

Office of Governmental Affairs, Educational Policy, and External Relations

Overview of the 2024 Legislative Session

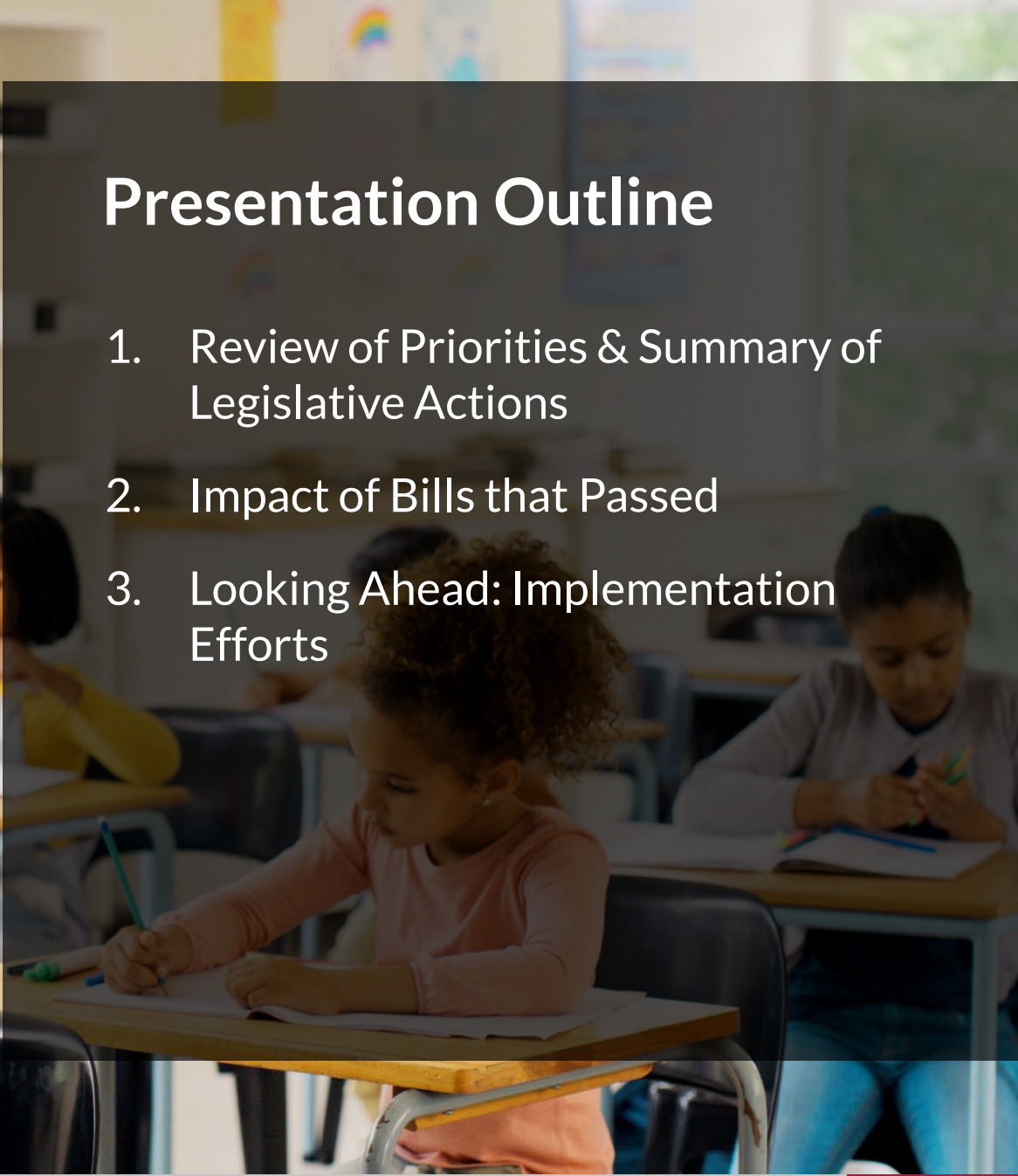
April 30th, 2024

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Presentation Outline

1. Review of Priorities & Summary of Legislative Actions
2. Impact of Bills that Passed
3. Looking Ahead: Implementation Efforts



Building on Educational Transformation: Legislative Principles

1. The State Board supports the full funding of the Blueprint for Maryland's Future.
2. The State Board calls special attention to the urgent need for educational equity and the Blueprint's focus on closing entrenched opportunity and achievement gaps, so that all students — including but not limited to students with disabilities, students learning English, and students from historically underserved communities — can reach their full potential.
3. The State Board advocates for fiscal accountability and prudence during difficult budgetary times. The State Board prioritizes support for legislation that minimizes fiscal impact on the State budget and results in the strategic reallocation of funding from existing Blueprint or other existing educational appropriations.
4. The State Board may support policy amendments to the Blueprint that prioritize and accelerate improved outcomes for all students.
5. The State Board generally opposes unfunded legislative mandates for the State Board, MSDE, and local school systems.
6. The State Board supports maintaining the longstanding collaborative process between the State Board, MSDE, local school systems, and stakeholders to establish standards and frameworks for curriculum development by local school systems.

2024 Legislative Session in Review

What did our work look like?

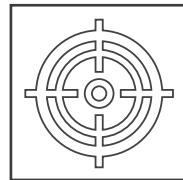
2714

bills introduced throughout the legislative session.



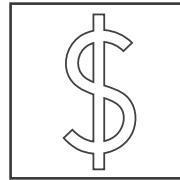
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bills were tracked by the Department and the State Board.



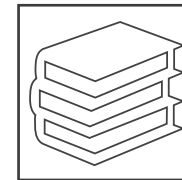
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fiscal note requests received from the Department of Legislative Services (DLS).



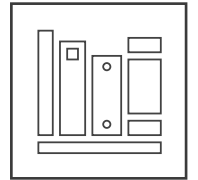
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legislative liaisons supporting this work throughout the Department.



72

bills the Department submitted formal testimony on throughout the session.



The Department submitted formal testimony on **72 bills** throughout the 2024 legislative session.

Breakdown of Testimony Submission from the State Board and MSDE



Office of Student Support and Federal Programs

SB 161/HB 200 - Community Schools - Alterations

- Requires MSDE to create a common needs assessment and evaluation form for school use.
- Requires coordinators to submit detailed annual evaluations to MSDE and the AIB on use of funding, students impacted, and strategies employed. MSDE/AIB will publish evaluations for the public.
- MSDE & the AIB will jointly report on possible methods for ensuring that funds provided under this section are used appropriately and effectively.
- Language providing school system flexibility on a portion of school-based funding was not included in the final version of the bill.

HB 1386 - Education - School Employee Antibias Training - Requirements

- MSDE shall develop guidelines for an antibias training program for school employees.
- These evidence-based guidelines must be inclusive, incorporate lessons in cultural awareness, aim to reduce implicit bias, and be culturally responsible to the needs of educators and students.
- MSDE will incorporate lessons learned from real-life incidents of discriminatory bullying, harassment or intimidation reported to the Department.
- County Boards shall develop a training (or make changes to existing trainings) based on the guidelines provided by the Department.
- Every other year, each county board shall train public school employees whose job duties include frequent interaction with students.

Division of Educator Effectiveness

HB 1157/SB 937 - Grow Your Own Educators Grant Program - Established

- Establishes the Grow Your Own Educators Grant Program to provide grants to local school systems for employees (education support professionals or conditionally licensed teachers).
- Participants must pledge to fulfill a two-year service obligation as a full-time teacher in the State following the completion of their certification.
- The law requires MSDE to administer the Program, however, it did not receive any funding for FY25.
- In place of having collaboratives apply to MSDE for funding, the Department, in collaboration with the MDOL, will, upon request, provide technical assistance to a collaborative in obtaining state, federal, or other funding for the operation of the program.

SB 771/HB 945 - Education - Initial Teacher Certification - Requirements

- SB 771/HB 945 repeals the graduation requirement that candidates of teacher preparation programs must also pass a nationally recognized portfolio-based assessment (§ 6–121).
- The law modifies initial teacher certification requirements to require a candidate to pass the subject-specific examinations under current law (§ 6–125) and meet one of the following qualifications:
 - (1) Pass a nationally recognized, portfolio-based assessment of teaching ability (current law); or
 - (2) Complete a rigorous local school system teacher induction program. LEAs must submit plans for these induction programs to the Department and the AIB.
- In addition to the requirements above, candidates pursuing initial teacher certification must meet one of the following qualifications:
 - (1) Pass a basic literacy skills assessment approved by the Department;
 - (2) Hold a degree from an accredited educational institution where the individual has earned a minimum cumulative GPA of 3.0 on a 4.0 scale; or
 - (3) Submit documentation to the Department of having received effective evaluations from a local school system for 3 years.

Division of Early Intervention and Special Education Services

HB 903/SB 797 - Education - Access to Attorneys, Advocates, and Consultants for Special Education Program and Fund - Established

- Establishes the Access to Attorneys, Advocates, and Consultants for Special Education Program and Fund to expand access to legal representation for families during the IEP/504 remediation process.
- While the program will be administered by the Maryland Volunteer Lawyers Service, MSDE has three central responsibilities:
 - (1) The Department will administer the \$1 million Fund for MVLS (funded in FY25).
 - (2) MSDE will be responsible for notifying parents about the new program before mediation begins.
 - (3) MSDE will annually collect new information related to mediations and due process proceedings, compile the data, and submit a report to the General Assembly by November 1 each year.
- MSDE will be required to alter the data collection system to include data requirements in SB 797, establish agreements with data exchange and accountability systems, and develop and implement guidance and training on implementation.

Division of Early Childhood:

Legislation Impacting Early Childhood Education

HB 1441 - Early Childhood Education - Publicly Funded Prekindergarten Programs - Alterations

- This bill makes numerous changes related to publicly funded and private prekindergarten programs, including adjustments to high-quality staff qualifications and altering slot allocations for providers.
- Requires MSDE to establish an early childhood educator career ladder for private prekindergarten providers to transform early childhood education teaching into a high-status profession in the state.
- Requires MSDE to establish Pre-K provider hubs in centralized and diverse locations throughout the state, designed to forge partnerships and collaboration between the providers within the State's mixed delivery system.
- Extends the funding timelines for key grant programs, such as the Maryland Child Care Credential Program and the Pre-K Expansion Grant.

Legislation Altering the Blueprint for Maryland's Future

HB 1082 - Blueprint for Maryland's Future Implementation – Funding and Independent Evaluation – Alterations

- For each fiscal year, each county board shall provide \$150,000 for the salary and benefits of the Blueprint implementation coordinator responsible for the implementation of the Blueprint for Maryland's Future.
- Funding for this position shall be paid by the State and the county in the same proportion as the Foundation Program under §5-213.
- Effective July 1, 2024.
- \$2 million allocation in the FY25 budget to account for the State's share for Blueprint Implementation Coordinators.

HB 1426 - Education - Blueprint for Maryland's Future - Alterations

- **Prekindergarten Expansion Grant Fund:** The Prekindergarten Expansion Grant Fund, originally set to expire after FY25, is extended through FY29.
- **Dual Enrollment Cap:** For FY25 through FY27, MSDE & the AIB may limit the number and types of courses that a student dually enrolled at a public high school and at an institution of higher education may enroll in during the school year as part of the post-CCR pathway.
- **National Board Certification Payments for Non-classroom Teachers:** Non-classroom teachers, including administrators, assistant principals, instructional specialists, and principals, are now eligible for the National Board Certification Fee Incentive Program.
- **Judy Centers and Patty Centers:** If the Department awards a Judy or Patty Center with multi-year funding, the funding can be used for planning and development in the first year.
- **CTE Committee Goals and Report:** Adjusted the timeline for the CTE Committee to establish/report on statewide goals around the percentage of students who will complete a high school-level registered apprenticeship.

HB 1287 - School Leadership Training Program - Alterations

- MSDE, in collaboration with the AIB, was previously tasked under Blueprint with establishing separate school leadership training programs for the State Superintendent, county superintendents, senior instruction-related staff, and members of the State Board.
- HB 1287 revises the statute to require MSDE, alongside AIB, to establish a singular school leadership training program and expands the list of required participants.
- The State Superintendent, the Chair and Vice Chair of the State Board, County Boards and the AIB are required to complete the program.
- Other members of the State Board are encouraged to complete the training to the extent practicable.
- The training program will span 12 months and include both in-person and virtual sessions.

Next Steps: Implementation Efforts

- MSDE staff and program teams will begin efforts to unpack the legislation further, formulate a timeline reflective of statutory deadlines, and forecast the next steps for effective implementation.
- In May, the State Board will receive a presentation on the FY2025 budget, led by the Division of Financial Policy, Planning, Operations & Strategy.
- Over the next several months, MSDE will begin collaborating with stakeholders and partnering across agencies to seek input on many of the nuanced bills detailed in this presentation.
- Enrolled bills that require further actions from the State Board will return to the Education Policy Committee for a more in-depth review as needed.
- For more information on specific legislation, please consult the Agency list.





2024 Legislative Summary

Office of Governmental Affairs, Education Policy, and
External Relations

April 2024

Impact of Bills that Passed:

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Instructional Programs and Services (IPS)

Bill No.	Title
<u>HB1287</u>	State and County Superintendents of Schools - Employment Contracts - School Leadership Course or Program
Synopsis	<p>MSDE, in collaboration with the AIB, was previously tasked under Blueprint with establishing separate school leadership training programs for the State Superintendent, county superintendents, senior instruction-related staff, and members of the State Board. HB 1287 revises the statute to require MSDE, alongside AIB, to establish a singular school leadership training program for all aforementioned individuals, with the addition of the Chair and Vice Chair of the AIB. As it pertains to the State Board, the training must be completed by the Chair and Vice Chair of the State Board of Education; other members of the State Board are encouraged to complete the training to the extent practicable.</p> <p>Additional changes to the nature of the training include (1) the duration was shifted from 12-24 months to 12 months (2) the program shall include both in-person and virtual sessions, and (3) a review of research related to the benefits of and recruitment/retention of a high-quality, diverse teacher workforce that reflects the demographics of their students.</p>
<u>SB0517/</u> <u>HB0624*</u>	Next Generation Scholars of Maryland Program - Program Administrator - Alterations
Synopsis	<p>The legislation changes the administration of the Next Generation Scholars Program from MSDE to the Maryland Higher Education Commission (MHEC). MHEC will be the lead administrator of the grants and programs, however, MSDE will continue to collaborate on the program. Specifically, MSDE will identify eligible local school systems (wherein at least 50% of students are eligible to receive a free and reduced-price lunch) for the program and assist MHEC in the review and selection of applications from nonprofit organizations. Further, MSDE will assist in publicizing the program through community outreach and post lists of the nonprofit organizations selected to provide services and the local school systems and cities in which the program is located.</p> <p><i>Note: MSDE will continue administering the program in FY25.</i></p>
<u>HB1426*</u>	Education - Blueprint for Maryland's Future - Alterations
Synopsis	<p>Prekindergarten Expansion Grant Fund: The Prekindergarten Expansion Grant Fund, originally set to expire after FY25, is extended through FY29.</p> <p>Dual Enrollment Cap: For FY25 through FY27, MSDE & the AIB may limit the number and types of courses that a student dually enrolled at a public high school and at an institution of higher education may enroll in during the school year as part of the post-CCR pathway.</p> <p>National Board Certification Payments for Non-classroom Teachers: Non-classroom teachers, including administrators, assistant principals, instructional specialists, and principals, are now eligible for the National Board Certification Fee Incentive Program.</p> <p>Judy Centers and Patty Centers: If the Department awards a Judy or Patty Center with multi-year funding, the funding can be used for planning and development in the first year.</p> <p>CTE Committee Goals and Report: Adjusted the timeline for the CTE Committee to establish/report on statewide goals around the percentage of students who will complete a high school-level registered apprenticeship.</p>

Bill No.	Title
<u>HB0475*</u>	Education - Open-Source Phonics Matching Grant Program - Establishment (Open-Source Phonics Matching Grant Program Act)
Synopsis	HB 475 establishes the Open-Source Phonics Matching Grant Program within the State Department of Education. MSDE shall administer this \$150,000 program, whose stated purpose is to provide matching funds to open-source phonics organizations to provide free, open-source learning materials to be used by adults to tutor students in the State. To ensure the quality of materials, grants applications must demonstrate how the materials are consistent with best practices in literacy education, including the Science of Reading. Additionally, the Department may periodically review materials to ensure this standard is met.
<u>SB0738</u> <u>HB0785</u>	Freedom to Read Act
Synopsis	This emergency bill broadly tasks the State Library Board with developing policies for the equitable operation of libraries that are consistent with the State Standards (enumerated in the legislation). Local School Systems must operate their school library media programs in a manner consistent with these standards and establish procedures to review objections to materials in a school library. As stipulated under COMAR 13A.05.04, LEAs will have to submit their updated media center policies to the Superintendent for review. MSDE and the State Board will be required to update related regulations and provide guidance and technical assistance as needed. (Note: Complaints about media centers and LEA policies about media centers come to the State Board for resolution.)

Bill No.	For Awareness (No IPS Action Required)
<u>SB0395/</u> <u>HB0569</u>	Higher Education - Credit Eligibility and Transfer of Credits - English as a Second Language Courses (Credit for All Language Learning (CALL) Act)
Synopsis	This legislation allows a community college student to earn world language and/or humanities credit for completing an English as a Second Language or English Language Learner course for original credit, so long as the course is not classified as a remedial course. If the credits are earned at one of Maryland's community colleges, they cannot be denied by any public IHE in the State. For private IHEs in Maryland, these credits may be transferable. Private IHEs must review and consider the transfer of these credits.
<u>HB1082</u>	Blueprint for Maryland's Future Implementation – Funding and Independent Evaluation – Alterations
Synopsis	For each fiscal year, each county board shall provide \$150,000 for the salary and benefits of the Blueprint implementation coordinator responsible for the implementation of the Blueprint for Maryland's Future. Funding for this position shall be paid by the State and the county in the same proportion as the Foundation Program under §5-213.

Maryland Public Secondary Schools Athletic Association (MPSSAA)

Bill No.	Title
<u>HB1219*</u>	Public and Nonpublic Middle and High Schools - Venue-Specific Emergency Action Plans for Athletic Facilities (The Bailey Bullock Act)
Synopsis	HB1219 requires that each public middle school and high school alter its pre-existing venue-specific emergency action plans for athletic facilities to incorporate a cardiac emergency response plan. The new facet of the plan designates specific personnel to serve as the cardiac emergency response team and includes efforts to coordinate with first responders in the event of an emergency. The plan tasks schools with developing procedures for activating the plan and specific trainings for personnel. These requirements also apply to nonpublic schools in the State.
<u>HB0971</u>	Washington County - Interscholastic Athletics - Student Eligibility Waiver and School Classification
Synopsis	This legislation applies specifically to Washington County. HB 971 stipulates that for a student to participate in interscholastic athletics at the high school level under COMAR 13A.06.03.02, the Washington County Board of Education may waive the eligibility requirement that the student be enrolled at and attend a member school if: (1) the student attends a public school in the county that is not the student's zoned high school; (2) the public school the student attends under item (1) of this subsection does not have an interscholastic athletics program; and (3) the student meets all other eligibility requirements established by the County Board and the Maryland Public Secondary Schools Athletic Association.
<u>SB0165/ HB0204</u>	Education – Coaches – Mental Health Training
Synopsis	This legislation requires MSDE to develop guidelines for public schools and the Maryland Higher Education Commission to develop guidelines for public institutions of higher education to train coaches to recognize indicators of mental illness and behavioral distress in students who participate in athletic programs in public schools and public institutions of higher education. SB 165/HB 204 requires MSDE and the Maryland Public Secondary Schools Athletic Association (MPSSAA) to collaborate with the Maryland Department of Health and local boards of education to create guidelines for local educational agencies to train coaches to recognize indicators of mental illness and behavioral distress in students.

*The implementation of this legislation may require cross-divisional and/or interagency collaboration.

Division of Early Childhood (DEC)

Bill No.	Title
<u>SB0882</u>	Growing Family Child Care Opportunities Pilot Program – Permanent Establishment
Synopsis	This legislation establishes the Growing Family Child Care Opportunities Pilot Program as a permanent program. MSDE will continue to administer the program using allocated resources and current practices. No additional operational or fiscal impact is anticipated.
<u>SB0500</u>	Education - Child Care Career and Professional Development Fund - Alterations
Synopsis	SB 500 alters the qualifications for an award from the Child Care Career and Professional Development Fund. To receive award funding, individuals must commit to working in an approved child care setting for at least 20 hours per week (the obligation period will be determined by the Office of Child Care). In carrying out the program and selecting recipients, the Department will prioritize applicants who have not yet completed any college courses for credit and applicants who are seeking coursework in their native language from an accredited college or university.
<u>HB1195</u>	Child Care Providers - Anaphylactic Food Allergies - Guidelines and Indemnity (Elijah's Law)
Synopsis	MSDE and MDH are required to jointly develop guidelines to reduce the risk of exposure to anaphylactic major food allergens in child care settings. These guidelines will include the identification of at least one free training resource appropriate for child care settings. In conjunction with these guidelines, the Department is also required to develop a model policy for child care providers that addresses emergency protocols, cross-contamination strategies, and notification procedures for a child's allergy. This information – the guidelines and the model policy – will be shared on the Department's website. Related policies must be adopted by large family child care homes and licensed child care centers.
<u>HB1441</u>	Early Childhood Education - Publicly Funded Prekindergarten Programs - Alterations
Synopsis	This bill makes numerous changes related to publicly funded and private prekindergarten programs, including adjustments to high-quality staff qualifications and altering slot allocations for providers. HB 1441 requires MSDE to establish an early childhood educator career ladder for private prekindergarten providers to transform early childhood education teaching into a high-status profession in the state. The legislation also requires MSDE to establish Pre-K provider hubs in centralized and diverse locations throughout the state, designed to forge partnerships and collaboration between the providers within the State's mixed delivery system. Finally, it extends the funding timelines for key grant programs, such as the Maryland Child Care Credential Program and the Pre-K Expansion Grant.

Bill No.	Title
<u>HB1426*</u>	Education - Blueprint for Maryland's Future - Alterations
Synopsis	<p>Prekindergarten Expansion Grant Fund: The Prekindergarten Expansion Grant Fund, originally set to expire after FY25, is extended through FY29.</p> <p>Dual Enrollment Cap: For FY25 through FY27, MSDE & the AIB may limit the number and types of courses that a student dually enrolled at a public high school and at an institution of higher education may enroll in during the school year as part of the post-CCR pathway.</p> <p>National Board Certification Payments for Non-classroom Teachers: Non-classroom teachers, including administrators, assistant principals, instructional specialists, and principals, are now eligible for the National Board Certification Fee Incentive Program.</p> <p>Judy Centers and Patty Centers: If the Department awards a Judy or Patty Center with multi-year funding, the funding can be used for planning and development in the first year.</p> <p>CTE Committee Goals and Report: Adjusted the timeline for the CTE Committee to establish/report on statewide goals around the percentage of students who will complete a high school-level registered apprenticeship.</p>
<u>HB0662</u>	Large Family Child Care Homes and Child Care Centers - Child Care Teachers - Minimum Age
Synopsis	The law specifies a requirement that the minimum age of a child care teacher in a registered large family child care home or a child care center be at least 18 years old (the current requirement sets the minimum age at 19 years old).
<u>HB0902</u>	Prekindergarten - Ulysses Currie Head Start Program - Eligibility for State Funds
Synopsis	HB 902 establishes that a provider in the Ulysses Currie Head Start Program is eligible to receive full State funds under the full-day prekindergarten program, even if the program receives federal funds. Additionally, providers may be exempted from including specified structural elements if these elements conflict with a federal requirement for the Ulysses Currie Head Start Program. When requirements conflict, programs are permitted to follow the federal requirements and are exempt from the conflicting State structural element.
<u>SB0472</u> <u>HB0581*</u>	State Government - Permits, Licenses, and Certificates - Processing (Transparent Government Act of 2024)
Synopsis	On or before October 1, 2024, each department and independent unit shall: (1) Create a catalog of each type of permit, license, or certificate that it issues; and (2) Submit the required catalog to the Governor. The catalog will include a description of each permit, license, or certificate, the term of its validity, information about related statutes and regulations, and information about the application process, including the estimated timeline for processing. This information will be posted on the Department's website for public reference. The Division of Early Childhood and the Division of Educator Effectiveness will work to ensure this information is cataloged and available accordingly.

Bill No.	For Awareness (No DEC Action Required)
<u>HB0838</u>	Prince George's County Family Child Care Home Expansion Grant Program - Establishment PG 505-24
Synopsis	HB838 establishes the Prince George's County Family Child Care Home Expansion Grant Program in the Prince George's County public school system. The purpose of the Program is to increase the number of registered family child care providers, registered family child care homes, and registered large family child care homes in low-income communities in the county. Prince George's County Public School System will be required to administer the program.

*The implementation of this legislation may require cross-divisional and/or interagency collaboration.

Division of Early Intervention and Special Education Services (DEI/SES)

Bill No.	Title
<u>HB0903</u> <u>SB0797</u>	Education - Access to Attorneys, Advocates, and Consultants for Special Education Program and Fund - Established
<p>Synopsis</p>	<p>This legislation establishes the Access to Attorneys, Advocates, and Consultants for Special Education Program and Fund. While the program will be administered by the Maryland Volunteer Lawyers Service (MVLS), MSDE has three central responsibilities:</p> <ul style="list-style-type: none"> (1) The Department will administer the \$1 million Fund for MVLS (funded for FY25). (2) MSDE will be responsible for notifying parents about the new program before mediation begins, and (3) MSDE will annually collect new information related to mediation and due process proceedings. <p>To implement this legislation, MSDE will be required to alter the data collection system to include data requirements in SB 797/HB 903, establish agreements with data exchange and accountability systems, develop guidance and training on implementation, and support public agencies to implement.</p>
<u>HB1076</u> <u>SB1091</u>	Education - Blind and Visually Impaired Students - Textbook Equity
<p>Synopsis</p>	<p>This legislation is designed to ensure that students who are blind or visually impaired receive their instructional materials in a specialized format before the first day of school.</p> <p>To achieve this purpose, County Boards must determine the instructional materials that will be used by students with IEPs or 504s in the upcoming school year by March 15th each year. Once materials are established, the County Board will coordinate with the Instructional Resources Center to provide the materials in a specialized format to students who are blind or visually impaired by the first day of classes for the upcoming school year. In the event that the materials cannot be acquired in accordance with that timeline, the county board and the affected families must agree on a temporary plan to remedy any access issues not later than 45 days before the first day of classes.</p> <p>The Department shall provide support to the IRC to ensure that textbooks and instructional materials are available in a specialized format statewide. Beginning on January 1, 2025, the County Board shall require in any contract with a textbook publisher that an electronic file of the textbook be provided to the National Instructional Materials Access Center (NIMAS).</p>
<u>SB0592</u> <u>HB0336</u>	Maryland Achieving a Better Life Experience (ABLE) Program - Materials for Individualized Education Program Meetings
<p>Synopsis</p>	<p>HB 336/SB 592 requires local school systems to provide to parents at IEP/IFSP/504 meetings for children with disabilities written informational materials regarding the Maryland ABLE Program. The materials must be shared with families annually, at least one time each year. Operationally, MSDE will ensure that LEAs are aware of the changes made to the IEP/IFSP/504 process to include the distribution of these informational materials to families, as well as the addition of a checkbox on the Maryland Online IEP system for accountability purposes. The materials will be translated into 26 languages to better serve families whose native language is not English.</p>

Bill No.	For Awareness (No DEI/SES Action Required)
<u>HB0195</u>	Public Safety - Missing Persons with Cognitive Impairment - Purple Alert Program
Synopsis	HB 195 establishes a Purple Alert Program to disseminate information to assist in locating a missing person who has a cognitive impairment, mental disorder, intellectual or developmental disability, or brain injury. The Program will be administered by the Department of State Police, which must consult with MSDE to develop a program that allows high school students to assist in the search for a missing person and complies with COMAR 13A.03.02.06, regarding the Maryland Service Learning graduation requirement.
<u>SB1084</u> <u>HB1069</u>	Workgroup for the Deaf, Deafblind, and Hard of Hearing - Established
Synopsis	SB 1084 establishes the Workgroup for the Deaf, Deafblind, and Hard of Hearing to study and make recommendations regarding certain services, programs, advocacy, outreach efforts, and other items to improve the quality of life of individuals who are deaf, deafblind, or hard of hearing. The legislation requires the Workgroup to submit a report of its findings and recommendations to the Governor and the General Assembly on or before June 1, 2025.

Office of College and Career Pathways

Bill No.	Title
<u>SB0033</u>	More Opportunities for Career-Focused Students Act of 2024
Synopsis	<p>SB 33 mandates that each public high school must, in the same manner in which the school informs students of postsecondary educational options, inform students of employment and skills training opportunities available through apprenticeships sponsors registered with the Maryland Department of Labor (MDOL) or local workforce development boards, as well as schools licensed by MHEC that provide training, retraining or enhancement in employment skills. Schools must highlight opportunities in highly skilled careers that do not require completion of a college degree and are in high demand in the State. County Boards must assist high schools in meeting these requirements.</p>
<u>HB1426*</u>	Education - Blueprint for Maryland's Future - Alterations
Synopsis	<p><i>This bill makes numerous changes related to the Pre-Kindergarten Expansion Grant, a dual enrollment cap, the National Board Certification Fee Incentive program, Judy Centers, Patty Centers, and the goals and reporting of the CTE Committee.</i></p> <p>OCCP-Related Provisions:</p> <p>Dual Enrollment Cap: For FY25 through FY27, MSDE & the AIB may limit the number and types of courses that a student dually enrolled at a public high school and at an institution of higher education may enroll in during the school year as part of the post-CCR pathway.</p> <p>CTE Committee Goals and Report: Adjusted the timeline for the CTE Committee to establish/report on statewide goals around the percentage of students who will complete a high school-level registered apprenticeship.</p>
<u>HB0597</u>	Growing Apprenticeships and the Public Safety Workforce (GAPS) Act
Synopsis	<p>HB 597 alters the Law Enforcement Cadet Apprenticeship Program in the Maryland Department of Labor to be the Public Safety Apprenticeship Program and expands the purpose and scope of the Program to promote careers with certain public safety agencies.</p> <p>As it relates to MSDE, the law establishes the Workgroup on Growing Engagement in the Law Enforcement and Corrections Workforce. The membership of this workgroup includes the State Superintendent of Schools or the Superintendent's designee. The workgroup will (1) identify and study the shortage of employees in the law enforcement and corrections fields; (2) determine ways to advertise and promote law enforcement and corrections employment opportunities; and (3) explore recruitment and retention strategies used in the fields that have been successful in other states and countries; and (4) make recommendations and report its finding to the Governor and General Assembly by January 1, 2025.</p>

Office of Student Support and Federal Programs

Bill No.	Title
<u>SB0370</u> <u>HB0428*</u>	Community Schools - Rental Assistance for Community School Families Program and Fund - Establishment
Synopsis	<p>SB 370/HB 428 establishes the Rental Assistance for Community School Families Program and Fund to provide rental assistance to eligible student households. Eligibility requirements include that the student is enrolled in a community school and that the child's family can present evidence of homelessness or housing instability, or that a member of the family qualifies for assistance under the federal McKinney-Vento Homeless Assistance Act.</p> <p>The program and fund will be administered by the Department of Housing and Community Development, in consultation with MSDE. Specifically, the legislation requires the Director of Community Schools to support the implementation efforts (likely through communication and the distribution of materials to schools).</p>
<u>HB0522</u>	Public Schools - Student Telehealth Appointments - Policy and Access
Synopsis	<p>On or before December 31, 2024, the Department and MDH, in consultation with a broad range of stakeholders, jointly shall develop state guidelines for school health services regarding the availability of student participation in telehealth appointments during the school day on the premises of public middle and high schools. Following the release (and adoption) of the guidelines by the State Board, each county board of education will need to establish a policy to accommodate students in telehealth by SY25-26.</p>
<u>HB0086</u> <u>SB0180*</u>	Public and Nonpublic Schools - Auto-Injectable Epinephrine and Bronchodilators - Use, Availability, Training, and Policies
Synopsis	<p>Per this legislation, the Maryland Department of Health, in consultation with County Boards, shall establish a policy for public schools to authorize the school nurse and designated school personnel to administer a bronchodilator to a student. A member of school staff who has undergone the related training must first identify the student as experiencing asthma-related symptoms or respiratory distress (the student may not have a formal diagnosis). This excludes Pre-K students. MSDE, in consultation with MDH, the American Lung Association, and the Asthma and Allergy Foundation of America, shall identify or develop the training, which will be available to school nurses and other designated school personnel. Nonpublic schools may adopt a policy and have staff undergo training.</p> <p>The training will include procedures for how to recognize asthma-related symptoms or respiratory distress, proper follow-up actions, where the devices should be stored, modes of administration, notification of parents, how schools will record incidents, and other elements. MSDE will develop and disseminate a standard form to report incidents.</p>
<u>SB0214</u>	Maryland Military Installation Council - Membership
Synopsis	<p>SB 214 alters the membership of the Maryland Military Installation Council to include the State Superintendent of schools (or the Superintendent's designee), the Maryland Secretary of Labor, and the President of the Military Alliance Council of Charles County.</p>

Bill No.	Title
<u>HB0416</u>	Public Schools - Active Shooter Safety Drills or Trainings - Requirements
Synopsis	On or before October 1, 2024, the Maryland Center for School Safety (MCSS) is required to study the effectiveness and psychological impact of active shooter safety drills or trainings and identify best practices for drills and trainings of this nature. The identifications will draw upon data collection from local school systems and be periodically updated. Before SY 25-26, MSDE will review the best practices identified by MCSS and update any drills and trainings that have been incorporated into the annual schedule of drills to reflect best practices. MCSS will regularly collect data and findings related to these drills and trainings and develop, in consultation with MSDE, model content that informs parents of the State's firearms storage laws by July 1, 2025.
<u>SB1099*</u>	Emergency Services - Automated External Defibrillator and Naloxone Co-Location Initiative - Requirements for Public Buildings
Synopsis	SB 1099 requires the State Emergency Medical Services Board, in collaboration with the Maryland Department of Health, to develop an initiative under the Public Access Automated External Defibrillator Program (AED) to require that naloxone be co-located with each AED placed in a public building. The law includes an immunity from civil liability clause for an individual when administering naloxone in response to a known or suspected overdose. MSDE, LEAs, and local schools will be required to co-locate naloxone with AEDs within their building and offices. Additionally, training for lay individuals and staff, including school staff, who work in buildings affected by this legislation on the functionality and purpose of both AEDs and naloxone use in an emergency will be necessary.
<u>SB0161</u> <u>HB0200</u>	Community Schools - Alterations
Synopsis	HB 200/SB 161 requires MSDE to create a common needs assessment and evaluation form for the use of community schools. Local community school coordinators will submit detailed annual evaluations to MSDE and the AIB on use of funding, students impacted, and strategies employed. MSDE/AIB will publish these evaluations for the public. MSDE & the AIB will jointly report on possible methods for ensuring that funds provided under this section are used appropriately and effectively. Language providing school system flexibility on a portion of school-based funding was not included in the final version of the bill.
<u>HB0195</u>	Public Safety - Missing Persons with Cognitive Impairment - Purple Alert Program
Synopsis	HB 195 establishes a Purple Alert Program to disseminate information to assist in locating a missing person who has a cognitive impairment, mental disorder, intellectual or developmental disability, or brain injury. The Program will be administered by the Department of State Police, who must consult with MSDE to develop a program that allows high school students to assist in the search for a missing person and complies with COMAR 13A.03.02.06, regarding the Maryland Service Learning graduation requirement.

Bill No.	Title
<u>HB1219*</u>	Public and Nonpublic Middle and High Schools - Venue-Specific Emergency Action Plans for Athletic Facilities (The Bailey Bullock Act)
Synopsis	<p>HB1219 requires that each public middle school and high school alter its pre-existing venue-specific emergency action plans for athletic facilities to incorporate a cardiac emergency response plan. The new facet of the plan designates specific personnel to serve as the cardiac emergency response team and includes efforts to coordinate with first responders in the event of an emergency. The plan tasks schools with developing a set of procedures for activating the plan and specific trainings for personnel. These requirements also apply to nonpublic schools in the State.</p>
<u>SB0814*</u>	Juvenile Law - Reform
Synopsis	<p>HB 814 makes several broad changes to juvenile courts and related judicial proceedings in the State. In relation to education, the bill prohibits a “juvenile registrant” (a registered juvenile sex offender) from entering school property used for public or nonpublic elementary or secondary education. In place of in-person education, a juvenile registrant may opt into the Home and Hospital Teaching Program for Students or specific programs approved by their county board. The State Board and MSDE will need to take action to update its related guidelines and model policy. County Boards will need to develop and adopt their policies accordingly.</p> <p><i>Note: A juvenile registrant is a child (at least 14 years old) who has been adjudicated for an act that would constitute a felony if committed by an adult.</i></p>
<u>SB0707</u> <u>HB1026</u>	Armed Forces – Support of Military Families and Addition of Space Force
Synopsis	<p>SB 707 amends the definition of “military-connected student” for purposes of the Purple Star Schools Program to include students who are dependents of current members of the Space Force or the National Guard of any other state. MSDE administers the Purple Star Schools Program, offering guidance and technical assistance to local schools regarding required program elements and procedures for applying for Purple Star designation. Dependents of current members of the Space Force are already included in the definition of “military-connected student” in the Code of Maryland Regulations (COMAR) 13A.06.10 Purple Star Schools. SB 707 requires MSDE to revise the regulations and Purple Star Schools application to add dependents of active members of the National Guard of any other state to the definition.</p>
<u>HB1386</u>	Education - School Employee Antibias Training - Requirements
Synopsis	<p>The Department shall develop guidelines for an antibias training program for school employees. These guidelines must be evidence-based, and inclusive, incorporate lessons in cultural awareness, aim to reduce implicit bias, and be culturally responsible to the needs of educators and students. The guidelines must seek to raise awareness of discrimination and biases facing historically marginalized peoples (including racial, ethnic, and religious minorities). MSDE will incorporate lessons learned from real-life incidents of discriminatory bullying, harassment or intimidation reported to the Department. County Boards shall develop a training (or make changes to an existing training) based on the guidelines provided by the Department. Every other year, each county board shall train public school employees whose job duties include frequent interaction with students.</p>

Bill No.	For Awareness (No OSSFP Action Required)
<u>SB0441</u> <u>HB0545</u>	Janet L. Hoffman Loan Assistance Repayment Program - Nancy Grasmick Public School Professional Award - School Nurses
Synopsis	SB 441/HB 545 expands the Nancy Grasmick Public School Professional Award within the Janet L. Hoffman Loan Assistance Repayment Program to include school nurses.
<u>SB0540</u> <u>HB0472*</u>	Education - School Mapping Data Program - Established
Synopsis	HB 472/SB 540 establishes a new program within the Maryland Center for School Safety to provide funds to local education agencies (LEAs) to produce school mapping data to assist first responders in responding to emergencies at a school. The IAC will adopt facility mapping standards for public schools.
<u>SB1077*</u>	Public Schools - Appropriations for School Safety Expenditures - School Security Employees
Synopsis	SB 1077 states that a local school system may use grant funds provided by the Safe Schools Fund for school security employees.
<u>SB0122</u> <u>HB0284</u>	Education - Provision of Maryland Youth Crisis Hotline Telephone Number – Alteration
Synopsis	The law requires that each local education agency (LEA) provide each student in grades six through twelve with the number of the “988 Suicide and Crisis Lifeline” instead of the “Maryland Youth Crisis Hotline”. The 988 Suicide and Crisis Lifeline must be prominently printed in the school handbook and printed on a student’s school identification card, if provided. The law does not specify any duties or responsibilities for the Department.
<u>SB1042</u>	Education - Armed Services Vocational Aptitude Battery - Student Information
Synopsis	SB 1042 adds a requirement to notify students and parents/guardians two weeks before the administration of the ASVAB of the option to withhold student information from military recruiters.
<u>HB1167*</u>	Maryland Center for School Safety - Statewide Secure Schools Emergency Response Grant Program - Established
Synopsis	HB 1167 establishes the Statewide Secure Schools Emergency Response Grant Program to be administered by the Maryland Center for School Safety (MCSS). The purpose of the program is to provide grants to improve the safety and security of public schools in the State by implementing a statewide notification system that facilitates communication between public elementary and secondary school personnel, a public safety answering point (PSAP/9-1-1 system), and a public safety agency in life-threatening and emergency situations, including medical emergencies and the presence of an active shooter or intruder at a public school. This is a new grant program that may require coordination, training, and information-sharing between MSDE, MCSS and LEAs.
<u>HB0821</u>	Prince George's County - Student Support - Specialist Networks and Success Action Plans (Student Supports and Success Act) PG 502-24
Synopsis	SB 654 requires Prince George’s County Public Schools (PGCPS) to establish a student support specialist network in each public high school in the county. The legislation specifies members of the network, action plan development and reporting requirements, and additional topics that should be included in an annual report to be submitted to the local board of education beginning on or before July 1, 2025, and each July 1 thereafter.

Bill No.	For Awareness (No OSSFP Action Required)
<u>SB0165/ HB0204</u>	Education – Coaches – Mental Health Training
Synopsis	<p>This legislation requires MSDE to develop guidelines for public schools and the Maryland Higher Education Commission to develop guidelines for public institutions of higher education to train coaches to recognize indicators of mental illness and behavioral distress in students who participate in athletic programs in public schools and public institutions of higher education. SB 165/HB 204 requires MSDE and the Maryland Public Secondary Schools Athletic Association (MPSSAA) to collaborate with the Maryland Department of Health and local boards of education to create guidelines for local educational agencies to train coaches to recognize indicators of mental illness and behavioral distress in students.</p>
<u>SB0517/ HB0624*</u>	Next Generation Scholars of Maryland Program - Program Administrator - Alterations
Synopsis	<p>The legislation changes the administration of the Next Generation Scholars Program from MSDE to the Maryland Higher Education Commission (MHEC). MHEC will be the lead administrator of the grants and programs, however, MSDE will continue to collaborate on the program. Specifically, MSDE will identify eligible local school systems (wherein at least 50% of students are eligible to receive a free and reduced-price lunch) for the program and assist MHEC in the review and selection of applications from nonprofit organizations. Further, MSDE will assist in publicizing the program through community outreach and post lists of the nonprofit organizations selected to provide services and the local school systems and cities in which the program is located.</p> <p><i>Note: MSDE will continue administering the program in FY25.</i></p>
<u>HB1195</u>	Child Care Providers - Anaphylactic Food Allergies - Guidelines and Indemnity (Elijah's Law)
Synopsis	<p>MSDE and MDH are required to jointly develop guidelines to reduce the risk of exposure to anaphylactic major food allergens in child care settings. These guidelines will include the identification of at least one free training resource appropriate for child care settings. In conjunction with these guidelines, the Department is also required to develop a model policy for child care providers that addresses emergency protocols, cross-contamination strategies, and notification procedures for a child's allergy. This information – the guidelines and the model policy – will be shared on the Department's website. Related policies must be adopted by large family child care homes and licensed child care centers.</p>

*The implementation of this legislation may require cross-divisional and/or interagency collaboration.

Division of Educator Effectiveness

Bill No.	Title
<p><u>SB0937</u> <u>HB1157</u></p>	<p>Grow Your Own Educators Grant Program - Established</p>
<p>Synopsis</p>	<p>Establishes the Grow Your Own Educators Grant Program to provide grants to local school systems for employees (education support professionals or conditionally licensed teachers) who pledge to fulfill a two-year service obligation as a full-time teacher in the State following the completion of their certification. The law requires MSDE to administer the Program, however, it has not received any funding for FY25. In place of having collaboratives apply to MSDE for funding, the Department, in collaboration with the MDOL, shall, on request, provide technical assistance to a collaborative in obtaining state, federal, or other funding for the operation of the program.</p>
<p><u>SB0771</u> <u>HB0945</u></p>	<p>Education - Initial Teacher Certification – Requirements</p>
<p>Synopsis</p>	<p>SB 771/HB 945 repeals the graduation requirement that candidates of teacher preparation programs must also pass a nationally-recognized portfolio-based assessment (§ 6-121).</p> <p>The legislation modifies initial teacher certification requirements to require a candidate to pass the subject-specific examinations under current law (§ 6-125) and meet one of the following qualifications:</p> <ul style="list-style-type: none"> (1) pass a nationally recognized, portfolio-based assessment of teaching ability (current law); or (2) complete a rigorous local school system teacher induction program. <p>In addition, candidates pursuing initial teacher certification must meet one of the following qualifications:</p> <ul style="list-style-type: none"> (1) pass a basic literacy skills assessment approved by the Department; (2) hold a degree from an accredited educational institution where the individual has earned a minimum cumulative GPA of 3.0 on a 4.0 scale; or (3) submit documentation to the Department of having received effective evaluations from a local school system for 3 years. LEAs must submit plans for these induction programs to the Department for approval.
<p><u>HB1426*</u></p>	<p>Education - Blueprint for Maryland's Future - Alterations</p>
<p>Synopsis</p>	<p><i>This bill makes numerous changes related to the Pre-Kindergarten Expansion Grant, a dual enrollment cap, the National Board Certification Fee Incentive program, Judy Centers, Patty Centers, and the goals and reporting of the CTE Committee.</i></p> <p>Division of Educator Effectiveness – Related Provisions: National Board Certification Payments for Non-classroom Teachers: Non-classroom teachers, including administrators, assistant principals, instructional specialists, and principals, are now eligible for the National Board Certification Fee Incentive Program</p>

Bill No.	Title
<u>SB0472</u> <u>HB0581*</u>	State Government - Permits, Licenses, and Certificates - Processing (Transparent Government Act of 2024)
Synopsis	On or before October 1, 2024, each department and independent unit shall: (1) Create a catalog of each type of permit, license, or certificate that it issues; and (2) Submit the required catalog to the Governor. The catalog will include a description of each permit, license, or certificate, the term of its validity, information about related statutes and regulations, and information about the application process, including the estimated timeline for processing. This information will be posted on the Department's website for public reference. The Division of Early Childhood and the Division of Educator Effectiveness will work to ensure this information is cataloged and available accordingly.

Bill No.	For Awareness (No MSDE Action Required)
<u>SB0366</u> <u>HB1211</u>	Teachers' Pension System - Reemployment of Retirees
Synopsis	This bill exempts a retiree of the Teachers' Pension System (TPS) who is reemployed and meets specified criteria from the mandatory offset to his or her retirement benefit. The bill also repeals an obsolete exemption to retirement benefit offsets.
<u>SB0377</u> <u>HB0075</u>	Higher Education - Teacher Development and Retention Program - Definition
Synopsis	HB75/SB377 amends the definition of "institution of initial eligibility" to include community colleges as eligible institutions as part of the criteria for applicants for the Teacher Development and Retention Program, established during the 2023 legislative session. The Teacher Development and Retention Program is a pilot program designed to incentivize a cohort of students to pursue a career in the teaching profession. This bill expands eligibility for the Program's educator stipends to include individuals initially enrolled in any Maryland community college. Additionally, the bill added amendments to delay the stipend and evaluation periods of the TDRF program and allow the fund to be used for administrative expenses.
<u>SB0143</u>	Teachers' Retirement and Pension Systems – Reemployment
Synopsis	SB 143 clarifies that a retiree of the Teachers' Retirement System who is rehired and meets certain eligibility criteria can assume any position in a local school system or with the Maryland School for the Deaf. The legislation removes current language requiring that the position be located "at any school." This will provide local school systems and the Maryland School for the Deaf greater flexibility in hiring retired individuals to fill positions assigned outside of a school building (e.g., central office).
<u>HB0137</u>	Civil Actions - Civil Immunity - Educator Intervention
Synopsis	The legislation requires that a member of the administrative, educational, or support staff of any public, private, or parochial school acting in an official capacity is immune from civil liability for any personal injury or property damage resulting from intervention in an altercation between students or other student disturbance if (1) the member intervened in a reasonably prudent manner and (2) the member's actions do not constitute grossly negligent, willful, wanton, or intentionally tortious conduct.

Division of Assessment, Accountability, Performance Reporting and Research (DAAPRR)

Bill No.	For Awareness (No MSDE Action Required)
<u>SB0444</u> <u>HB0634</u>	Maryland Longitudinal Data System Center - Student Information - United States Census Bureau
Synopsis	Authorizing the Governing Board of the Maryland Longitudinal Data System Center to authorize the Center to send student information to the United States Census Bureau. This authorization is a "May" and not a "Shall". Any use of student data would need to go to the MLDS Governing Board for approval (Dr. Wright is a Board member). The data shared (at this point) would be from MHEC. The MLDS Center cannot redisclose student data except to the Maryland Comptroller to match income data from tax filings. If K12 data is ever requested to be sent to the Census Bureau, MSDE's MOU with the MLDS Center would need to be amended to allow the MLDS Center to redisclose student data.

Division of Rehabilitation Services

Bill No.	Title
<u>SB0859</u> <u>HB1163*</u>	State Department of Education - Division of Rehabilitation Services - Funding
Synopsis	SB 859/HB 1163 authorizes the Governor to include in the annual budget bill an increase in the general fund appropriation to the Division of Rehabilitation Services in the State Department of Education to ensure the State match amount for the Division is met as required by certain federal acts.
<u>HB0060</u>	Rehabilitation Services - Disability - Definition
Synopsis	HB60 alters the definition of "disability" relating to the provision of rehabilitation services in the State to align with the federal Rehabilitation Act of 1973. It defines "disability" as any physical or mental impairment that constitutes or results in a substantial impediment to employment or independent living.

*The implementation of this legislation may require cross-divisional and/or interagency collaboration.

Office of Financial Planning, Operations, and Strategy

Bill No.	Title
<u>SB0360</u>	Budget Bill (Fiscal Year 2025)
Synopsis	Enrolled State Budget for the fiscal year ending June 30, 2025. <i>Note: The State Board will be receiving a comprehensive budget update at the May Board meeting.</i>
<u>SB1026</u> <u>HB1115</u>	County Boards of Education - Budgets - Notice (Transparency in Education Spending Act)
Synopsis	This legislation requires the State Board of Education to adopt a process for the uniform and timely reporting of information within a county board of education budget to a county governing body. It requires a county board to post specific budget information on the county board's public-facing website in an easily identifiable location. This information includes (1) specified current funds held in reserve; (2) the amount of any federal funds received in the last fiscal year; and (3) the amount of funds held in trust or otherwise dedicated toward long-term obligations for retiree health care costs or other post-employment benefits. The final provision added to the law states that the results of a county's annual audit be sent to the county council or the county commissioners.
<u>SB0859</u> <u>HB1163*</u>	State Department of Education - Division of Rehabilitation Services - Funding
Synopsis	SB 859/HB 1163 authorizes the Governor to include in the annual budget bill an increase in the general fund appropriation to the Division of Rehabilitation Services in the State Department of Education to ensure the State match amount for the Division is met as required by certain federal acts.
<u>HB0454</u>	Disclosure of Tax Information - Tax Compliance Activity and Binding Data Use Agreements
Synopsis	HB 454 alters the definition of "tax information" for purposes of law governing the confidentiality and disclosure of tax information. It authorizes, subject to certain limitations, the disclosure of certain tax information to certain tax compliance organizations and governmental entities to assist the Comptroller in tax compliance activity. HB 454 requires the Comptroller to require the party to whom the information is to be disclosed to enter into a written, binding agreement regarding the use and security of the tax information. To implement, MSDE will have to create a written data-sharing agreement that will be developed with the Comptroller.

Bill No.	Title
<u>HB1426*</u>	Education - Blueprint for Maryland's Future - Alterations
Synopsis	<p>Prekindergarten Expansion Grant Fund: The Prekindergarten Expansion Grant Fund, originally set to expire after FY25, is extended through FY29.</p> <p>Dual Enrollment Cap: For FY25 through FY27, MSDE & the AIB may limit the number and types of courses that a student dually enrolled at a public high school and at an institution of higher education may enroll in during the school year as part of the post-CCR pathway.</p> <p>National Board Certification Payments for Non-classroom Teachers: Non-classroom teachers, including administrators, assistant principals, instructional specialists, and principals, are now eligible for the National Board Certification Fee Incentive Program.</p> <p>Judy Centers and Patty Centers: If the Department awards a Judy or Patty Center with multi-year funding, the funding can be used for planning and development in the first year.</p> <p>CTE Committee Goals and Report: Adjusted the timeline for the CTE Committee to establish/report on statewide goals around the percentage of students who will complete a high school-level registered apprenticeship.</p>
<u>HB1082</u>	Blueprint for Maryland's Future Implementation – Funding and Independent Evaluation – Alterations
Synopsis	<p>For each fiscal year, each county board shall provide \$150,000 for the salary and benefits of the Blueprint implementation coordinator responsible for the implementation of the Blueprint for Maryland's Future. Funding for this position shall be paid by the State and the county in the same proportion as the Foundation Program under §5-213.</p>
<u>SB0362</u>	Budget Reconciliation and Financing Act of 2024
Synopsis	<p><i>The State Board will be receiving a comprehensive budget update in May that will address this legislation.</i></p>

Bill No.	Bills Establishing New Grant Programs (Administered by MSDE)
<u>HB1482*</u>	Uninsured Driving Penalties - Funding for the Maryland Automobile Insurance Fund, Driver Education, and Transportation to Field Trips
Synopsis	This legislation creates two additional grants that MSDE will be tasked with administering to eligible LEAs amounting to around \$2,600,000 for student drivers' education and field trips. MSDE will create applications, develop guidance, host technical assistance sessions, and review applications to select grant awardees for the Driver's Education in Public Schools Grant Program (\$2,000,000) and the State-Aided Institutions Field Trip fund (\$600,000) that are established in HB 1482.
<u>HB0903</u> <u>SB0797*</u>	Education - Access to Attorneys, Advocates, and Consultants for Special Education Program and Fund - Established
Synopsis	<p>This legislation establishes the Access to Attorneys, Advocates, and Consultants for Special Education Program and Fund. While the program will be administered by the Maryland Volunteer Lawyers Service (MVLS), MSDE has three central responsibilities:</p> <p>(1) The Department will administer the \$1 million Fund for MVLS (funded for FY25). (2) MSDE will be responsible for notifying parents about the new program before mediation begins, and (3) MSDE will annually collect new information related to mediation and due process proceedings.</p> <p>To implement this legislation, MSDE will be required to alter the data collection system to include data requirements in SB 797/HB 903, establish agreements with data exchange and accountability systems, develop guidance and training on implementation, and support public agencies to implement.</p>
<u>HB0475*</u>	Education - Open-Source Phonics Matching Grant Program - Establishment (Open-Source Phonics Matching Grant Program Act)
Synopsis	HB 475 establishes the Open-Source Phonics Matching Grant Program within the State Department of Education. MSDE shall administer this \$150,000 program, whose stated purpose is to provide matching funds to open-source phonics organizations to provide free, open-source learning materials to be used by adults to tutor students in the State. To ensure the quality of materials, grants applications must demonstrate how the materials are consistent with best practices in literacy education, including the Science of Reading. Additionally, the Department may periodically review materials to ensure this standard is met.

Office of School Facilities (OSF)

Bill No.	Title
<u>HB1390*</u>	Public Schools - Public School Construction – Funding and Administration
Synopsis	HB1390 establishes that the State share of eligible costs for school construction projects that meet certain criteria is 100% (the bill specifies four applicable occurrences). It repeals the provision of law that would have repealed the School Safety Grant Program on June 30, 2026, and reduces the appropriation for the Nancy K. Kopp Public School Facilities Priority Fund to \$70,000,000 annually beginning in fiscal 2027. Further, it alters the uses of the Fund, giving the highest priority to schools with a severe facility issue. Finally, it establishes the Workgroup on the Assessment and Funding of School Facilities, which will include the State Superintendent or the Superintendent's designee.
<u>SB0581</u>	Public School Construction Program - Maryland School for the Blind - State and Local Cost-Share
Synopsis	SB 581 alters State and local cost-share formula for the Public School Construction Program for the Maryland School for the Blind and generally relates to the Public School Construction Program and the Maryland School for the Blind.

Bill No.	For Awareness (No OSF Action Required)
<u>HB1167*</u>	Maryland Center for School Safety - Statewide Secure Schools Emergency Response Program - Established
Synopsis	HB 1167 establishes the Statewide Secure Schools Emergency Response Grant Program to be administered by the Maryland Center for School Safety (MCSS). The purpose of the program is to provide grants to improve the safety and security of public schools in the State by implementing a statewide notification system that facilitates communication between public elementary and secondary school personnel, a public safety answering point (PSAP/9-1-1 system), and a public safety agency in life-threatening and emergency situations, including medical emergencies and the presence of an active shooter or intruder at a public school. This is a new grant program that may require coordination, training, and information-sharing between MSDE, MCSS, and LEAs.
<u>SB1077*</u>	Public Schools - Appropriations for School Safety Expenditures - School Security Employees
Synopsis	SB 1077 states that a local school system may use grant funds provided by the Safe Schools Fund for school security employees.
<u>HB1147</u>	Environment - Playground Surfacing Materials – Prohibitions
Synopsis	This bill prohibits, beginning October 1, 2024, a person from installing, supplying, selling, soliciting, or offering for sale in the State playground surfacing materials that contain (1) more than 90 parts per million of lead or (2) a component product, material, or substance to which "PFAS chemicals" were previously intentionally added in the formation of that component where the continued presence of the PFAS chemicals was desired in the component to provide a specific characteristic. The bill establishes provisions relating to (1) certificates of compliance by manufacturers; (2) enforcement; and (3) the ability of local governments to adopt ordinances, rules, or regulations related to playground surfacing materials that contain PFAS chemicals or lead.

Bill No.	For Awareness (No OSF Action Required)
<u>SB0540</u> <u>HB0472</u>	Education - School Mapping Data Program - Established
Synopsis	HB 472/SB 540 establishes a new program within the Maryland Center for School Safety to provide funds to local education agencies (LEAs) to produce school mapping data to assist first responders in responding to emergencies at a school. The IAC will adopt facility mapping standards for public schools.

*The implementation of this legislation may require cross-divisional and/or interagency collaboration.

Office of Finance & Operations (Human Resources, Procurement and Contract Management, Facilities)

Bill No.	Title
<u>SB0266</u> <u>HB0088</u>	State Retirement and Pension System - Immediate Vesting
Synopsis	This legislation establishes the Growing Family Child Care Opportunities Pilot Program as a permanent program. MSDE will continue to administer the program using allocated resources and current practices. No additional operational or fiscal impact is anticipated.
<u>SB0258</u>	Department of General Services - State Buildings and Facilities - Energy Conservation and Greenhouse Gas Emissions Reductions
Synopsis	<p>SB 258 alters the State's goals for reducing energy consumption in State buildings and requires the Maryland Green Building Council to update the High Performance Green Building Program to ensure that the Program aligns with certain greenhouse gas emissions reduction goals. The law also requires the Department of General Services to identify State-owned facilities that are potential candidates for energy performance contracts.</p> <p>All new buildings and renovations will be under the purview of the Green Building Program. MSDE headquarters is in consideration for a major renovation and will be under the purview of this program. In addition, larger facilities such as DORS headquarters or DDS headquarters could also be part of the energy efficiency audit. MSDE will be required to provide energy bills to DGS for review. This may require additional action from MSDE accounting staff.</p>
<u>HB0260</u> <u>SB0192</u>	State Personnel - Collective Bargaining - Supervisory Employees
Synopsis	Providing collective bargaining rights to certain supervisory State employees and requiring that certain supervisory State employees who are not confidential employees have separate bargaining units. The bill allows MSDE's supervisory and managerial staff to be members of a separate bargaining unit. The establishment of a new bargaining unit and resulting collective bargaining agreements will have an operational impact in the form of participation in the new labor management committee, and additional protocols if any enacted by the negotiated agreements will have to be adopted by the Office of Human Resources.
<u>SB0133</u> <u>HB0062</u>	State Employee Rights and Protections - Personnel Actions and Harassment - Investigation of Complaints
Synopsis	The legislation adjusts the window for investigating cases of harrasment in the workplace in response to legislation that adjusted the window of time for which an employee can file a complaint (passed in 2023). HB 62/SB 133 increases, from 30 days to 60 days, the time period during which an investigation must be conducted and a written decision must be issued regarding a complaint filed by an applicant or employee alleging discrimination or harassment by an employer. It further authorizes certain applicants and employees to provide written authorization to increase the time period for investigations and decisions.

Bill No.	Title
<u>SB0183</u> <u>HB0342</u>	State Procurement - Prompt Payment of Suppliers
Synopsis	This bill requires contractors on State contracts to promptly pay “suppliers” any undisputed amount that is owed, and otherwise adds suppliers to the State’s statutory prompt payment requirements. A “supplier” is defined as a person that has supplied labor or materials to a contractor in the prosecution of work provided for in a State procurement contract.
<u>HB 1397</u>	Civil Rights - Discrimination Based on Protected Characteristics and Reproductive Freedom
Synopsis	This bill alters numerous statutory provisions that prohibit discrimination based on certain protected characteristics to include sexual orientation, gender identity, race, religious beliefs, marital status, and disability, thereby generally making certain protected characteristics consistent across multiple statutes. The bill also replaces references of “gender” to “sex” in multiple statutes and, among other provisions, makes related changes within the Criminal Law Article in regard to certain characteristics, the discovery of which may not be used as legally adequate provocation for the mitigation of or a defense for specified crimes.
<u>HB0809</u>	Members of Boards, Committees, Commissions, Task Forces, or Workgroups – Removal or Suspension
Synopsis	The bill establishes, except as otherwise provided by law, that a member of a board, committee, commission, task force, or workgroup created by State law may be removed or suspended for misconduct, incompetence, neglect of duties, or other good cause by the individual or entity that appointed the member. While this mechanism does not apply to the State Board of Education, it may apply to other committees, task forces, or workgroups involving or being led by MSDE.
<u>HB1044</u>	State Agency Workforce Policy for the 21st Century Act
Synopsis	This bill repeals the requirement that an appointing authority send a copy of the selection plan and job announcement to the Secretary of Budget and Management at least one week prior to posting a job announcement for a vacant skilled service or professional service position in the State Personnel Management System (SPMS). The bill also repeals the requirement that an appointing authority wait until after the close of a position announcement to review qualified applicants for a skilled service or professional service position in SPMS
<u>SB0472</u> <u>HB0581*</u>	State Government - Permits, Licenses, and Certificates - Processing (Transparent Government Act of 2024)
Synopsis	On or before October 1, 2024, each department and independent unit shall: (1) Create a catalog of each type of permit, license, or certificate that it issues; and (2) Submit the required catalog to the Governor. The catalog will include a description of each permit, license, or certificate, the term of its validity, information about related statutes and regulations, and information about the application process, including the estimated timeline for processing. This information will be posted on the Department’s website for public reference. The Division of Early Childhood and the Division of Educator Effectiveness will work to ensure this information is cataloged and available accordingly.

*The implementation of this legislation may require cross-divisional and/or interagency collaboration.

Office of Pupil Transportation and Emergency Management

Bill No.	Title
<u>SB1099</u>	Emergency Services - Automated External Defibrillator and Naloxone Co-Location Initiative - Requirements for Public Buildings
Synopsis	SB 1099 requires the State Emergency Medical Services Board, in collaboration with the Maryland Department of Health, to develop an initiative under the Public Access Automated External Defibrillator Program (AED) to require that naloxone be co-located with each AED placed in a public building. The law includes an immunity from civil liability clause for an individual when administering naloxone in response to a known or suspected overdose. MSDE, LEAs, and local schools will be required to co-locate naloxone with AEDs within their building and offices. Additionally, training for lay individuals and staff, including school staff, that work in buildings affected by this legislation on the functionality and purpose of both AEDs and naloxone use in an emergency will be necessary.
<u>HB1482*</u>	Uninsured Driving Penalties - Funding for the Maryland Automobile Insurance Fund, Driver Education, and Transportation to Field Trips
Synopsis	This legislation creates two additional grants that MSDE will be tasked with administering to eligible LEAs amounting to around \$2,600,000 for student drivers' education and field trips. MSDE will create applications, develop guidance, host technical assistance sessions, and review applications to select grant awardees for the Driver's Education in Public Schools Grant Program (\$2,000,000) and the State-Aided Institutions Field Trip fund (\$600,000) that are established in HB 1482.

*The implementation of this legislation may require cross-divisional and/or interagency collaboration.

Office of School and Community Nutrition Programs

Bill No.	Title
<u>SB0425</u> <u>HB0386</u>	Maryland Meals for Achievement In-Classroom Breakfast Program - Alterations (Maryland Meals for Achievement Flexibility Act of 2024)
Synopsis	This bill authorizes elementary schools participating in the Maryland Meals for Achievement (MMFA) program to serve breakfast in any broadly accessible part of the school, including from “Grab and Go” carts, provided that students are allowed to consume the meal in the classroom after the start of the school day. To do so, an elementary school must have approval from the Maryland State Board of Education (MSDE) and from its local board of education. The bill also clarifies that secondary schools that serve breakfast, including from “Grab and Go” carts after the arrival of students to the school, must serve these breakfasts in any broadly accessible part of the school.
<u>SB0579</u>	Primary and Secondary Education - Breakfast and Lunch Programs - Universal Expansion Report
Synopsis	This bill requires the Maryland State Department of Education (MSDE) to report to the General Assembly on the cost to provide free breakfast and lunch to all students in public schools in the State by December 1, 2024. Specified items that MSDE must consider for each county in determining the cost include the current rate of providing free breakfast and lunch through (1) Maryland Meals for Achievement; and (2) participation in the U.S. Department of Agriculture (USDA) Community Eligibility Program (CEP). Also, in determining the cost, specified data by county must be considered and must be disaggregated by (1) elementary, middle, and high school; and (2) breakfast and lunch.

Office of Information Technology

Bill No.	Title
<u>SB0818</u>	Information Technology - Artificial Intelligence - Policies and Procedures (Artificial Intelligence Governance Act of 2024)
Synopsis	This bill expands the responsibilities of the Secretary of Information Technology and Department of Information Technology (DoIT) as they relate to the procurement and use of artificial intelligence (AI) by State agencies, including the establishment of AI policies and procedures. SB 818 requires public senior higher education institutions to establish policies and procedures related to the development, procurement, and use of AI. As it relates to MSDE, the bill requires units of State government to conduct data inventories, inventories of systems that use AI, and impact assessments of data systems that use.