) “PUBLIC SCHOOL EMPLOYEE” HAS THE MEANING STATED IN §  
7 6-401 OF THIS TITLE.

8           (6) “TEACHER PREPARATION PROGRAM” MEANS A PROGRAM OF  
9 UNDERGRADUATE OR GRADUATE STUDIES THAT:

10                   (I) PREPARES AN INDIVIDUAL TO TEACH; AND

11                   (II) IS OFFERED AT AN INSTITUTION OF HIGHER EDUCATION IN  
12 THE STATE THAT IS ACCREDITED OR APPROVED TO OPERATE UNDER THIS ARTICLE.

13           (B) (1) THERE IS A TEACHER COLLABORATIVE GRANT PROGRAM.

14                   (2) THE PURPOSE OF THE PROGRAM IS TO:

15                   (I) PROVIDE FUNDS FOR COLLABORATIVES TO DEVELOP  
16 STATE-OF-THE-ART PROFESSIONAL EDUCATION FOR PROSPECTIVE AND CURRENT  
17 TEACHERS THAT REFLECTS INTERNATIONAL AND NATIONAL BEST PRACTICES; AND

18                   (II) AWARD GRANTS TO MULTIPLE COLLABORATIVES IN  
19 VARIOUS REGIONS OF THE STATE THAT WILL DEVELOP MODEL PROFESSIONAL  
20 DEVELOPMENT PROGRAMS THAT CAN BE REPLICATED IN LOCAL SCHOOL SYSTEMS  
21 THROUGHOUT THE STATE.

22           (3) THE DEPARTMENT SHALL ADMINISTER THE PROGRAM IN  
23 CONSULTATION WITH THE MARYLAND HIGHER EDUCATION COMMISSION.

24           (C) (1) A COUNTY BOARD OR TEACHER PREPARATION PROGRAM MAY  
25 SUBMIT AN APPLICATION TO THE DEPARTMENT TO RECEIVE A GRANT TO FORM A  
26 TEACHER COLLABORATIVE THAT IS IN FURTHERANCE OF THE PURPOSE OF THE  
27 PROGRAM.

28                   (2) TO BE ELIGIBLE FOR A GRANT, AN APPLICATION SHALL IDENTIFY  
29 A SIGNED PARTNERSHIP AGREEMENT AMONG AT LEAST ONE COUNTY BOARD, ONE  
30 TEACHER PREPARATION PROGRAM, AND ONE EXCLUSIVE EMPLOYEE  
31 REPRESENTATIVE TO FORM A TEACHER COLLABORATIVE TO DESIGN AND  
32 IMPLEMENT AT LEAST TWO OF THE FOLLOWING:

(I) A 21ST-CENTURY PRACTICUM FOR TEACHER CANDIDATES  
TO GAIN TEACHING EXPERIENCE IN THE CLASSROOM;

(II) A PROFESSIONAL DEVELOPMENT PROGRAM FOR EXISTING  
TEACHERS; AND

(III) A PEER ASSISTANCE AND REVIEW PROGRAM TO SUPPORT:

1. INDUCTION AND MENTORING PROGRAMS FOR NEW  
TEACHERS AND STRUGGLING TEACHERS; AND

2. EFFECTIVE TEACHER EVALUATION SYSTEMS.

(3) A PRACTICUM DESIGN DEVELOPED UNDER THE PROGRAM SHALL  
REQUIRE:

(I) PROSPECTIVE TEACHERS TO COMPLETE A FULL SCHOOL  
YEAR OF PRACTICAL TEACHING EXPERIENCE BEFORE COMPLETING A TEACHER  
PREPARATION PROGRAM THAT:

1. SHALL BE COMPLETED WITHIN THE EXISTING  
DEGREE REQUIREMENTS TO GRADUATE FROM THE TEACHER PREPARATION  
PROGRAM, IF POSSIBLE; AND

2. MAY BE COMPLETED AT ANY TIME DURING THE  
TEACHER PREPARATION PROGRAM AS DETERMINED BY THE COLLABORATIVE;

(II) A COUNTY BOARD AND TEACHER PREPARATION PROGRAM  
JOINTLY TO IDENTIFY A PLACEMENT FOR A TEACHER CANDIDATE AND COMPENSATE  
A MENTOR TEACHER TO SUPERVISE AND COACH THE TEACHER CANDIDATE;

(III) PUBLIC SCHOOLS OFFERING THE PRACTICUM TO:

1. BE ORGANIZED IN A CAREER LADDER SYSTEM; AND

2. CONSIST OF DIVERSE STUDENT BODIES THAT  
REFLECT THE DIVERSITY OF PUBLIC SCHOOLS IN THE STATE OR THE GEOGRAPHIC  
AREA WHERE THE SCHOOL IS LOCATED;

(IV) MEMBERS OF THE PUBLIC SCHOOL FACULTY WHO ARE  
PROFESSOR MASTER TEACHERS ON THE CAREER LADDER TO HOLD APPOINTMENTS  
TO TEACH AS CLINICAL OR ADJUNCT FACULTY AT THE TEACHER PREPARATION  
PROGRAM;

(v) MEMBERS OF THE PUBLIC SCHOOL FACULTY WHO ARE LEAD TEACHERS OR MASTER TEACHERS ON THE CAREER LADDER TO BE RESPONSIBLE FOR DESIGNING THE PUBLIC SCHOOL'S INDUCTION AND MENTORING PROGRAM FOR NEW TEACHERS AND STRUGGLING TEACHERS; AND

(vi) MEMBERS OF THE PUBLIC SCHOOL FACULTY AND THE TEACHER PREPARATION PROGRAM FACULTY TO BE FULLY TRAINED TO UNDERSTAND AND IMPLEMENT INTERNATIONAL AND NATIONAL BEST PRACTICES FOR TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT.

(4) A PROFESSIONAL DEVELOPMENT PROGRAM DEVELOPED UNDER THE PROGRAM SHALL PROVIDE TRAINING AND EDUCATION IN ONE OR MORE OF THE FOLLOWING:

(i) CULTURALLY RESPONSIVE PEDAGOGY, CONTENT KNOWLEDGE, AND ~~PRACTICE~~ BEST PRACTICES IN TEACHING DIVERSE STUDENTS AND COMMUNICATING WITH DIVERSE STUDENT FAMILIES, INCLUDING INDIVIDUALS OF ALL RACES, RELIGIONS, SEXUAL ORIENTATIONS, AND GENDER IDENTITIES;

(ii) EVALUATION AND ~~USE OF RESEARCH AND DATA~~ EFFECTIVE USE OF RESEARCH, DATA, AND HIGH-QUALITY INSTRUCTIONAL MATERIALS, INCLUDING DIGITAL RESOURCES AND TECHNOLOGY, TO IMPROVE STUDENT PERFORMANCE;

~~(iii) RACIAL AWARENESS, CULTURAL COMPETENCY, RELIGIOUS TOLERANCE, AND RESTORATIVE PRACTICES TO BE ABLE TO TEACH STUDENTS FROM DIVERSE BACKGROUNDS WITH DIFFERENT LEARNING ABILITIES AND NEEDS AND TO COMMUNICATE EFFECTIVELY WITH STUDENT FAMILIES;~~

~~(iv)~~ (iii) EFFECTIVE MANAGEMENT OF STUDENT BEHAVIOR, INCLUDING TRAINING IN THE USE OF RESTORATIVE PRACTICES AND TRAUMA-INFORMED APPROACHES TO MEET STUDENT NEEDS;

~~(v)~~ (iv) CONDUCTING ASSESSMENTS OF TYPICAL LEARNING CHALLENGES FOR A STUDENT AND METHODS TO HELP THE STUDENT OVERCOME THOSE CHALLENGES, INCLUDING EFFECTIVE TOOLS AND STRATEGIES TO MEET THE NEEDS OF STUDENTS WITH DISABILITIES AND IMPLEMENT INDIVIDUALIZED EDUCATION PROGRAMS AND 504 PLANS; AND

(v) RECOGNITION OF STUDENT MENTAL HEALTH DISORDERS.

~~(vi) AWARENESS OF AND SENSITIVITY TO THE SEXUAL ORIENTATION AND GENDER IDENTITY OF STUDENTS AND THEIR FAMILIES;~~

~~(VII) IMPLEMENTING INDIVIDUALIZED EDUCATION PROGRAMS  
AND 504 PLANS FOR STUDENTS WITH DISABILITIES;~~

~~(VIII) AWARENESS OF TRAUMA INFORMED APPROACHES TO  
MEET STUDENTS' NEEDS;~~

~~(IX) RECOGNITION OF STUDENT MENTAL HEALTH DISORDERS;  
AND~~

~~(VI) (X) IDENTIFICATION AND EFFECTIVE USE OF  
HIGH-QUALITY INSTRUCTIONAL MATERIALS, DIGITAL RESOURCES, AND COMPUTER  
TECHNOLOGY.~~

(5) (I) A PEER ASSISTANCE AND REVIEW PROGRAM DEVELOPED  
UNDER THE PROGRAM SHALL USE:

1. LEAD TEACHERS OR MASTER TEACHERS ON THE  
CAREER LADDER TO MENTOR NEW TEACHERS AND SUPPORT EXISTING TEACHERS  
WHO ARE STRUGGLING OR LOW PERFORMING; AND

2. AN EFFECTIVE TEACHER EVALUATION SYSTEM TO  
PROVIDE RIGOROUS, RELIABLE, AND RELEVANT FEEDBACK FOR EDUCATORS.

(II) A TEACHER EVALUATION SYSTEM DEVELOPED UNDER THIS  
PARAGRAPH SHALL:

1. DEFINE THE KNOWLEDGE AND SKILLS EXPECTED OF  
A TEACHER;

2. UTILIZE DOCUMENTED PERFORMANCE MEASURES TO  
PROVIDE PERSONALIZED FEEDBACK THAT IS ALIGNED WITH THE TEACHER'S  
STRENGTHS, NEEDS, AND PROFESSIONAL LEARNING CONTEXT; AND

3. USE A PEER OBSERVATION-BASED PROCESS TO  
EVALUATE A TEACHER THAT:

A. CAN BE LINKED TO STUDENT LEARNING OUTCOMES;

B. REQUIRES THE COMPETENCY OF THE EVALUATOR TO  
BE ASSESSED;

1 C. REQUIRES STAKEHOLDERS, TEACHERS AND  
2 TEACHER CANDIDATES, AND EVALUATORS TO BE FULLY TRAINED TO UNDERSTAND  
3 THE EVALUATION PROCESS; AND

4 D. INCLUDES POSTOBSERVATION CONFERENCES  
5 BETWEEN THE TEACHER AND EVALUATOR TO ENCOURAGE REFLECTION OF THE  
6 TEACHER'S TEACHING PRACTICE.

7 (6) AN APPLICATION SHALL INCLUDE:

8 (I) A DESCRIPTION OF AT LEAST TWO OF THE PROPOSED:

9 1. ~~THE PROPOSED PRACTICUM~~ PRACTICUM DESIGN FOR  
10 TEACHER CANDIDATES;

11 ~~(II) 2. A DESCRIPTION OF THE PROPOSED PROFESSIONAL~~  
12 PROFESSIONAL DEVELOPMENT PROGRAM FOR EXISTING TEACHERS; OR

13 ~~(III) 3. A DESCRIPTION OF THE PROPOSED PEER~~ PEER  
14 ASSISTANCE AND REVIEW PROGRAM;

15 ~~(IV) (II)~~ EVIDENCE THAT THE TEACHER PREPARATION  
16 PROGRAM IN THE COLLABORATIVE SUBMITTED A GRANT APPLICATION TO A  
17 NATIONAL PROGRAM, IF APPLICABLE, TO INCREASE THE QUALITY AND DIVERSITY  
18 OF THE TEACHER CANDIDATE POPULATION; AND

19 ~~(V) (III)~~ ANY OTHER INFORMATION REQUIRED BY THE  
20 DEPARTMENT.

21 (D) (1) THE DEPARTMENT SHALL ESTABLISH PROCESSES AND  
22 PROCEDURES FOR ACCEPTING AND EVALUATING APPLICATIONS.

23 (2) GRANTS SHALL BE AWARDED ON A COMPETITIVE BASIS.

24 (3) THE DEPARTMENT SHALL MAKE AWARDS IN A TIMELY FASHION.

25 (4) THE DEPARTMENT SHALL ENSURE TO THE EXTENT PRACTICABLE  
26 GEOGRAPHIC DIVERSITY AMONG THE GRANTEEES.

27 (5) A GRANT MADE UNDER THIS SECTION MAY BE RENEWED BY THE  
28 DEPARTMENT AFTER A 3-YEAR PERIOD UNLESS PERFORMANCE CRITERIA INDICATE  
29 THAT THE TEACHER COLLABORATIVE HAS NOT MADE SUFFICIENT PROGRESS IN  
30 IMPLEMENTING THE PROGRAMS SPECIFIED IN THE APPLICATION.

(E) (1) THE DEPARTMENT SHALL CONDUCT AN EVALUATION AT LEAST ONCE DURING EACH GRANT PERIOD OF THE PRACTICUM DESIGNS, PROFESSIONAL DEVELOPMENT PROGRAMS, AND PEER ASSISTANCE AND REVIEW PROGRAMS IN THE PROGRAM TO DETERMINE WHETHER TO RECOMMEND THAT ONE OR MULTIPLE PROGRAMS SHOULD BE REPLICATED THROUGHOUT THE STATE.

(2) THE DEPARTMENT SHALL ESTABLISH CRITERIA FOR THE EVALUATION, INCLUDING THE TYPE AND FORMAT OF DATA TO BE COLLECTED BY A TEACHER COLLABORATIVE.

(F) (1) FOR EACH OF FISCAL YEARS 2020 AND 2021, THE STATE SHALL DISTRIBUTE AT LEAST \$2,500,000 TO THE DEPARTMENT FOR THE TEACHER COLLABORATIVE GRANT PROGRAM.

(2) THE DEPARTMENT MAY RETAIN UP TO 3% OF THE APPROPRIATION REQUIRED UNDER THIS SUBSECTION TO HIRE STAFF NECESSARY TO ADMINISTER THE PROGRAM.

(G) ON OR BEFORE DECEMBER 1, 2019, AND ON OR BEFORE DECEMBER 1 OF 2020 AND 2021, THE DEPARTMENT SHALL REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, TO THE GENERAL ASSEMBLY ON:

(1) THE NUMBER OF GRANT APPLICATIONS RECEIVED UNDER THE PROGRAM;

(2) THE NUMBER OF GRANTS AWARDED UNDER THE PROGRAM; AND

(3) THE CURRENT STATUS OF EACH GRANTEE AND THE GRANTEE'S ACTIVITIES FUNDED UNDER THE PROGRAM.

*SECTION 2. AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:*

Article – Education

TITLE 9.9. MARYLAND OFFICE OF THE INSPECTOR GENERAL FOR EDUCATION.

9.9–101.

(A) IN THIS TITLE THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

1       **(B) "INSPECTOR GENERAL" MEANS THE INSPECTOR GENERAL IN THE**  
2 **MARYLAND OFFICE OF THE INSPECTOR GENERAL FOR EDUCATION.**

3       **(C) "OFFICE" MEANS THE MARYLAND OFFICE OF THE INSPECTOR**  
4 **GENERAL FOR EDUCATION.**

5 **9.9-102.**

6       **(A) THERE IS A MARYLAND OFFICE OF THE INSPECTOR GENERAL FOR**  
7 **EDUCATION.**

8       **(B) THE OFFICE IS AN INDEPENDENT UNIT OF THE STATE.**

9       **(C) THE PURPOSE OF THE OFFICE IS TO PROVIDE ACCOUNTABILITY AND**  
10 **TRANSPARENCY IN THE EXPENDITURE OF PUBLIC FUNDS FOR EDUCATION IN THE**  
11 **STATE.**

12       **(D) ALL EXPENSES AND OPERATIONS RELATED TO THE ADMINISTRATION OF**  
13 **THE OFFICE SHALL BE SEPARATELY IDENTIFIED AND INDEPENDENT OF ANY OTHER**  
14 **UNIT OF STATE GOVERNMENT.**

15 **9.9-103.**

16       **(A) THERE IS AN INSPECTOR GENERAL IN THE MARYLAND OFFICE OF THE**  
17 **INSPECTOR GENERAL FOR EDUCATION.**

18       **(B) (1) AN INDIVIDUAL IS ELIGIBLE TO BE THE INSPECTOR GENERAL**  
19 **ONLY IF THE INDIVIDUAL EXECUTES AN AFFIDAVIT STATING THAT THE INDIVIDUAL**  
20 **WILL NOT ACCEPT APPOINTMENT TO, OR BE A CANDIDATE FOR, A STATE OR LOCAL**  
21 **OFFICE:**

22               **(I) DURING THE PERIOD OF SERVICE AS THE INSPECTOR**  
23 **GENERAL; AND**

24               **(II) FOR AT LEAST 3 YEARS IMMEDIATELY AFTER THE**  
25 **INDIVIDUAL LAST SERVES AS THE INSPECTOR GENERAL.**

26       **(2) THE INSPECTOR GENERAL SHALL RENEW THE AFFIDAVIT EVERY**  
27 **2 YEARS DURING THE PERIOD OF SERVICE.**

28       **(3) A FAILURE TO RENEW THE AFFIDAVIT UNDER THIS SUBSECTION**  
29 **SHALL SUBJECT THE INSPECTOR GENERAL TO REMOVAL FROM OFFICE UNDER THIS**  
30 **SECTION.**

1           (C) (1) THE INSPECTOR GENERAL SHALL BE APPOINTED UNANIMOUSLY  
2 BY A MAJORITY VOTE OF THE GOVERNOR, THE ATTORNEY GENERAL, AND THE  
3 STATE TREASURER, SUBJECT TO THE ADVICE AND CONSENT OF THE SENATE.

4           (2) THE TERM OF THE INSPECTOR GENERAL IS 5 YEARS, BEGINNING  
5 JULY 1 AFTER THE APPOINTMENT OF THE INSPECTOR GENERAL.

6           (3) AT THE END OF A TERM, THE INSPECTOR GENERAL SHALL  
7 CONTINUE TO SERVE UNTIL A SUCCESSOR IS APPOINTED.

8           (4) IF A VACANCY OCCURS IN THE OFFICE, AN INTERIM INSPECTOR  
9 GENERAL SHALL BE APPOINTED AS A SUCCESSOR TO SERVE FOR THE REMAINDER  
10 OF THE UNEXPIRED TERM.

11          (D) THE INSPECTOR GENERAL MAY BE REMOVED UNANIMOUSLY BY A  
12 MAJORITY VOTE OF THE GOVERNOR, THE ATTORNEY GENERAL, AND THE STATE  
13 TREASURER FOR:

14           (1) MISCONDUCT IN OFFICE;

15           (2) PERSISTENT FAILURE TO PERFORM THE DUTIES OF THE OFFICE;

16 OR

17           (3) CONDUCT PREJUDICIAL TO THE PROPER ADMINISTRATION OF  
18 JUSTICE.

19          (E) (1) ~~THE~~ SUBJECT TO PARAGRAPH (2) OF THIS SUBSECTION, THE  
20 INSPECTOR GENERAL SHALL BE PROFESSIONALLY QUALIFIED THROUGH  
21 EXPERIENCE OR EDUCATION IN AT LEAST ONE OF THE FOLLOWING AREAS:

22           ~~(1)~~ (I) LAW;

23           ~~(2)~~ (II) AUDITING;

24           ~~(3)~~ (III) GOVERNMENT OPERATIONS;

25           ~~(4)~~ (IV) FINANCIAL MANAGEMENT; OR

26           ~~(5)~~ (V) EDUCATION POLICY.

27           (2) IF THE INSPECTOR GENERAL IS PROFESSIONALLY QUALIFIED IN  
28 THE AREA OF EDUCATION POLICY, THE INSPECTOR GENERAL ALSO SHALL BE  
29 PROFESSIONALLY QUALIFIED THROUGH EXPERIENCE OR EDUCATION IN AT LEAST  
30 ONE OF THE OTHER AREAS LISTED IN PARAGRAPH (1) OF THIS SUBSECTION.

1        (F) (1) THE INSPECTOR GENERAL IS ENTITLED TO THE SALARY  
2 PROVIDED IN THE STATE BUDGET.

3            (2) FUNDING FOR THE OFFICE SHALL BE AS PROVIDED IN THE STATE  
4 BUDGET.

5 9.9-104.

6        (A) (1) ~~THE~~ EXCEPT AS PROVIDED IN PARAGRAPH (2) OF THIS  
7 SUBSECTION, THE INSPECTOR GENERAL SHALL BE RESPONSIBLE FOR EXAMINING  
8 AND INVESTIGATING THE MATTERS LISTED IN SUBSECTION (B) OF THIS SECTION  
9 WITH RESPECT TO THE MANAGEMENT AND AFFAIRS OF THE FOLLOWING ENTITIES:

10           ~~(1)~~ (I) COUNTY BOARDS, LOCAL SCHOOL SYSTEMS, AND PUBLIC  
11 SCHOOLS;

12           ~~(2)~~ (II) NONPUBLIC SCHOOLS THAT RECEIVE STATE FUNDS;

13           ~~(3)~~ (III) THE DEPARTMENT; AND

14           ~~(4)~~ (IV) THE INTERAGENCY COMMISSION ON SCHOOL  
15 CONSTRUCTION.

16           (2) THE INSPECTOR GENERAL MAY NOT EXAMINE OR INVESTIGATE A  
17 NONPUBLIC SCHOOL THAT DOES NOT RECEIVE STATE FUNDS.

18        (B) THE INSPECTOR GENERAL MAY RECEIVE AND INVESTIGATE  
19 COMPLAINTS OR INFORMATION CONCERNING:

20           (1) INSTANCES OF FRAUD, WASTE, OR ABUSE INVOLVING THE USE OF  
21 PUBLIC FUNDS AND PROPERTY;

22           (2) VIOLATIONS OF CIVIL RIGHTS, AS DEFINED IN FEDERAL OR STATE  
23 LAWS, OF STUDENTS OR EMPLOYEES OF THE ENTITIES LISTED IN SUBSECTION (A)  
24 OF THIS SECTION;

25           (3) WHETHER POLICIES AND PROCEDURES GOVERNING THE  
26 PREVENTION AND REPORTING OF CHILD ABUSE AND NEGLECT COMPLY WITH  
27 APPLICABLE FEDERAL AND STATE LAWS ON CHILD ABUSE AND NEGLECT; AND

28           (4) COMPLIANCE WITH OTHER APPLICABLE FEDERAL AND STATE  
29 LAWS.

(C) (1) THE INSPECTOR GENERAL MAY NOT DISCLOSE THE IDENTITY OF THE SOURCE OF A COMPLAINT OR INFORMATION PROVIDED UNDER SUBSECTION (B) OF THIS SECTION UNLESS THE INSPECTOR GENERAL:

(I) OBTAINS THE WRITTEN CONSENT OF THE SOURCE; OR

(II) DETERMINES THAT DISCLOSURE OF THE IDENTITY OF THE SOURCE IS NECESSARY AND UNAVOIDABLE DURING THE COURSE OF THE INVESTIGATION.

(2) IF THE INSPECTOR GENERAL DETERMINES THAT DISCLOSURE OF THE IDENTITY OF A SOURCE IS NECESSARY AND UNAVOIDABLE, THE INSPECTOR GENERAL SHALL NOTIFY THE SOURCE IN WRITING AT LEAST 7 DAYS BEFORE DISCLOSURE.

(D) (1) EXCEPT AS PROVIDED IN PARAGRAPH (2) OF THIS SUBSECTION, DURING AN INVESTIGATION CONDUCTED IN ACCORDANCE WITH THIS TITLE, THE INSPECTOR GENERAL SHALL HAVE ACCESS TO ALL RECORDS, DATA, REPORTS, CONTRACTS, CORRESPONDENCE, OR OTHER DOCUMENTS OF AN ENTITY LISTED UNDER SUBSECTION (A) OF THIS SECTION THAT IS THE SUBJECT OF THE INVESTIGATION.

(2) THE INSPECTOR GENERAL MAY NOT ACCESS OR COMPEL THE PRODUCTION OF DOCUMENTS THAT ARE:

(I) PROTECTED UNDER THE ATTORNEY-CLIENT PRIVILEGE; OR

(II) CONFIDENTIAL OR PRIVILEGED UNDER APPLICABLE PROVISIONS OF FEDERAL OR STATE LAW.

(E) (1) (I) DURING AN INVESTIGATION CONDUCTED IN ACCORDANCE WITH THIS TITLE, THE INSPECTOR GENERAL MAY:

1. SEEK AND OBTAIN SWORN TESTIMONY; AND

2. ISSUE SUBPOENAS AS NECESSARY TO COMPEL THE PRODUCTION OF DOCUMENTS AND RECORDS OR THE ATTENDANCE OF WITNESSES.

(II) A SUBPOENA MAY BE SERVED IN THE SAME MANNER AS ONE ISSUED BY A CIRCUIT COURT.

(2) (I) A PERSON MAY HAVE AN ATTORNEY PRESENT DURING ANY CONTACT WITH THE INSPECTOR GENERAL.

1                    (II) THE INSPECTOR GENERAL SHALL ADVISE A PERSON OF THE  
2 RIGHT TO COUNSEL WHEN A SUBPOENA IS SERVED.

3                    (3) (I) 1. THE INSPECTOR GENERAL IMMEDIATELY MAY  
4 REPORT THE FAILURE OF A PERSON TO OBEY A LAWFULLY SERVED SUBPOENA TO  
5 THE CIRCUIT COURT OF THE COUNTY THAT HAS JURISDICTION.

6                    2. THE INSPECTOR GENERAL SHALL PROVIDE A COPY  
7 OF THE SUBPOENA AND PROOF OF SERVICE TO THE CIRCUIT COURT.

8                    (II) AFTER CONDUCTING A HEARING AT WHICH THE PERSON  
9 WHO ALLEGEDLY FAILED TO COMPLY WITH A SUBPOENA HAS AN OPPORTUNITY TO  
10 BE HEARD AND REPRESENTED BY COUNSEL, THE CIRCUIT COURT MAY GRANT  
11 APPROPRIATE RELIEF.

12                    (F) A STATE OR LOCAL AGENCY, COUNTY BOARD, NONPUBLIC SCHOOL, OR  
13 PUBLIC OFFICIAL MAY NOT TAKE ADVERSE, RETALIATORY ACTION AGAINST AN  
14 INDIVIDUAL BECAUSE THE INDIVIDUAL COOPERATED WITH OR PROVIDED  
15 INFORMATION TO THE INSPECTOR GENERAL.

16                    (G) RECORDS OR INFORMATION PROVIDED TO, PREPARED FOR, OR  
17 OBTAINED BY THE INSPECTOR GENERAL IN CONNECTION WITH AN INVESTIGATION  
18 ARE CONFIDENTIAL AND NOT SUBJECT TO DISCLOSURE UNDER THE PUBLIC  
19 INFORMATION ACT.

20                    (H) IF THE INSPECTOR GENERAL FINDS OR HAS REASONABLE GROUNDS TO  
21 BELIEVE THAT THERE HAS BEEN A CRIMINAL VIOLATION OF FEDERAL OR STATE  
22 LAW, THE INSPECTOR GENERAL SHALL NOTIFY AND REFER THE MATTER TO THE  
23 APPROPRIATE FEDERAL, STATE, OR LOCAL LAW ENFORCEMENT AUTHORITY, LOCAL  
24 STATE'S ATTORNEY'S OFFICE, OFFICE OF THE ATTORNEY GENERAL, OFFICE OF  
25 THE STATE PROSECUTOR, OR FEDERAL AGENCY.

26                    (I) IF THE INSPECTOR GENERAL IDENTIFIES AN ISSUE OF CONCERN THAT  
27 WOULD NOT CONSTITUTE A CRIMINAL VIOLATION OF STATE LAW, THE INSPECTOR  
28 GENERAL MAY REPORT THE ISSUE OF CONCERN TO THE STATE SUPERINTENDENT,  
29 THE STATE BOARD, THE INTERAGENCY COMMISSION ON SCHOOL CONSTRUCTION,  
30 THE GOVERNOR, AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT  
31 ARTICLE, THE GENERAL ASSEMBLY.

32                    (J) THE INSPECTOR GENERAL MAY APPOINT AND EMPLOY PROFESSIONAL  
33 AND CLERICAL STAFF, INCLUDING ATTORNEYS, ACCOUNTANTS, AUDITORS,  
34 ANALYSTS, AND INVESTIGATORS, AS APPROPRIATED IN THE ANNUAL STATE  
35 BUDGET, TO CONDUCT THE WORK OF THE OFFICE.

**9.9-105.**

**(A) ON OR BEFORE DECEMBER 1 EACH YEAR, THE OFFICE SHALL SUBMIT A REPORT TO THE STATE SUPERINTENDENT, THE STATE BOARD, THE INTERAGENCY COMMISSION ON SCHOOL CONSTRUCTION, THE GOVERNOR, AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY.**

**(B) THE REPORT SHALL INCLUDE INFORMATION ON:**

**(1) THE OFFICE'S GOALS AND PRIORITIES FOR THE UPCOMING YEAR;**

**(2) THE OFFICE'S ACTIVITIES DURING THE PRECEDING YEAR;**

**(3) THE NUMBER OF INCIDENTS, IN THE AGGREGATE, AND A GENERAL SUMMARY OF THE NATURE OF THE REPORTED INCIDENTS, REFERRED TO THE APPROPRIATE FEDERAL, STATE, OR LOCAL LAW ENFORCEMENT AUTHORITY, LOCAL STATE'S ATTORNEY'S OFFICE, OFFICE OF THE ATTORNEY GENERAL, OFFICE OF THE STATE PROSECUTOR, OR FEDERAL AGENCY DURING THE PRECEDING YEAR;**

**(4) SPECIFIC FINDINGS AND RECOMMENDATIONS RELATING TO:**

**(I) INSTANCES OF FRAUD, WASTE, OR ABUSE INVOLVING THE USE OF PUBLIC FUNDS AND PROPERTY;**

**(II) VIOLATIONS OF THE CIVIL RIGHTS OF STUDENTS OR EMPLOYEES;**

**(III) POLICIES AND PROCEDURES RELATED TO CHILD ABUSE AND NEGLECT AND COMPLIANCE WITH APPLICABLE FEDERAL AND STATE LAWS; AND**

**(IV) COMPLIANCE WITH OTHER APPLICABLE FEDERAL AND STATE LAWS; AND**

**(5) ANY REGULATORY OR STATUTORY CHANGES NECESSARY TO ENSURE COMPLIANCE WITH APPLICABLE FEDERAL AND STATE LAWS.**

**SECTION 3. AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:**

**Chapter 701 of the Acts of 2016, as amended by Chapter 361 of the Acts of 2018**

**SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That:**

(a) (1) There is a Commission on Innovation and Excellence in Education.

(2) The Commission shall review the findings of the Study on Adequacy of Funding for Education in the State of Maryland that is to be completed on or before December 1, 2016, and provide recommendations on preparing students in the State to meet the challenges of a changing global economy, to meet the State's workforce needs, to be prepared for postsecondary education and the workforce, and to be successful citizens in the 21st century.

(h) (1) On or before December 31, [2016] **2017**, the Commission shall provide a preliminary report of its findings and recommendations to the Governor and, in accordance with § 2-1246 of the State Government Article, the Senate Education, Health, and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Committee on Ways and Means, and the House Appropriations Committee.

(2) On or before December 31, 2018, the Commission shall provide [a final] **AN INTERIM** report of its findings and recommendations to the Governor and, in accordance with § 2-1246 of the State Government Article, the Senate Education, Health, and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Committee on Ways and Means, and the House Appropriations Committee.

**(3) ON OR BEFORE DECEMBER 1, 2019, THE COMMISSION SHALL PROVIDE A FINAL REPORT OF ITS FINDINGS AND RECOMMENDATIONS TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, THE SENATE EDUCATION, HEALTH, AND ENVIRONMENTAL AFFAIRS COMMITTEE, THE SENATE BUDGET AND TAXATION COMMITTEE, THE HOUSE COMMITTEE ON WAYS AND MEANS, AND THE HOUSE APPROPRIATIONS COMMITTEE.**

SECTION 4. AND BE IT FURTHER ENACTED, That this Act shall take effect June 1, 2016. It shall remain effective for a period of **3 years AND 7 MONTHS** and, at the end of [May] **DECEMBER 31, 2019**, with no further action required by the General Assembly, this Act shall be abrogated and of no further force and effect.

**Chapter 702 of the Acts of 2016, as amended by Chapter 361 of the Acts of 2018**

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,  
That:

(a) (1) There is a Commission on Innovation and Excellence in Education.

(2) The Commission shall review the findings of the Study on Adequacy of Funding for Education in the State of Maryland that is to be completed on or before December 1, 2016, and provide recommendations on preparing students in the State to meet the challenges of a changing global economy, to meet the State's workforce needs, to

be prepared for postsecondary education and the workforce, and to be successful citizens in the 21st century.

(h) (1) On or before December 31, [2016] **2017**, the Commission shall provide a preliminary report of its findings and recommendations to the Governor and, in accordance with § 2–1246 of the State Government Article, the Senate Education, Health, and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Committee on Ways and Means, and the House Appropriations Committee.

(2) On or before December 31, **2018**, the Commission shall provide [a final] **AN INTERIM** report of its findings and recommendations to the Governor and, in accordance with § 2–1246 of the State Government Article, the Senate Education, Health, and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Committee on Ways and Means, and the House Appropriations Committee.

**(3) ON OR BEFORE DECEMBER 1, 2019, THE COMMISSION SHALL PROVIDE A FINAL REPORT OF ITS FINDINGS AND RECOMMENDATIONS TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2–1246 OF THE STATE GOVERNMENT ARTICLE, THE SENATE EDUCATION, HEALTH, AND ENVIRONMENTAL AFFAIRS COMMITTEE, THE SENATE BUDGET AND TAXATION COMMITTEE, THE HOUSE COMMITTEE ON WAYS AND MEANS, AND THE HOUSE APPROPRIATIONS COMMITTEE.**

SECTION 4. AND BE IT FURTHER ENACTED, That this Act shall take effect June 1, 2016. It shall remain effective for a period of **3 years AND 7 MONTHS** and, at the end of [May] **DECEMBER 31, 2019**, with no further action required by the General Assembly, this Act shall be abrogated and of no further force and effect.

**Chapter 715 of the Acts of 2017, as amended by Chapter 361 of the Acts of 2018**

SECTION 2. AND BE IT FURTHER ENACTED, That:

(a) (1) On or before September 1, 2018, the State Department of Education, in consultation with the Department of Budget and Management and the Department of Legislative Services, shall contract with a public or private entity to conduct an independent study of the individualized education program (IEP) process in the State, including the procedures relating to the identification, evaluation, and educational placement of a child, the provision of a free and appropriate education, and the dispute resolution procedures provided under § 8–413 of the Education Article.

(2) The entity that conducts the study shall seek input from special education teachers, special education advocates, and special education organizations.

(d) On or before [September 1, 2019] **DECEMBER 1, 2019**, the State Department of Education shall report the findings and recommendations of the study, in accordance with § 2–1246 of the State Government Article, to the General Assembly.

~~SECTION 2. AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:~~

~~Article Education~~

~~5-403.~~

~~(A) A LOCAL SCHOOL SYSTEM SHALL BE SUBJECT TO A PERFORMANCE EVALUATION CONDUCTED BY THE OFFICE OF PROGRAM EVALUATION AND GOVERNMENT ACCOUNTABILITY IN ACCORDANCE WITH § 2-1234 OF THE STATE GOVERNMENT ARTICLE, INCLUDING:~~

~~(1) AN EVALUATION OF WHETHER OR NOT THE SCHOOL SYSTEM IS COMPLYING WITH FEDERAL AND STATE LAWS AND REGULATIONS;~~

~~(2) AN ANALYSIS OF GRADING STANDARDS, GRADUATION REQUIREMENTS, ASSESSMENTS, PROCUREMENT, AND EQUITABLE USE OF RESOURCES AMONG THE SCHOOLS WITHIN THE SYSTEM EVALUATED; AND~~

~~(3) AN EVALUATION OF INSTANCES OF FRAUD, WASTE, AND ABUSE.~~

~~(B) A PERFORMANCE EVALUATION CONDUCTED UNDER SUBSECTION (A) OF THIS SECTION MAY BE PERFORMED CONCURRENTLY WITH OR SEPARATELY FROM AN AUDIT CONDUCTED BY THE OFFICE OF LEGISLATIVE AUDITS IN ACCORDANCE WITH § 2-1220 OF THE STATE GOVERNMENT ARTICLE.~~

~~SECTION 3. AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:~~

~~Article Education~~

~~5-219.~~

~~(a) In this section, "Fund" means The Blueprint for Maryland's Future Fund.~~

~~(b) There is The Blueprint for Maryland's Future Fund.~~

~~(c) The purpose of the Fund is to assist in providing adequate funding for early childhood education and primary and secondary education to provide a world class education to students so they are prepared for college and a career in the global economy of the 21st century, based on the recommendations of the Commission on Innovation and Excellence in Education.~~

~~(d) The Department shall administer the Fund.~~

~~(c) (1) The Fund is a special, nonlapsing fund that is not subject to § 7-302 of the State Finance and Procurement Article.~~

~~(2) The State Treasurer shall hold the Fund separately, and the Comptroller shall account for the Fund.~~

~~(f) The Fund consists of:~~

~~(1) Revenue distributed to the Fund under [§ 2-605.1] §§ 2-605.1 AND 2-1303 of the Tax General Article;~~

~~(2) Money appropriated in the State budget for the Fund; and~~

~~(3) Any other money from any other source accepted for the benefit of the Fund.~~

~~(g) The Fund may be used only to assist in providing adequate funding for early childhood education and primary and secondary education based on the recommendations of the Commission on Innovation and Excellence in Education, including revised education funding formulas.~~

~~(h) (1) The State Treasurer shall invest the money of the Fund in the same manner as other State money may be invested.~~

~~(2) Any interest earnings of the Fund shall be credited to the Fund.~~

~~(i) Expenditures from the Fund may be made only in accordance with the State budget.~~

#### ~~Article Tax General~~

~~2-1303.~~

~~(A) After making the distributions required under §§ 2-1301 through 2-1302.1 of this subtitle, the Comptroller shall pay:~~

~~(1) revenues from the hotel surcharge into the Dorchester County Economic Development Fund established under § 10-130 of the Economic Development Article; and~~

~~(2) SUBJECT TO SUBSECTION (B) OF THIS SECTION, TO THE BLUEPRINT FOR MARYLAND'S FUTURE FUND ESTABLISHED UNDER § 5-219 OF THE EDUCATION ARTICLE, REVENUES COLLECTED AND REMITTED BY:~~

~~(i) A MARKETPLACE FACILITATOR; OR~~

~~(H) A PERSON THAT ENGAGES IN THE BUSINESS OF AN OUT OF STATE VENDOR AND WHO IS REQUIRED TO COLLECT AND REMIT SALES AND USE TAX AS SPECIFIED IN COMAR 03.06.01.33B(5); AND~~

~~(3) the remaining sales and use tax revenue into the General Fund of the State.~~

~~(B) FOR EACH FISCAL YEAR, THE COMPTROLLER SHALL PAY INTO THE GENERAL FUND OF THE STATE THE FIRST \$100,000,000 OF REVENUES COLLECTED AND REMITTED BY:~~

~~(1) A MARKETPLACE FACILITATOR; OR~~

~~(2) A PERSON THAT ENGAGES IN THE BUSINESS OF AN OUT OF STATE VENDOR AND WHO IS REQUIRED TO COLLECT AND REMIT SALES AND USE TAX AS SPECIFIED IN COMAR 03.06.01.33B(5).~~

SECTION ~~3~~ 4. AND BE IT FURTHER ENACTED, That:

(a) (1) In this section the following words have the meanings indicated.

(2) (i) “Salary increase” means the average percent increase in the salaries for teachers in the county over the prior fiscal year that does not include one-time stipends or payments ~~or~~, promotions, retirement benefits, or other benefits.

(ii) “Salary increase” may include salary increases for cost-of-living adjustments, increments, step increases, interval movements, pathway movements, or similar salary increases received by employees as a regular part of the operation of a personnel system or negotiated schedule between a public school employer and exclusive representative for an employee organization.

(3) ~~(i)~~ “Teacher” means a certificated public school employee who:

~~(i)~~ is not an administrator; and

~~(ii) as of April 1, 2019, is part of a collective bargaining unit that includes classroom teachers. primarily responsible and accountable for teaching the students in the class.~~

~~(ii)~~ “Teacher” includes:

~~1. Consulting teachers;~~

~~2. Guidance counselors;~~

~~3. Librarians; and~~

~~4. Media specialists;~~

~~(iii) "Teacher" does not include:~~

~~1. Curriculum specialists;~~

~~2. Instructional aides;~~

~~3. Attendance personnel;~~

~~4. Psychologists;~~

~~5. Social workers; or~~

~~6. Clerical personnel.~~

(4) "Teacher salary base" means the total salaries and wages of teachers employed by a county board for the fiscal year preceding the fiscal year for which the grant is calculated, excluding one-time stipends or payments, retirement, and other benefits.

(b) There is a Teacher Salary Incentive Grant Program.

(c) (1) The purpose of the Program is to provide grants to county boards to increase teacher salaries to improve recruitment and retention of high-quality teachers.

(2) The State Department of Education shall administer the Program.

(d) (1) On or before ~~July 1~~ June 30, 2019, and on or before June 30, 2020, a county board, including the Baltimore City Board of School Commissioners, may submit an application to the State Department of Education to receive a State grant for the immediately following fiscal year as specified in subsection (f) of this section.

(2) (i) The application shall include:

~~(i)~~ 1. The estimated teacher salary base for the county board for the current fiscal year;

~~(ii)~~ 2. The Except as provided in subparagraph (ii) of this paragraph, the negotiated salary increase for teachers for the current and next fiscal year, expressed in total dollar amounts and as a percentage, broken out between cost-of-living adjustment, steps or increments, interval movements, pathway movements, and other increases;

~~(iii)~~ 3. Documentation that a total salary increase for teachers of at least 3% over the current fiscal year was ~~negotiated and~~ funded in fiscal year 2020;

1                   ~~(iv)~~ 4. The proposed additional salary increase for teachers,  
2 expressed in dollar amounts and as a percentage, broken out between cost-of-living  
3 adjustment, steps or increments, interval movements, pathway movements, and other  
4 increases, if the State grant amount specified in subsection (f) of this section is received;  
5 and

6                   ~~(v)~~ 5. Any other information necessary to determine eligibility  
7 for the Program.

8                   (ii) For a school system that has a personnel system with interval  
9 movements and pathway movements for teachers, the application shall include the planned  
10 and funded salary increases for the current and next fiscal years.

11           (e) (1) Subject to paragraphs (2) and (3) of this subsection and except as  
12 provided in paragraph (4) of this subsection, in each of fiscal years 2020 and 2021, the State  
13 shall provide a grant to a county board, including the Baltimore City Board of School  
14 Commissioners, under the Program as specified in subsection (f) of this section if the county  
15 board provides a negotiated and funded average salary increase for teachers of at least 3%  
16 in fiscal year 2020.

17                   (2) A State grant may be used only to provide an additional salary increase  
18 for teachers above the 3% salary increase required in paragraph (1) of this subsection in  
19 fiscal year 2020.

20                   (3) In negotiating the use of the State grant, priority should be given to  
21 increasing:

22                   (i) Starting teacher salaries; and

23                   (ii) Salaries for teachers with less than 5 years of teaching  
24 experience.

25                   (4) (i) For a county that receives a State grant in fiscal year 2020, in  
26 order to continue to receive the grant in fiscal year 2021, a county board must submit  
27 documentation to the Department that the required salary increase in paragraph (2) of this  
28 subsection is funded in fiscal year 2021.

29                   (ii) For a county that did not receive a State grant in fiscal year 2020,  
30 in order to apply for the grant in fiscal year 2021 the county board must submit  
31 documentation showing that the salary increase required in paragraph (1) of this  
32 subsection will be funded in fiscal year 2021.

33           (f) For each of fiscal years 2020 and 2021, the State shall ~~provide \$75,000,000~~  
34 distribute \$75,000,001 as grants to county boards that are eligible under this section as  
35 follows:

## SENATE BILL 1030

1	(1)	Allegany County.....	\$992,058;
2	(2)	Anne Arundel County .....	\$5,417,212;
3	(3)	Baltimore City.....	\$8,432,994;
4	(4)	Baltimore County.....	\$9,846,034;
5	(5)	Calvert County .....	\$1,493,954;
6	(6)	Caroline County .....	\$706,381;
7	(7)	Carroll County.....	\$2,255,287;
8	(8)	Cecil County .....	\$1,552,837;
9	(9)	Charles County .....	\$2,819,158;
10	(10)	Dorchester County .....	\$525,025;
11	(11)	Frederick County .....	\$4,073,708;
12	(12)	Garrett County.....	\$268,492;
13	(13)	Harford County .....	\$3,460,022;
14	(14)	Howard County .....	\$4,389,463;
15	(15)	Kent County .....	\$55,218;
16	(16)	Montgomery County .....	\$8,109,168;
17	(17)	Prince George's County.....	\$13,386,052;
18	(18)	Queen Anne's County .....	\$544,458;
19	(19)	St. Mary's County .....	\$1,710,662;
20	(20)	Somerset County.....	\$340,287;
21	(21)	Talbot County.....	\$114,126;
22	(22)	Washington County .....	\$2,520,132;
23	(23)	Wicomico County.....	\$1,821,795; and
24	(24)	Worcester County.....	\$165,478.

~~SECTION 4. AND BE IT FURTHER ENACTED, That, for each of fiscal years 2020 and 2021, in addition to the State aid provided under Title 5, Subtitle 2 of the Education Article, the State shall distribute to each county board of education and the Baltimore City Board of School Commissioners \$83,333 to fund a full-time mental health services coordinator staff position as required under § 7-1511 of the Education Article.~~

SECTION 5. AND BE IT FURTHER ENACTED, That:

(a) Subject to subsection (b) of this section, for each of fiscal years 2020 and 2021, in addition to the amount distributed under § 5-209 of the Education Article, the State shall distribute a total of ~~\$137,500,000~~ \$65,468,589 for the education of students with disabilities. The following proportions of the total amount, rounded to the nearest whole dollar, shall be distributed to the county boards of education ~~and, including~~ the Baltimore City Board of School Commissioners, for the education of students with disabilities:

- |                 |                                   |                   |
|-----------------|-----------------------------------|-------------------|
| (1)             | Allegany County.....              | 1.98%;            |
| (2)             | Anne Arundel County .....         | 6.37%;            |
| (3)             | Baltimore City.....               | 14.87%;           |
| (4)             | Baltimore County.....             | 12.93%;           |
| (5)             | Calvert County .....              | 1.46%;            |
| (6)             | Caroline County .....             | 0.92%;            |
| (7)             | Carroll County.....               | 2.54%;            |
| (8)             | Cecil County .....                | 2.48%;            |
| (9)             | Charles County .....              | 3.42%;            |
| (10)            | Dorchester County .....           | 0.57%;            |
| <del>(11)</del> | <del>Frederick County .....</del> | <del>4.52%;</del> |
| (11)            | <u>Frederick County .....</u>     | <u>4.53%</u>      |
| (12)            | Garrett County.....               | 0.26%;            |
| (13)            | Harford County .....              | 4.42%;            |
| (14)            | Howard County .....               | 4.18%;            |
| (15)            | Kent County .....                 | 0.19%;            |

1	(16)	Montgomery County .....	13.95%;
2	(17)	Prince George's County.....	15.45%;
3	(18)	Queen Anne's County .....	0.60%;
4	(19)	St. Mary's County .....	1.82%;
5	(20)	Somerset County .....	0.63%;
6	(21)	Talbot County.....	0.35%;
7	(22)	Washington County .....	2.95%;
8	(23)	Wicomico County.....	2.58%; and
9	(24)	Worcester County.....	0.55%.

(b) If any of the funding provided in subsection (a) of this section is not needed to fully implement individualized education programs and 504 plans for students with disabilities, each county board of education, including the Baltimore City Board of School Commissioners, shall use the remaining funding to implement other recommendations made by the Commission on Innovation and Excellence in Education in the Commission's January 2019 Interim Report.

SECTION 6. AND BE IT FURTHER ENACTED, That, for each of fiscal years 2020 and 2021, in addition to the State aid provided under Title 5, Subtitle 2 of the Education Article, the State shall distribute to each county board of education, including the Baltimore City Board of School Commissioners, \$83,333 to fund a full-time mental health services coordinator staff position as required under § 7-1511 of the Education Article.

SECTION 7. AND BE IT FURTHER ENACTED, That:

(a) There is a Workgroup to Study the Maryland State Department of Education and the Maryland Higher Education Commission.

(b) The Workgroup consists of the following members:

(1) two members of the Senate of Maryland, appointed by the President of the Senate;

(2) two members of the House of Delegates, appointed by the Speaker of the House; and

(3) three members appointed by the Governor.

(c) (1) The Governor, the President of the Senate, and the Speaker of the House jointly shall select the chair of the Workgroup.

(2) If the Governor, the President of the Senate, and the Speaker of the House have not jointly selected the chair of the Workgroup on or before August 1, 2019, the President of the Senate and the Speaker of the House jointly shall select the chair of the Workgroup.

(d) The Department of Legislative Services, in consultation with the Governor's Office, shall provide staff for the Workgroup.

(e) (1) The Workgroup shall study and make recommendations regarding the capability of the Maryland State Department of Education and the Maryland Higher Education Commission to carry out their responsibilities and duties and to implement The Blueprint for Maryland's Future described in Title 1, Subtitle 3 of the Education Article, as enacted by Section 1 of this Act.

(2) The Maryland State Department of Education and the Maryland Higher Education Commission shall provide information to the Workgroup, as requested.

(f) On or before December 31, 2019, the Workgroup shall report its findings and recommendations to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly.

SECTION ~~6~~ 8. AND BE IT FURTHER ENACTED, That:

(a) (1) In this section the following words have the meanings indicated.

(2) "Struggling learner" means a student who is ~~performing~~ performing below grade level in English language arts or reading in kindergarten through grade 3.

(3) (i) "Transitional supplemental instruction" means additional academic support for struggling learners using evidence-based programs and strategies that meet the expectations of strong or moderate evidence as defined in the federal Every Student Succeeds Act.

(ii) "Transitional supplemental instruction" includes:

1. one-on-one and small-group tutoring with a certified teacher, a teaching assistant, or any other trained professional; ~~and~~

2. cross-age peer tutoring; and

3. screening, identifying, and addressing literacy deficits.

(b) For each of fiscal years 2020 and 2021, in addition to the State aid distributed under Title 5, Subtitle 2 of the Education Article, the State shall distribute the following

amounts to the county boards of education ~~and, including~~ the Baltimore City Board of School Commissioners, to provide transitional supplemental instruction in accordance with subsections (c) and (d) of this section:

- (1) Allegany County.....\$254,620;
- (2) Anne Arundel County .....\$1,201,303;
- (3) Baltimore City.....\$4,106,651;
- (4) Baltimore County.....\$2,639,455;
- (5) Calvert County .....\$271,549;
- (6) Caroline County .....\$274,271;
- (7) Carroll County.....\$428,955;
- (8) Cecil County .....\$440,613;
- (9) Charles County .....\$772,300;
- (10) Dorchester County .....\$248,272;
- (11) Frederick County .....\$855,705;
- (12) Garrett County.....\$84,599;
- (13) Harford County .....\$629,850;
- (14) Howard County .....\$804,970;
- (15) Kent County .....\$47,683;
- (16) Montgomery County .....\$2,735,361;
- (17) Prince George's County.....\$4,819,614;
- (18) Queen Anne's County .....\$133,820;
- (19) St. Mary's County .....\$457,721;
- (20) Somerset County.....\$111,326;
- (21) Talbot County.....\$93,315;
- (22) Washington County .....\$828,151;

(23) Wicomico County..... \$680,937; and

(24) Worcester County..... \$78,959.

(c) (1) Each county board of education ~~and, including~~ the Baltimore City Board of School Commissioners, shall distribute the funds appropriated under subsection (b) of this section to the public schools in the district to address the needs of struggling learners in kindergarten through grade 3.

(2) (i) Subject to subparagraph (ii) of this paragraph, priority in providing transitional supplemental instruction shall be given to literacy.

(ii) A school district or school may use the funds for additional mathematics instruction if it is determined that this is a priority for the students in the district or school.

(d) A school district or school is encouraged to, on a pilot basis, experiment with new ~~and promising~~ evidence-based means of screening, identifying, and addressing literacy deficits.

SECTION ~~7~~ 9. AND BE IT FURTHER ENACTED, That:

(a) The Commission on Innovation and Excellence in Education was charged with recommending an appropriate proxy for poverty to be used in the compensatory education formula under § 5–207 of the Education Article.

(b) In its January 2019 Interim Report, the Commission recommended that Maryland transition to using counts of students whose families qualify for certain thresholds of Medicaid in addition to the direct certification system that is being developed by the State Department of Education.

(c) The transition to using Medicaid data cannot start until a new information technology system is developed that will enable the State Department of Education to verify student eligibility.

(d) The State Department of Education shall include the capability to verify student eligibility using Medicaid data in the new information technology system currently under development.

(e) The State Department of Education and the Maryland Department of Health shall develop a memorandum of understanding to allow Medicaid eligibility data to be shared between the departments and local education agencies on or before December 1, 2020.

SECTION 10. AND BE IT FURTHER ENACTED, That it is intent of the General Assembly that the Governor transfer or release the funds that are restricted in the fiscal

year 2020 operating budget bill (Chapter \_\_\_\_\_ of the Acts of the General Assembly of 2019) for the purposes stated in the budget bill in accordance with this Act. If the Governor does not transfer or release the funds restricted in the fiscal year 2020 operating budget bill (Chapter \_\_\_\_\_ of the Acts of the General Assembly of 2019) for the purposes specified in this Act, that amount shall be distributed in fiscal year 2021 in addition to the fiscal year 2021 funds required to be distributed under this Act.

SECTION 11. AND BE IT FURTHER ENACTED, That, on or before December 1, 2019, and on or before December 1, 2020, each county board of education, including the Baltimore City Board of School Commissioners, shall report, in accordance with § 2-1246 of the State Government Article, to the House Committee on Ways and Means, the House Appropriations Committee, the Senate Education, Health, and Environmental Affairs Committee, and the Senate Budget and Taxation Committee on how the funds distributed in accordance with this Act were ~~spent~~ *allocated*, including funds ~~spent~~ *allocated* at the school level, to begin to implement The Blueprint for Maryland's Future and the policy recommendations of the Commission on Innovation and Excellence in Education, as identified in its January 2019 Interim Report.

~~SECTION 8. 12. AND BE IT FURTHER ENACTED, That, for fiscal year 2021, the Governor shall appropriate \$387,000,000 to the Commission on Innovation and Excellence in Education Fund established under § 5-219 of the Education Article to be used to implement the Commission's final recommendations:~~

(a) The Governor shall appropriate ~~\$57,000,000~~ *\$58,000,000* to The Blueprint for Maryland's Future Fund in fiscal year 2021, in addition to the ~~\$298,000,000~~ *\$297,000,000* otherwise required to be distributed in fiscal year 2021 by this Act.

(b) (1) ~~The Subject to paragraph (2) of this subsection, the Governor shall appropriate \$370,000,000 \$500,000,000 to The Blueprint for Maryland's Future Fund in fiscal year 2022. In addition, the Governor shall appropriate \$130,000,000 to The Blueprint for Maryland's Future Fund in fiscal year 2022, contingent on additional revenues available as a result of legislation enacted in the 2019 and 2020 legislative sessions to implement the recommendations of the Commission on Innovation and Excellence in Education.~~

(2) Of the \$500,000,000 to be appropriated to The Blueprint for Maryland's Future Fund under paragraph (1) of this subsection, \$130,000,000 of the required funding is contingent on the sum equaling at least \$130,000,000 of:

(i) the Board of Revenue Estimates' December 2020 estimate of fiscal year 2022 revenues resulting from legislation enacted at the 2019 and 2020 legislative sessions of the General Assembly; and

(ii) the amount of available special fund revenue dedicated to implementing the recommendations of the Commission on Innovation and Excellence in Education that results from legislation enacted at the 2019 and 2020 legislative sessions of the General Assembly.

SECTION ~~9~~ 13. AND BE IT FURTHER ENACTED, That, for each of fiscal years 2020 and 2021, the State shall distribute at least \$250,000 to the State Department of Education to, in consultation with the Department of Legislative Services, enter into agreements, including through third-party contracts as appropriate, to provide outreach and educational materials and deliver appropriate training to elected officials, superintendents, members of boards of education, teachers and school principals, parents, students, and members of the public on the vision, skills, and knowledge needed to implement The Blueprint for Maryland's Future described in Title 1, Subtitle 3 of the Education Article, as enacted by Section 1 of this Act.

SECTION 14. AND BE IT FURTHER ENACTED, That it is the intent of the General Assembly that the Commission on Innovation and Excellence in Education include in its final report an implementation schedule that phases in the final recommendations of the Commission as evenly as practicable over the phase-in period.

SECTION ~~10~~ 15. AND BE IT FURTHER ENACTED, That it is the intent of the General Assembly that increases in local appropriations to county boards of education above any additional amount required to meet maintenance of effort under § 5-202 of the Education Article in fiscal year 2020 should be considered part of the increased local funding required by The Blueprint for Maryland's Future funding formulas to be recommended by the Commission on Innovation and Excellence in Education.

SECTION 16. AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:

**Article – Education**

**5-403.**

**(A) A LOCAL SCHOOL SYSTEM SHALL BE SUBJECT TO A PERFORMANCE EVALUATION CONDUCTED BY THE OFFICE OF PROGRAM EVALUATION AND GOVERNMENT ACCOUNTABILITY IN ACCORDANCE WITH § 2-1234 OF THE STATE GOVERNMENT ARTICLE, INCLUDING:**

**(1) AN EVALUATION OF WHETHER OR NOT THE SCHOOL SYSTEM IS COMPLYING WITH FEDERAL AND STATE LAWS AND REGULATIONS;**

**(2) AN ANALYSIS OF GRADING STANDARDS, GRADUATION REQUIREMENTS, ASSESSMENTS, PROCUREMENT, AND EQUITABLE USE OF RESOURCES AMONG THE SCHOOLS WITHIN THE SYSTEM EVALUATED; AND**

**(3) AN EVALUATION OF INSTANCES OF FRAUD, WASTE, AND ABUSE.**

**(B) A PERFORMANCE EVALUATION CONDUCTED UNDER SUBSECTION (A) OF THIS SECTION MAY BE PERFORMED CONCURRENTLY WITH OR SEPARATELY FROM AN**

**AUDIT CONDUCTED BY THE OFFICE OF LEGISLATIVE AUDITS IN ACCORDANCE WITH  
§ 2-1220 OF THE STATE GOVERNMENT ARTICLE.**

SECTION 17. AND BE IT FURTHER ENACTED, That the Laws of Maryland read  
as follows:

**Article – Education**

5-219.

(a) In this section, “Fund” means The Blueprint for Maryland’s Future Fund.

(b) There is The Blueprint for Maryland’s Future Fund.

(c) The purpose of the Fund is to assist in providing adequate funding for early  
childhood education and primary and secondary education to provide a world-class  
education to students so they are prepared for college and a career in the global economy of  
the 21st century, based on the recommendations of the Commission on Innovation and  
Excellence in Education.

(d) The Department shall administer the Fund.

(e) (1) The Fund is a special, nonlapsing fund that is not subject to § 7-302 of  
the State Finance and Procurement Article.

(2) The State Treasurer shall hold the Fund separately, and the  
Comptroller shall account for the Fund.

(f) The Fund consists of:

(1) Revenue distributed to the Fund under [§ 2-605.1] §§ 2-605.1 AND  
2-1303 of the Tax – General Article;

(2) Money appropriated in the State budget for the Fund; and

(3) Any other money from any other source accepted for the benefit of the  
Fund.

(g) The Fund may be used only to assist in providing adequate funding for early  
childhood education and primary and secondary education based on the recommendations  
of the Commission on Innovation and Excellence in Education, including revised education  
funding formulas.

(h) (1) The State Treasurer shall invest the money of the Fund in the same  
manner as other State money may be invested.

(2) Any interest earnings of the Fund shall be credited to the Fund.

(i) Expenditures from the Fund may be made only in accordance with the State budget.

**Article – Tax – General**

**2–1303.**

(A) After making the distributions required under §§ 2–1301 through 2–1302.1 of this subtitle, the Comptroller shall pay:

(1) revenues from the hotel surcharge into the Dorchester County Economic Development Fund established under § 10–130 of the Economic Development Article; [and]

(2) **SUBJECT TO SUBSECTION (B) OF THIS SECTION, TO THE BLUEPRINT FOR MARYLAND’S FUTURE FUND ESTABLISHED UNDER § 5–219 OF THE EDUCATION ARTICLE, REVENUES COLLECTED AND REMITTED BY:**

(I) **A MARKETPLACE FACILITATOR; OR**

(II) **A PERSON THAT ENGAGES IN THE BUSINESS OF AN OUT–OF–STATE VENDOR AND THAT IS REQUIRED TO COLLECT AND REMIT SALES AND USE TAX AS SPECIFIED IN COMAR 03.06.01.33B(5); AND**

(3) the remaining sales and use tax revenue into the General Fund of the State.

(B) **FOR EACH FISCAL YEAR, THE COMPTROLLER SHALL PAY INTO THE GENERAL FUND OF THE STATE THE FIRST \$100,000,000 OF REVENUES COLLECTED AND REMITTED BY:**

(1) **A MARKETPLACE FACILITATOR; OR**

(2) **A PERSON THAT ENGAGES IN THE BUSINESS OF AN OUT–OF–STATE VENDOR AND THAT IS REQUIRED TO COLLECT AND REMIT SALES AND USE TAX AS SPECIFIED IN COMAR 03.06.01.33B(5).**

**SECTION 18. AND BE IT FURTHER ENACTED, That:**

(a) The Maryland Department of Health and the State Department of Education shall consult with the Council on Advancement of School–Based Health Centers and other interested stakeholders on a plan to build a sustainable sponsorship model by expanding the type of organizations that can sponsor school–based health centers.

(b) On or before November 1, 2019, the Maryland Department of Health and the State Department of Education shall report their findings and recommendations under subsection (a) of this section to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly.

SECTION ~~16~~ 19. AND BE IT FURTHER ENACTED, That, as provided in § 5-219 of the Education Article, as enacted by Section 1 of this Act:

(a) The Blueprint for Maryland's Future Fund is the successor of the Commission on Innovation and Excellence in Education Fund.

(b) In every law, executive order, rule, regulation, policy, or document created by an official, an employee, or a unit of the State, the name of that fund means the name of the successor fund.

SECTION ~~17~~ 20. AND BE IT FURTHER ENACTED, That the publisher of the Annotated Code of Maryland, in consultation with and subject to the approval of the Department of Legislative Services, shall correct, with no further action required by the General Assembly, cross-references and terminology rendered incorrect by this Act. The publisher shall adequately describe any correction made in an editor's note following the section affected.

SECTION 21. AND BE IT FURTHER ENACTED, That Section 2 of this Act shall take effect contingent on the Governor's transfer or release of funds that are restricted in the fiscal year 2020 budget bill (H.B. 100) (Chapter \_\_\_\_, Acts of the General Assembly of 2019), that are authorized to be transferred by the Budget Reconciliation and Financing Act of 2019 (H.B. 1407) (Chapter \_\_\_\_, Acts of the General Assembly of 2019), and that are authorized to be expended from The Blueprint for Maryland's Future Fund established in Section 5-219 of the Education Article, as enacted by Section 1 of this Act, for implementation of the recommendations of the Commission on Innovation and Excellence in Education.

SECTION ~~11~~ ~~18~~ 22. AND BE IT FURTHER ENACTED, That Section ~~2~~ 16 of this Act shall take effect contingent on the taking effect of Chapter \_\_\_\_ (S.B. 640/H.B. 1113) of the Acts of the General Assembly of 2019, and if Chapter \_\_\_\_ (S.B. 640/H.B. 1113) does not become effective, Section ~~2~~ 16 of this Act, with no further action required by the General Assembly, shall be null and void.

SECTION ~~19~~ 23. AND BE IT FURTHER ENACTED, That Section ~~3~~ 17 of this Act shall take effect contingent on the taking effect of Chapter \_\_\_\_ (S.B. 728/H.B. 1301) of the Acts of the General Assembly of 2019, and if Chapter \_\_\_\_ (S.B. 728/H.B. 1301) does not take effect, Section ~~3~~ 17 of this Act, with no further action required by the General Assembly, shall be null and void.

SECTION ~~12~~ ~~20~~ 24. AND BE IT FURTHER ENACTED, That, subject to ~~Section 11~~ Sections ~~18 and 19~~ 21, 22, and 23 of this Act, this Act shall take effect June 1, 2019.

**Department of Legislative Services**  
Maryland General Assembly  
2019 Session

**FISCAL AND POLICY NOTE**  
**Third Reader - Revised**

Senate Bill 1030

(The President, *et al.*) (By Request - Commission on  
Innovation and Excellence in Education)

Education, Health, and Environmental Affairs  
and Budget and Taxation

Ways and Means and Appropriations

**The Education Blueprint for Maryland's Future**

This bill establishes The Blueprint for Maryland's Future as State education policy, based on the recommendations of the Commission on Innovation and Excellence in Education (Commission). The bill establishes specified programs and entities; provides funding in fiscal 2020; and mandates funding in fiscal 2021 and 2022, as specified, and for The Blueprint for Maryland's Future Fund, which succeeds the Commission special fund. The bill also establishes a Maryland Office of the Inspector General for Education. Any funds restricted for purposes of the bill in the fiscal 2020 budget that are not transferred or released by the Governor must be distributed in fiscal 2021, in addition to other funds required to be distributed by the bill in fiscal 2021. **The bill takes effect June 1, 2019; certain provisions are contingent upon enactment of specified legislation in 2019.**

**Fiscal Summary**

**State Effect:** Special fund revenues increase contingent on separate legislation beginning as early as fiscal 2020. General and special fund expenditures increase by \$255.7 million in FY 2020, by \$355.2 million in FY 2021, by at least \$370.9 million in FY 2022, and by approximately \$1.0 million annually beginning in FY 2023. FY 2020 expenditures are at the Governor's discretion; the State budget provides sufficient funds in FY 2020. **This bill establishes mandated appropriations for FY 2021 and 2022.**

(\$ in millions)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
SF Revenue	-	-	-	-	-
GF Expenditure	\$4.69	\$4.77	\$4.79	\$0.82	\$0.85
SF Expenditure	\$251.02	\$350.46	\$366.15	\$0.15	\$0.15
Net Effect	(\$255.71)	(\$355.22)	(\$370.94)	(\$0.97)	(\$1.00)

*Note:() = decrease; GF = general funds; FF = federal funds; SF = special funds; - = indeterminate increase; (-) = indeterminate decrease*

**Local Effect:** State aid to local school systems increases by approximately \$252 million in FY 2020 and by as much as \$351 million in FY 2021 and \$370 million in FY 2022.

Local expenditures also likely increase for the local share of teacher retirement costs beginning in FY 2022.

**Small Business Effect:** Small businesses that provide information technology services or that can provide professional development services for teachers may benefit.

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## Analysis

**Bill Summary:** The bill establishes The Blueprint for Maryland's Future as State policy intended to transform the State's early childhood, primary, and secondary education system into a world-class system based on the recommendations of the Commission's [January 2019 Interim Report](#).

The principles of The Blueprint are:

- instruction and skills set to international standards that will enable Maryland students to be successful in the twenty-first century economy and productive citizens;
- access to educational experiences and opportunities beginning in early childhood to enable every Maryland student to reach their full promise and potential and be ready for college and a rewarding career; and
- student performance at among the world's best overall, and elimination of opportunity and achievement gaps so that every student can reach their full potential.

The Blueprint calls for sustained and coordinated effort in five main policy areas that were considered in-depth by the Commission:

- early support and interventions for young children and their families, including full-day prekindergarten for 3- and 4-year-olds;
- high-quality and diverse teachers and school leaders, including elevating the teaching profession to be comparable to other fields with the same education requirements and with comparable compensation, establishing a career ladder so that excellent teachers remain in the classroom, and increasing the rigor of teacher preparation programs and State certification standards;
- a college and career readiness (CCR) standard set at the level required to virtually guarantee success in the first year of a community college program or open enrollment four-year institutions, with Maryland schools focused on getting most students to CCR by the end of tenth grade, and nearly all by the end of high school; providing supports for students who are not on track for CCR; and providing post-CCR pathways for students who achieve CCR, including early-college

programs that allow a student to earn an associate degree at no cost while in high school and Career and Technology Education pathways that lead to an industry-recognized credential;

- additional resources, supports, and services for students who need them to achieve the CCR standard, including English learners, students with disabilities, and students from low-income families, with particular attention on students in schools with high concentrations of poverty; and
- a strong accountability system with the ability to hold all entities accountable for implementing The Blueprint effectively to ensure that all students are successful.

### *Concentration of Poverty School Grant Program*

This program provides grants to public schools in which at least 80% of the students were eligible for free and reduced-price meals (FRPM). For both fiscal 2020 and 2021, the State must distribute a grant to each local school board equal to \$248,833 for each eligible school; that same amount must be distributed by the local board to each eligible school. However, if the local school system has at least 40 eligible schools, the local board may distribute the funds in accordance with a plan developed in consultation with eligible schools that ensures that each eligible school receives the required positions and services.

Fiscal 2020 grants are based on the number of qualifying schools in the 2017-2018 school year. Fiscal 2021 grants go to all of these same schools still in existence during the 2018-2019 school year plus any school that becomes newly eligible during the 2018-2019 school year. Each of these schools must employ one community school coordinator and provide full-time coverage by at least one health care practitioner, as specified. If the funding exceeds costs and/or the school already employs individuals in such positions, resulting excess funds must only be used for specified wraparound services or for a required needs assessment. A local board that receives outside funding for a school nurse, school health services, or community school services in fiscal 2019 must provide at least the same level of resources to eligible schools in fiscal 2020 and 2021. For both fiscal 2020 and 2021, \$126,170 is provided to the Maryland State Department of Education (MSDE) to fund one director of community schools in MSDE.

### *Compensatory Aid, Low-income Proxy*

The current low-income student count methodology for the compensatory aid program, which accounts for school and school system participation in the Community Eligibility Provision (CEP, as discussed below) is extended through fiscal 2025. MSDE and the Maryland Department of Health (MDH) must take specified steps toward the use of Medicaid data as part of the Direct Certification process to identify low-income students. MSDE must include the capability to verify student eligibility using Medicaid data in the new information technology system that is currently under development. MSDE and MDH

must enter into a memorandum of understanding to allow for the sharing of Medicaid eligibility data between the two departments by December 1, 2020.

### *Special Education*

In both fiscal 2020 and 2021, an additional \$65.5 million is provided for special education services with students with disabilities, with specified allocations to each local education agency (LEA). If any of this funding is not needed to fully implement individualized education programs and 504 plans for students with disabilities, each local board of education must use the remaining funding to implement other recommendations made in the Commission's January 2019 Interim Report. The bill also extends the due date for the report on the findings and recommendations of the special education study report required under Chapter 715 of 2017, and expanded under Chapter 361 of 2018 to December 1, 2019.

### *Transitional Supplemental Instruction for Struggling Learners*

For each of fiscal 2020 and 2021, the State must distribute to local boards of education funds totaling \$23.0 million, as allocated by the bill, for provision of Transitional Supplemental Instruction (TSI) for struggling learners, which involves additional academic support using evidence-based programs and strategies that meet the expectations of strong or moderate evidence as defined in the federal Every Student Succeeds Act. TSI includes one-on-one and small-group tutoring with a certified teacher, a teaching assistant, or any other trained professional; cross-age peer tutoring; and screening, identifying, and addressing literacy deficits. Struggling learners are students who perform below grade level in English/language arts or reading in kindergarten through grade 3.

### *Mental Health Services Coordinator*

For both fiscal 2020 and 2021, \$83,333 is provided to each local school system to fund the mental health services coordinator that each local school system must appoint, pursuant to the Safe to Learn Act (Chapter 30) of 2018.

### *Prekindergarten Supplemental Grants*

These grants are expanded to include State funding to an LEA based on *every* 4-year-old in full-day prekindergarten as of September 30 of each year, regardless of whether full-day services are available to all 4-year-olds in the county's prekindergarten program. Also, the enhanced grants are extended to fiscal 2021.

### *Declining Enrollment Supplemental Grants*

The bill extends the declining enrollment supplement grant in current law by an additional year to fiscal 2021.

### *Teacher Salary Incentive Grant Program*

This program, administered by MSDE, provides grants to county boards to increase teacher salaries to improve recruitment and retention of high-quality teachers. In each of fiscal 2020 and 2021, the State must provide a grant to a local board if the local board provides a negotiated and funded average salary increase for teachers of at least 3.0% in fiscal 2020. However, funding is dependent on local boards providing required documentation. A county that did *not* receive a State grant in fiscal 2020, may apply for the grant in fiscal 2021 and must submit documentation showing that the required salary increase will be funded in fiscal 2021.

Local boards of education may apply to MSDE for grants by specified dates. A State grant may be used only to provide an additional salary increase to teachers, as defined in the bill; priority must be given to increasing starting teacher salaries and salaries for teachers with less than five years of teaching experience. In each of fiscal 2020 and 2021 the State must distribute \$75.0 million to eligible counties for the grants, including specified allocations for each county.

### *Teacher Collaborative Grant Program*

This program, administered by MSDE in consultation with the Maryland Higher Education Commission (MHEC), awards grants to multiple collaboratives in various regions of the State to develop model, state-of-the-art, professional development programs for prospective and current teachers. A collaborative must constitute a partnership of at least one local board, one teacher preparation program, and one exclusive employee representative. Eligibility for grant funding and required components of a funded program are specified. For each of fiscal 2020 and 2021, the State must distribute at least \$2.5 million for the program. MSDE must evaluate the program at least once during each grant period and report to the Governor and General Assembly about specified aspects of the program in 2019 and 2020, and may retain up to 3% to administer the program.

### *Consumer Price Index*

For purposes of determining the annual inflation of the target per pupil foundation amount as well as inflation to be applied to the student transportation formula, obsolete references to Consumer Price Index (CPI) for the Washington-Baltimore Metropolitan Area are replaced with references to CPI for the Washington Metropolitan Area.

### *Outreach and Training*

The State must distribute at least \$250,000 in both fiscal 2020 and 2021 to MSDE to, in consultation with the Department of Legislative Services (DLS), enter into agreements necessary to provide outreach, educational materials, and appropriate training to specified parties on the vision, skills, and knowledge needed to implement The Blueprint.

### *Maryland Office of the Inspector General for Education*

The bill establishes the office as an independent unit of the State and establishes the Inspector General (I.G.) position within the office. The bill specifies the qualifications and experience that the I.G. must have, provides for the appointment of the I.G. to five-year terms, and specifies conditions for removal of an I.G. The I.G. is responsible for examining local boards of education, local school systems, and public schools; nonpublic schools that receive State funds; MSDE; and the Interagency Commission on School Construction. The I.G. may employ specified staff and receive and investigate complaints or information concerning:

- fraud, waste, and abuse involving the use of public funds;
- violations of the civil rights of students and employees;
- whether policies and procedures governing the prevention and reporting of child abuse and neglect comply with federal and State law; and
- compliance with other federal and State law.

The office may make inquiries and obtain information, hold hearings, and (with exceptions) have access to records, data, and documents of the entities it may investigate. The office may serve a subpoena in the same manner as does a circuit court. Funding for the office, including the I.G. salary, is as provided in the annual State budget. The office must annually report on its goals and priorities; activities; the number and nature of incidents it reports to specified State and federal entities; and findings and recommendations related to (1) instances of fraud, waste, and abuse; (2) civil rights violations; and (3) specified policy matters.

### *Performance Evaluations*

Contingent on the enactment of Senate Bill 640/House Bill 1113 of 2019, which would create an Office of Program Evaluation and Government Accountability (OPE) in DLS, local school systems are subject to performance evaluations conducted by OPE. The performance evaluations may be performed concurrently with or separately from an audit conducted by the Office of Legislative Audits (OLA).

### *Local School Board Reports*

On December 1 of 2019 and 2020, local boards of education must report to specified General Assembly committees on how funds distributed under the bill were spent, including at the school level, to begin implementation of the Commission's January 2019 Interim Report recommendations.

### *Maintenance of Effort*

The bill expresses the intent of the General Assembly that increases in local appropriations to local boards of education above any additional amount required to meet maintenance of effort (MOE) is considered part of the increased local funding required by The Blueprint funding formulas to be recommended by the Commission.

### *Workgroup to Study MSDE and MHEC*

This workgroup, whose membership is specified, must study and make recommendations regarding the capability of MSDE and MHEC to carry out their responsibilities and duties and to implement The Blueprint. DLS, in consultation with the Governor's Office, must staff the workgroup. By December 31, 2019, the workgroup must report its findings and recommendations to the Governor and the General Assembly.

### *The Blueprint for Maryland's Future Fund*

This special, nonlapsing fund is the successor to the Commission Fund and may be used only to assist in providing adequate funding for early childhood education and primary and secondary education based on the recommendations of the Commission, including revised education funding formulas. The fund consists of \$200 million in income tax funds within the existing fund and, contingent on enactment of Senate Bill 728/House Bill 1301 of 2019, any sales and use tax revenues in excess of \$100 million each year collected by the Comptroller from marketplace facilitators and certain out-of-state vendors.

### *Extension of Commission Term and Final Report Due Date*

The bill extends the term of the Commission to December 31, 2019, and requires a final Commission report by December 1, 2019.

## **Current Law/Background:**

### *Commission on Innovation and Excellence in Education*

Chapters 701 and 702 of 2016 established the Commission on Innovation and Excellence in Education to, among other charges, (1) review the findings of a consultant's study on adequacy of education funding and its related studies and make recommendations on the funding formula; (2) review and make recommendations on expenditures of local education agencies; (3) review and make recommendations on innovative education delivery mechanisms and other strategies to prepare Maryland students for the twenty-first century workforce and global economy; and (4) review and make recommendations on expanding prekindergarten, including special education prekindergarten.

Consistent with [preliminary recommendations](#) of the Commission, Chapter 361 of 2018 established a Comprehensive Teacher Recruitment and Outreach Program, the Maryland Early Literacy Initiative, the Learning in Extended Academic Programs Grant Program, the Career and Technology Education Innovative Grant Program, and the Commission Fund. Chapter 361 also mandated annual funding for the Teaching Fellows for Maryland Scholarship Program; altered annual funding for the Public School Opportunities Enhancement Program while repealing the fiscal 2021 termination of the program; altered the scope of the special education study required under Chapter 715 of 2017; and extended the term of the Commission and the due date for its final report.

This bill is largely in response to the recommendations in the Commission's January 2019 interim report and the Commission's funding priorities.

### *Commission on Innovation and Excellence in Education Fund*

Chapter 361 of 2018 also established the Commission on Innovation and Excellence in Education Fund as a special, nonlapsing fund. The fund is to be used to provide adequate funding for a world-class education for early childhood education and primary and secondary education in accordance with the State budget through revised funding formulas, based on the final recommendations of the Commission on Innovation and Excellence in Education. The Comptroller must distribute \$200 million in income tax revenue to the fund in fiscal 2019. The fund also consists of additional money appropriated in the State budget and any money from other sources accepted for the benefit of the fund. MSDE must administer the fund. The Governor's proposed fiscal 2020 budget does not include any appropriations from the Commission Fund.

### *Constitutional Amendment on Supplemental Funding for Public Schools*

Chapter 357 of 2018 authorized a constitutional amendment, which was subsequently approved by Maryland voters in November 2018, requiring the Governor to provide supplemental State funding for public education through the use of commercial gaming revenues that are dedicated to public education in the State budget beginning in fiscal 2020. Supplemental funding must total \$125.0 million in fiscal 2020, \$250.0 million in fiscal 2021, and \$375.0 million in fiscal 2022. In all subsequent years, 100% of the gaming revenues dedicated to public education must be used for supplemental funding. Beginning in fiscal 2020, the Governor must identify in the annual State budget how the supplemental revenue is being used to supplement and not supplant spending on public schools. The Governor's proposed fiscal 2020 budget includes approximately \$36 million of supplemental funding for unspecified Commission recommendations.

### *Sales and Use Tax Legislation*

As passed by the Senate, Senate Bill 728 requires a marketplace facilitator and a marketplace seller to collect and remit the State sales and use tax under specified circumstances. Senate Bill 728 also establishes tax collection and licensing requirements for marketplace facilitators and marketplace sellers. In addition, distribution of sales and use tax revenues is altered by requiring that for each fiscal year (1) the first \$100 million in sales taxes collected from marketplace facilitators and certain out-of-state vendors be distributed to the general fund and (2) revenues in excess of \$100 million be distributed to The Blueprint Fund. Current estimates suggest that revenues under Senate Bill 728 will not exceed \$100 million in fiscal 2020, while nearly \$10 million will be diverted to the fund in fiscal 2021, increasing to over \$24 million by fiscal 2024.

### *Prekindergarten Supplemental Grants*

Chapter 701 of 2016 charged the Commission with making recommendations on expanding prekindergarten. Chapters 6 and 607 of 2017 established prekindergarten supplemental grants to local boards of education in which all prekindergarten students are provided full-day prekindergarten, for fiscal 2018 through 2020. For each of fiscal 2018 through 2020, the supplemental prekindergarten grant for each eligible local board equals the State share of the per pupil foundation amount multiplied by the number of full-time equivalent (FTE) eligible children enrolled in a public full-day prekindergarten program on September 30 of the previous school year. The grant program phases in, beginning with a 50% supplemental grant in fiscal 2018, a 75% supplemental grant in fiscal 2019, and a 100% supplemental grant in fiscal 2020. "State share of the per pupil foundation amount" is the State share of the foundation program for a county divided by the county's FTE (not including prekindergarten FTE). The Governor's proposed budget for fiscal 2020 includes \$21.1 million for these grants.

### *Declining Enrollment Supplemental Grants*

Under Chapters 6 and 607 of 2017, a local board is eligible for a supplemental grant if the county's most recent prior three-year moving average FTE is greater than the FTE in the previous school year. For each of fiscal 2018 through 2020, the supplemental grant to an eligible local board is (1) the amount by which the three-year moving average exceeds the FTE in the prior year (2) multiplied by "total direct education aid" per FTE. For this purpose, "total direct education aid" is the total financial assistance provided by the State to a local board of education for the foundation program, including funds for the geographic cost of education; transportation; compensatory education; students with limited English proficiency; special education students; and the guaranteed tax base program. The Governor's proposed budget for fiscal 2020 includes \$18.9 million for these grants.

### *Determination of an Appropriate CPI Measure*

For purposes of major formula aid to public schools, the target per pupil funding amount is inflated by the *lesser* of the increase in (1) the implicit price deflator for State and local government expenditures for the second prior fiscal year; (2) the regional CPI for the second prior fiscal year; or (3) 5%. For the student transportation formula, the base grant is increased by the growth in the regional CPI for private transportation as of July of the preceding fiscal year, subject to the limitation that it cannot be less than 1% or more than 8%.

Chapter 10 of 2018 (the Budget Reconciliation and Financing Act), required DLS, MSDE, and the Department of Budget and Management to jointly determine the appropriate regional CPI to be used in place of the discontinued Washington-Baltimore Metropolitan Area CPI in order to calculate the per pupil foundation amount for the foundation formula and other major formula aid programs, as well as the student transportation formula, for fiscal 2020 funding. The departments agreed that the Washington Metropolitan Area CPI was the best replacement measure. The Commission on Innovation and Excellence in Education was likewise required to recommend a permanent replacement in its subsequent report to the Governor and the General Assembly. The Commission recommended that the Washington Metropolitan Area CPI measure be used after fiscal 2020 as well.

### *Community Eligibility Program, Compensatory Aid, Low-income Proxy*

The Healthy, Hunger-Free Kids Act of 2010, in part, amended the federal National School Lunch Act to provide an alternative to household applications for FRPM in high-poverty LEAs and schools. This alternative is referred to as CEP. To be eligible, LEAs and schools must meet a minimum level of students directly certified for free meals (40% of enrollment) in the year prior to implementing the option, agree to serve free lunches and

breakfasts to *all* students, and agree to cover with nonfederal funds any costs of providing free meals to all students above amounts provided in federal assistance.

Reimbursement is based on claiming percentages derived from the percentage of students directly certified as increased by use of a multiplier determined by the U.S. Department of Agriculture (USDA). An LEA may participate in CEP for all schools in an LEA or only some schools, depending on the eligibility of the individual schools and financial considerations based on the anticipated level of federal reimbursement and other nonfederal support that may be available.

Since fiscal 2004, the compensatory aid formula, providing additional State support for students with educational needs resulting from educationally or economically disadvantaged environments, has used the number of students eligible for FRPM. Children from families (1) with incomes at or below 130% of the federal poverty level are eligible for free meals and (2) with incomes no greater than 185% of the federal poverty level are eligible for reduced-price meals. The State compensatory aid formula uses a per pupil cost that is 0.97 times the per pupil funding level established in the foundation program. The Governor's proposed budget for fiscal 2020 includes \$1.3 billion for these grants.

Chapter 291 of 2015, which altered the compensatory enrollment count for LEAs that participate, in whole or in part, in CEP such that it is the greater of:

(1) the sum of:

- the number of students in CEP participating schools identified by direct certification for the prior fiscal year;
- the number of students identified by the income information provided by the family to the school system on an alternative form developed by MSDE for the prior fiscal year; and
- the number of students eligible for FRPM from any schools not participating in CEP for the prior fiscal year; *or*

(2) the sum of:

- the number of students eligible for FRPM from any schools not participating in CEP for the prior fiscal year; and
- for schools participating in CEP, the result of multiplying the prior fiscal year total enrollment by the percentage of FRPM-eligible students as compared to total enrollment in the year prior to participating in CEP. However, for the purpose of this calculation, schools participating in CEP in the pilot year may use the percentage of FRPM-eligible students during the pilot year.

The Commission recommends that for the compensatory education formula and new concentration of poverty formula, direct certification including Medicaid eligibility should be used as the proxy for poverty in the future instead of eligibility for FRPM. Funded by USDA, MSDE has issued a contract to develop a Maryland Direct Certification System to include matching processes for the Supplemental Nutrition Assistance Program, Temporary Cash Assistance, and foster care.

### *Maintenance of Effort*

Generally, under the MOE requirement, each county government (including Baltimore City) must provide on a per pupil basis at least as much funding for the local school board as was provided in the prior fiscal year. A county that has an education effort below the five-year statewide average education effort must increase its MOE payment to the local school board in years when the wealth base per pupil is increasing. The required increase is the lesser of the increase in a county's per pupil wealth, the average statewide increase in per pupil local wealth, or 2.5%. This provision ensures an increase in the amount a county provides to the local school board concomitant with an increase in county wealth.

### *Special Education Formula State Aid*

The State special education formula is calculated based on 74% of the annual per pupil foundation amount and the number of special education students from the prior year. The Governor's proposed budget for fiscal 2020 includes \$303.3 million in special education formula funds as well as \$121.5 million for nonpublic placement of students with disabilities.

### *Teacher Salaries*

The Commission recommends that in addition to making teacher preparation programs more rigorous, raising licensing standards for new teachers, and rebranding the teaching profession as a more attractive career, Maryland will raise teacher pay to make it equitable with other highly trained professions with comparable education requirements. The Commission proposes that the State will conduct periodic benchmarking studies of teacher salaries to include comparability with other professionals with similar education and experience levels at the State and regional levels based on the Economic Policy Institute's list of comparable occupations. Statewide, the average teacher salary for the 2018-2019 school year is \$70,460, ranging from an average of \$54,040 in Dorchester County to \$82,320 in Montgomery County.

### *Mental Health Services*

Under Chapter 30 of 2018, the Maryland Safe to Learn Act, by September 1, 2018, each local school system must appoint a mental health services coordinator to coordinate existing mental health services and referral procedures within the local school system. Working with specified local entities, the coordinator must (1) ensure that a student who is referred for mental health services obtains the necessary services; (2) maximize external funding for mental health and wraparound services, as defined by the bill; and (3) develop plans for delivering behavioral health and wraparound services to students who exhibit specified behaviors of concern. Grants from the Safe Schools Fund may be used to develop plans for delivering mental health and wraparound services. Chapter 30 requires the Commission to include in its final report, recommendations for additional mental health and wraparound services in local school systems and funding required for those services.

### *School System Audits and Program Evaluation*

Each local board of education must provide for an annual audit of its financial transactions and accounts. Also, MSDE, at the request of a county government and under certain conditions, must contract for a performance audit of a county school system. A performance audit covers an assessment of a school system's practices to determine whether the school system or a school program is operating economically and efficiently. Furthermore, OLA must, at least once every six years, subject to certain waivers, conduct an audit of each local school system to evaluate the effectiveness and efficiency of the financial management practices of the local school system.

OLA must provide information regarding the audit process to the local school system before the audit is conducted. The legislative auditor must review each local school system's response to OLA's audit and advise the local school system of the results of the review. The legislative auditor must advise the Joint Audit Committee when a local school system does not make a response to a recommendation; does not indicate action to be taken in response to a recommendation; has not taken the action the local school system indicated in its response to a recommendation; or responds in a manner that is not considered appropriate to carry out the recommendation.

The Executive Director of Legislative Services or the Joint Audit Committee may direct the legislative auditor to undertake a review to determine the extent to which action has been taken by a local school system to implement a report recommendation. With respect to findings and recommendations made to a local school system, the Joint Audit Committee may make recommendations to the Governor, State Superintendent of Schools, the local school governing board, or local school officials after reviewing a local school system's response to a recommended action.

As introduced, Senate Bill 640/House Bill 1113 of 2019 would, among other provisions, establish OPE in DLS. The office has similar powers and responsibilities to OLA, but with respect to conducting performance evaluations instead of audits. The Commission recommends a multi-faceted accountability system for public schools and advises that research shows that, beyond a threshold level, how funds for education are spent is at least as important as how much is spent in determining student achievement and funding equity.

### *Fiscal 2020 State Operating Budget*

Approximately \$255.0 million is made available through separate legislation to implement this bill in fiscal 2020, contingent on enactment of this bill. Specifically, Section 47 of the State operating budget for fiscal 2020 (House Bill 100 of 2019) restricts \$100.8 million in Education Trust Fund (ETF) lockbox funds to specific purposes under this bill. It also expresses legislative intent that the Governor process a budget amendment to appropriate \$134.5 million for the purposes of this bill. In addition, the Budget Reconciliation and Financing Act of 2019 (House Bill 1407), in conjunction with the budget bill, authorizes the Governor to appropriate, in fiscal 2020, specifically for special education grants under this bill: \$15.8 million in additional ETF revenues received due to the repeal of certain video lottery facility provisions of law; and \$4.0 million in general funds that would otherwise be used for the Teacher Induction, Retention, and Advancement Pilot Program.

**State Revenues:** Special fund revenues increase beginning as early as fiscal 2020 for The Blueprint for Maryland's Future Fund, contingent on the enactment of Senate Bill 728 or House Bill 1301. In addition, general or special fund revenues may increase to implement the Commission's recommendations in fiscal 2022 contingent on enactment of other legislation in the 2019 and 2020 legislative sessions.

**State Expenditures:** The bill distributes \$255 million in fiscal 2020 (at the Governor's discretion) consistent with the funding priorities identified by the Commission and mandates a total of \$355 million in fiscal 2021 to begin to implement the recommendations. The bill also mandates that \$370 million be distributed to The Blueprint Fund in fiscal 2022, as well as an additional \$130 million contingent on revenue made available as a result of legislation enacted in the 2019 and 2020 legislative sessions to implement the Commission's recommendations. Thus, fiscal 2022 expenditures increase by as much as \$500 million. **Exhibit 1** shows the increase in State expenditures under the bill for fiscal 2020 and 2021, based on the following assumptions and analysis.

Total increased funding for fiscal 2020 and 2021 is specified in the bill for special education; TSI grants; a mental health services coordinator for each county; teacher salary incentive grants; teacher collaborative grants; outreach and training on The Blueprint; and the required (fiscal 2021 only) appropriation to The Blueprint Fund. Thus, the majority of State expenditures are fixed by the language of the bill in fiscal 2020 and 2021.

The fiscal 2020 \$54.6 million estimate for concentration of poverty grants (including the MSDE director of community schools) is based on 2017-2018 school year data indicating that 219 schools (mostly in Baltimore City and Prince George's County) meet the 80% eligibility threshold set by the bill. For fiscal 2021, additional schools are eligible for the grant based on the 2018-2019 school year data. Increased expenditures under the extended declining enrollment grants and the enhanced and extended prekindergarten supplemental grants are estimates based on enrollment and wealth projections.

Based on information received from MSDE, it is estimated that one-time costs of \$500,000 will be incurred by MSDE to incorporate the capability to verify student eligibility using Medicaid data into the new information technology system that is currently under development. In subsequent years, \$150,000 is needed to maintain this added capability.

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**Exhibit 1**  
**Change in State Expenditures Under the Bill**  
**(\$ in Millions)**

	<b><u>FY 2020</u></b>	<b><u>FY 2021</u></b>
Enhanced Special Education Funding	\$65.5	\$65.5
Concentration of Poverty Grants <sup>1</sup>	54.6	58.9
Transitional Supplemental Instruction	23.0	23.0
Supplemental Prekindergarten Grants	31.7	53.6
Enrollment-based Grants	0.0	16.7
Mental Health Services Coordinator	2.0	2.0
Teacher Salary Incentive Grants	75.0	75.0
Teacher Collaborative Grants <sup>2</sup>	2.5	2.5
Outreach and Training	0.3	0.3
MSDE Data System Enhancement	0.5	0.2
Appropriation to The Blueprint Fund	0.0	57.0
Office of the Inspector General for Education	0.7	0.8
<b>Total</b>	<b>\$255.7</b>	<b>\$355.2</b>

MSDE: Maryland State Department of Education

<sup>1</sup>Includes \$126,170 in both years for an MSDE Director of Community Schools.

<sup>2</sup>Up to 3% (or \$75,000) in both years may be used by MSDE for administering the program.

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Though MSDE has requested an additional four positions to implement the bill, it is assumed that provisions of the bill stipulating funding for a director of community schools and allowing for 3% of the funding for teacher collaborative grants to be used for administrative costs cover MSDE administrative costs under the bill.

General fund expenditures increase by \$689,100 in fiscal 2020 escalating to \$846,900 in fiscal 2024 to establish and implement the activities of the Office of the Inspector General for Education. To operate the office will require the addition of six new positions: an inspector general, a deputy inspector general, and four administrator positions. The fiscal estimate includes salaries, fringe benefits, one-time start-up costs (including the purchase of four vehicles at \$20,000 each), and ongoing operating expenses. This estimate allows time for the initial I.G. selection process and assumes that the I.G. position will be filled and additional staff are hired by October 1, 2019. These positions are funded in the fiscal 2020 budget contingent on enactment of this bill.

Positions	6.0
Salaries and Fringe Benefits	\$566,075
Vehicle Purchases/Operations	90,909
One-time Start-up Costs	29,340
Operating Expenses	<u>2,813</u>
<b>Total FY 2020 State Expenditures</b>	<b>\$689,137</b>

Future year expenditures reflect annualization, full salaries with annual increases and employee turnover, elimination of one-time costs, and ongoing operating expenses. This estimate assumes that an assistant Attorney General can provide advice as needed to the unit. It also assumes that sufficient space for the office can be obtained in an existing State building.

Other provisions of the bill are anticipated to generate either no additional expenditures or to have an indeterminate impact on State expenditures. The extension of report due dates and of the term of the Commission are not expected to substantially impact State costs. Notwithstanding the information system enhancement described above, it is assumed that MSDE and MDH can share data using existing resources. The impact of extending the CEP adjustment for the purposes of compensatory education aid is indeterminate, but it maintains a predictable pattern of future funding levels through fiscal 2025. DLS can staff the Workgroup to Study MSDE and MHEC using existing resources.

There is no option to use the now defunct Washington-Baltimore Metropolitan Area for purposes of determining annual inflation factors for State education aid. The selection of the Washington Metropolitan Area for this purpose was largely based upon its close correlation to past inflation results. The bill's provisions related to a performance evaluation by OPE are contingent on the passage of other legislation. It is estimated that this bill's requirements will not alter the staffing and responsibilities of OPE, if it is established. Further, it is assumed that the bill does not have a material effect on the State share of teacher retirement costs.

**Local Fiscal Effect:** Local school systems statewide receive a substantial increase in State aid in fiscal 2020 and 2021. About \$251.6 million of the estimated \$255.7 million in increased fiscal 2020 State expenditures shown in Exhibit 1 (above) are received by local school systems. (It is assumed that most of the \$2.5 million for teacher collaborative grants are received by higher education institutions.) Similarly, local school systems receive about \$294.4 million in specified State funding in fiscal 2021. Further, it is assumed that the great majority of the \$57.0 million in fiscal 2021 that must be appropriated to The Blueprint Fund, as well as the great majority of between \$370 million and \$500 million made available for fiscal 2022, will be expended by the State in the form of aid to local school systems. Local school system expenditures increase accordingly.

**Exhibit 2** shows State grant funding for local school systems and local schools for which the funding amounts are constant in both fiscal 2020 and 2021. **Exhibit 3** shows concentration of poverty grant funding and *increased* State funding of prekindergarten supplemental grants and declining enrollment grants under the bill. Note that Baltimore City and Garrett, Kent, and Somerset counties receive a combined \$21.1 million under current law; fiscal 2020 prekindergarten supplemental funding for these counties is not increased by the bill.

Local school boards are responsible for the actual normal cost of pensions for qualifying personnel. Thus, to the extent that the bill increases expenditures under the bill for salaries (not limited to expenditures in response to salary incentives), local retirement costs increase as early as fiscal 2022. Applying a rate of about 4.5% for normal cost to every \$100.0 million in total teacher salary increases results in \$4.5 million in increased annual local retirement costs statewide (which are currently about \$290 million in fiscal 2019). Though the bill requires that specified amounts of the \$75.0 million in fiscal 2020 and 2021 be distributed to each county for teacher salary increases, if they choose to participate in the program, any increase in teacher salaries is at the discretion of local governments; thus, the bill itself does not lock any local government into future salary increases beyond the fiscal 2020 and 2021 time period for those counties that choose to participate. Since the bill does not mandate State funding for salary increases beyond fiscal 2021, nor any increases beyond fiscal 2022, participating counties may need to use local funds to maintain the salary levels reached through participation in the program beginning in either fiscal 2022 or 2023.

To the extent that the bill's provisions present an inducement for increased local appropriations to public schools, future year local obligations under the MOE law will be increased. The bill expresses the intent that any such increases are considered part of the increased local funding required by The Blueprint funding formulas to be recommended by the Commission. It is assumed that local boards of education can report to General Assembly committees on the use of funds under the bill using existing resources.

**Exhibit 2**  
**Selected State Funding Increases Under the Bill**  
**For Both Fiscal 2020 and 2021\***  
**(\$ in Thousands)**

	<b><u>Special Education</u></b>	<b><u>Transitional Supplemental Instruction</u></b>	<b><u>Mental Health Services Coordinator</u></b>	<b><u>Teacher Salary Incentive</u></b>
Allegany	\$1,296	\$255	\$83	\$992
Anne Arundel	4,170	1,201	83	5,417
Baltimore City	9,735	4,107	83	8,433
Baltimore	8,465	2,639	83	9,846
Calvert	956	272	83	1,494
Caroline	602	274	83	706
Carroll	1,663	429	83	2,255
Cecil	1,624	441	83	1,553
Charles	2,239	772	83	2,819
Dorchester	373	248	83	525
Frederick	2,966	856	83	4,074
Garrett	170	85	83	268
Harford	2,894	630	83	3,460
Howard	2,737	805	83	4,389
Kent	124	48	83	55
Montgomery	9,133	2,735	83	8,109
Prince George's	10,115	4,820	83	13,386
Queen Anne's	393	134	83	544
St. Mary's	1,192	458	83	1,711
Somerset	412	111	83	340
Talbot	229	93	83	114
Washington	1,931	828	83	2,520
Wicomico	1,689	681	83	1,822
Worcester	360	79	83	165
<b>Total</b>	<b>\$65,469</b>	<b>\$23,000</b>	<b>\$2,000</b>	<b>\$75,000</b>

\*Excludes Teacher Collaborative Grants as well as programs shown in Exhibit 3.

**Exhibit 3**  
**Selected State Funding Increases Under the Bill**  
(\$ in Thousands)

	<b>Concentration of Poverty</b>		<b>Supplemental Prekindergarten</b>		<b>Declining Enrollment</b>
	<b><u>FY 2020</u></b>	<b><u>FY 2021</u></b>	<b><u>FY 2020</u></b>	<b><u>FY 2021</u></b>	<b><u>FY 2021</u></b>
Allegany	\$498	\$1,244	\$142	\$147	\$66
Anne Arundel	498	1,742	2,191	2,278	0
Baltimore City	32,348	31,602	0	19,203	14,224
Baltimore	995	995	593	616	0
Calvert	0	0	0	0	0
Caroline	498	498	1,490	1,537	0
Carroll	0	0	160	161	1,535
Cecil	498	498	0	0	625
Charles	0	0	1,162	1,195	0
Dorchester	1,493	1,493	1,037	1,084	0
Frederick	498	746	244	249	0
Garrett	498	498	0	536	55
Harford	746	746	842	873	0
Howard	0	0	717	751	0
Kent	0	0	0	148	152
Montgomery	1,991	2,488	2,373	2,462	0
Prince George's	11,197	11,446	14,027	14,305	0
Queen Anne's	0	0	217	225	0
St. Mary's	0	249	482	498	0
Somerset	995	1,493	0	1,128	0
Talbot	0	0	146	149	0
Washington	249	995	3,845	3,973	0
Wicomico	1,493	1,991	2,009	2,062	0
Worcester	0	0	1	1	0
<b>Total</b>	<b>\$54,494</b>	<b>\$58,725</b>	<b>\$31,678</b>	<b>\$53,581</b>	<b>\$16,656</b>

## **Additional Information**

**Prior Introductions:** None.

**Cross File:** HB 1413 (The Speaker, *et al.*) (By Request - Commission on Innovation and Excellence in Education) - Ways and Means and Appropriations.

**Information Source(s):** Department of Budget and Management; Maryland State Department of Education; Anne Arundel County Public Schools; Montgomery County Public Schools; Baltimore City Public Schools; Washington County Public Schools; Department of Legislative Services

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