

BY: Conference Committee

AMENDMENTS TO HOUSE BILL 504  
(Third Reading File Bill)

AMENDMENT NO. 1

On page 1, in line 3, after “of” insert “authorizing local governing bodies to exceed certain tax and revenue limitations for a certain purpose; altering the definitions of “target per pupil foundation amount”, “collaborative time per pupil amount”, “compensatory education per pupil amount”, “English learner per pupil amount”, “special education per pupil amount”, “growth in the target per pupil foundation amount”, and “change in the per pupil amount” for certain fiscal years;”; in line 8, after “Fund;” insert “directing county boards of education to provide certain funding to local workforce development boards to support the Career Counseling Program for Middle and High School Students; altering a certain reporting requirement of local workforce development boards; requiring the Accountability and Implementation Board to report to the Governor and the General Assembly on the effectiveness of the Career Counseling Program for Middle and High School Students; altering and adding methods for determining a certain limitation on education funding increases under certain circumstances;”; in line 11, strike the comma; in line 13, after “Program;” insert “modifying the school leadership training program;”; in line 19, after “date;” insert “altering mandated appropriations to the Coordinated Community Supports Partnership Fund; providing that, for certain school years, certain provisions relating to the procurement and use of certain digital tools do not apply under certain circumstances; altering the definition of wraparound services to include additional services provided by community schools;”; and in line 22, after “schools;” insert “requiring local school systems to develop certain countywide community school implementation plans; requiring the Governor to submit a certain budget without revision;”.

On page 2, in line 2, after “Program” insert “and altering the distribution and use of Grow Your Own Educators Grant Program grants”; in line 17, after “plans;” insert

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“requiring the Department to provide certain technical assistance to local education agencies for a certain fiscal year.”; after line 18, insert:

“BY repealing

Chapter 36 of the Acts of the General Assembly of 2021, as amended by Chapter  
55 of the Acts of the General Assembly of 2021  
Section 19”;

in line 27, strike “and (s)”; in the same line, after “5–206(a),” insert “5–222(a)(1), 5–224(a)(1),”; in the same line, strike “7–447.1(p)(1) and (3),” and substitute “7–447.1(b)(1) and (p)(1) and (3), 7–910(a)(1) and (2), 8–313(a)(1), 8–3A–09(a)(1), 8–710(a)(1),”; in line 33, after “Section” insert “5–104(d), 5–201(s),”; in the same line, after “5–206(f)” insert “and (g)(2)”; in the same line, after “5–213,” insert “5–222(a)(3),”; in the same line, after “5–223,” insert “5–224(a)(3), 5–225, 6–124,”; in line 34, after “7–447.1(p)(9),” insert “8–313(a)(3) and (5), 8–3A–09(a)(3) and (4), 8–710(a)(2) and (4),”; in line 40, after “Section” insert “5–210,”; in line 41, after “6–130” insert a comma; in the same line, strike “and”; and in line 43, after “Program” insert “; and 7–910(a–1)”.

On page 3, in line 10, after “205.” insert “and 7–108”.

AMENDMENT NO. 2

On page 6, after line 9, insert:

“5–222.

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

(3)    (I)    [“Compensatory] FOR FISCAL YEARS 2022 THROUGH 2025, “COMPENSATORY education per pupil amount” means the following proportions of the target per pupil foundation amount:

[(i)]    1.    For fiscal year 2022, 91%;

[(ii)] 2.      For fiscal year 2023, 89%;

[(iii)] 3.      For fiscal year 2024, 87%; AND

[(iv)] 4.      For fiscal year 2025, 86%[;].

(II) BEGINNING IN FISCAL YEAR 2026, “COMPENSATORY  
EDUCATION PER PUPIL AMOUNT” MEANS:

[(v)] 1.      For fiscal year 2026, [85%] \$7,842;

[(vi)] 2.      For fiscal year 2027, [80%] \$7,786;

[(vii)] 3.      For fiscal year 2028, [78%] \$7,908;

[(viii)] 4.      For fiscal year 2029, [76%] \$8,029;

[(ix)] 5.      For fiscal year 2030, [76%] \$8,363;

[(x)] 6.      For fiscal year 2031, [75%] \$8,582;

[(xi)] 7.      For fiscal year 2032, [71%] \$8,448; [and]

[(xii)] 8.      For fiscal year 2033 [and each fiscal year thereafter,  
73%], \$9,026; AND

9.      FOR SUBSEQUENT FISCAL YEARS, THE  
COMPENSATORY EDUCATION PER PUPIL AMOUNT FOR THE PRIOR FISCAL YEAR

(Over)

INCREASED BY THE INFLATION ADJUSTMENT ROUNDED TO THE NEAREST WHOLE DOLLAR.”.

On page 15, after line 3, insert:

“5–224.

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

(3)    (I)    FOR FISCAL YEARS 2022 THROUGH 2025, “English learner per pupil amount” means the following proportions of the target per pupil foundation amount:

[(i)]    1.    For fiscal year 2022, 100%;

[(ii)]   2.    For fiscal year 2023, 100%;

[(iii)]   3.    For fiscal year 2024, 100%; AND

[(iv)]   4.    For fiscal year 2025, 102%[:].

(II)    BEGINNING IN FISCAL YEAR 2026, “ENGLISH LEARNER PER PUPIL AMOUNT” MEANS:

[(v)]    1.    For fiscal year 2026, [98%] **\$9,041;**

[(vi)]   2.    For fiscal year 2027, [94%] **\$9,148;**

[(vii)]   3.    For fiscal year 2028, [92%] **\$9,327;**

[(viii)]   4.    For fiscal year 2029, [91%] **\$9,613;**

[(ix)] 5. For fiscal year 2030, [89%] \$9,794;

[(x)] 6. For fiscal year 2031, [88%] \$10,069;

[(xi)] 7. For fiscal year 2032, [86%] \$10,232; [and]

[(xii)] 8. For fiscal year 2033 [and each fiscal year thereafter, 85%], \$10,510; AND

9. FOR SUBSEQUENT FISCAL YEARS, THE ENGLISH LEARNER PER PUPIL AMOUNT FOR THE PRIOR FISCAL YEAR INCREASED BY THE INFLATION ADJUSTMENT ROUNDED TO THE NEAREST WHOLE DOLLAR.

5-225.

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

(2) (i) “Special education enrollment” means the number of students enrolled in a public school in the prior fiscal year who required special education services as defined in the federal Individuals with Disabilities Education Act.

(ii) “Special education enrollment” includes special education students enrolled in a publicly funded prekindergarten program under Title 7, Subtitle 1A of this article.

(iii) “Special education enrollment” does not include students who are enrolled in or attend:

1. The Maryland School for the Blind;

2. The Maryland School for the Deaf; or

3. An educational program operated by the State.

(Over)

(3) (I) ["Special] FOR FISCAL YEARS 2022 THROUGH 2025, "SPECIAL education per pupil amount" means the following proportions of the target per pupil foundation amount:

- [(i)] 1. For fiscal year 2022, 86%;
- [(ii)] 2. For fiscal year 2023, 86%;
- [(iii)] 3. For fiscal year 2024, 92%; AND
- [(iv)] 4. For fiscal year 2025, 99%[:].

(II) BEGINNING IN FISCAL YEAR 2026, "SPECIAL EDUCATION PER PUPIL AMOUNT" MEANS:

- [(v)] 1. For fiscal year 2026, [103%] \$9,503;
- [(vi)] 2. For fiscal year 2027, [112%] \$10,900;
- [(vii)] 3. For fiscal year 2028, [122%] \$12,368;
- [(viii)] 4. For fiscal year 2029, [136%] \$14,367;
- [(ix)] 5. For fiscal year 2030, [153%] \$16,836;
- [(x)] 6. For fiscal year 2031, [151%] \$17,277;
- [(xi)] 7. For fiscal year 2032, [148%] \$17,609; [and]
- [(xii)] 8. For fiscal year 2033 [and each fiscal year thereafter, 146%], \$18,053; AND

9. FOR SUBSEQUENT FISCAL YEARS, THE SPECIAL EDUCATION PER PUPIL AMOUNT FOR THE PRIOR FISCAL YEAR INCREASED BY THE INFLATION ADJUSTMENT ROUNDED TO THE NEAREST WHOLE DOLLAR.

(b) Each school shall use the funds provided under this section to provide the services required by each student's individualized education program or 504 plans.

(c) (1) Each fiscal year, the State shall distribute the State share for special education to each county board.

(2) Each fiscal year, the county board shall distribute to each school or publicly funded prekindergarten program the minimum school funding amount for special education calculated under § 5-234 of this subtitle.

6-124.

(a) (1) The Department shall establish, in collaboration with the Accountability and Implementation Board established under § 5-402 of this article, a school leadership training program for the State Superintendent, county superintendents, senior instruction-related staff, members of the Accountability and Implementation Board, members of the State Board, members of county boards, and school [principals] LEADERS.

(2) THE SCHOOL LEADERSHIP TRAINING PROGRAM CONSISTS OF TWO COMPONENTS:

(I) THE SCHOOL SYSTEM LEADERSHIP TRAINING PROGRAM;  
AND

(II) THE MARYLAND SCHOOL LEADERSHIP ACADEMY.

[(2) (i)] (B) (1) The following individuals shall complete the school SYSTEM leadership training program:

[1.] (I) The State Superintendent;

[2.] (II) A county superintendent; and

[3.] (III) The chair and vice chair of the State Board, a county board, and the Accountability and Implementation Board.

(Over)

[(ii) The individuals described in paragraph (1) of this subsection not required to complete the training under subparagraph (i) of this paragraph are, to the extent practicable, encouraged to complete the school leadership training program.]

[(b)] (2) The school SYSTEM leadership training program shall BE:

[(1) Be:]

(i) For a duration of 12 months;

(ii) Cohort-based to encourage collaboration and shared learning, including through regional gatherings of education leaders and other meetings when appropriate;

(iii) To the extent practicable, job-embedded to allow for application of knowledge and techniques;

(iv) Tailored to program participants using self-diagnostics and school-level diagnostics;

(v) Evidence-based in accordance with the guidelines for the federal Every Student Succeeds Act; [and]

(vi) Provided through both in-person and virtual sessions; and

[(2)] (VII) Include training on the Blueprint for Maryland's Future, as defined in § 5-401 of this article.

[(c)] (3) The school SYSTEM leadership training program shall include:

[(1)] (I) A review of education in the United States relative to countries with top performing education systems and the implications of high performance for students, the economic security of the United States, and quality of life;

[(2)] (II) A model for strategic thinking that will assist education leaders to transform districts and redesign schools under their leadership;

[(3)] (III) Training to provide a working knowledge of research on how students learn and the implications for instructional redesign, curriculum plans, and professional learning;

[(4)] (IV) A research-based model for coaching school leaders and instructional coaches;

[(5)] (V) A review of research regarding:

[(i)] 1. The benefits to students from access to high-quality and diverse teachers;

[(ii)] 2. Methods to attract highly qualified teachers from diverse backgrounds who reflect the demographics of the students they teach; and

[(iii)] 3. Best practices for teacher retention, including retention of teachers from diverse backgrounds;

[(6)] (VI) Lessons in transformational leadership;

[(7)] (VII) A method for organizing schools to achieve high performance, including:

[(i)] 1. Building instructional leadership teams;

[(ii)] 2. Implementing career ladders for teachers;

[(iii)] 3. Overseeing teacher induction and mentoring systems;  
and

[(iv)] 4. Identifying, recruiting, and retaining high-quality and diverse school leaders;

[(8)] (VIII) Training to provide a deep understanding of standards-aligned instructional systems;

(Over)

[(9)] (IX) An overview of ethical leadership directly tied to the educational leaders' responsibility to drive equitable learning in their schools; and

[(10)] (X) A review of research regarding methods to attract and retain an inclusive workforce.

(C) (1) (I) THE FOLLOWING INDIVIDUALS MAY COMPLETE THE MARYLAND SCHOOL LEADERSHIP ACADEMY:

1. SCHOOL PRINCIPALS;
2. SCHOOL ASSISTANT PRINCIPALS;
3. SCHOOL-BASED OR COUNTY BOARD LEADERS INTERESTED IN DEVELOPING THE INSTRUCTIONAL LEADERSHIP SKILLS TO BECOME AN EFFECTIVE SCHOOL PRINCIPAL OR ASSISTANT PRINCIPAL; AND
4. OTHER INDIVIDUALS THE DEPARTMENT OR COUNTY BOARD DETERMINES COULD BENEFIT FROM THE ACADEMY.

(II) SCHOOL LEADERS WHO WORK IN OR ARE INTERESTED IN TRANSFERRING TO A COMMUNITY SCHOOL OR A LOW-PERFORMING SCHOOL SHALL BE GIVEN PRIORITY IN PARTICIPATING IN THE ACADEMY.

(2) THE MARYLAND SCHOOL LEADERSHIP ACADEMY:

(I) SHALL BE:

1. FOR A DURATION OF 12 MONTHS;
2. COHORT-BASED TO ENCOURAGE COLLABORATION AND SHARED LEARNING;
3. TO THE EXTENT PRACTICABLE, JOB-EMBEDDED TO ALLOW FOR APPLICATION OF KNOWLEDGE AND TECHNIQUES;

4. TAILORED TO PARTICIPANTS USING SELF-DIAGNOSTICS AND SCHOOL-LEVEL DIAGNOSTICS;

5. EVIDENCE-BASED IN ACCORDANCE WITH THE GUIDELINES FOR THE FEDERAL EVERY STUDENT SUCCEEDS ACT; AND

6. PROVIDED THROUGH BOTH IN-PERSON AND VIRTUAL SESSIONS; AND

(II) SHALL INCLUDE TRAINING ON BEST PRACTICES AND STRATEGIES USED BY HIGHLY EFFECTIVE SCHOOL LEADERS THAT WILL ENABLE SCHOOL LEADERS TO IMPLEMENT COMPONENTS OF THE BLUEPRINT FOR MARYLAND'S FUTURE, AS DEFINED IN § 5-401 OF THIS ARTICLE.

(3) THE MARYLAND SCHOOL LEADERSHIP ACADEMY SHALL INCLUDE:

(I) STRATEGIC PLANNING AND CHANGE MANAGEMENT TO TRANSFORM AND REDESIGN SCHOOLS;

(II) INSTRUCTIONAL LEADERSHIP, INCLUDING:

1. ALIGNMENT BETWEEN STANDARDS, ASSESSMENTS, AND INTERNALIZING CURRICULUM;

2. LESSON OBSERVATIONS, PROVIDING FEEDBACK, AND TEACHER COACHING; AND

3. DATA-INFORMED INSTRUCTION AND DRIVING EQUITABLE LEARNING OUTCOMES ACROSS STUDENT GROUPS;

(III) BEST PRACTICES FOR FACILITATING PROFESSIONAL LEARNING AMONG TEACHERS;

(Over)

(IV) METHODS FOR RECRUITING AND RETAINING HIGHLY QUALIFIED TEACHERS AND TEACHERS FROM DIVERSE BACKGROUNDS WHO REFLECT THE DEMOGRAPHICS OF THE STUDENTS THEY TEACH;

(V) A METHOD FOR ORGANIZING SCHOOLS TO ACHIEVE HIGH PERFORMANCE, INCLUDING:

1. BUILDING INSTRUCTIONAL LEADERSHIP TEAMS;

2. UTILIZING TEACHERS ON THE CAREER LADDER;

AND

3. MASTER SCHEDULING; AND

(VI) STRATEGIES FOR EFFECTIVE PEER MENTORSHIP.

(4) (I) THE MARYLAND SCHOOL LEADERSHIP ACADEMY MAY INCLUDE A MENTORSHIP COMPONENT FOR PARTICIPANTS.

(II) EFFECTIVE SCHOOL LEADERS SHALL BE SELECTED TO SERVE AS MENTORS.

(III) MENTORS MAY BE PAID A STIPEND TO PARTICIPATE IN THE ACADEMY.”.

AMENDMENT NO. 3

On page 26, in line 5, strike “8–year” and substitute “7–YEAR”; and in the same line, strike “2026” and substitute “2028”.

On page 32, after line 1, insert:

“(b) (1) There is a Maryland Consortium on Coordinated Community Supports in the Commission.”;

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in line 11, strike “AND”; in line 12, strike the bracket; in the same line, strike “\$110,000,000” and substitute “\$40,000,000”; in the same line, strike “and”; in line 13, strike the brackets; in the same line, strike “\$130,000,000”; in the same line, strike “\$40,000,000” and substitute “\$70,000,000”; in the same line, strike “2025” and substitute “; AND”

**(VI)    \$100,000,000 IN FISCAL YEAR 2027;**

and after line 14, insert:

“8-313.

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

(3)    “Growth in the target per pupil foundation amount” means:

**(I)    FOR FISCAL YEAR 2026, 4.97%;**

**(II)    FOR FISCAL YEAR 2027, 5.48%;**

**(III)    FOR FISCAL YEAR 2028, 4.17%;**

**(IV)    FOR FISCAL YEAR 2029, 4.20%;**

**(V)    FOR FISCAL YEAR 2030, 4.17%;**

**(VI)    FOR FISCAL YEAR 2031, 3.98%;**

**(VII)    FOR FISCAL YEAR 2032, 3.99%;**

(Over)

**(VIII) FOR FISCAL YEAR 2033, 3.93%; AND**

**(IX) FOR SUBSEQUENT FISCAL YEARS,** the change in the per pupil amount from the prior fiscal year to the current fiscal year divided by the per pupil amount from the prior fiscal year.

(5) “Target per pupil foundation amount” means the figure calculated for each fiscal year by the Department in accordance with [§ 5–202] § 5–201 of this article.

8–3A–09.

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

(3) “Growth in the target per pupil foundation amount” means:

**(I) FOR FISCAL YEAR 2026, 4.97%;**

**(II) FOR FISCAL YEAR 2027, 5.48%;**

**(III) FOR FISCAL YEAR 2028, 4.17%;**

**(IV) FOR FISCAL YEAR 2029, 4.20%;**

**(V) FOR FISCAL YEAR 2030, 4.17%;**

**(VI) FOR FISCAL YEAR 2031, 3.98%;**

**(VII) FOR FISCAL YEAR 2032, 3.99%;**

**(VIII) FOR FISCAL YEAR 2033, 3.93%; AND**

**(IX) FOR SUBSEQUENT FISCAL YEARS, the change in the per pupil amount from the prior fiscal year to the current fiscal year divided by the per pupil amount from the prior fiscal year.**

**(4) “Target per pupil foundation amount” means the figure calculated for each fiscal year by the Department in accordance with [§ 5–202] § 5–201 of this article.**

8–710.

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

**(2) “Change in the per pupil amount” means:**

**(I) FOR FISCAL YEAR 2026, 4.97%;**

**(II) FOR FISCAL YEAR 2027, 5.48%;**

**(III) FOR FISCAL YEAR 2028, 4.17%;**

**(IV) FOR FISCAL YEAR 2029, 4.20%;**

**(V) FOR FISCAL YEAR 2030, 4.17%;**

**(VI) FOR FISCAL YEAR 2031, 3.98%;**

**(VII) FOR FISCAL YEAR 2032, 3.99%;**

(Over)

**(VIII) FOR FISCAL YEAR 2033, 3.93%; AND**

**(IX) FOR SUBSEQUENT FISCAL YEARS,** the change in the per pupil foundation amount from the prior fiscal year to the current fiscal year divided by the per pupil foundation amount from the prior fiscal year.

(4) “Per pupil foundation amount” means the figure calculated for each fiscal year by the Department in accordance with [§ 5–202] § 5–201 of this article.”.

**AMENDMENT NO. 4**

On page 3, after line 27, insert:

“SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That Section(s) 19 of Chapter 36 of the Acts of the General Assembly of 2021, as amended by Chapter 55 of the Acts of the General Assembly of 2021, be repealed.”;

and in lines 28 and 29, strike “1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND” and substitute “2. AND BE IT FURTHER ENACTED”.

On page 4, in line 5, strike “\$9,732”; in the same line, before the semicolon insert **“\$9,561”**; in line 6, strike “\$10,138”; in the same line, before the semicolon insert **“\$9,789”**; in line 7, strike “\$10,564”; in the same line, before the semicolon insert **“\$10,200”**; in line 8, strike “\$11,004”; in the same line, before the semicolon insert **“\$10,625”**; in line 9, strike “\$11,442”; in the same line, before the semicolon insert **“\$11,047”**; in line 10, strike “\$11,898”; in the same line, before the semicolon insert **“\$11,483”**; in line 11, strike “\$12,365”; in the same line, before the semicolon insert **“\$11,931”**; in the same line, strike “and”; after line 11, insert:

**“(13) FOR FISCAL YEAR 2034, \$12,381;**

**(14) FOR FISCAL YEAR 2035, \$12,843; AND**;

and in line 16, strike “(13)” and substitute “**(15)**”.

On page 5, after line 4, insert:

**“(g) (2) (I) The Fund may not be used for school construction under Subtitle 3 of this title.**

**(II) THE FUND MAY NOT BE USED TO FUND THE ACADEMIC EXCELLENCE PROGRAM ESTABLISHED UNDER TITLE 6, SUBTITLE 11 OF THIS ARTICLE.**

**5-210.**

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

**(2) “BLUEPRINT FOR MARYLAND’S FUTURE FUND ESTIMATE” MEANS THE ESTIMATE OF REVENUES TO BE DISTRIBUTED TO THE BLUEPRINT FOR MARYLAND’S FUTURE FUND ESTABLISHED UNDER § 5-206 OF THIS SUBTITLE BY THE BOARD OF REVENUE ESTIMATES AS REQUIRED BY § 6-106 OF THE STATE FINANCE AND PROCUREMENT ARTICLE.**

**(3) “GENERAL FUND ESTIMATE” MEANS THE ESTIMATE OF GENERAL FUND REVENUES BY THE BOARD OF REVENUE ESTIMATES AS REQUIRED BY § 6-106 OF THE STATE FINANCE AND PROCUREMENT ARTICLE.**

**(B) BEGINNING DECEMBER 1, 2024, AND EACH DECEMBER 1 THEREAFTER, FOR FISCAL YEAR 2026 AND EACH FISCAL YEAR THEREAFTER, IF THERE IS A CUMULATIVE REDUCTION IN THE DECEMBER GENERAL FUND**

(Over)

ESTIMATE AND THE BLUEPRINT FOR MARYLAND'S FUTURE FUND ESTIMATE IN THE DECEMBER BOARD OF REVENUE ESTIMATES REPORT FOR THAT FISCAL YEAR THAT IS AT LEAST 3.75% BELOW THE MARCH GENERAL FUND ESTIMATE IN THE MARCH BOARD OF REVENUE ESTIMATES REPORT FOR THAT FISCAL YEAR, NOTWITHSTANDING ANY OTHER PROVISION OF LAW:

(1) PER PUPIL FORMULA INCREASES IN MAJOR EDUCATION AID REQUIRED UNDER THIS SUBTITLE SHALL BE 0%; AND

(2) ANY ADDITIONAL FUNDING INCREASES REQUIRED UNDER THIS SUBTITLE SHALL BE LIMITED TO 0%.

(C) THE GOVERNOR SHALL INCLUDE THE LIMITATION ON INCREASES REQUIRED UNDER SUBSECTION (B) OF THIS SECTION IN THE ANNUAL BUDGET BILL IN THE GENERAL ASSEMBLY SESSION IMMEDIATELY FOLLOWING THE DECEMBER BOARD OF REVENUE ESTIMATES REPORT."

AMENDMENT NO. 5

On page 12, in line 23, strike "AND SUBJECT TO PARAGRAPH (3) OF THIS SUBSECTION"; in line 24, after "SCHOOLS" insert "OR IF AT LEAST 35% OF A LOCAL SCHOOL SYSTEM'S SCHOOLS ARE ELIGIBLE SCHOOLS"; in line 26, strike "40%" and substitute "50%"; in line 32, strike "THE" and substitute "IN EXPENDING FUNDS ON BEHALF OF AN ELIGIBLE SCHOOL A"; in the same line, strike "NOT EXPEND A PORTION OF THE" and substitute "SPEND"; in line 33, strike "ON CENTRAL ADMINISTRATIVE"; and in line 34, strike "BUT MAY" and substitute "THAT DIRECTLY BENEFIT AN ELIGIBLE SCHOOL, INCLUDING TO".

On page 13, in line 1, after "1." insert "PROVIDE CENTRAL SUPPORT TO EFFECTIVELY MANAGE PROGRAM FUNDS;"; in line 3, before "ENTER" insert "2."; in

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line 4, strike “AND”; in line 5, strike “2.” and substitute “3.”; in line 6, after “PARAGRAPH” insert “;AND”

**4.    ANY OTHER ADMINISTRATIVE COST AS DEFINED BY THE DEPARTMENT THROUGH REGULATION**;

in line 17, strike “AND”; and in line 18, after “SERVICE” insert “;AND”

**(III)   THE AMOUNT OF FUNDING SPENT ON CENTRAL ADMINISTRATIVE SUPPORT FOR SERVICES PROVIDED TO THE SCHOOL**”.

On page 14, in line 16, strike “Make” and substitute “**TRANSMIT THE FINAL REPORT TO THE ACCOUNTABILITY AND IMPLEMENTATION BOARD AND MAKE**”; and in line 19, strike “jointly”.

On page 33, in lines 24 and 25, strike “AND NUMBER OF HIGHLY QUALIFIED TEACHERS”.

On page 36, in line 6, strike the brackets; and in the same line, strike “MULTILINGUAL”.

On page 37, in line 6, after “PLANS” insert “**AND COUNTYWIDE COMMUNITY SCHOOL IMPLEMENTATION PLANS**”.

On page 38, after line 11, insert:

**“(7)   IF THE DEPARTMENT DETERMINES THAT A COMMUNITY SCHOOL HAS NOT EXPENDED FUNDS IN ACCORDANCE WITH AN APPROVED IMPLEMENTATION PLAN SUBMITTED UNDER § 5-223(H) OF THIS ARTICLE, THE DEPARTMENT MAY DIRECT A COUNTY BOARD TO EXPEND A REASONABLE**

(Over)

PERCENTAGE OF THE FUNDS DUE TO THE COMMUNITY SCHOOL UNDER § 5-223(E) OF THIS ARTICLE ON BEHALF OF THE COMMUNITY SCHOOL IN ACCORDANCE WITH THE APPROVED IMPLEMENTATION PLAN.

(8) (I) A SCHOOL SYSTEM THAT IS AUTHORIZED TO EXPEND FUNDS ON BEHALF OF A COMMUNITY SCHOOL UNDER § 5-223(G) OF THIS ARTICLE SHALL DEVELOP COUNTYWIDE COMMUNITY SCHOOL IMPLEMENTATION PLANS THAT INCORPORATE SCHOOL-LEVEL IMPLEMENTATION PLANS.

(II) THE COUNTYWIDE IMPLEMENTATION PLAN SHALL INCLUDE A SET OF MEASURABLE GOALS TIED TO THE PRIORITIES IDENTIFIED IN THE NEEDS ASSESSMENT THAT WILL BE MEASURED AT LEAST EVERY 2 YEARS BY THE COMMUNITY SCHOOL COORDINATOR TO DETERMINE PROGRESS TOWARD MEETING THE GOALS.”.

AMENDMENT NO. 6

On page 26, strike beginning with “AIMS” in line 27 down through “ASSISTED” in line 28 and substitute “ASSISTS ADMINISTRATORS IN IMPLEMENTING EVIDENCE-BASED INSTRUCTIONAL PRACTICES”.

On page 27, in line 11, strike “PARTICULAR” and substitute “DESIGNATED”; in line 20, strike “GUARANTEEING” and substitute “ENSURING”; in line 21, strike “DETERMINED” and substitute “SHOWN”; and in line 23, after “DELIVERING” insert “TARGETED”.

On page 28, in line 2, strike “SUSTAINED” and substitute “TARGETED”; in line 3, strike “PROJECT” and substitute “PROGRAM”; in line 5, after “LEARNING” insert “IN A DESIGNATED REGION TO ENSURE THAT LOCAL NEEDS ARE CONSIDERED AND MET”; in line 11, after “PRIORITIZE” insert “SELECTING”; in the same line, after “WITH” insert “;”

(I);

in the same line, strike "LOW" and substitute "LOW"; in line 12, after "RATES" insert a semicolon; in the same line, after "AND" insert:

"(II)";

in the same line, strike "SCHOOLS THAT HAVE SEEN"; in the same line, strike "DECLINING" and substitute "DECLINING"; in line 13, strike "WHEN SELECTING SCHOOLS FOR THE PROGRAM"; in line 22, strike "EDUCATIONAL" and substitute "ACADEMIC"; and in the same line, strike the second "OTHER".

On page 29, in line 1, strike "CAPACITY" and substitute "POTENTIAL"; in line 3, strike "PROJECT" and substitute "PROGRAM"; in line 18, strike "CREATE" and substitute "ASSIST AN EDUCATOR IN CREATING"; in line 21, strike "HELP CLOSE" and substitute "CLOSE"; in line 23, strike "THE" and substitute "UNDER THE PROGRAM, THE"; in line 23, strike "PROJECT" and substitute "PROGRAM"; in line 24, strike "THROUGH THE PROGRAM"; in line 26, strike "PROJECT" and substitute "PROGRAM"; and in line 30, after "REGIONAL" insert "PROGRAM".

On page 30, in line 1, after "TOOLS" insert "AND STRATEGIES"; in line 13, after "SHALL" insert ":

(I);

in the same line, strike "PROVIDE" and substitute "PROVIDE"; in line 14, after "TO" insert "EDUCATORS AND"; in the same line, after "ADMINISTRATORS" insert "IN A LOCAL SCHOOL SYSTEM BY ESTABLISHING LEARNING MODULES AND THROUGH THE USE OF APPROPRIATE TOOLS AND PLATFORMS; AND

(Over)

(II)”;

in the same line, strike “AND COLLABORATE” and substitute “COLLABORATE”; in line 15, strike “IN ORDER”; in line 16, strike “FITS” and substitute “ALIGNS WITH”; and strike in their entirety lines 17 through 20, inclusive.

AMENDMENT NO. 7

On page 41, in line 15, after “(3)” insert “(I)”; and in line 16, after “STATE” insert “; OR”

(II) AN ALTERNATIVE PARTNERSHIP MODEL FORMED IN ACCORDANCE WITH § 18-27A-04(E) OR (F) OF THIS SUBTITLE”.

On page 42, in line 25, strike “PURSUE” and substitute “COMMITTS TO PURSUE”.

On page 46, after line 13, insert:

“(E) THE DEPARTMENT MAY AWARD A GRANT TO A COLLABORATIVE FORMED BETWEEN AT LEAST ONE LOCAL SCHOOL SYSTEM AND ONE EMPLOYEE ORGANIZATION REPRESENTING EMPLOYEES OF A LOCAL SCHOOL SYSTEM IN ACCORDANCE WITH TITLE 6, SUBTITLE 4 OR SUBTITLE 5 OF THIS ARTICLE, IF THE COLLABORATIVE USES A PROGRAM MODEL THAT ALLOWS CANDIDATES TO COMPLETE COURSEWORK THAT DOES NOT REQUIRE ENROLLMENT IN AN INSTITUTION OF HIGHER EDUCATION.

(F) (1) THIS SUBSECTION APPLIES ONLY TO COLLABORATIVES THAT IMPLEMENT A REGISTERED TEACHER APPRENTICESHIP PROGRAM MODEL UNDER THE PROGRAM.

(2) IN AWARDING A GRANT UNDER THIS SUBSECTION, THE DEPARTMENT SHALL PRIORITIZE COLLABORATIVES THAT:

(I) ARE COMPOSED OF A GROUP OF MORE THAN ONE LOCAL SCHOOL SYSTEM AND MORE THAN ONE EMPLOYEE ORGANIZATION REPRESENTING EMPLOYEES OF A LOCAL SYSTEM IN ACCORDANCE WITH TITLE 6, SUBTITLE 4 OR SUBTITLE 5 OF THIS ARTICLE; AND

(II) IMPLEMENT A REGISTERED TEACHER APPRENTICESHIP PROGRAM TO BE ADMINISTERED BY THE DEPARTMENT WITH A STANDARDIZED CURRICULUM THAT PROMOTES ON-THE-JOB EXPERIENTIAL LEARNING TO BE LEVERAGED ACROSS THE STATE.

(3) AN INSTITUTION OF HIGHER EDUCATION IN THE STATE MAY PROVIDE RELATED INSTRUCTION FOR A REGISTERED TEACHER APPRENTICESHIP PROGRAM UNDER THIS SUBSECTION THROUGH A COMPETITIVE BIDDING PROCESS.”;

and in line 17, strike “(E)” and substitute “(G)”.

On page 47, in lines 7, 9, and 12, strike “(F)”, “(G)”, and “(H)”, respectively, and substitute “(H)”, “(I)”, and “(J)”, respectively.

AMENDMENT NO. 8

On pages 68 and 69, strike in their entirety the lines beginning with line 31 on page 68 through line 12 on page 69, inclusive.

On page 69, in line 13, strike “2.” and substitute “3.”; after line 14, insert:

“Article – State Finance and Procurement

(Over)

6–226.

(a) (2) (i) 1. This subparagraph does not apply in fiscal years 2024 through 2028.

2. Notwithstanding any other provision of law, and unless inconsistent with a federal law, grant agreement, or other federal requirement or with the terms of a gift or settlement agreement, net interest on all State money allocated by the State Treasurer under this section to special funds or accounts, and otherwise entitled to receive interest earnings, as accounted for by the Comptroller, shall accrue to the General Fund of the State.

(ii) The provisions of subparagraph (i) of this paragraph do not apply to the following funds:

204. the Victims of Domestic Violence Program Grant Fund;  
[and]

205. the Proposed Programs Collaborative Grant Fund;  
AND

**206. THE ACADEMIC EXCELLENCE FUND.**

7–108.

(a) In accordance with the Maryland Constitution and other law, the Governor shall include in each budget bill:

(1) an appropriation to pay the principal of and interest on the State debt;

(2) without revision, the appropriations requested for public schools, as certified by the State Superintendent of Schools;

(3) without revision, the appropriations requested for the Legislative Branch of the State government, as certified by the presiding officers of the General Assembly;

(4) without revision, the appropriations requested for the Judicial Branch of the State government, as certified by the Chief Justice of the Supreme Court of Maryland;

(5) the appropriations requested by the Governor for the Executive Branch of the State government;

(6) the appropriations required by law to be included with the appropriations for the Executive Branch;

(7) appropriations for the salaries required by law to be paid by the State; [and]

(8) WITHOUT REVISION, APPROPRIATIONS FOR THE ACCOUNTABILITY AND IMPLEMENTATION BOARD, AS JOINTLY CERTIFIED BY THE PRESIDING OFFICERS OF THE GENERAL ASSEMBLY AND THE GOVERNOR; AND

(9) any other appropriations required by the Maryland Constitution or other law to be included in the budget bill.

(b) The Governor shall use the current salary plan of the Secretary of Budget and Management as the basis for the appropriations to pay those salaries to which the plan applies.”;

after line 26, insert:

“SECTION 4. AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:

**Article – Education**

7–910.

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

(Over)

(2) “Digital tool” means:

(i) An online platform;

(ii) An online course;

(iii) Information and communication technology services, including software and operating systems, that are directly connected to student instruction;

(iv) Digital content; or

(v) Other digital technologies not requiring sight in an equally effective and integrated manner.

**(A-1) BEGINNING WITH THE 2025-2026 SCHOOL YEAR THROUGH THE 2027-2028 SCHOOL YEAR, THIS SECTION DOES NOT APPLY TO THE PROCUREMENT AND USE OF A DIGITAL TOOL THAT UTILIZES ARTIFICIAL INTELLIGENCE, AS DEFINED IN § 3.5-801 OF THE STATE FINANCE AND PROCUREMENT ARTICLE, TO SUPPORT STUDENT LEARNING.”;**

and in line 27, strike “3.” and substitute “5.”.

On page 70, strike in their entirety lines 23 through 34, inclusive, and substitute::

“SECTION 6. AND BE IT FURTHER ENACTED, That it is the intent of the General Assembly that the State Department of Education, after consulting with institutions of higher education in the State with programs that conduct research regarding community schools, shall:

(1) evaluate the Concentration of Poverty School Grant Program in accordance with § 5–223(i)(4) of the Education Article, as enacted by Section 2 of this Act; and

(2) establish requirements for community school implementation plans in accordance with § 9.9–104(b)(3) of the Education Article, as enacted by Section 2 of this Act.

SECTION 7. AND BE IT FURTHER ENACTED, That:

(a) For fiscal year 2026 only, the State Department of Education shall provide technical assistance to local education agencies to develop innovative models that can be replicated for teacher collaboration at the school or local school system level that improve teacher retention and student learning.

(b) (1) The Department is authorized to contract with an external partner that has experience in innovative teacher collaboration models.

(2) The entity selected under this subsection shall support the Department and may work directly with local school systems to develop their innovative models of teach collaboration.”.

On page 71, in line 1, strike “5.” and substitute “8.”; and in line 2, after “2025.” insert “Section 4 of this Act shall remain effective for a period of 3 years and, at the end of June 30, 2028, Section 4 of this Act, with no further action required by the General Assembly, shall be abrogated and of no further force and effect.”.

AMENDMENT NO. 9

On page 5, in line 14, strike “each of fiscal years 2025 and 2026” and substitute “**FISCAL YEARS 2025 THROUGH 2028**”; in line 18, strike “§ 7–126” and substitute “**§ 7–127**”; in line 20, strike “2” and substitute “**4**”; and after line 24, insert:

(Over)

“(4) ON OR BEFORE JANUARY 1, 2027, THE ACCOUNTABILITY AND IMPLEMENTATION BOARD SHALL REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY ON THE EFFECTIVENESS OF THE CAREER COUNSELING PROGRAM FOR MIDDLE AND HIGH SCHOOL STUDENTS, INCLUDING:

(I) WHETHER CAREER COUNSELING SERVICES HAVE ADEQUATELY PREPARED STUDENTS FOR POST-COLLEGE AND CAREER READINESS PATHWAYS, INCLUDING:

1. PERCENTAGE OF STUDENTS WHO COMPLETED A CAREER READINESS ASSESSMENT;

2. STUDENT SELF-REPORTED CONFIDENCE LEVELS IN CAREER READINESS;

3. NUMBER OF STUDENTS PARTICIPATING IN CAREER COUNSELING SESSIONS AND COMPLETING A 6-YEAR CAREER PLAN BY THE END OF 8TH GRADE;

4. NUMBER OF STUDENTS WHO PARTICIPATED IN CAREER EXPLORATION ACTIVITIES, INCLUDING FIELD TRIPS, COLLEGE OR TRAINING CENTER VISITS, CAREER FAIRS, OR REGISTERED APPRENTICESHIP PROGRAMS;

5. NUMBER OF STUDENTS WHO IDENTIFIED POST-COLLEGE AND CAREER READINESS PATHWAY PREFERENCES; AND

6.    PERCENTAGE OF STUDENTS APPLYING TO  
POSTSECONDARY EDUCATION, CAREER TRAINING PROGRAMS, OR REGISTERED  
APPRENTICESHIPS;

(II)    WHETHER STUDENTS HAVE RECEIVED HIGH-QUALITY  
CAREER OPPORTUNITIES AS A RESULT OF THE PROGRAM, INCLUDING:

1.    NUMBER OF STUDENTS PARTICIPATING IN  
REGISTERED APPRENTICESHIPS, INTERNSHIPS, JOB SHADOWING, OR OTHER  
WORKPLACE OPPORTUNITIES FACILITATED BY THE PROGRAM;

2.    EMPLOYER SATISFACTION RATINGS OF STUDENT  
PREPAREDNESS AND PERFORMANCE;

3.    NUMBER OF STUDENTS SECURING A REGISTERED  
APPRENTICESHIP OR PART-TIME EMPLOYMENT RELATED TO THEIR FIELD OF  
INTEREST AFTER ENGAGING WITH THE PROGRAM BEFORE GRADUATION; AND

4.    NUMBER OF NEW EMPLOYER COLLABORATIONS  
EACH YEAR; AND

(III)    IDENTIFYING LONG-TERM METRICS FOR THE PROGRAM  
TO DETERMINE THE PROGRAM’S EFFECTIVENESS IN GUIDING HIGH SCHOOL  
STUDENTS TOWARD SATISFACTORY CAREER PATHS AFTER COMPLETING HIGH  
SCHOOL, INCLUDING CONSIDERATION OF:

1.    EMPLOYMENT RATE OF PROGRAM GRADUATES  
WITHIN 6 TO 12 MONTHS POST GRADUATION;

(Over)

2.      PERCENTAGE OF STUDENTS EMPLOYED IN THEIR  
FIELD OF INTEREST OR RELATED INDUSTRY WITHIN 1 YEAR OF GRADUATION;

3.      STUDENT-REPORTED JOB SATISFACTION AND  
CAREER ALIGNMENT BASED ON FOLLOW-UP SURVEYS;

4.      COLLEGE PERSISTENCE AND COMPLETION RATES  
FOR STUDENTS WHO PARTICIPATED IN THE PROGRAM; AND

5.      REDUCTION IN THE NUMBER OF STUDENTS WHO  
ARE UNEMPLOYED OR NOT PARTICIPATING IN A POSTSECONDARY EDUCATION  
PROGRAM COMPARED TO PRE-PROGRAM DATA.”.

On pages 5 and 6, strike in their entirety the lines beginning with line 26 on page 5 through line 3 on page 6, inclusive, and substitute:

“(I)    FOR FISCAL YEAR 2029, \$334;

(II)    FOR FISCAL YEAR 2030, \$512;

(III)   FOR FISCAL YEAR 2031, \$698;

(IV)   FOR FISCAL YEAR 2032, \$891;

(V)    FOR FISCAL YEAR 2033, \$1,093;

(VI)   FOR FISCAL YEAR 2034, \$1,306;

(VII)  FOR FISCAL YEAR 2035, \$1,527; AND”.

AMENDMENT NO. 10

On page 3, after line 30, insert:

“5–104.

(d) (1) Notwithstanding any provision of a county charter that places a limit on that county’s property tax rate or revenues and subject to paragraph (2) of this subsection, a county governing body may set a property tax rate that is higher than the rate authorized under the county’s charter or collect more property tax revenues than the revenues authorized under the county’s charter for the sole purpose of funding the approved budget of the county board INCLUDING ANY PAYMENTS BY THE COUNTY GOVERNING BODY ON BEHALF OF THE COUNTY BOARD TO THE TEACHERS’ PENSION SYSTEM AND THE TEACHERS’ RETIREMENT SYSTEM.

(2) If the county governing body sets a county property tax rate that is greater than the rate authorized under the county’s charter or collects more property tax revenues than the revenues authorized under the county’s charter, the county:

(i) May not reduce funding provided to the county board from any other local revenue source below the funding level in the current county budget; and

(ii) Shall appropriate to the county board all property tax revenues exceeding the amount that would have been available if the county charter limitation had applied.

(3) On or before December 31 of any year in which a county sets a property tax rate as provided in this subsection, the county shall report to the Governor and, in accordance with § 2–1257 of the State Government Article, the General Assembly, on the property tax rate set, the additional amount of revenues generated, and the appropriation of the additional revenues.”.

AMENDMENT NO. 11

On page 30, in line 31, after “**(5)**” insert “**(I)**”.

On page 31, in lines 1 and 3, strike “**(I)**” and “**(II)**”, respectively, and substitute “**1.**” and “**2.**”, respectively; and after line 4, insert:

(Over)

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“(II) MONEY FROM THE BLUEPRINT FOR MARYLAND’S  
FUTURE FUND ESTABLISHED UNDER § 5-206 OF THIS ARTICLE MAY NOT BE  
TRANSFERRED INTO THE FUND.”.