



Lillian M. Lowery, Ed.D.
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

TO: Members of the State Board of Education
FROM: Lillian M. Lowery, Ed.D. *Lillian M. Lowery*
DATE: May 19, 2015
SUBJECT: FY 2016 Budget and Legislative Update

PURPOSE:

The purpose of this agenda item is to provide the State Board of Education a summary of actions taken by the 2015 Maryland General Assembly that affect Maryland public education.

SUMMARY:

Ms. Kristy Michel, Deputy Superintendent for Finance and Administration, will provide a summary of the FY 2016 State budget that was adopted by the General Assembly during the 2015 legislative session. Ms. Amanda Conn, Director of Education Policy and Government Relations, will update the State Board on legislation concerning public education and the Maryland State Department Education that was passed during the 2015 session. (Synopsis attached)

ACTION:

No action required, for discussion only.

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OFFICE OF THE SUPERINTENDENT – Lillian Lowery

HB 191 SB 71*	County Superintendents of Schools – Reappointment Exemption in Washington County and Recruitment Recommendations
Bill Synopsis	<p>The bill exempts the Washington County Board of Education from provisions of law that require:</p> <ul style="list-style-type: none"> • Notification by a county superintendent by February 1 if the county superintendent is a candidate for reappointment; and • The county board of education to appoint and reappoint a county superintendent between February 1 and June 30 with a final action taken at a public meeting held no later than March 1 in the instance of reappointment.
CHAIR/LEAD AGENCY	Lillian Lowery/Steve Serra/Jack Smith/Kristy Michel/Penelope Thornton Talley
REPORTS DUE	By November 1, 2015, the State Superintendent shall submit recommendations to the Governor and the General Assembly on ways to improve the recruitment and retention of county superintendents of schools in the State.

HB 923 SB 490*	Capital Grant Program for Local School Systems With Significant Enrollment Growth or Relocatable Classrooms
Bill Synopsis	<p>Establishes the Capital Grant Program for Local School Systems whose enrollment has exceeded 150% of the statewide average in the past five years and an average of more than 300 relocatable classrooms in the past five years to provide grants from state funds dedicated for the program to county boards for public school construction in local school systems that are experiencing significant enrollment growth or a significant number of relocatable classrooms.</p> <ul style="list-style-type: none"> • Capital budget to provide \$20 million for this new program beginning in FY 2016 and beyond.
CHAIR/LEAD AGENCY	<p>The program shall be implemented and administered by the Interagency Committee on School Construction (IAC). The IAC shall:</p> <ul style="list-style-type: none"> • Develop a procedure for a county board to apply for a grant under the program; • Develop eligibility requirements for a county board to receive a grant under the program, including a requirement for a county board to provide funds to match a grant award; and • Develop a process to allocate grant awards under the program that allocate funds based on each eligible county board's proportionate share of the total full-time equivalent enrollment of the county boards that are eligible to participate in the program. <p>The IAC shall adopt procedures necessary to implement this program. David Lever</p>
REPORTS DUE	N/A

*Indicates a bill signed into law by the Governor. HB 70, the Budget Bill, goes into law without the Governor's signature.

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SCHOOL EFFECTIVENESS – Penelope Thornton Talley

HB 70	AEDs in Elementary Schools
DESCRIPTION	Determine the feasibility of having an AED in all elementary schools
CHAIR/LEAD AGENCY	Penelope Thornton Talley/Kristina Kyles
REPORTS DUE	By September 30, 2015 , report to budget committees on whether AEDs in elementary schools is a viable option and the estimated fiscal impact on such a requirement.

HB 375 SB 403*	Education – Maryland Council on Advancement of School-Based Health Centers
Bill Synopsis	<p>New Council membership is detailed (14 voting members and 6 ex-officio members). Allows MSDE to seek the assistance of organizations with expertise in school-based health care or other matters to provide additional staffing resources to the Department and the Council.</p> <p>Council duties include:</p> <ul style="list-style-type: none"> • Developing policy recommendations to improve the health and educational outcomes of students who receive services from school-based health centers by supporting local community efforts to establish or expand school-based health center capacity in primary care, behavioral health, and oral health; • Integrating school-based health centers into existing and emerging patient-centered models of care; • Promoting the inclusion of school-based health centers in networks of managed care organizations and commercial health insurance carriers; • Advancing the public health goals of state and local health officials; • Promoting the inclusion of school-based health centers into networks of school health services and coordinated student service models for the range of services offered in school settings; • Supporting state and local initiatives to promote student success; • Reviewing and revising best practice guidelines; and • Supporting the long-term sustainability of school-based health centers. <p>The council shall review the collection and analysis of school-based health center data collected by MSDE to:</p> <ul style="list-style-type: none"> • Make recommendations on best practices for the collection and analysis of the data; and • Provide guidance on the development of findings and recommendations based on the data. • The Council shall conduct other activities the Council considers appropriate to meet the purpose of the Council.
CHAIR/LEAD AGENCY	MSDE provides staff

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	<p>Superintendent or designee serves as an ex-officio member. Penelope Thornton Talley/Kristina Kyles</p>
REPORTS DUE	<p>By December 31 of each year the Council shall report the findings and recommendations on improving the health and educational outcomes of students who receive services from school-based health centers.</p>
SB 595*	<p>Public Charter School Expansion and Improvement Act of 2015</p>
Bill Synopsis	<p>SBOE to set standards to determine which charter schools that have been in existence for 5 years are eligible for increased autonomy Standards will be for:</p> <ul style="list-style-type: none"> • sound fiscal management; and • student achievement that exceed the average in the local school system where the charter school is located on statewide assessments and other measures. <p>Separate summary available</p>
CHAIR/LEAD AGENCY	<p>MSDE to gather information from charter schools on innovative approaches that can be shared. Penelope Thornton Talley/Kristina Kyles</p>
REPORTS DUE	<p>By December 1 each year MSDE shall report to on local policy updates and</p> <ul style="list-style-type: none"> • implementation of the charter law
SB 639*	<p>Teacher's Retirement and Pension Systems – Reemployment of Retirees – Exemptions</p>
Bill Synopsis	<p>Allows each superintendent of a local school system and the superintendent of the Maryland School for the Deaf (MSD) may rehire a maximum of five individuals who are retirees of the Teachers' Pension System in any position at any school in the superintendent's local school system or the Maryland School for the Deaf. Within 30 days after rehiring an individual, the superintendent of a local school system or the superintendent of the MSD shall complete and file with the Board of Trustees and the State Department of Education a form provided by the Board of Trustees that certifies that the individual rehired by the local school system or the MSD satisfied the criteria.</p>
CHAIR/LEAD AGENCY	<p>Penelope Thornton Talley/Sarah Spross</p>
REPORTS DUE	<p>By October 1 of each year, the State Superintendent of Schools shall report for the previous calendar year on:</p> <ul style="list-style-type: none"> • the number of rehired retirees; • the school and school system where each retiree was rehired that: <ul style="list-style-type: none"> ○ was not making adequate yearly progress or was a school in need of improvement; ○ was receiving funds under Title 1 of the federal No Child Left Behind Act of 2001; ○ has more than 50% of the students attending that school who are eligible for

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	<p>free and reduced-price meals established by the United States Department of Agriculture; or</p> <ul style="list-style-type: none"> ○ provided an alternative education program for adjudicated youths or students who have been expelled, suspended, or identified for suspension or expulsion from a public school
HB 779 SB 816*	Maryland Higher Education Outreach and College Access Pilot Program
Bill Synopsis	<p>Establishes the Maryland Higher Education Outreach and College Access Pilot Program, administered by the Maryland Higher Education Commission, targeting low-income Maryland high school graduates to:</p> <ul style="list-style-type: none"> • Encourage low-income Maryland high school graduates to attend and complete college; • Connect potential college and university students with nonprofit organizations that have a history of successful higher education outcomes for targeted youth; • Create an equal matching fund for nonprofit organizations to access in order to increase college outreach services to low-income students; • Provide funding for nonprofit organizations that are already established in communities to provide targeted outreach to encourage low-income students to enroll in college; and • Establish a 2-year pilot program to determine if the program can lead to an increase in low-income students attending and succeeding in college.
CHAIR/LEAD AGENCY	MHEC Penelope Thornton Talley/Kristina Kyles – Monitor
REPORTS DUE	N/A
HB 947 SB 251*	Professional Standards and Teacher Education Board – School Counselors – Certification Renewal Requirement (Lauryn’s Law)
Bill Synopsis	<p>PSTEB to require school counselors seeking certificate renewal to obtain knowledge and skills to recognize the indicators of mental illness and behavioral distress, including depression, trauma, violence, youth suicide, and substance abuse; and the identification of professional resources to help students in crisis.</p>
CHAIR/LEAD AGENCY	Penelope Thornton Talley/Sara Spross
REPORTS DUE	By July 1, 2016, PSTEB to adopt regulations to establish new certificate renewal requirements.

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<p>HB 965 SB 334*</p>	<p>The Hunger Free Schools Act of 2015</p>
<p>Bill Synopsis</p>	<p>Alters the enrollment count used to count compensatory aid in FY 2017 and 2018 for those jurisdictions that participate in the USDA Community Eligibility Provision (must meet a minimum level of students directly certified for free meals, 40% of enrollment, in the year prior to implementing the option and agree to serve free lunches and breakfasts to all students)</p>
<p>CHAIR/LEAD AGENCY</p>	<p>Penelope Thornton Talley/Kristina Kyles/Kristy Michel/Monica Kearns</p>
<p>REPORTS DUE</p>	<p>By December 1, 2015, MSDE, DBM, and DLS shall report on:</p> <ul style="list-style-type: none"> • The research and analysis in the Adequacy of Funding for Education Study relating to using free and reduced-price meal eligibility as a proxy for representing economically disadvantaged students in the State compensatory education aid formula including: <ul style="list-style-type: none"> ○ the proxies used in education formulas in other states, particularly states that participate in the Community Eligibility Provision (CEP) of the federal Healthy, Hunger-Free Kids Act of 2010; and ○ the identification and analysis of alternative indicators; • The impact of the Community Eligibility Provision (CEP) on the State compensatory aid program that uses free and reduced-price meal student count as a proxy for representing economically disadvantaged students in the State; • Trends in free and reduced-price meal student counts to compare the free and reduced-price meal student count used for school systems participating in the CEP to the number of students who would be expected to qualify for free and reduced-price meals in the next 5 years based on past trends; • Preliminary recommendations on a new proxy or a revised free and reduced-price meal student count that could be used to represent economically disadvantaged students in the State compensatory education aid formula; and any proposed changes to the calculation
<p>SB 635*</p>	<p>State Board of Education and the Professional Standards and Teacher Education Board - Alternative Teacher Certification Program</p>
<p>Bill Synopsis</p>	<p>The SBOE, PSTEB, and at least two local education agencies (LEA) shall consider and, if appropriate, develop an alternative teacher certification program for areas of the State experiencing a critical teacher shortage</p> <p>The LEAs shall be selected:</p> <ul style="list-style-type: none"> • By the State Superintendent of Schools; and • From one rural area and one urban area <p>In considering whether there is a necessity to develop an alternative teacher certification program, SBOE, PSTEB, and the LEAs shall, at minimum, consider:</p> <ul style="list-style-type: none"> • Criteria that ensure that teachers certified under the program have high quality skills while allowing flexibility in the required qualifications; and

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	<ul style="list-style-type: none"> • Extending the period of validity of a conditional certificate for teachers who teach in recognized education shortage areas, including professional and technical education areas and less commonly taught world languages
CHAIR/LEAD AGENCY	Penelope Thornton Talley/Sarah Spross
REPORTS DUE	By December 1, 2015 , the SBOE shall report the results of the consideration and, if appropriate, the development of a program.

TEACHING AND LEARNING – Jack Smith

HB 278 SB 15*	Task Force to Study the Implementation of a Dyslexia Education Program
Bill Synopsis	<p>Establishing a Task Force to Study the Implementation of a Dyslexia Education Program.</p> <p>The Task Force shall:</p> <ul style="list-style-type: none"> • Determine current practices for identifying and treating dyslexia in students in Maryland public schools; • Determine current practices for identifying and treating dyslexia in other states; • Determine the appropriate structure for establishing a dyslexia education program and make recommendations on: <ul style="list-style-type: none"> • The feasibility of funding a dyslexia education program through MSDE or alternative funding mechanisms and sources or both; • The methodologies that should be used to test students and identify dyslexia and pre-dyslexia tendencies in students; • The appropriate age to begin testing for dyslexia and pre-dyslexia tendencies; and • The best practices for treating and educating students identified as having dyslexia or pre-dyslexia tendencies; and • Develop a pilot program to initiate the implementation of the recommendations of the Task Force in an appropriately limited geographical area.
CHAIR/LEAD AGENCY	MSDE will staff the Task Force 14 Members Superintendent or designee shall serve Governor designates the chair Jack Smith/Marcella Franczkowski
REPORTS DUE	By December 30, 2015 , the Task Force shall report its findings and recommendations
HB 298*	Education – Student Data Privacy Act of 2015
Bill Synopsis	Requires operators of Internet sites, services, and applications to: <ul style="list-style-type: none"> • Protect public school (pre K – 12) student information from unauthorized access or use for direct advertisements by the original operator or any other subcontractor

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	<p>working with the original operator.</p> <ul style="list-style-type: none"> • Implement and maintain security measures to protect student information; and • Delete student information under contract if requested by a public school or local school system; <p>An operator may not:</p> <ul style="list-style-type: none"> • Engage in targeted advertising based on the data collected through the website, online service, or application; • Use information to make a profile about a student; • Sell a student's information, except as provided; or • Disclose covered information except as detailed in the bill. <p>Personally identifiable information as covered in the bill includes a student's:</p> <ul style="list-style-type: none"> • Educational and disciplinary record; first and last name; home address and geolocation information; telephone number; electronic mail address or other information that allows physical or online contact. <p>This bill may not be construed to prohibit an operator from using aggregated or de-identified covered information only for the purpose of conducted a college- or career-readiness assessment if clear and conspicuous notice of the use or disclosure of the student's covered information is given to the student or the student's parent or guardian, and affirmative consent to use or disclose the student's information is obtained from the student or the student's parent or guardian.</p> <p>Future MDE contracts that would include the sharing of student data or personally identifiable information would need to include language that conforms to the new requirements for operators. MSDE contracts currently contain similar language.</p>
CHAIR/LEAD AGENCY	Jack Smith/Henry Johnson
REPORTS DUE	N/A
HB 349*	Procurement Preferences - Pricing and Selection Committees
	<p>Eliminates the Pricing Committee for Blind Industries and Services of Maryland and merges the functions of the Committee with the Pricing and Selection Committee for the Employment Works Program and alters the composition of the Committee. The Committee consists of 5 individuals including the Assistant Secretary for Vocational Rehabilitation within the State Department of Education.</p>
CHAIR/LEAD AGENCY	Kristy Michel/Sue Page
REPORTS DUE	<p>By January 1 of 30 each year, the Governor's Office of Minority Affairs and the Department of General Services shall report on the impact of on the procurement by prime contractors of janitorial products from minority business enterprises.</p>

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<p>HB 452 SB 497*</p>	<p>Commission to Review Maryland's Use of Assessments and Testing in Public Schools</p>
<p>Bill Synopsis</p>	<p>Establishes a Commission to Review Maryland's Use of Assessments, recommend improvements. Commission to survey, assess, and review:</p> <ul style="list-style-type: none"> • The amount of time spent in each grad administering local, state, and federally mandated assessments; • Whether assessment are duplicative; • Attempt to develop statewide approach to administering assessments; • Whether schedules for administering assessments allot enough time between assessment and results to inform instruction; • Whether testing windows by local an state have a negative effect on instruction and school calendars; • Consider implication of ESEA.
<p>CHAIR/LEAD AGENCY</p>	<p>MSDE provides staff 19 Members (12 appointed by Governor) State Board Member serves Superintendent/Designee serves Jack Smith/Henry Johnson</p>
<p>REPORTS DUE</p>	<ul style="list-style-type: none"> • July 1, 2016, the Commission shall report its findings and recommendations to the SBOE, each county board of education, and the General Assembly. • September 1, 2016 each county board of education shall review and consider the Commission's findings and recommendations; and make comments and recommendations related to whether they accept or reject the Commission's findings and recommendations to the State Board and make the comments and recommendations available to the public on request . • October 1, 2016, the SBOE shall review and consider the Commission's findings and recommendations; make comments and recommendations related to whether they accept or reject the Commission's findings and recommendations; and submit a compilation to the General Assembly of their comments and recommendations and the comments and recommendations of each county board of education <p>MSDE shall:</p> <ul style="list-style-type: none"> • Survey and assess how much time is spent in each grade and in each local school system on administering local, State, and federally mandated assessments; and • Compile the results of the survey into documents that are consistent across local school systems and grade levels. <p>By August 31, 2015 the compilation shall include the following information for each assessment administered in a local school system in matrix form:</p> <ul style="list-style-type: none"> • The title of the assessment; • The purpose of the assessment; • If the assessment is a local, State, or federal assessment; • T0he grade level to which the test is administered;

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- The subject area of the assessment;
 - The testing window of the assessment;
 - How long a student has to complete the assessment; and
 - If the assessment requires a change in the school schedule.
- By **October 15, 2015** the compilation shall include the following information for each assessment administered in a local school system, in narrative form:
- If the assessment requires any test preparation;
 - Of the assessment must be taken by pencil and paper or by electronic device;
 - If the assessment must be taken by electronic device, the student to electronic device ratio;
 - If the assessment is a high-stakes assessment;
 - The date the assessments are turned in to receive results;
 - The date the results of the assessment is or was released;
 - To whom the results of the assessment is or was released;
 - How much time passes between administration of the assessment and the receipt of the results of the assessment;
 - If the assessment requires proctors or other personnel to administer the assessment;
 - If the assessment requires technological support to administer the assessment
 - If the assessment allows for accommodations for students with disabilities; and
 - If the assessment is available in other languages for English language learners.
- By **August 31, 2015** and **October 15, 2015**, respectively, MSDE shall submit the documents to:
- The SBOE;
 - Each county board of education;
 - The Governor and, the Senate Education, Health, and Environmental Affairs Committee and the House Committee on Ways and Means;
 - The Maryland Association of Boards of Education; Maryland State Education Association; Maryland PTA; Public School Superintendents Association of Maryland; and any other educational organization in the State that the Governor chooses.
- By **November 30, 2015**, each county board of education and each organization listed above shall:
- Review and consider the results of the MSDE's surveys;
 - Make comments and recommendations related to the results of the MSDE's surveys to the State Board; and
 - Make the comments and recommendations available to the public on request.
- By **December 31, 2015**, the SBOE shall:
- Review and consider the results of MSDE's surveys
 - Make comments and recommendations related to the results of MSDE's surveys; and
 - Submit a compilation to the Senate Education, Health, and Environmental Affairs Committee and the House Committee on Ways and Means, of the comments and recommendations of the State Board, each county board of education, and each organization listed above.

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<p>HB 535 SB 538*</p>	<p>Blind or Visually Impaired Children – Individualized Education Programs – Orientation and Mobility Instruction</p>
<p>Bill Synopsis</p>	<ul style="list-style-type: none"> • Orientation and mobility instruction shall be included in the IEP of a child who is blind or visually impaired, unless the IEP team determines that orientation and mobility instruction is not appropriate for the child. • A child may not be denied orientation and mobility instruction solely because the child has some remaining vision • If the IEP team objects to the inclusion of orientation and mobility instruction in the child’s individualized education program because the IEP team has determined that orientation and mobility instruction is not appropriate for the child, the IEP team shall order an orientation and mobility assessment to be conducted. • Within 30 days after the date of receipt of an orientation and mobility assessment, the IEP team that ordered the assessment shall meet to consider the results of the assessment and determine whether orientation and mobility instruction is appropriate for the child. • If the IEP team determines that orientation and mobility instruction is not appropriate for the child, the IEP team may not include orientation and mobility instruction in the child’s individualized education program. • The determination of an IEP team regarding the provision of orientation and mobility instruction shall be binding for the entire school year in which the determination is made, unless there are significant changes in the circumstances of the child. <p>An orientation and mobility assessment, at a minimum, shall:</p> <ul style="list-style-type: none"> • Contain input from the child’s parent or guardian; • Contain input from the child’s classroom teacher; and • Consider, at a minimum, the child’s age, current and future needs, ability to function in familiar and unfamiliar areas, and ability to function under various lighting conditions. <ul style="list-style-type: none"> • Each local school system shall provide verbal and written notice to the parent or guardian of a child who is blind or visually impaired of the availability of orientation and mobility instruction at least one time each year.
<p>CHAIR/LEAD AGENCY</p>	<p>Jack Smith/Marcella Franczkowski</p>
<p>REPORTS DUE</p>	<p>By January 1, 2017, MSDE shall adopt regulations that define how an individual is deemed qualified.</p> <ul style="list-style-type: none"> • MSDE may not adopt a regulation that has the effect of prohibiting a blind or visually impaired individual from being qualified to provide orientation and mobility instruction or conduct an orientation and mobility assessment. <p>By March 1, 2017 MSDE shall provide guidelines to each local school system on conducting orientation and mobility assessments</p>

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HB 942*	Apprenticeship Pilot Program – Apprenticeship Maryland
Bill Synopsis	<p>MSDE to establish a 2 year apprenticeship pilot program known as Apprenticeship Maryland beginning in summer of 2016 to prepare students to enter the workforce by providing on-site employment training and related classroom instruction needed to obtain a license or certification for a skilled occupation in the manufacturing industry or the science, technology, engineering, and math industries.</p> <ul style="list-style-type: none"> • A student selected to participate in the program: <ul style="list-style-type: none"> ○ may start in the summer or fall in junior or senior year; ○ shall complete at least 450 hours of work based training with an eligible employer; ○ receive at least 1 year of classroom instruction that is related to the eligible career track of the student; ○ shall receive credit toward a high school diploma or a postsecondary credential, or both, for the work-based training and classroom instruction completed under the program shall complete the program before August 31 following graduation from high school. <p>Each student must be paid minimum wage from the eligible employer</p>
CHAIR/LEAD AGENCY	<ul style="list-style-type: none"> • MSDE, DLLR and PSSAM to establish criteria for 2 school systems (1 rural and 1 urban) to participate in the pilot program. • MSDE to select two school systems to participate in the pilot program • MSDE to collaborate with DBED, DLLR, and the business community to develop criteria and identifying eligible employers • Superintendents of the 2 school systems shall select 60 students with the district to participate • DLLR and the MSDE jointly may adopt regulations to implement the program. <p>Jack Smith/Kathy Oliver</p>
REPORTS DUE	<p>By December 1, 2016 and December 1, 2017, MSDE and DLLR shall report on:</p> <ul style="list-style-type: none"> • The number of students participating in the program from each participating school system; • Wage information regarding payments disbursed to students participating in the program; • Feedback from students participating in the program on ways to improve the program; • The types of workforce skills and training that the students participating in the program were able to acquire; • The number of students who completed the program; • The number of students that employers retained; and • Recommendations to expand or discontinue the program.

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SB 622*	Education - English Language Learner Liaison Pilot Program
Bill Synopsis	<p>Requires MSDE to establish an English Language Learner (ELL) Liaison Pilot Program in Prince George's County School System.</p> <p>The purpose of the program is to:</p> <ul style="list-style-type: none"> • Collaborate with the appropriate employees to address the specific needs of ELL students and the families of those students; <ul style="list-style-type: none"> ○ Identify students who are not English proficient: have birth and school records from another country; and have a primary language other than English spoken in the home of the student; • Counsel, in collaboration with school-based counselors, ELL students regarding academic and social concerns; • Monitor the progress of ELL students in mastering age-appropriate skills in English proficiency with the goal of passing grade level English proficiency tests; • Provide educational and cultural information on language acquisition to employees; • Conduct workshops and in-service training on cross-cultural communication and other multicultural topics for employees; • Coordinate with school-based counselors to provide crisis intervention to international students and ELL students and the families of those students; and • Provide information as appropriate to ELL students and the families of those students on college and career readiness, career and technical training, and career path counseling.
CHAIR/LEAD AGENCY	Jack Smith/Henry Johnson
REPORTS DUE	MSDE shall report annually on the effectiveness of the program.
SB 677 HB 1069*	Education – Professional Development for Teachers and Providers of Early Childhood Education – Master Plan
Bill Synopsis	Requires MSDE, in collaboration with the Maryland Higher Education Commission and representatives from institutions of higher education in the State that offer early childhood education programs, shall develop a master plan to address the critical shortage of qualified professional teachers and child care providers in the early childhood education workforce
CHAIR/LEAD AGENCY	Jack Smith/Rolf Grafwallner Joint report with MHEC
REPORTS DUE	By December 31, 2015 , the MSDE and MHEC shall jointly report on methods of <ul style="list-style-type: none"> • Attracting individuals to the field of early childhood education; and • Retaining current teachers and providers in the field of early childhood education.

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HB 70	State Education Technology Plan
DESCRIPTION	Strategic plan that identifies the technology that is needed in each public school to support online assessment administration and digital learning.
CHAIR/LEAD AGENCY	Jack Smith/Henry Johnson
REPORTS DUE	By December 15, 2015 , preliminary report in order to solicit feedback from LEAs and stakeholders. By February 15, 2016 , feedback submitted to MSDE and budget committees. By June 1, 2016 , final report on Technology Plan.
HB 70	PARCC
DESCRIPTION	Progress made toward implementing PARCC on-line: <ul style="list-style-type: none"> • Number of students and percent on-line v. paper • Technological problems encountered; • Progress made by LEAs in addressing previously identified technological issues; and • New identified issues with PARCC.
CHAIR/LEAD AGENCY	Jack Smith/Henry Johnson
REPORTS DUE	By December 1, 2015 , report to budget committees on PARCC. \$500,000 fund restriction pending receipt of report. Budget committees have 45 days to review and comment
HB 70	Kindergarten Readiness Assessment (KRA)
DESCRIPTION	Update on: <ul style="list-style-type: none"> • Improvements to KRA including connectivity, length, and administration time; • Feedback from fall 2015 administration; and • Evaluation of first administration.
CHAIR/LEAD AGENCY	Jack Smith/Rolf Grafwallner
REPORTS DUE	By December 31, 2015 , report to budget committees on the KRA. \$100,000 fund restriction pending receipt of report. Budget committees have 45 days to review and comment
HB 70	Childcare Subsidy Program
DESCRIPTION	Fiscal outlook of the Childcare Subsidy Program and the implications of the federal Block grant reauthorization. Feasibility of eliminating the enrollment freeze in FY 2016, 2017, and 2018 and the cost of increasing reimbursement rates.

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CHAIR/LEAD AGENCY	Jack Smith/Rolf Grafwallner
REPORTS DUE	By July 31, 2015 , report to budget committees on the Childcare Subsidy Program. \$50,000 fund restriction pending receipt of report. Budget committees have 45 days to review and comment
HB 70	Student with Disabilities – Non-public placements
DESCRIPTION	Flaws in methodologies used for calculating basic cost and local share of basic costs. Identify the specific flaws in the calculations and provide proposed solutions.
CHAIR/LEAD AGENCY	Jack Smith/Marcella Franczkowski/Kristy Michel Joint report with DBM
REPORTS DUE	By July 1, 2015 , report to budget committees on non-public placements. \$10,000,000 fund restriction pending receipt of report. Budget committees have 45 days to review and comment
HB 70	State Aided Institutions (SAI)
DESCRIPTION	Evaluation of current process of selecting SAIs and allocating grant resources. Identify percent of SAI current budget that is funded through SAI grant award.
CHAIR/LEAD AGENCY	Jack Smith/Henry Johnson/Michial Gill
REPORTS DUE	By October 1, 2015 , report to budget committees on SAI program.
HB 70	Juvenile Services Education
DESCRIPTION	Concern over the level of education services at DJS facilities. Documentation of instructional time per week at each facility and students with IEPs. Status of educators at facilities (state or contractual).
CHAIR/LEAD AGENCY	Jack Smith/Kathy Oliver Joint report with DJS
REPORTS DUE	By September 30, 2015 , report to budget committees on JSE.

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FINANCE AND ADMINISTRATION - Kristy Michel

SB 183	Education – Geographic Cost of Education – Requirement
Bill Synopsis	Requires that each county board shall receive a grant to reflect regional differences in the cost of education that are due to factors outside of the control of the local jurisdiction beginning in FY 2017 and each year thereafter. Provides that the Act is null and void if GCEI is fully funded in FY 2016.
CHAIR/LEAD AGENCY	MSDE to distribute GCEI grants in accordance with statute if the Act is implemented. Kristy Michel
REPORTS DUE	N/A
HB 70	Loaned Educators
DESCRIPTION	Loaned educators cannot be engaged more than 6 years. Loaned educators must submit financial disclosure statements
CHAIR/LEAD AGENCY	Kristy Michel/Steve Serra
REPORTS DUE	By December 15 , annual census report on number of loaned educator contracts. Report to include function, title salary and fund source. Report to budget committees prior to entering into a loaned educator contract and budget committees have 45 days to review and comment
HB 70	Federal Grants
DESCRIPTION	MSDE is recipient of multiple federal grants. Detail on awards received, amount of awards that remain unexpended at end of state fiscal year, and when grant award is expected to expire.
CHAIR/LEAD AGENCY	Kristy Michel/Monica Kearns/John White
REPORTS DUE	By Sept 1, 2015 , report to budget committees on the amount of each grant and expiration date. \$500,000 fund restriction pending receipt of report. Budget committees have 45 days to review and comment

Maryland State Department of Education
2015 Bill Synopsis

HB 70	Quality Teacher Development Restructuring
DESCRIPTION	Review of best practices for administering fiscal incentive programs for teachers and programs piloted through RTT. Two alternate grant proposals designed to improve quality of educators at low performing schools. Fiscal estimates on administering new program and any statutory changes.
CHAIR/LEAD AGENCY	Penelope Thornton Talley/Sarah Spross/Kristy Michel
REPORTS DUE	By December 1, 2015 , report to budget committees on quality teacher incentives. \$100,000 fund restriction pending receipt of report. Budget committees have 45 days to review and comment