
Summary of Relevant P-20 Legislation Passed in the 2017 Legislative Session

**Presentation to the
Commission on Innovation and Excellence in Education**

**Department of Legislative Services
Office of Policy Analysis
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Primary and Secondary Education

State Education Aid

State Aid to Public Schools

State aid for primary and secondary education increases by \$61.1 million in fiscal 2018 to \$6.4 billion, 1.0 % more than fiscal 2017 aid. State aid provided directly to the local boards of education increases by \$113.6 million, or 2.1%, while retirement aid decreases by \$52.5 million, or 6.7%. Fiscal 2017 to 2018 changes in major State education aid programs are shown in **Exhibit 1**.

The foundation program totals \$3.0 billion in fiscal 2018, an increase of \$43.3 million over fiscal 2017, or 1.5%. This increase is attributable to enrollment growth of 0.8% (6,658 full-time equivalent (FTE) students) and a 0.7% increase in the per pupil foundation amount due to inflation. The increase in the per pupil foundation amount brought it from \$6,964 per pupil in fiscal 2017 to \$7,012 per pupil in fiscal 2018.

Aside from the foundation program, the largest single increase is \$21.7 million for Limited English Proficiency. A portion of the increase is due to a 9.0% enrollment growth in English language learners (5,730 students) while the rest of the increase is attributed to the increase in the per pupil foundation amount. Compensatory education decreases by \$3.6 million (0.3%), special education increases by \$5.3 million (1.9%), and transportation funding increases by \$5.5 million (2.0%). The fiscal 2018 State budget also includes \$28.2 million in additional funds for supplemental grants contingent on enactment of *House Bill 684 (Ch. 6)*, which is discussed in more detail below. For more information on education aid by local school system, see the subpart “Aid to Local Government” within Part A – Budget and State Aid of the *90 Day Report*.

Exhibit 1
State Aid for Education
Fiscal 2017 and 2018
(\$ in Thousands)

<u>Program</u>	<u>2017</u>	<u>2018</u>	<u>\$ Change</u>	<u>% Change</u>
Foundation Program	\$2,961,988	\$3,005,270	\$43,281	1.5%
Net Taxable Income Grant	39,702	49,170	9,468	23.8%
Tax Increment Financing Grant	0	422	422	n/a
Geographic Cost of Education Index	136,898	139,127	2,229	1.6%
Supplemental Grant	46,620	46,620	0	0.0%
Foundation Special Grant	19,430	0	-19,430	-100.0%
Declining Enrollment Supplemental Grant	0	17,237	17,237	n/a
Compensatory Education Program	1,309,146	1,305,545	-3,601	-0.3%
Special Education Program	279,608	284,873	5,266	1.9%
Nonpublic Special Education	\$121,618	\$123,618	2,000	1.6%
Limited English Proficiency	227,020	248,684	21,664	9.5%
Guaranteed Tax Base	54,511	50,304	-4,207	-7.7%
Student Transportation	270,801	276,341	5,540	2.0%
Prekindergarten Expansion	4,300	7,972	3,672	85.4%
Prekindergarten Supplemental Grant	0	10,949	10,949	n/a
Aging Schools ¹	0	6,109	6,109	n/a
Other Programs ²	65,877	78,919	13,042	19.8%
Direct Aid Subtotal	\$5,537,519	\$5,651,160	\$113,641	2.1%
Teachers' Retirement	\$786,950	\$734,454	-\$52,496	-6.7%
Grand Total	\$6,324,469	\$6,385,615	\$61,145	1.0%

¹ The Aging Schools Program is funded with general obligation bonds in fiscal 2018.

² Other programs include general and special funds supporting the School for Education Evolution and Development, formulas for specific populations, infants and toddlers, innovative programs, food service, teacher development, adult education, and other programs. The General Assembly authorized the Governor to transfer funds for innovative schools to the Maryland Education Development Collaborative (\$250,000) and from the Next Generation Scholars Program to the Bard High School Early College Baltimore (\$300,000).

Source: Department of Legislative Services

Funding for Baltimore City Schools and Other Systems

Although K-12 enrollment is increasing moderately statewide, declining enrollment has been a persistent issue for several school systems, including Allegany, Calvert, Carroll, Garrett, and Kent counties and, most recently, Baltimore City. The State has provided some additional aid for qualifying jurisdictions based on different criteria since fiscal 2012. Baltimore City lost nearly 1,000 students in the 2017-2018 school year compared to the prior year, which contributed to a decrease of approximately \$38 million in direct State aid for fiscal 2018. A portion of the decrease was attributable to a \$12.7 million one-time grant received in fiscal 2017 to address declining enrollment from the prior year. These impacts are part of the \$130 million structural deficit that the Baltimore City Public Schools (BCPS) was facing for fiscal 2018.

The Commission on Innovation and Excellence in Education, which was established by Chapters 701 and 702 of 2016, is reviewing the adequacy study and State funding formulas as part of its charge and will be making substantial recommendations by December 31, 2017. However, in an effort to provide a more sustainable funding approach for school systems with declining enrollment until the Commission on Innovation and Excellence in Education completes its work and the Governor and the General Assembly act on the recommendations, while also helping BCPS in the short term, the General Assembly adopted a package of legislation in the 2017 session.

Declining Enrollment and Prekindergarten Supplemental Grants: House Bill 684 provides declining enrollment and prekindergarten supplemental grants to eligible local boards of education for fiscal 2018 through 2020. A local board is eligible for an enrollment-based supplemental grant if the county's most recent prior three-year average FTE enrollment is greater than the FTE enrollment in the previous school year. A local board is eligible for a prekindergarten grant if the local board offers a full-day program for all four-year-olds who are enrolled in public prekindergarten. Fifty percent of the amount is provided in fiscal 2018, 75% in fiscal 2019, and 100% in fiscal 2020. **Exhibit 2** shows estimated funding via the two supplemental grants, the great majority of which will benefit BCPS.

In order for BCPS to receive additional State funds under the Act, Baltimore City must increase its local contribution to BCPS by specified amounts each year. The Baltimore City school board must contract with an independent certified public accountant to conduct an audit of BCPS. The board must also develop a financial recovery plan by August 1, 2017, that addresses all repeat findings of the Office of Legislative Audits and includes steps to achieve greater efficiencies, balance the BCPS budget, and eliminate the BCPS structural deficit by fiscal 2020. Both the bill and *House Bill 152 (Ch. 23)*, the Budget Reconciliation and Financing Act (BRFA) of 2017, require BCPS to report quarterly beginning November 1, 2017, for two years on specified information related to resolving the budget deficit, including cost efficiencies that can be achieved in collaboration with the Baltimore City government. Finally, the Baltimore City government must develop a plan to sell, lease, convey, assign, or dispose of surplus school system assets.

Exhibit 2
Declining Enrollment and Prekindergarten Supplemental Grants
(\$ in Thousands)

County	Supplemental PreK Grants ¹			Declining Enrollment Grants			Total Change under the Bill					
	50%	75%	100%	FY 2018	FY 2019	FY 2020	FY 2018	FY 2019	FY 2020	FY 2018	FY 2019	FY 2020
	FY 2018	FY 2019	FY 2020									
Allegany	\$0	\$0	\$0	\$793	\$0	\$262	\$793	\$0	\$262	\$793	\$0	\$262
Anne Arundel	0	0	0	0	0	0	0	0	0	0	0	0
Baltimore City	10,174	15,261	22,370	13,546	10,043	5,809	23,719	25,305	28,179	23,719	25,305	28,179
Baltimore	0	0	0	0	0	0	0	0	0	0	0	0
Calvert	0	0	0	240	310	321	240	310	321	240	310	321
Caroline	0	0	0	0	0	0	0	0	0	0	0	0
Carroll	0	0	0	1,606	1,492	1,622	1,606	1,492	1,622	1,606	1,492	1,622
Cecil	0	0	0	190	0	0	190	0	0	190	0	0
Charles	0	0	0	0	0	0	0	0	0	0	0	0
Dorchester	0	0	0	0	0	0	0	0	0	0	0	0
Frederick	0	0	0	0	0	0	0	0	0	0	0	0
Garrett	248	372	504	209	154	112	457	526	616	457	526	616
Harford	0	0	0	356	532	727	356	533	727	356	533	727
Howard	0	0	0	0	0	0	0	0	0	0	0	0
Kent	73	117	169	142	0	0	215	117	169	215	117	169
Montgomery	0	0	0	0	0	0	0	0	0	0	0	0
Prince George's	0	0	0	0	0	0	0	0	0	0	0	0
Queen Anne's	0	0	0	22	0	0	22	0	0	22	0	0
St. Mary's	0	0	0	0	0	0	0	0	0	0	0	0
Somerset	455	695	956	0	0	0	455	695	956	455	695	956
Talbot	0	0	0	133	64	31	133	64	31	133	64	31
Washington	0	0	0	0	0	0	0	0	0	0	0	0
Wicomico	0	0	0	0	0	160	0	0	160	0	0	160
Worcester	0	0	0	0	0	0	0	0	0	0	0	0
Total ¹	\$10,949	\$16,446	\$23,999	\$17,237	\$12,595	\$9,044	\$28,186	\$29,041	\$33,042	\$28,186	\$29,041	\$33,042

¹ To the extent that the bill provides sufficient incentive for local school systems that do not presently offer universal full-day prekindergarten, the effect beginning in fiscal 2019 may be substantially larger.

Teachers' Retirement and Pension Systems: ***House Bill 1109 (Ch. 5)*** relieves local boards of education from their fiscal 2017 obligation to collectively pay \$19,695,182 of their share of the employer normal cost. If the Governor does not transfer the fiscal 2017 deficiency appropriation to cover the foregone contributions by county school boards, the Governor must provide an equal amount in fiscal 2018 or 2019 for that purpose. For more information on this issue, see the subpart "Pensions and Retirement" within Part C – State Government of the *90 Day Report*.

State Budget and Budget Reconciliation and Financing Act: In addition, the General Assembly took a series of actions in the fiscal 2018 State budget and the BRFA, ***House Bill 152*** to provide additional education aid or budget relief for BCPS and other school systems. Budget language requires jurisdictions that receive increases in their disparity grants in fiscal 2018 to provide the increase to their school systems above the required maintenance of effort (MOE) funding in fiscal 2018. This includes Baltimore City (\$946,445) and Cecil (\$196,240), Prince George's (\$4,245,462), Washington (\$52,938), and Wicomico (\$587,801) counties. In addition, Baltimore City must increase its education appropriation by \$10 million over MOE in fiscal 2018; if the city fails to appropriate the funds, \$10 million of the city's disparity grant funding will be given to BCPS.

The BRFA, ***House Bill 152***, redirects video lottery terminal revenues from the Small, Minority, and Women-Owned Business Account (SMWOBA) to the General Fund in fiscal 2018, and to the Education Trust Fund in fiscal 2019 and 2020, in order to cover a portion of the increased cost of ***House Bill 684***. After fiscal 2020, the revenues go back to SMWOBA. SMWOBA fund managers currently have approximately \$20 million in unencumbered funds to distribute as loans to eligible businesses.

Section 16 of the BRFA, ***House Bill 152***, credited BCPS with \$4.6 million toward its required fiscal 2018 payment to support the Baltimore City Public School Construction and Revitalization Initiative (Chapter 647 of 2013). The funds are available due to city beverage container tax revenues, which are pledged to the school construction initiative, coming in above estimates.

Many BCPS students use Maryland Transit Administration (MTA) vehicles to get to and from school; MTA charges BCPS a discounted fare costing approximately \$6 million annually. Section 24 of the BRFA, ***House Bill 152***, allows BCPS school children to ride MTA vehicles at no charge in the 2017-2018 school year and permits MTA to charge Baltimore City (not BCPS) no more than \$5.5 million in fiscal 2018 for the service, which may be paid with highway user revenues. Baltimore City receives an increase of approximately \$5.5 million in highway user revenues in the fiscal 2018 State budget.

Transit Services for Baltimore City Public School Students: ***Senate Bill 1149 (passed)*** requires MTA to provide ridership on transit vehicles to any eligible BCPS student from fiscal 2019 through 2021. MTA may not collect fees or reimbursement for these services, and the services must be provided between 5 a.m. and 8 p.m. for school-related or educational extracurricular activities. For a more detailed discussion of this issue, see the subpart "Transportation" within Part G – Transportation of the *90 Day Report*.

Hunger-Free Schools Act of 2017: *Senate Bill 361/House Bill 287 (both passed)* extend through fiscal 2022 the provision in law that altered the enrollment count used to calculate State compensatory education aid in fiscal 2017 and 2018 for local boards of education that participate, in whole or in part, in the U.S. Department of Agriculture Community Eligibility Provision (CEP). This allows schools and school systems, including BCPS, to remain in the CEP and not lose State compensatory education aid.

Statewide Education Policy

Maryland Education Development Collaborative

Senate Bill 908 (passed) establishes the Maryland Education Development Collaborative (EDCO) to act as a think tank to study, advise, promote, and support public schools in developing programs that enhance twenty-first century learning and socioeconomic diversity among students. This includes collaborating with stakeholders to provide a research and development approach to twenty-first century learning. EDCO is designed to disseminate information on best practices, programs, and resources; provide technical assistance and training to local school systems and public schools; and develop a database of evidence-based programs existing in the State’s public schools that enhance learning and diversity, among other duties. EDCO must employ an executive director and may maintain offices in the State and enter into contracts with institutions of higher education to assist in research and development activities. The General Assembly restricted \$250,000 in the fiscal 2018 State budget for EDCO, contingent on enactment of ***Senate Bill 908***.

Career Training Goals

Senate Bill 317 (Ch. 149) requires the State Board of Education (State board), in consultation with DLLR and the Governor’s Workforce Development Board, to develop statewide goals each year from 2018 through 2024 so that by January 1, 2025, 45% of high school students successfully complete a career and technical education program, earn industry-recognized occupational or skill credentials, or complete a registered youth or other apprenticeship before graduating from high school. By December 1, 2017, the State board must develop a method to consider a student’s attainment of a State-approved industry credential or completion of an apprenticeship program as equivalent to earning a score of 3 or better on an Advanced Placement examination for purposes of the Maryland Accountability Program. By December 1, 2017, and annually thereafter, the State board must report to the Governor and to the General Assembly on the progress toward attaining the specified goals. For more information on this issue, see the subpart “Income Tax” within Part B – Taxes and subpart “Labor and Industry” within Part H – Business and Economic Issues of the *90 Day Report*.

Assessments and Accountability

The State board, the State Superintendent of Schools, each county board of education, and each public school must implement a program of education accountability for the operation and management of the public schools under State law. The State board and the State Superintendent must implement specified assessment programs in reading, language, mathematics, science, and social studies that include written responses.

Limitations on Mandated Assessments: Senate Bill 452/House Bill 461 (both passed) require local boards of education and exclusive employee representatives for teachers in the local school systems to meet and confer regarding school assessments and, by December 1, 2017, and every two years thereafter, mutually agree to a limited amount of time that may be devoted to federal, State, and locally mandated assessments for each grade. If the parties fail to mutually agree, the time that may be devoted to specified assessments must be limited to 2.2% of the minimum required annual instructional hours for every grade except for eighth grade, which must be limited to 2.3%.

The bills also require the middle school social studies assessment to (1) consist of criterion-referenced and performance-based tasks; (2) be administered to the greatest extent possible within existing class periods; and (3) be implemented beginning in the 2019-2020 school year. The current high school social studies assessment must be redesigned by MSDE in collaboration with other entities to meet the same criteria as the middle school social studies assessment by the 2018-2019 school year.

Consolidated State Plans and Improvements Plans: The Every Student Succeeds Act (ESSA) is the most recent re-authorization of the federal Elementary and Secondary Education Act (ESEA), which provides federal funds for elementary and secondary education. Maryland is in the process of transitioning to a new student accountability plan under ESSA that requires significantly more data collection and publishing and changes the school improvement requirements as explained below. MSDE must submit its consolidated State plan with the new accountability measures and school improvement indicators to the U.S. Department of Education by September 18, 2017, for implementation beginning in the 2017-2018 school year.

Under the previous authorization of ESEA, known as No Child Left Behind, each state educational agency (SEA) was required to hold schools accountable based solely on results on statewide assessments and one other academic indicator. Under ESSA, each SEA is required to have an accountability system that is state-determined and based on multiple indicators, including at least one indicator of school quality or student success and, at a state's discretion, an indicator of student growth. ESSA also significantly modified the requirements for differentiating among schools and the basis on which schools must be identified for comprehensive or targeted support and improvement. ESSA gives SEAs and local educational agencies discretion to determine the evidence-based interventions that are appropriate to address the needs of identified schools.

House Bill 978 (Ch. 29) requires the State's educational accountability program to include at least three school quality indicators that measure the comparative opportunities provided to students or the level of student success in public schools. One of the school quality indicators must be school climate surveys. Other school quality indicators may include: class size; case load; opportunities to enroll in Advanced Placement courses and International Baccalaureate Programs; opportunities for dual enrollment; opportunities to enroll in career and technology education programs; chronic absenteeism; data on discipline and restorative practices; and access to teachers who hold an Advanced Professional Certificate or have obtained National Board Certification. The school quality indicators used may not be based on student testing.

Of the academic indicators established by the State board, one must be access to or credit for completion of a well-rounded curriculum that is indicative of on-track progress at key transition points within elementary and secondary education.

The Act requires the State board to establish a composite score that includes both academic and school quality indicators that provide for meaningful differentiation of schools. The composite score must (1) incorporate a methodology that compares schools that share similar demographic characteristics, including the proportion of economically disadvantaged students; (2) be reported in a manner that states for each score the individual indicator score that is used to calculate the composite score for each school; (3) be calculated numerically in a percentile form; and (4) may not be reported using a letter grade model.

The combined total of the academic indicators may not exceed 65% of the composite score. No academic or school quality indicator may be weighted as less than 10% of the total amount of the composite score. Subject to these restrictions, the final weights of the academic and school quality indicators must be determined by the State board with stakeholder input.

Comprehensive and targeted support and improvement plans must be implemented in compliance with existing collective bargaining agreements between the local boards of education and the exclusive bargaining representative. For each public school identified by MSDE for comprehensive support and improvement, the local board of education must develop and implement a plan to improve student outcomes at the school. The plan must be developed in consultation with specified individuals and stakeholders, and the school, local board, and MSDE must approve and annually review the plan.

For each public school identified by MSDE for targeted support and improvement, the school must develop and implement a plan to improve student outcomes at the school. A targeted support and improvement plan must meet the same specified requirements as those for comprehensive support and improvement plans. The local board of education must monitor and annually review the plan.

After a two-year period from the date of a plan's implementation, if a local board of education determines that student outcomes have not improved at a public school, the local board must consult with the school to develop additional strategies and interventions including funding, community supports, and grants provided in the Public School Opportunities Enhancement Program. After a three-year period, if MSDE determines that student outcomes have not improved at a public school and intervention is necessary, MSDE must collaborate with the local board of education in determining the appropriate intervention strategy, subject to existing collective bargaining agreements. An intervention strategy may not include (1) creating a State-run school district; (2) creating a local school system in addition to the existing 24 school systems; (3) converting or creating a new public school without local board approval; (4) issuing scholarships to public school students to attend nonpublic schools through direct vouchers, tax credit programs, or education savings accounts; and (5) contracting with a for-profit company. A decision of MSDE regarding an intervention strategy is final.

The Governor vetoed the bill, but the General Assembly overrode the veto during the 2017 session and the bill became law, *House Bill 978*.

Kindergarten Assessment: *Senate Bill 145/House Bill 654 (both passed)* alter the date by which a statewide kindergarten assessment that is administered with the purpose of measuring school readiness is required to be completed from October 1 to October 10.

Early Learning Assessment: *Senate Bill 667/House Bill 548 (both passed)* authorize a county board to administer the early learning assessment to enrolled prekindergarten students in the county after consultation with prekindergarten teachers, including teachers nominated by the exclusive bargaining representative, in determining how to implement the assessment. The bills otherwise authorize the early learning assessment to be administered to prekindergarten students only to identify a disability.

Students with Disabilities

The federal Individuals with Disabilities Education Act (IDEA) requires that a student with a disability be provided a free appropriate public education in the least restrictive environment, in accordance with an Individualized Education Program (IEP) specific to the individual needs of the student. The parent of a child with a disability is a member of the IEP team that is responsible for developing and reviewing a child's IEP and for making revisions to the IEP.

Parental Consent: *Senate Bill 710/House Bill 174 (both passed)* require the IEP team to obtain written consent from a parent if the team proposes to (1) enroll the child in an alternative education program that does not issue or provide credits toward a high school diploma; (2) identify alternative assessment aligned with the State's alternative curriculum; or (3) include restraint or seclusion in the IEP to address the child's behavior. If the parent does not provide written consent at the IEP team meeting, the IEP team must send the parent written notice within 5 business days of the IEP meeting that the parent has the right to either consent or refuse to consent to an action described above. If the parent does not provide the written consent or refusal to consent within 15 business days of the IEP team meeting, the IEP team may implement the proposed action. If a parent refuses to consent to the proposed action, the IEP team may use the dispute resolution process to resolve the matter.

Study of Individualized Education Programs: *House Bill 1240 (passed)* requires MSDE, in consultation with each local school system, to review and assess the current allocation of State and local education staff and other State agencies and supporting resources that are available to assist the parents and guardians of children with disabilities to participate in the IEP process, including procedures relating to the identification, evaluation, and educational placement of a child, the provision of a free and appropriate education, dispute resolution procedures, and the population density of students with IEPs and special education teachers. A report to the General Assembly is due by December 31, 2018, on its findings. On or before July 1, 2018, MSDE, in consultation with the Department of Budget and Management and the Department of Legislative Services, must contract with a public or private entity to conduct an independent study of the IEP process in the State, including specified information, and to make specified recommendations. MSDE must report the findings and recommendations of the independent study to the General Assembly on or before July 1, 2019.

Specialized Intervention Services: *Senate Bill 1 (passed)* requires that, beginning with the 2018-2019 school year, each local board of education must, by December 1 of each year,

submit a report on specialized intervention services to the State board. The report must include information on the number of students in kindergarten through grade 3 receiving the services, the grades in which the services were provided, and the annual budget (including federal, State, and local funds) for the services. MSDE must establish guidelines for the report that each local board must submit. MSDE and each local board of education must annually post the information required under the bill on their respective websites.

Dispute Resolution Process: *Senate Bill 943/House Bill 456 (both passed)* require MSDE to develop a dispute resolution process to be used by families of children with disabilities and child care providers for resolving complaints of discrimination based on a child's disability. In developing the specific components of the dispute resolution process, MSDE must convene a workgroup that includes specified entities, including MSDE's Office of Child Care, child care providers, and representatives from advocacy organizations. By October 1, 2017, MSDE must submit to the General Assembly a report that includes the dispute resolution process developed by the workgroup and draft legislation or regulations to implement the dispute resolution process.

Early Childhood Education

Universal Prekindergarten: *House Bill 516 (Ch. 25)* is an emergency bill that establishes the Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-Year-Olds. The workgroup is required to estimate the number and proportion of eligible four-year-old children currently being served by publicly funded prekindergarten programs using specified data and to make recommendations regarding an implementation plan based on the January 2016 report, *A Comprehensive Analysis of Prekindergarten in Maryland*, to make quality, full-day prekindergarten universally available to 4-year-old children. The workgroup is required to submit a report of its findings and recommendations to the Commission on Innovation and Excellence in Education on or before September 1, 2017. The commission must submit its final recommendations on numerous education programs including prekindergarten by December 31, 2017.

Primary, Secondary, and Higher Education into the Workforce (P-20)

Pathways in Technology Early College High Schools

Chapter 144 of 2016 established the Pathways in Technology Early College High (P-TECH) schools in Maryland, which are public schools that offer grades 9 through 14 and that integrate high school, college, and the workplace. The result is intended to be a seamless pathway that enables students to graduate in six years or less with a high school diploma, an associate's degree or certificate, and relevant professional experience. One of the goals of P-TECH schools, which distinguishes them from other early college programs, is for students to earn a credential and workplace skills that are aligned with industry needs and expectations. Other aspects of the P-TECH program are open admission and no cost to students. At least 50% of available space in a P-TECH school must be reserved for students who met the free and reduced-price meal income criteria.

The first P-TECH schools in Maryland opened for students in Baltimore City in the 2016-2017 school year with 50 ninth grade students at Paul Laurence Dunbar High School and 50 ninth grade students at Carver Vocational-Technical High School. The fiscal 2018 budget includes \$855,000 for the P-TECH program. Of this amount, \$600,000 is for P-TECH planning grants for an additional six P-TECH schools. The budget states that funds for new P-TECH schools during the 2017-2018 school year may be used only for one P-TECH school for Allegany County public schools; one P-TECH school serving Queen Anne's County, Talbot County, and Caroline County public schools; and two P-TECH schools for Prince George's County public schools.

Senate Bill 319 (passed) alters many aspects of the P-TECH School Program and establishes funding mechanisms for the program. The P-TECH funding mechanisms established in the bill include (1) inclusion of P-TECH students in the K-12 Foundation Program funding formula for public schools; (2) P-TECH planning grants; (3) P-TECH supplemental school grants; (4) P-TECH supplemental college grants; and (5) inclusion of P-TECH students in the Senator John A. Cade Funding Formula for local community colleges and the Baltimore City Community College (BCCC) funding formula.

Specifically, after the fourth year of the program P-TECH students are included in the full-time equivalent student enrollment for the Foundation Program funding formula as follows: (1) multiply the number of students who are enrolled in the fifth year of the program by 0.50 and (2) multiply the number of students who are enrolled in the sixth year of the program by 0.25. The State share of a P-TECH supplemental school grant is increased to at least \$750 per P-TECH student per school year and must be used for P-TECH school costs. A local board of education that receives a P-TECH supplemental school grant must match 100% of the State share.

The bill establishes a P-TECH supplemental college grant that is equal to the tuition and fees that would normally be charged for the classes in which the P-TECH student is enrolled. The State share of a P-TECH supplemental college grant must be calculated and distributed by the State to college partners. For counties that received a disparity grant in the prior fiscal year, the State share is 50%, and the local share is 50%. For counties that did *not* receive a disparity grant in the prior fiscal year, the State share is 25%, and the local share is 75%.

Under the bill, beginning in fiscal 2019, no new P-TECH planning grants may be awarded for new P-TECH schools until the 2016-2017 cohort of P-TECH students completes the six-year pathway sequence. The Maryland State Department of Education (MSDE) must report on the program annually and, by December 1, 2023, provide an evaluation of whether the P-TECH school program is successful in preparing students for the workforce or further postsecondary education.

Maryland Longitudinal Data System

Chapter 190 of 2010 established the Maryland Longitudinal Data System (MLDS) to contain individual-level student and workforce data from all levels of education and the State's workforce. The legislation also established the MLDS Center within State government to serve as a central repository for the data, to ensure compliance with federal privacy laws, to perform research on the data sets, and to fulfill education reporting requirements and approved public information requests. ***Senate Bill 1165/House Bill 680 (both passed)*** increase the length of time

during which student and workforce data used by the MLDS may be linked from 5 years from the date of latest attendance in any educational institution in the State to 20 years. In addition, the bills prohibit the MLDS Center from selling any information that may not be disclosed under the federal Family Educational Rights and Privacy Act and other relevant privacy laws and policies and also prohibit the center from charging user fees.

Teacher Preparation Programs

In general, to offer a teacher preparation program (undergraduate or graduate) that would certify a recipient to teach, an institution of higher education in the State must have national accreditation. As of September 2016, the U.S. Department of Education no longer recognizes an accrediting agency for teacher preparation programs. To address this problem, *House Bill 715 (passed)* authorizes an alternative method of approving teacher preparation programs and makes other changes related to the approval of teacher preparation programs in the State. Specifically, the bill authorizes MSDE to approve the offering of teacher preparation programs by qualified institutions of higher education. The bill applies prospectively after July 1, 2016.