



QUARTER 1 REPORT 2025

TABLE OF CONTENTS

03	Executive Summary
05	Program Administration
09	Staff Engagement
12	Student Engagement
17	Industry Engagement
23	Community Engagement
24	Communications
26	Conclusion
27	Attachments



EXECUTIVE SUMMARY



In January, MoCo CAP honored the initial group of Career Coaches who successfully completed their apprenticeship program and became some of the first Certified Career Practitioners in the country. Photo courtesy of MoCo CAP.

In the first quarter of 2025, the MoCo CAP initiative concentrated on leveraging data-driven operations to improve the program's services for Montgomery County Public Schools' (MCPS) scholars in grades 6 through 12. Career Education Services (CES) leadership placed a strong emphasis on evidence-based decision making, conducting monthly analysis meetings to review self-reported and student survey data. This process helped managers and Career Coaches identify trends and develop strategies to tailor service delivery to align closely with student needs.

A pivotal highlight of this quarter is the ongoing success of the Meet A Pro events, which facilitate inspiring interactions between students and industry professionals. Almost daily occurrences of these events help students gain real-world insights across various fields.

Professional development remains a priority, with initiatives like the WorkSource Montgomery (WSM) Impact Academy set to enhance leadership training for CES staff. The first cohort, which includes several CES team members, has already begun training. Coaches also continue to move through WSM's Career Advising Registered Apprenticeship Program.

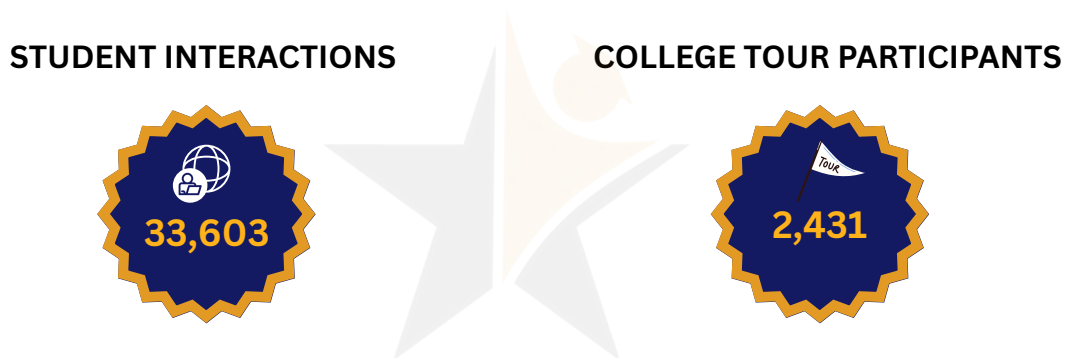
Focused efforts on inclusivity have intensified engagement with special school partners with an aim to foster career exploration for scholars with disabilities, including plans to integrate employers who employ individuals with disabilities into future Meet A Pro events. Additionally, the MoCo CAP program has expanded its support for dual enrollment students at Montgomery College.

Amidst a busy legislative session, WSM leadership actively engaged with the Maryland General Assembly concerning the Blueprint for Maryland's Future Law, particularly regarding the Career Coaching component. Legislative challenges emerged, including concerns voiced by the Public School Superintendents' Association of Maryland about

the viability of pilot partnerships for Career Counseling. Notably, WSM mobilized substantial support for House Bill 772, which aimed to extend funding for Career Coaching beyond the proposed repeal in Senate Bill 852. Financial support was ultimately secured for the component through at least FY 2028.

Outstanding coordination led to the successful Worlds of Work (WoW) event held in March, which showcased various industries to students. The event not only attracted 185 local businesses but also provided thousands of MCPS eighth-grade students with hands-on, relevant experiences across multiple vocational fields. Feedback highlighted high levels of engagement from both students and employers, indicating a solid foundation for scaling similar initiatives in the future.

MoCo CAP's engagement metrics surged this quarter with 33,603 student interactions recorded.



Approximately 2,431 ninth graders participated in in-person college tours facilitated by partnerships with regional colleges, providing significant insights into the college selection process.

WSM also enhanced its community outreach through various presentations and engagement efforts with local organizations and legislative bodies, ensuring ongoing dialogue about the impact of MoCo CAP.

The MoCo CAP Communications Team's social media strategy has proven effective, resulting in significant follower growth and increased awareness of the program. Continuous improvements to the MoCo CAP website have also facilitated better access to resources and information.

Overall, this quarter marked a notable period of achievement for the MoCo CAP initiative, showcasing effective team collaboration, innovative programming, and successful advocacy, all aimed at enhancing career development opportunities for students in the MCPS system.



PROGRAM ADMINISTRATION



Career Coaches Ms. Nickens-Garner, Mr. Doh, Ms. Castro, and Mr. Kamie pose with NFL defensive end Mr. Charles Snowden and CFL defensive lineman Mr. Folarin Orimolade following a dynamic Meet A Pro event at Sherwood High School in January. Photo courtesy of MoCo CAP.

WSM focused this quarter on emphasizing the use of data-driven operations to ensure the continued quality of programmatic services delivered to MCPS middle and high school scholars.

CES leadership prioritized evidence-based decision making by meeting monthly to analyze self-reported and student survey information discussing trends, gaps, and successes. Managers and Career Coaches have leaned into the data by performing their own analysis of what's working, what isn't, and why, and have followed by constructing plans for continued success or needed improvements. Using student survey feedback, Coaches have been able to adjust service delivery to meet the needs of the scholars and are more strategic in their planning and execution of 1:1 sessions, small groups, and whole-group activities.

A standout initiative remains the Meet A Pro events, which continue to inspire students through real-world interactions with industry professionals and hands-on experiences. Almost every day, a Meet A Pro event occurs across the system. Examples can be found in the Student Engagement section.

MoCo CAP has also expanded support for dual enrollment students attending Montgomery College (MC). As previously reported, about 1,300 MCPS students attend classes exclusively at the community college. To ensure compliance with the Blueprint for Maryland's Future Law, the partnership has deployed a Career Coach to the three MC campuses to support these students.

The professional growth of CES team members remains a priority. Career Coaches are encouraged to engage in leadership development through platforms such as iSolved University, the SkillUp™ Montgomery online learning system, and various professional conferences. Additionally, WSM has launched the Impact Academy, a six-month leadership training experience envisioned to prepare team members for the next step in their careers. The application process began in the reporting period and training commenced in April. Of the 26 slots in cohort one, more than half are filled with CES staff. These opportunities foster leadership capacity and elevate the overall quality of service delivery.

MoCo CAP has revived engagement with special school partners to enhance access to career exploration for scholars with disabilities. A new focus this quarter includes cultivating relationships with employers who have disabilities, with plans to include them in upcoming Meet A Pro events, as well as coordination of events that promote and sell products produced by student-run businesses based at schools serving those with special needs.

The initiative also continues to lead in training and compliance. All team members completed WSM's Annual 2025 Compliance Training, engaged in MCPS learning sessions, and participated in MoCo CAP's internal professional development, including the required Career Coach Apprenticeship Program.

The Maryland General Assembly's 2025 session began on Jan. 8 and continued through the reporting period. MoCo CAP/WSM leadership's attention was increasingly focused on the legislative process during the quarter. Despite the documented success of the MoCo CAP program locally, the Career Coaching component of the Blueprint for Maryland's Future Law has not been as well received across the state.

On Nov. 27, 2024, the Public School Superintendents' Association of Maryland (PSSAM) forwarded a letter to Gov. Wes Moore expressing concerns about aspects of the Blueprint Law and their desire to work with his administration and legislators to make improvements. On Dec. 11, PSSAM issued their Legislative and Policy Recommendations consisting of 30 items that shared their vision on issues found in all five Pillars of the law. Item 13 of their list of priorities was directed squarely at Career Coaching:

Career Counseling - Allow LEAs the immediate discretion to discontinue the pilot partnerships with community colleges and workforce investment boards (WIBs) a year ahead of the pilot's expiration. The implementation of this initiative has been problematic and inconsistent. Where it is working well, it is largely implemented by staff hired and trained by the districts and should be implemented within LEAs (legislation required).

PSSAM followed up their recommendation with Senate Bill 852 (SB0852) (**See Attachment 1**) which, if passed, would have repealed Career Counseling on July 1, 2025. House Bill 772 (HB0772) (**See Attachment 2**) was introduced to extend funding for Career Counseling through 2031 and permanently shelve SB0852.

WSM was very engaged with the Maryland Workforce Association's (MWA) extensive activity in opposition to the Senate bill while supporting the House bill through the legislative process. WSM supplied a large amount of data around MoCo CAP's performance, contacts with business, and strong partnership with MCPS.

Additionally, WSM Executive Director Mr. Anthony Featherstone offered testimony along with CES staff Mr. Clif Gadsden, Ms. Amanda Rosenbloom, and Ms. Coleen Djouha, who all provided effective testimony before various House and Senate committees. One highlight in this process was the excellent presentation given by Richard Montgomery High School student Ms. Melanie Puruncajas.

Technically, the documentation of the outcome of the legislative session should fall in the next reporting period as the General Assembly adjourned on April 7. Through the coordinated efforts of MWA, WSM, several other workforce development boards, their staff and most importantly, several students from across the state, WSM is pleased to share that the Career Coaching component was secured at least through FY 2028. The Senate bill was never passed out of committee, effectively ending efforts to repeal Career Coaching, and the House bill was converted into an amendment to Gov. Moore's Blueprint bill.

This amendment requires a report on the implementation and impact of Career Coaching due Dec. 31, 2027, which will impact funding past July 1, 2029.

Please see **Attachment 3** for the PSSAM letter and recommendation documents, links to the various committee hearing meetings, and final amendment language passed in the governor's Blueprint bill (House Bill 504).





STAFF ENGAGEMENT

The New Year brought many exciting exploration opportunities to students, including the kickoff of second semester whole-group Career Advising Sessions for grades 7 and 9, a special focus group event led by Educators Cooperative for professional learning, and the onboarding of four new Career Advising Coaches.

All whole-group coaching sessions this quarter targeted grades 7 and 9 and were follow-ups for students who already received an introductory RIASEC lesson. This allowed Coaches to lead students through a review of RIASEC material before springboarding into new content.

Seventh-grade students were introduced to MCPS's Post-Secondary Pathways to help inform and prepare them to make high school selection decisions in November, especially concerning special programs' application deadlines.

The ninth-grade sessions walked students through a series of questions aimed at supporting critical post-secondary decisions, such as:

1

What are my job non-negotiables?

2

What was I doing when I last lost track of time?

3

What are my top industries of interest?

Students left the session with resources to do a more in-depth follow-up, should they need it. The objective was for students to understand that they could repeat these career decision-making processes anytime throughout life when exploring future options. In January, all middle and high school Coaches attended a professional learning session at North Bethesda Middle School. Alongside her Cluster Lead, Career Advising Coach Mrs. Bridget Afram organized her Student Advisory Council to support logistical matters throughout the day. Dr. Steve Regur and Mr. Ed Hidalgo modeled several focus group sessions with students for Coaches to observe.

They demonstrated how an activity utilizing career cards aligned with leading RIASEC themes could be led with students in whole group or small group format. Coaches reported being inspired by this approach, and they created materials based on what they saw.



Additionally, four new Career Advising Coaches onboarded this quarter. They received in-depth training and began reporting to schools in early February. This was the first cohort of Coaches to read the MoCo CAP Book Club selection of the school year, *Unreasonable Hospitality* by Will Guidara, in its entirety as part of the welcome process. They participated in guided reading and discussion focused on how elements of the text connect to career advising and underpin the MoCo CAP philosophy of service.



In January, partners Dr. Steve Regur and Mr. Ed Hidalgo with Educators Cooperative presented some hands-on RIASEC activities to several focus groups of North Bethesda Middle School students, as well as MoCo CAP Career Coaches. Photos courtesy of MoCo CAP.

Career Advising Coaches across the district planned and hosted numerous Meet A Pro career explorations for students. Some of those included the following industries:

INDUSTRY	SCHOOL
 Accounting/Finance	Rockville High School and Watkins Mill High School
 Music Production	Seneca Valley High School
 Professional Sports	Sherwood High School
 Entrepreneurship	Walter Johnson High School
 Law Enforcement	Eastern Middle School
 Engineering	Quince Orchard High School
 Cosmetology	Wheaton High School
 Parks and Recreation	Roberto Clemente Middle School

Early in the reporting period, four more Career Coaches completed their Registered Apprenticeship training. As with all our new Certified Career Practitioners, the Coaches received certificates from the U.S. Department of Labor and WSM, along with a commemorative coin. A large contingent of Coaches are expected to complete their related training shortly into the next reporting period.



STUDENT ENGAGEMENT

MoCo CAP's activities regarding student engagement rose to unprecedented levels during this reporting period. Our MoCo CAP Teams chat features daily recaps of classroom push-ins, small-group and 1:1 sessions, Meet A Pro presentations, field trips, college tours, career days, and career exploration fairs.

Some examples (also highlighted on MoCo CAP's social media accounts) include:

MEET A PRO HIGHLIGHTS

Eastern Middle School held a Meet A Pro event with DMV's Luxe Mobile Snack & Dessert Cart featuring CEO Kharisma Martinez.

North Bethesda Middle School hosted a virtual Meet A Pro talk featuring the author and illustrator of the children's book *Nakia's Wish* and over 100 scholars also participated in a medical panel event.

John Poole Middle School hosted a Meet A Pro for approximately 150 scholars with mechanical engineer Dr. Lisa Eng.

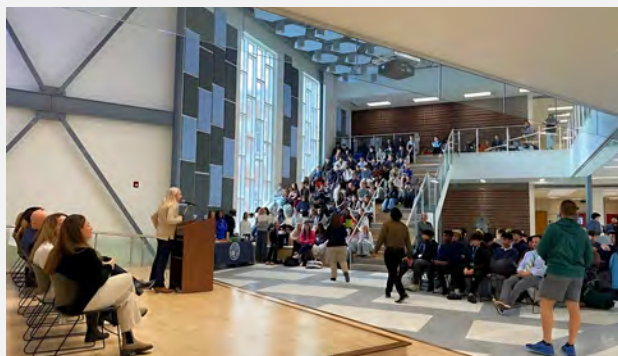
Roberto Clemente Middle School brought in several Maryland State Park Rangers.

Poolesville High School hosted CBS journalist Scott MacFarlane.

Whitman High School held a Meet A Pro extravaganza with 10 professionals.

Sherwood High School welcomed NFL defensive end Mr. Charles Snowden and CFL defensive lineman Mr. Folarin Orimolade for a talk with 50+ students.

Richard Montgomery High School hosted an engaging Meet a Pro experience with the Meritus Health Pathology Team, which covered laboratory science professions, forensics, toxicology, and histotechnology.



Whitman High School held a two-day Meet A Pro event in January for hundreds of students that featured 10 professionals, including an attorney for the National Music Publishers Association, CEOs of an entrepreneurial firm and a PR firm, a psychologist, a dermatologist, and an Air Force vascular surgeon, among others.



CBS journalist Scott MacFarlane speaks to a large group of students for a Meet A Pro presentation at Poolesville High School in January. Photos courtesy of MoCo CAP.

OTHER ACTIVITIES

Rosa Parks Middle School held a RIASEC friendship bracelet-making lunch bunch.

Tilden and Julius West middle schools held sessions with ELA students using the Translate Live tool to communicate with Afghan scholars.

Career Day at Ridgeview Middle School included an ESPN MLB analyst, TV news anchor, personal chef, forensic psychologist, and keynote speaker MoCo Councilmember Will Jawando.

Farquhar Middle School hosted Olney Theatre Center Director of Education and Training Rebecca Dzida and actor Jay Frisbee.

Northwest High School's Diversity Night featured a vision board game with dynamic conversations surrounding dialogic questions, while a separate lunch table activity invited scholars to participate in Counselor Appreciation Week by writing thank-you notes. Valley High School had Meet A Pro talks with video game animator Mr. Rich Vicens from Bethesda Game Studios, an architect from Moseley Architects, and a lawyer.

Thomas Edison High School had mock interviews for hospitality and tourism students and an employer panel.

MoCo CAP Community Coach Ms. Bueno spoke to many of the 1,000+ MCPS students and families who attended the second annual HBCU Career Fair at The Universities at Shady Grove.

Wheaton and Gaithersburg high schools hosted a fun off-campus experience going behind the scenes exploring the world of backstage production and theater unions.

Career Week at Rockville High School that had a professional clothing "thrift store," mock interview day, and a career fair.



Poolesville High School students, along with numerous teachers, held a vision board activity in early February. Photos courtesy of MoCo CAP.



Rockville High School students look through a professional clothing "thrift store" during Career Week.

College Tours

A core MoCo CAP objective is making an in-person college visit available to every ninth grader in the system. This component, led by MCPS MoCo CAP partners housed within the district's Division of Career and Postsecondary Partnerships and Career Advising, had another successful year.

A total of 2,431 grade 9 students participated in an in-person college tour during the 24/25 school year. The MCPS Career Advising Office engaged in partnerships with 19 different regional colleges to offer tours for all MCPS high schools.



More than 170 Damascus High School students visited Johns Hopkins University in Baltimore in February. Photo courtesy of MoCo CAP.



Returning College Partners

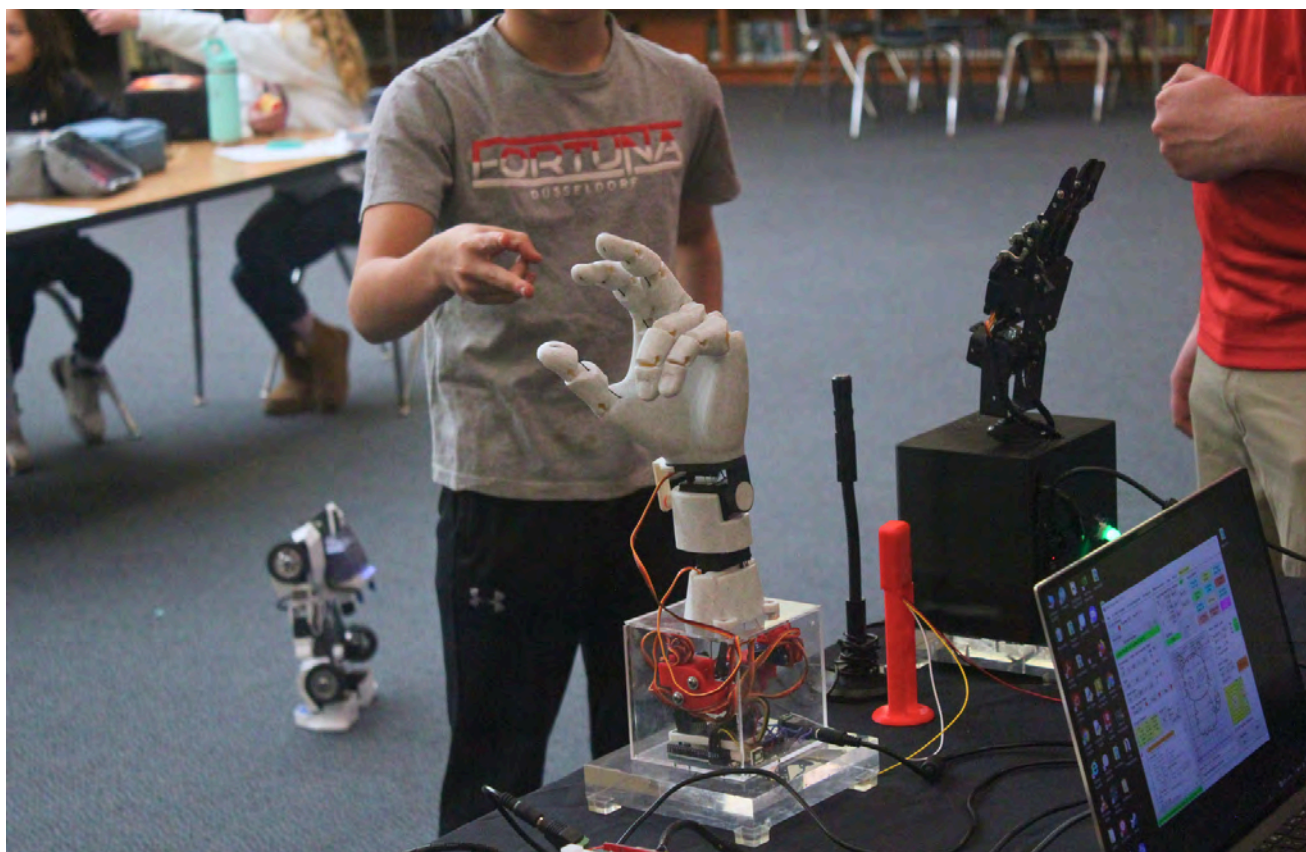
American University, George Washington University, Goucher College, Johns Hopkins University, Loyola University, Morgan State University, The Universities at Shady Grove, University of Maryland-Baltimore County, University of Maryland-College Park, and Stevenson University.

New Partnerships for SY24/25

Bowie State University, Catholic University, Coppin State University, George Mason University, Georgetown University, Howard University, Montgomery College-Germantown, Montgomery College-Rockville, Montgomery College-Takoma Park.

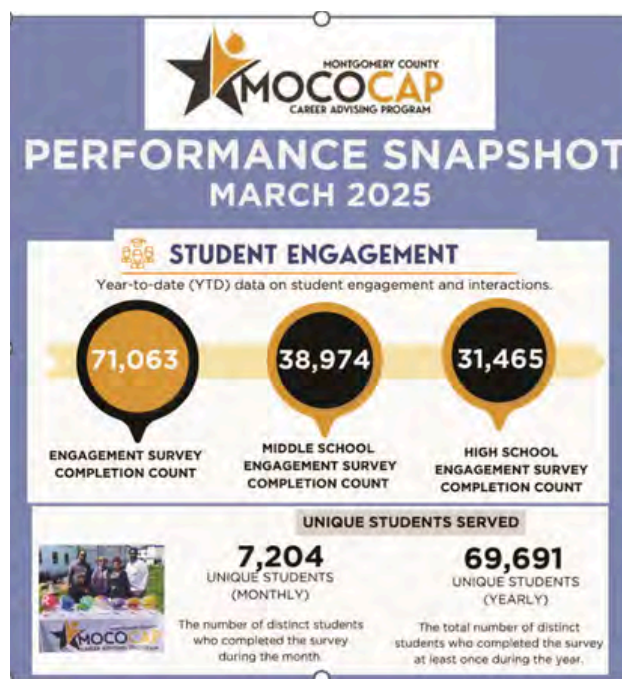
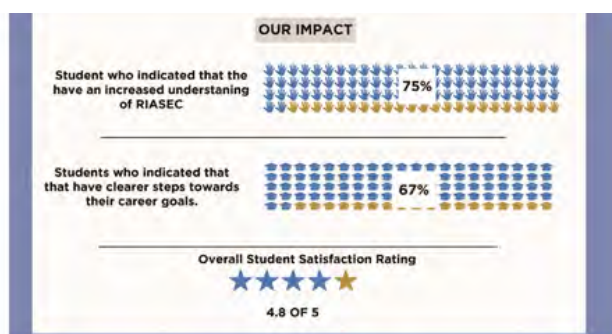
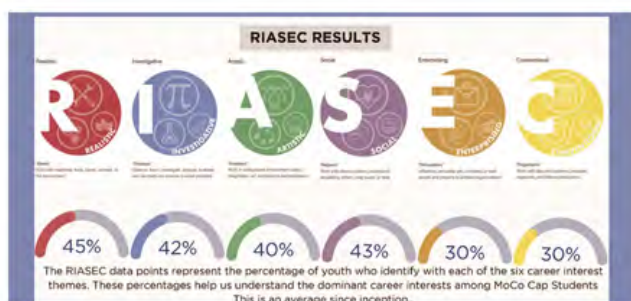
Student feedback supplied the following valuable information:

- 55.8% of students indicated that this was their first time touring a college campus.
- 74.9% indicated that the college tour helped them consider what factors may be important to selecting a college.
- 64.2% indicated that the college tour helped them feel more prepared/knowledgeable about postsecondary options.



A Rosa M. Parks Middle School student interacts with a robotic machine brought in for a Meet A Pro presentation by Mr. Brian Schoem and Mr. Matt Schuyler about the Cyber-Physical Systems Engineering program through the A. James Clark School of Engineering at The Universities at Shady Grove. Photo courtesy of MoCo CAP.

While the above anecdotes are important, MoCo CAP has always placed a high premium on being able to demonstrate impact through data. These numbers and statistics were a critical component in educating legislators during the recent session and continue to guide our work and efforts around continuous improvement. During the reporting period, our Coaches recorded 33,603 touch points with students with 21,878 of those contacts resulting in returned student surveys. Since our deployment on January 8, 2024, we have had 71,063 returned surveys.



The graphics above represent what MoCo CAP leaders call the “penetration data” focused on the quantity of MCPS students and the way they were engaged. The survey that this data is drawn from was constructed with the intent to do a next level of evaluation that will result in academically defensible conclusions of MoCo CAP effectiveness.

To date, two legs of the evaluation have been completed by our Educators Cooperative partners. While the last sample for this year will be drawn from our May data, recent preliminary results indicate that MoCo CAP is effectively assisting students on their career journey.

Table 1: Career Development Indicators Positively Indicated by MoCoCAP Career Advising Sessions

	RIASEC knowledge	Career Certainty	Career Engagement	Usefulness of sessions
RIASEC knowledge			+	+
Career exploration	+	-		+
Career Certainty			- -	+

Notes:

All correlations represented are statistically significant at a $p < 0.01$, with all other variables constant at their mean in a multivariate regression model.

⊕ = Positive correlation

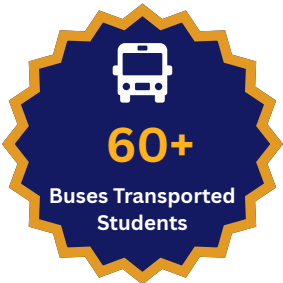
⊖ = Negative correlation



INDUSTRY ENGAGEMENT



Much of Industry Engagement's work for the quarter was driven by planning for the Worlds of Work (WoW) event held on March 17, 18, and 20 at the MC Rockville campus. The daily work, however, continued with IE attending over 30 networking events, planning and involvement around other affiliate events, collecting information around Meet A Pros, attending professional development, and participating in MCPS Foundation Board meetings. Ms. Amanda Rosenbloom also provided witness testimony regarding HB0772 to the legislators in Annapolis to support educating them on Blueprint Career Coaching.



The culmination of months of WoW coordination between MCPS, MC, WSM, and other stakeholders resulted in a successful outcome for students. Along with offering their Rockville campus for the event, MC supplied lunches, critical logistical support, and college advisors in each WoW World. MCPS coordinated with the pilot school principals and supplied over 60 buses for student transportation. Individual schools stepped up by supplying over 200 chaperones.



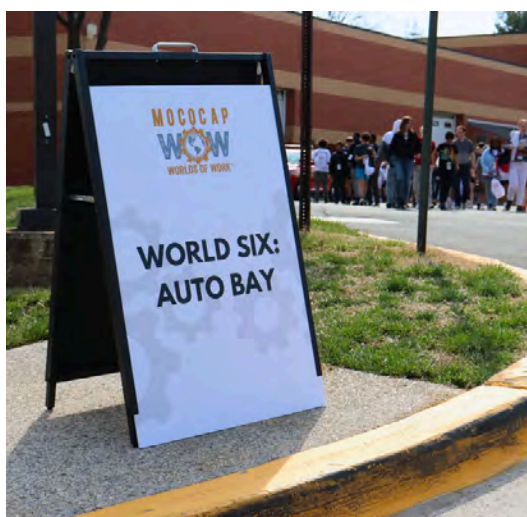
As for WSM, Ms. Cynthia Grissom's IE Team facilitated planning for all partners, along with managing the Asana Project Management and Eventpedia apps, which were used to register and communicate with exhibitors, and allowed for employer-to-employer networking. The team also prioritized gathering commitments from local businesses to provide experiences for the students through the combined use of social media and the MoCo CAP website, networking events, and a significant portion of leg work consisting of phone calls and near constant follow-up. IE was able to secure 185 registered businesses for the three-day event.



The team also helped guide the production of a digital "flip book" that highlighted each of the Industry Champion exhibitors, along with local, real-world examples of careers and industries. The professional-level product was designed by a group headed by Ms. Heather Milke, Strategic Communications Director at MC, and was very well received. It is available to view [here](#) or as **Attachment 4**.



For the event, MC's Rockville Campus was divided into six "Worlds" with exhibitors grouped by broad industry and key RIASEC themes. The goal was for every student group to explore each World and have lunch over their three-hour visit. MC's policy regarding student/staff ratios did complicate the planning to a degree.



MoCo CAP's Training Team was an integral part of the event's success. Not only did they provide work for students to complete in preparation for the event, but they also created all the resources that allowed schools to divide groups per MC policy, scheduled each group's journey through the event, assigned guide Coaches to make sure groups followed the path, formed a reunification team to connect students that got separated back to their group, and crafted kits for each school to ensure that they got the information, name badges, and maps necessary. This team, led by Dr. Monica Phillips Talley, put in many long hours in the weeks prior to the event and handled a significant portion of the on-site operational support and issues during WoW.



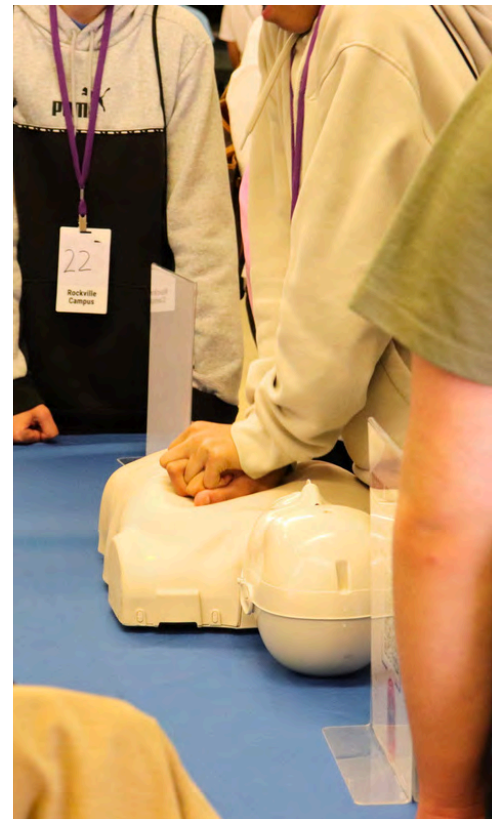
Scenes from the inaugural MoCo CAP WoW event in March at the Montgomery College Rockville campus. Photos courtesy of MoCo CAP.

The Operations Team headed by Dr. Marla Wyche was busy as well. WoW was an all-hands-on-deck event where every Career Coach attended and effectively executed a variety of roles. Coaches assigned to the pilot middle schools had specific responsibilities with respect to permission slip coordination, grouping of students, and answering parent, teacher, volunteer, and school leadership questions. Additionally, along with the 70 or so staffers from the CES Department, another 50 WSM staff members from across all departments took time from their regular duties to support WoW.

All partners agreed that the event was successful due to a variety of criteria, including:











- Bringing hands-on activities in an array of industries to provide students a glimpse into related jobs/careers.
- Involving a significant enough student and employer population to utilize event metrics to aid in the feasibility of a future offering.
- Overall positive responses to event satisfaction surveys.
- Community/county “goodwill” to heighten the significance of MCPS, MC, and WSM.
- A positive means of emphasizing the need for work-based learning opportunities for MCPS students and gathering more industry supporters.

Throughout WoW, 84 exhibitors participated on the first day, 79 on day two, and 73 on the third. Thursday expectedly suffered the most from lower participation since there was a skipped day separating it from the other two days.



The industry with the highest representation was professional services with 43 exhibitors, though that was expected since it is a “catch all” for many professions, including accounting, law, real estate, and consulting, among others. Healthcare was next with 22 exhibitors, followed by construction with 11 participants.

Popular booths and activities included:

 <p>NANDO’S PERI-PERI RESTAURANT Steel drum performances, PERi sauce table, and the crowd-favorite mascot.</p>	 <p>BETHESDA’S MARRIOTT Popcorn machine and lessons in targeted hospitality.</p>
 <p>TRANSFR VR AND WALTER REED Virtual reality (VR) headsets and experience.</p>	 <p>WSSC WATER Their interactive toilet display got students curious about clean water engineering.</p>
 <p>HIGH CALIBER EVENTS DJ booth and turntables gave students a peek into music tech and events.</p>	 <p>SIGNAL FINANCIAL FCU Outdoor mobile banking unit and indoor financial games.</p>
 <p>HENLEY CONSTRUCTION A real excavator was on display for up-close exploration and use.</p>	 <p>MONTGOMERY COUNTY POLICE Patrol cars and equipment had students lining up for photos and questions.</p>
 <p>WARRIOR CANINE CONNECTION Service dogs melted hearts while teaching about support careers.</p>	 <p>CUSTOM INK T-shirt printing station gave students a personalized take-home souvenir.</p>

Close to 80% of exhibitors felt that students were engaged at their booths and employers stated they would definitely (81%) or maybe (19%) participate again. Ninety-two percent would recommend WoW to other organizations.

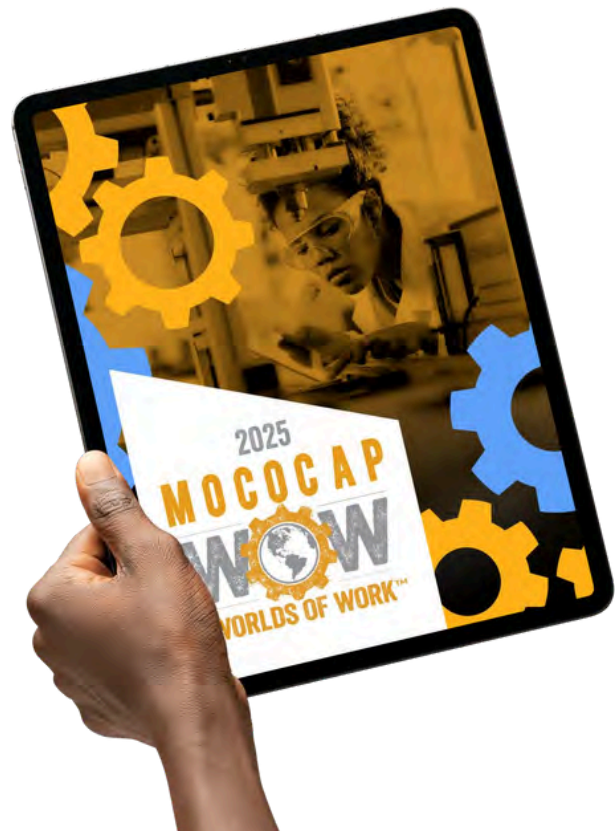
The most cited reasons why WoW appealed to exhibitors included:

- “Appreciated the opportunity to inform youth of the skills necessary to enter their industry.”
- “Would like to build a strong partnership with the organizations that spearheaded WoW (WSM, MCPS, and MC).”
- “Regret not having had a similar opportunity when they were in school to give them a broader understanding of the many vocations that exist.”

Overall, the organizers were viewed as:

- Very friendly, knowledgeable, helpful.
- Excellent organization and communication skills.
- Passion and willingness to help the students, employers, and community shine through.

In preparation, IE undertook approximately 20 training sessions made up of employers, volunteers, school principals, and managers; orchestrated five MC campus tours; and organized the pre-event set up and post-event clean up. They also collaborated with the Comms Team to promote the event on social media and conduct outreach to trade associations, Chambers of Commerce, registrants in the Maryland Workforce Exchange, our CRM of employers, community-based organizations, grant recipients, board members, Maryland Department of Labor partners, county partners, and more.



Of course, with any new endeavor, there are challenges to overcome. One area of improvement includes the need for more signage and personnel to provide directions between buildings. Matching T-shirts may be considered for staff as opposed to the lanyards used this year. Exhibitors also felt there was not enough time allowed for networking during the post-booth set-up breakfast. Finally, students expressed the need for additional time to interact with more booths.

“



*"This was a well-organized, terrific event.
We'd like to exhibit every year!"*

- Supply Chain Mavens

*"I thought the event was run very well. It
was well organized and a nice service to the
community."*

-OfficePro Inc.

*"Thanks for bringing the event to
Montgomery County - it was fun!"*

- Montgomery County Recreation

”

Now that the WoW pilot is behind us, we will explore options to expand the offering to more students, assess the MCPS grade that could most benefit, demonstrate the value to potential exhibitors, and generally tighten the processes and resources needed to produce an event of this size. Given cost considerations, resource capacity, and the sheer number of students, a couple of options are worth examining.

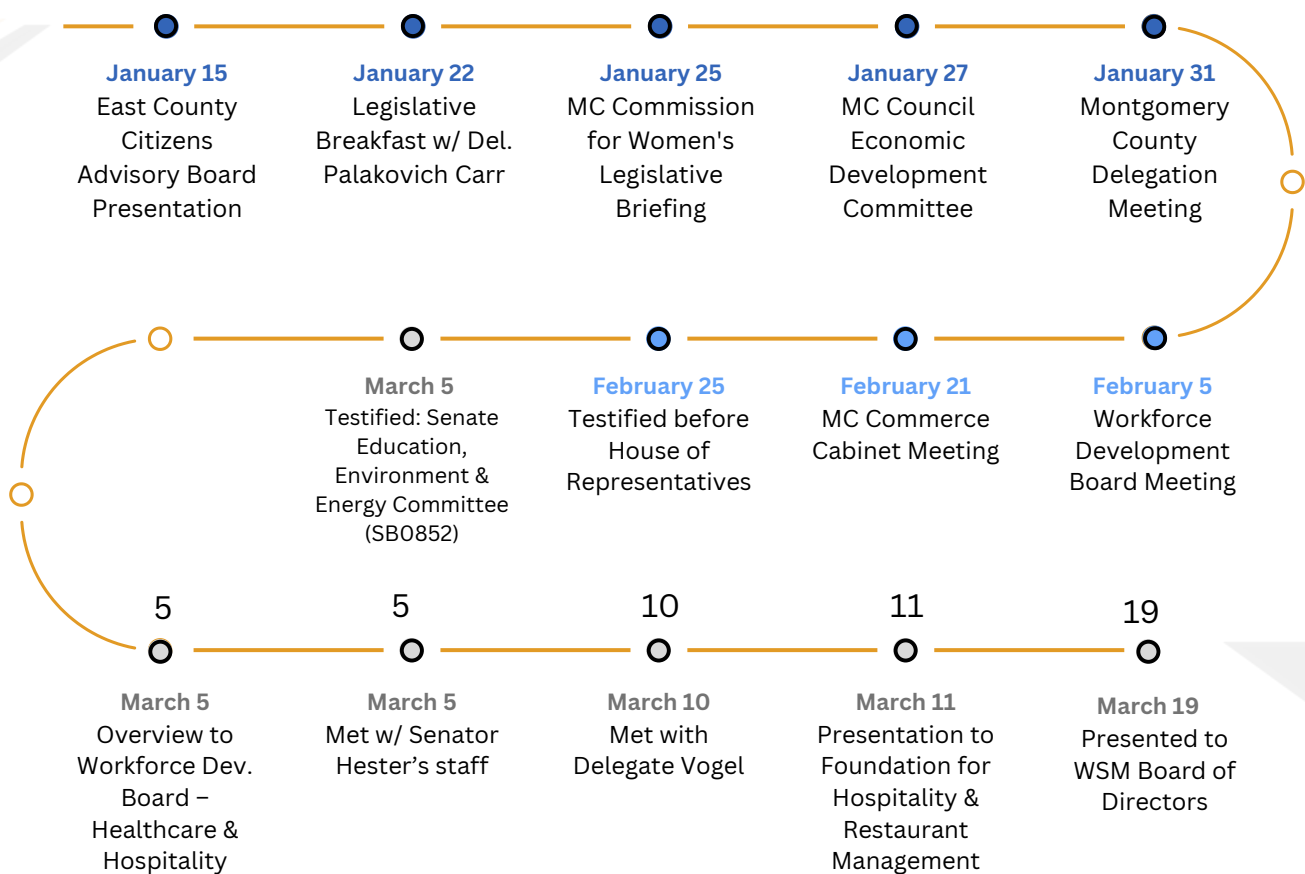


COMMUNITY ENGAGEMENT

The MoCo CAP initiative continues to be a major talking point for WSM as an organization. Executive Director Mr. Featherstone engaged with numerous community groups to highlight the program over the first quarter of the year.

WSM's Community Impact Team also brought the Mobile American Job Center to the WoW event, along with participating in several school events such as Briggs Cheney Middle School's Career Fair and a Blake High School event.

Executive Engagement Timeline





COMMUNICATIONS

The MoCo CAP Communications Team continued consistent social media posts across the various platforms, including increases to drum up employer support for the WoW event and more co-posting with WSM's accounts than ever before. The heightened activity led to notable growth on all MoCo CAP accounts (**See Attachment 5**).

The MoCo CAP Instagram account (@mococapmd) showed promising growth, jumping from 117 followers to 173 by the end of Q1.

The LinkedIn page also continued to expand, going from 142 followers at the end of Q4 to 214, while the Facebook group grew by 49 followers to 239 by the close of the quarter.

The MoCo CAP YouTube channel only added two videos during this time: one Meet A Pro presentation and an animated video explaining RIASEC. The account, however, still garnered 924 views and a total watch time of 34.1 hours in Q1.

WSM social media accounts increasingly shared MoCo CAP content, including the animated RIASEC video, a highlight of MoCo CAP's past quarterly reports being available on the initiative's website, and recruitment posts for employers to take part in WoW, along with post-event coverage.

The MoCo CAP and Core WSM Communications Teams plan to continue collaborative efforts on various platforms moving further into 2025.




www.mococap.com

The Communications Teams also continued updating the MoCo CAP website, www.mococap.com, including the addition of the animated RIASEC video to the homepage.

The Industry Engagement section also expanded, with added pages highlighting the [Meet A Pro program](#), the [MoCo CAP Industry Champion seal](#) and list of employers and businesses, and [WoW](#).

During Q1, 1,182 visitors came to the site, garnering 3,624 page views. Continual improvements to the MoCo CAP website are a priority for the Communications Team throughout 2025.



Internal Requests

From January 1 to March 31, 2024, the Comms Team completed numerous requests for CES Managers and Directors, Career Coaches, and IE. Fulfilled requests include several Meet A Pro “thank you” social media posts, changes to existing content, creating various flyers and graphics, changes to the MoCo CAP website, ordering business cards and nametags, taking photos and videos at several events, looking over the internal monthly Career Coach newsletter, adding content to WSM’s intranet, adding WoW registration to MoCo CAP’s [Linktree](#), creating various WoW-related graphics, and other tasks.



CONCLUSION

In evaluating MoCo CAP's performance excluding WoW, it would be entirely reasonable to conclude that the team delivered excellent results with respect to the collective work completed with students in their schools. However, when the success of WoW is included in the evaluation, it becomes clear that this is the most impactful reporting period in the relatively short life of MoCo CAP.

The event was a testament to the collaboration of the MOU partners, who came together to provide a multi-day experience for 2,000-plus students that simultaneously highlighted 185 local employers. Those businesses took valuable time away from their core missions to excite eighth graders about their respective industries.

WoW was an incredibly heavy lift and the MoCo CAP team rose to the occasion from all sides. No one who has been watching the MoCo CAP initiative over the last 18 months was surprised at the commitment they brought to WoW, but their efforts were extraordinary. The event, much like the daily work the MoCo CAP team continues to do every single day, would not have approached the level of success without their dedication to the students.



More scenes from the inaugural MoCo CAP WoW event in March at the Montgomery College Rockville campus. Photos courtesy of MoCo CAP.

Attachment 1

SENATE BILL 852

F1

5lr2041
CF 5lr2958

By: **Senator Lewis Young**

Introduced and read first time: January 28, 2025

Assigned to: Education, Energy, and the Environment and Budget and Taxation

A BILL ENTITLED

1 AN ACT concerning

2 **Blueprint for Maryland's Future – Alterations**

3 FOR the purpose of repealing the Career Counseling Program for Middle and High School
4 Students and the associated funding; requiring county boards of education to report
5 on per-school funding for certain programs associated with the Blueprint for
6 Maryland's Future in a certain manner; providing a waiver from the minimum
7 funding per school requirement for schools with fewer than a certain number of total
8 students; limiting the Accountability and Implementation Board's authority over
9 certain collective bargaining processes not directly specified under the career ladder
10 for educators; altering certain components of the career ladder relating to principals
11 and assistant principals; altering the definition of "Tier I child" for purposes of
12 publicly funded prekindergarten to include certain children; authorizing county
13 boards to establish family income eligibility limits for payment of costs for a certain
14 post college and career readiness pathway, except under certain circumstances;
15 requiring the Accountability and Implementation Board to conduct a certain study
16 regarding National Board Certification for teachers; requiring the State Department
17 of Education to conduct an adequacy study on Maryland's special education funding;
18 and generally relating to the Blueprint for Maryland's Future.

19 BY repealing and reenacting, without amendments,
20 Article – Education
21 Section 5–213(a), 5–234(a), 5–402(a), 6–1001(a), 6–1002(a)(1) and (b)(1), 7–1A–01(a),
22 and 7–205.1(a)
23 Annotated Code of Maryland
24 (2022 Replacement Volume and 2024 Supplement)

25 BY repealing and reenacting, with amendments,
26 Article – Education
27 Section 5–213(c), 5–234(b) and (f), 5–402(h), 6–1001(e), 6–1002(e), (f)(3) and (4), and
28 (i), 6–1003, 6–1007(e), 6–1009(a) and (b), 6–1012, 7–1A–01(k), 7–1A–06(d),
29 and 7–205.1(g)

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



Annotated Code of Maryland
(2022 Replacement Volume and 2024 Supplement)

BY repealing

Article – Education
Section 6–1006 and 7–127
Annotated Code of Maryland
(2022 Replacement Volume and 2024 Supplement)

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

Article – Education

5–213.

(a) Each fiscal year, the State shall distribute the State share of the foundation program to each county board.

(c) [(1)] Each county board shall distribute to the local workforce development board for the county the following amount multiplied by the enrollment count in the county:

[(i)] (1) For fiscal year 2024, \$62; and

[(ii)] (2) For [each of fiscal years 2025 and 2026] **FISCAL YEAR 2025**, the prior fiscal year amount increased by the inflation adjustment.

[(2)] The funds distributed under paragraph (1) of this subsection shall be used to support the Career Counseling Program for Middle and High School Students established under § 7–126 of this article that is provided collaboratively by the workforce development board, the school, any other relevant State or local agencies, and employers.

(3) On or before June 30, 2024, and in each of the next 2 fiscal years, the local workforce development board, in collaboration with the county board and any other relevant State or local agencies, shall report to the Accountability and Implementation Board established under Subtitle 4 of this title on the use of the funds and the impact of the funds on providing career counseling.]

5–234.

(a) (1) Except as provided by paragraph (2) of this subsection and subsections (e) and (f) of this section, for each of the following programs, “minimum school funding” means at least 75% of the per pupil amount applicable to each of the following programs:

(i) The foundation program under § 5–213 of this subtitle;

- 1 (ii) The compensatory education program under § 5–222 of this
2 subtitle;
- 3 (iii) The English learner education program under § 5–224 of this
4 subtitle;
- 5 (iv) The special education program under § 5–225 of this subtitle;
- 6 (v) Public providers of prekindergarten under § 5–229 of this
7 subtitle;
- 8 (vi) Transitional supplemental instruction under § 5–226 of this
9 subtitle;
- 10 (vii) The comparable wage index grant under § 5–216 of this subtitle;
11 and
- 12 (viii) The college and career readiness program under § 5–217 of this
13 subtitle.

14 (2) Except as provided by subsection (e) of this section, for each of the
15 following programs, “minimum school funding” means 100% of the per pupil amount
16 applicable to each of the following programs:

- 17 (i) Private providers of prekindergarten under § 5–229 of this
18 subtitle; and
- 19 (ii) The per pupil grant under the concentration of poverty program
20 under § 5–223 of this subtitle.

21 (b) (1) For each school, the county board shall distribute the minimum school
22 funding amount for the applicable program multiplied by the school enrollment for the
23 applicable program.

24 (2) On or before July 1, 2024, for fiscal year 2025, and each July 1
25 thereafter, each county board shall report on the county board’s compliance with this
26 section to the Department and the Accountability and Implementation Board established
27 under Subtitle 4 of this title.

28 (3) A county board may request a waiver under § 5–406 of this title from
29 this provision for reasons including:

- 30 (i) A significant shift in total school–level enrollment between the
31 prior year and the current year;
- 32 (ii) A significant shift in school–level enrollment of at–promise
33 students between the prior year and the current year; [and]

(iii) A significant difference in the amount of funding provided through the formula and the amount of expenditures necessary for a category of at-promise students; **AND**

(IV) IF A SCHOOL HAS 350 OR FEWER TOTAL STUDENTS.

(f) For the purposes of this section, subsection [(a)(1)(iv)] **(A)(1)** of this section may be reported in the aggregate for each [county] **SCHOOL**.

5–402.

(a) Beginning on July 1, 2020, and continuing until June 30, 2032, there is an Accountability and Implementation Board.

(h) (1) The Board is not intended to usurp or abrogate:

(i) The operational authority of the Department, the Governor's Workforce Development Board, the Maryland Higher Education Commission, the Department of Commerce, or the Maryland Department of Labor; or

(ii) The day-to-day decision making of county boards, local superintendents, institutions of higher education, or other stakeholders with a role to play in the implementation of the Blueprint for Maryland's Future.

(2) **(I)** The Board may not usurp or abrogate the lawful collective bargaining process due educators and others in the State.

(II) ANY TERM OR CONDITION RELATING TO THE EMPLOYMENT OF SCHOOL PERSONNEL THAT IS SUBJECT TO THE COLLECTIVE BARGAINING PROCESS UNDER TITLE 6, SUBTITLE 4 OR 5 OF THIS ARTICLE SHALL CONTINUE TO BE COVERED BY THE COLLECTIVE BARGAINING PROCESS AND IS NOT UNDER THE BOARD'S AUTHORITY, UNLESS IT IS SPECIFICALLY ENUMERATED AS PART OF THE CAREER LADDER ESTABLISHED UNDER TITLE 6, SUBTITLE 10 OF THIS ARTICLE.

(3) (i) The Board shall have plenary authority over all matters within its jurisdiction under this subtitle, including the intended outcomes of the Blueprint for Maryland's Future.

(ii) **[In] SUBJECT TO PARAGRAPH (2) OF THIS SUBSECTION, IN** the event of a conflict between a decision or policy of the Board and the decision or policy of another entity on a matter within the Board's jurisdiction, the Board's decision or policy shall control.

6–1001.

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

(e) (1) “Teacher” means a certified public school employee who is primarily responsible and accountable for teaching the students in the class.

(2) “Teacher” does not include, unless otherwise provided:

(i) Curriculum specialists;

(ii) Instructional aides;

(iii) Attendance personnel;

(IV) PRINCIPALS;

(V) ASSISTANT PRINCIPALS;

[(iv)] (VI) Psychologists;

[(v)] (VII) Social workers;

[(vi)] (VIII) Clerical personnel;

[(vii)] (IX) An individual with a Resident Teacher Certificate; or

[(viii)] (X) An individual with a certification for career professionals.

6–1002.

(a) (1) On or before July 1, 2024, each county board shall implement a career ladder that meets the requirements of this subtitle.

(b) (1) There is a career ladder for educators in the State.

(e) The guiding principles for development of the career ladder are:

(1) Progression of teachers in a manner that incentivizes teachers to stay on the teacher track [rather than moving to the administrator track];

(2) A teacher salary that attracts new teachers to the profession;

(3) A teacher salary that incentivizes existing teachers to opt in to the career ladder;

(4) Teacher salary progression as performance increases as demonstrated by a teacher achieving NBC; and

(5) Incentives that are successful in all local school systems.

(f) The levels of the career ladder are as follows:

(3) Level three is:

(i) An NBC teacher; **OR**

(ii) If there is no assessment comparable to NBC for the teacher's subject area, a teacher with a master's degree in the teacher's subject area[; or

(iii) An assistant principal]; and

(4) Level four is[:

(i) A] A teacher on the teacher leadership track, in the following tiers:

[1.] (I) Lead Teacher;

[2.] (II) Distinguished Teacher; or

[3.] (III) Professor Distinguished Teacher]; or

(ii) A teacher on the administrator track, in the following tiers:

1. Licensed Principal; or

2. Distinguished Principal].

(i) The percentage of teachers who are Professor Distinguished Teachers [or Distinguished Principals] may not be more than 1% of the total number of all teachers.

6–1003.

[(a)] Beginning with teachers listed under § 6–1002(h)(3) of this subtitle, as specified by the State Board, a teacher on level one, two, or three of the career ladder shall:

(1) Teach in the classroom on average 60% of the teacher's working time; and

(2) Spend the remaining time on other teacher activities, including:

(i) Improving instruction;

1 (ii) Identifying, working with, and tutoring students who need
2 additional help;

3 (iii) Working with the most challenging students;

4 (iv) Working with students living in concentrated poverty; and

5 (v) Leading or participating in professional learning.

6 [(b) (1) An assistant principal is on level three of the career ladder and shall:

7 (i) Be an NBC teacher; or

8 (ii) Have an advanced professional certificate for administration.

9 (2) Beginning with teachers listed under § 6–1002(h)(3) of this subtitle, as
10 specified by the State Board, an assistant principal shall:

11 (i) Participate in classroom activity involving direct interactions
12 with students for at least 20% of their working hours; and

13 (ii) Spend a portion of the remaining time on other teacher related
14 activities, including:

15 1. Setting priorities for the subject level departments or
16 grade levels of the school; and

17 2. Fulfilling specialized roles, such as head of professional
18 development.

19 (3) The requirements of paragraph (2) of this subsection may not be
20 construed to require that an assistant principal be designated as a teacher of record.]

21 [6–1006.

22 (a) (1) There is an administrator track on level four of the career ladder.

23 (2) The primary purpose of the administrator track is to develop teachers
24 into principals.

25 (3) A teacher on the administrator track is responsible for managing
26 administrative functions in the school.

27 (b) (1) The first tier of the administrator track is a licensed principal.

(2) (i) The State Board, in consultation with the Professional Standards and Teacher Education Board, shall establish the criteria that a teacher shall meet to achieve the licensed principal tier.

(ii) The criteria under subparagraph (i) of this paragraph:

1. Except as provided in subparagraph (iii) of this paragraph and beginning on July 1, 2029, shall include a requirement that a teacher be an NBC teacher before the teacher may be a licensed principal; and

2. May include a requirement that a teacher shall complete an induction or training program for new principals.

(iii) The State Board, in consultation with the Professional Standards and Teacher Education Board, shall establish a process through which an individual may receive a waiver to serve as a licensed principal if the individual:

1. Is not an NBC teacher; but

2. Meets other qualifying criteria, as determined by the State Board, in consultation with the Professional Standards and Education Board.

(3) Beginning with teachers listed under § 6–1002(h)(3) of this subtitle as specified by the State Board, a licensed principal is encouraged to teach in the classroom for at least 10% of the principal's working hours.

(4) (i) When a licensed principal position becomes available in the county, a licensed principal shall be selected in accordance with this paragraph.

(ii) Throughout the process of selecting a licensed principal under this paragraph, priority shall be given to teachers who have experience teaching in schools that:

1. Reflect the racial and ethnic diversity of the State; or

2. Have received a grant under § 5–223 of this article.

(iii) Teacher leaders, other licensed principals, and distinguished principals in the county shall provide a list of qualified candidates to the local superintendent.

(iv) The local superintendent shall appoint a candidate from the list provided under subparagraph (ii) of this paragraph.

(c) (1) The second tier of the administrator track is distinguished principal.

1 (2) To be a distinguished principal, a teacher shall demonstrate the ability
2 to:

3 (i) Effectively identify, attract, lead, and retain highly professional
4 teachers;

5 (ii) Organize and manage a school in a way that incentivizes and
6 supports teachers to do their best work;

7 (iii) Set high standards for faculty and students and achieve the
8 standards set by others;

9 (iv) Work with stakeholders on the teacher's vision;

10 (v) Identify and help cultivate a teacher's potential for growth;

11 (vi) Help students, parents, and teachers embrace the goal for all
12 students to achieve internationally competitive standards;

13 (vii) Mentor and support other principals; and

14 (viii) Help other principals achieve higher levels of performance.

15 (3) Beginning with teachers listed under § 6–1002(h)(3) of this subtitle as
16 specified by the State Board, a distinguished principal is encouraged to teach in a classroom
17 for at least 10% of the principal's working hours.

18 (4) (i) When a distinguished principal position becomes available in the
19 county, a distinguished principal shall be selected in accordance with this paragraph.

20 (ii) Throughout the process of selecting a distinguished principal
21 under this paragraph, priority shall be given to licensed principals who have experience
22 teaching and serving as principals in schools that:

23 1. Reflect the racial and ethnic diversity of the State; or

24 2. Have received a grant under § 5–223 of this article.

25 (iii) Teacher leaders and other distinguished principals in the county
26 shall provide a list of qualified candidates to the local superintendent.

27 (iv) The local superintendent shall appoint a candidate from the list
28 provided under subparagraph (ii) of this paragraph.

29 (d) All licensed and distinguished principals shall:

(1) Be trained in and demonstrate capability with racial awareness and cultural competence, including:

(i) Teaching students and managing teaching faculty from different racial, ethnic, and socioeconomic backgrounds; and

(ii) Implementing restorative practices;

(2) Cultivate a school environment in which teachers:

(i) Develop cultural competence;

(ii) Enhance empathy and respect for students;

(iii) Work to eliminate biases and stereotypes; and

(iv) Provide instruction in a manner that assumes that all students regardless of their race, ethnicity, gender, or other characteristics are capable of the highest levels of academic achievement; and

(3) Be evaluated on their success in fostering the school environment in item (2) of this subsection.

(e) A county board may add a tier to the administrator track for district office directors.]

6–1007.

(e) A teacher may move from [one track of] the career ladder [to a different track] **INTO THE ADMINISTRATION** with the approval of the principal of the school in which they teach.

6–1009.

(a) (1) Subject to paragraph (2) of this subsection, beginning on July 1, 2022, teacher salary increases associated with the career ladder shall at a minimum include the following:

(i) Becoming an NBC teacher – \$10,000 salary increase;

(ii) An NBC teacher teaching at a low-performing school as identified by the county board – \$7,000 salary increase;

(iii) Becoming lead teacher – \$5,000 salary increase;

(iv) Becoming distinguished teacher – \$10,000 salary increase; **AND**

(v) Becoming professor distinguished teacher – \$15,000 salary increase[]; and

(vi) Becoming a distinguished principal – \$15,000 salary increase].

(2) (I) The teacher salary increases under paragraph (1) of this subsection do not apply to paragraph (1)(iii) through [(vi)] (V) of this subsection until § 6–1002(a) of this subtitle becomes effective as recommended by the Department and approved by the Accountability and Implementation Board.

(II) THE TEACHER SALARY INCREASES UNDER PARAGRAPH (1) OF THIS SUBSECTION DO NOT APPLY TO A PRINCIPAL OR AN ASSISTANT PRINCIPAL.

(b) (1) Salary increases associated with maintenance of an NBC are subject to collective bargaining in accordance with § 6–408 of this title.

(2) The State share for the following salary increases provided under paragraph (1) of this subsection shall not exceed the following amounts:

(i) Earning a first maintenance of NBC – [\$8,000] \$4,000 salary increase;

(ii) Earning a second maintenance of NBC – [\$7,000] \$4,000 salary increase; and

(iii) Earning a third maintenance of NBC – [\$6,000] \$3,000 salary increase.

6–1012.

(a) In this section, “nonclassroom [teacher] EDUCATOR” means a position in a school for which, if the individual earns NBC, the individual is eligible to join the career ladder, including:

(1) Administrators;

(2) Assistant principals;

(3) Instructional specialists; and

(4) Principals.

(b) (1) Except as provided under paragraph (2) of this subsection, each teacher or nonclassroom [teacher] EDUCATOR who pursues NBC shall receive from the State an amount equal to the National Board for Professional Teaching Standards fees associated with the initial completion and renewal of NBC.

(2) Each teacher and nonclassroom [teacher] **EDUCATOR** may only receive payment under this subsection for one retake of each assessment on the National Board for Professional Teaching Standards.

(c) Each county shall pay to the State one-third of the cost for each teacher or nonclassroom [teacher] **EDUCATOR** who receives funds under subsection (b) of this section to pursue NBC.

(d) (1) A teacher or a nonclassroom [teacher] **EDUCATOR** who does not complete all the requirements for assessment by the National Board for Professional Teaching Standards shall reimburse the State the full amount of the funds received under subsection (b) of this section.

(2) The State shall reimburse the county the amount received under subsection (c) of this section on receipt of the reimbursement from a teacher or nonclassroom [teacher] **EDUCATOR** under paragraph (1) of this subsection.

(3) The provisions of paragraph (1) of this subsection do not apply to a teacher or nonclassroom [teacher] **EDUCATOR** who completes all the requirements for assessment by the National Board for Professional Teaching Standards but does not obtain NBC.

[7–127.

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

(2) “CTE Committee” means the Career and Technical Education Committee established under § 21–207 of this article.

(3) “Local career counseling agreement” means a memorandum of understanding between a county board, a local workforce development board, a community college, and, if appropriate, an American Job Center to provide career counseling services.

(4) “Program” means the Career Counseling Program for Middle and High School Students.

(b) (1) There is a Career Counseling Program for Middle and High School Students.

(2) The purpose of the Program is to provide each middle school and high school student in the county with individualized career counseling services.

(c) (1) Each county board shall enter into a local career counseling agreement with the local workforce development board, the community college that serves the county, and, if appropriate, an American Job Center.

(2) Counseling provided under the local career counseling agreement shall help each student choose one or more post-college and career readiness pathways under § 7-205.1 of this title.

(d) Funding received by the county board for career counseling under Subtitle 2 of this title shall be spent in accordance with the agreement.

(e) The CTE Committee shall conduct an evaluation of each local career counseling agreement for best practices and disseminate its findings to all county boards, local workforce development boards, community colleges, and if appropriate, American Job Centers in the State.]

7-1A-01.

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

(k) “Tier I child” means a child:

(1) Who is 3 or 4 years old;

(2) (i) Whose family income is less than or equal to 300% of the federal poverty level; [or]

(ii) Who is a homeless youth;

(III) WHO HAS A DISABILITY; OR

(IV) WHO IS FROM A HOME IN WHICH ENGLISH IS NOT THE PRIMARY SPOKEN LANGUAGE; and

(3) Whose family chooses to enroll the child in full-day prekindergarten.

7-1A-06.

(d) Priority in expanding prekindergarten slots shall be provided to 3- and 4-year olds who are[:

(1)] Tier I children[;

(2) Children with disabilities, regardless of income; or

(3) Children from homes in which English is not the primary spoken language].

7-205.1.

(a) In this section, “CCR standard” means the college and career readiness standards established under this section.

(g) (1) Subject to [paragraph] **PARAGRAPHS (2) AND (4)** of this subsection, [beginning in the 2023–2024 school year,] each county board shall provide all students who meet the CCR standard required under subsection (c) of this section with access to the following post college and career readiness (post–CCR) pathways, at no cost to the student or the student’s parents, including the cost of any fees:

(i) A competitive entry college preparatory program, chosen by the county board, consisting of:

1. The International Baccalaureate Diploma Program;
2. The Cambridge AICE Diploma Program; or
3. A comparable program consisting of Advanced Placement courses specified by the College Board;

(ii) A program that allows a student, through an early college program or dual enrollment at a student’s high school and an institution of higher education to earn:

1. An associate degree; or
2. At least 60 credits toward a bachelor’s degree; and

(iii) A robust set of career and technology education programs that are recommended by the CTE Skills Standards Advisory Committee and approved by the CTE Committee and that allow students to complete:

1. A credit or noncredit certificate or license program, course, or sequence of courses, including a program, course, or courses taken through dual enrollment under § 15–127 of this article, at a secondary or postsecondary institution, through an Advanced Placement course at a secondary institution, or through an apprenticeship sponsor that leads to an industry recognized occupational–credential or postsecondary certificate;
2. A registered apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor; or
3. A youth apprenticeship program, under Title 18, Subtitle 18 of this article.

(2) (I) [Each] SUBJECT TO SUBPARAGRAPH (II) OF THIS PARAGRAPH, EACH public high school shall provide access to the programs described under paragraph (1) of this subsection through that public school or through another public school in the county.

(II) 1. EXCEPT AS PROVIDED IN SUBSUBPARAGRAPH 2 OF THIS SUBPARAGRAPH, A COUNTY BOARD MAY DEVELOP AND ESTABLISH INCOME ELIGIBILITY GUIDELINES AND PROCEDURES FOR PAYMENT OF COSTS FOR THE POST-CCR PATHWAY UNDER PARAGRAPH (1)(I) OF THIS SUBSECTION.

2. A STUDENT WITH A FAMILY INCOME THAT MEETS ELIGIBILITY GUIDELINES TO QUALIFY FOR FEDERAL FREE AND REDUCED PRICE MEALS SHALL BE PROVIDED ACCESS TO THE POST-CCR PATHWAY UNDER PARAGRAPH (1)(I) OF THIS SUBSECTION AT NO COST TO THE STUDENT OR THE STUDENT'S PARENTS.

(3) (i) Each student who meets the CCR standard required under subsection (c) of this section shall be enrolled in at least one post-CCR pathway described in paragraph (1) of this subsection.

(ii) Each student who enrolls in a post-CCR pathway shall remain enrolled in the student's public high school.

(iii) Each public high school shall provide to every student, regardless of whether the student is enrolled in a post-CCR pathway, the full range of services to which the student is entitled, including:

1. Personal, career, and academic advising; and

2. Counseling, in accordance with § 7-126 of this title, to help the student choose one or more post-CCR pathways, or courses within a post-CCR pathway, that fits with the student's educational and career goals.

(iv) Priority for counseling and advising services described under subparagraph (iii) of this paragraph shall be given to students who have not met the CCR standard by the end of 10th grade.

(v) Any high school graduation requirements that a student does not meet by the time the student has completed the assessment required under subsection (d) of this section shall be provided within the post-CCR pathway the student chooses.

(4) To phase in expansion of dual enrollment to maximize the number of students who can earn the maximum number of dual enrollment credits consistent with the phased increases in school funding, for fiscal years 2025 through 2027, the State Board and the Accountability and Implementation Board, in consultation with each local school system, may limit the number and types of courses that a student dually enrolled at the

1 student's public high school and at an institution of higher education may enroll in during
2 the school year at the institution of higher education as part of the post-CCR pathway in
3 accordance with paragraph (1) of this subsection and § 15-127 of this article.

4 (5) (i) The State Board shall adopt regulations to carry out this
5 subsection.

6 (ii) The regulations shall include standards that:

7 1. Guarantee, to the extent practicable, statewide uniformity
8 in the quality of the post-CCR pathways;

9 2. Meet the requirements of paragraph (1) of this subsection;
10 and

11 3. Require high school graduation credit to be awarded for
12 any programs administered in accordance with this subsection.

13 SECTION 2. AND BE IT FURTHER ENACTED, That it is the intent of the General
14 Assembly that there be an appropriate balance of shared and new costs between county
15 boards of education and community colleges for students who are dually enrolled in public
16 secondary schools and community colleges in the State.

17 SECTION 3. AND BE IT FURTHER ENACTED, That:

18 (a) The Accountability and Implementation Board shall study the effect of
19 National Board Certification on teachers in the State.

20 (b) The study required under subsection (a) of this section shall include:

21 (1) an analysis of whether teachers who have earned National Board
22 Certification produce greater student achievement outcomes compared to other similarly
23 situated teachers;

24 (2) information on the race, ethnicity, gender, and age of teachers who have
25 obtained National Board Certification compared to the total population of teachers; and

26 (3) the feasibility of using additional, comparable teacher achievements
27 associated with student achievement and available to teachers of every background.

28 (c) On or before January 1, 2026, the Board shall report the results of its study to
29 the Governor and, in accordance with § 2-1257 of the State Government Article, the
30 General Assembly.

31 SECTION 4. AND BE IT FURTHER ENACTED, That:

1 (a) The State Department of Education shall conduct an adequacy study on
2 Maryland's special education funding.

3 (b) The adequacy study required under subsection (a) of this section shall
4 examine and make recommendations on:

5 (1) the adequacy of the foundation program as a mechanism to prevent
6 inappropriate referrals to special education and to narrow achievement gaps between
7 students with disabilities and their peers of the same age;

8 (2) whether a formula that uses multiple weights for special education
9 funding based on a student's disability or a student's needed level of support and services
10 is feasible;

11 (3) whether the requirement that schools receive "minimum school
12 funding" under § 5-234 of the Education Article is a feasible method of ensuring that
13 students with disabilities receive adequate funding;

14 (4) how the timing of funding disbursements aligns with the needs of
15 students with disabilities throughout the school year;

16 (5) the cost of student transportation and whether it is accurately reflected
17 in the funding formula; and

18 (6) the costs of nonpublic school placements for students with disabilities
19 and how the State and local cost-sharing formula works for these students.

20 (c) (1) The Department may contract with a public or private entity to conduct
21 the adequacy study.

22 (2) If the Department chooses to contract with a public or private entity,
23 the Department must do so on or before July 1, 2026.

24 (d) On or before December 1, 2027, the Department shall report on the results of
25 the adequacy study to the Governor and, in accordance with § 2-1257 of the State
26 Government Article, the General Assembly.

27 SECTION 5. AND BE IT FURTHER ENACTED, That Section 1 of this Act shall be
28 construed to apply only prospectively and may not be applied or interpreted to have any
29 effect on or application to any public school employee contracts agreed to before the effective
30 date of this Act.

31 SECTION 6. AND BE IT FURTHER ENACTED, That this Act shall take effect July
32 1, 2025.

Attachment 2

HOUSE BILL 772

F1

5lr3172
CF 5lr2522

By: **Delegate Roberson**

Introduced and read first time: January 29, 2025

Assigned to: Ways and Means

A BILL ENTITLED

1 AN ACT concerning

2 **Education – Career Counseling Program for Middle and High School Students –**
3 **Alterations**

4 FOR the purpose of directing county boards of education to provide certain funding to local
5 workforce development boards to support the Career Counseling Program for Middle
6 and High School Students; altering a certain reporting requirement of local
7 workforce development boards; and generally relating to the Career Counseling
8 Program for Middle and High School Students.

9 BY repealing and reenacting, without amendments,
10 Article – Education
11 Section 5–213(a) and (b) and 7–127(b)
12 Annotated Code of Maryland
13 (2022 Replacement Volume and 2024 Supplement)

14 BY repealing and reenacting, with amendments,
15 Article – Education
16 Section 5–213(c)
17 Annotated Code of Maryland
18 (2022 Replacement Volume and 2024 Supplement)

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

21 **Article – Education**

22 5–213.

23 (a) Each fiscal year, the State shall distribute the State share of the foundation
24 program to each county board.

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



(b) Except as provided in subsections (c) and (d) of this section, each fiscal year, the county board shall distribute to each school the minimum school funding amount for the foundation program calculated under § 5–234 of this subtitle.

(c) (1) Each county board shall distribute to the local workforce development board for the county the following amount multiplied by the enrollment count in the county:

(i) For fiscal year 2024, \$62; and

(ii) For **[each of fiscal years 2025 and 2026] FISCAL YEAR 2025 AND EACH FISCAL YEAR THEREAFTER**, the prior fiscal year amount increased by the inflation adjustment.

(2) The funds distributed under paragraph (1) of this subsection shall be used to support the Career Counseling Program for Middle and High School Students established under **[§ 7–126] § 7–127** of this article that is provided collaboratively by the workforce development board, the school, any other relevant State or local agencies, and employers.

(3) On or before June 30, 2024, and **[in each of the next 2 fiscal years] EACH JUNE 30 THEREAFTER**, the local workforce development board, in collaboration with the county board and any other relevant State or local agencies, shall report to the Accountability and Implementation Board established under Subtitle 4 of this title on the use of the funds and the impact of the funds on providing career counseling.

7–127.

(b) (1) There is a Career Counseling Program for Middle and High School Students.

(2) The purpose of the Program is to provide each middle school and high school student in the county with individualized career counseling services.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2025.

Attachment 3

The Honorable Wes Moore
Governor of Maryland
State House, 100 State Circle
Annapolis, MD 21401



November 27, 2024

Dear Governor Moore,

As the top public education leaders in Maryland, and strong supporters of the *Blueprint for Maryland's Future*, we are writing to respectfully request the opportunity to collaborate with you on potential adjustments to the Blueprint in light of its impact on the State's looming fiscal crisis.

The bold trajectory set forth by the Blueprint has inspired significant progress and optimism; however, the challenges we face require partnership and pragmatic solutions to ensure both the sustainability of the Blueprint, the fiscal health of the State, and most importantly, the academic success of our students.

As the chief executives of our school districts, we understand and respect your difficult budget dilemma. In addition to being the chief fiscal stewards of our districts, we are also on the ground dutifully implementing the Blueprint, while continuing to battle the ongoing academic and societal challenges caused by the pandemic. Despite these setbacks, we remain steadfast in our commitment to advancing the Blueprint's transformative goals. We are your commanders in the field, and we offer our experiences and expertise regarding any modifications as we navigate this critical moment.

After three years of implementation, we can celebrate early successes, but it is clear that adjustments are needed. Adjustments are not to compromise the mission of the Blueprint, but ensure its long-term success. The Blueprint has set an ambitious and innovative path forward, and while every pillar of the plan is transformative, the collective implementation has proven complex and uneven across Maryland's diverse school districts.

We can offer modifications to the Blueprint that are grounded in real-world experiences, data analysis, and the guiding principle of enhancing **student growth** and **achievement**. As stewards of this historic investment in education, we must ensure that:

- The return on investment for every Blueprint initiative supports measurable student success.
- Human and fiscal resources are being utilized effectively to produce results.
- Ongoing evaluation and "course corrections" are embraced to adapt to emerging challenges, while maintaining the innovative spirit of the Blueprint.

We urge you to work with us to assess whether current and future expenditures under the Blueprint are producing the intended outcomes and to explore adjustments that align with the State's financial

realities. We stand ready to work with you, legislative leaders, and our State Board of Education and Accountability and Implementation Board partners to evaluate progress, identify inefficiencies, and prioritize spending where it will have the greatest impact on student achievement.

In addition to ensuring the academic success of Maryland's students, we must voraciously advocate for adequate funding of public schools. In fact, this critical responsibility is enshrined in COMAR 4-205(g)(5): *The County Superintendent shall try in every way to awaken public interest and improve educational conditions....* and in COMAR 4-205(k)(2): *The County Superintendent shall seek in every way to secure adequate funds from local authorities for the support and development of the public schools....* We take these responsibilities seriously and will continue to advocate for necessary resources to ensure student success.

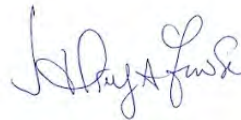
Governor Moore, the stakes are high, but the opportunities are immense. We urge you to let us be your partners to address the State's budgetary challenges while safeguarding and strengthening the future of Maryland's public education system.

We look forward to your partnership. Our Executive Director, Mary Pat Fannon, will be in touch to continue this important conversation with our organization, representing Maryland's twenty-four public school superintendents.

Sincerely,



Dr. Andrae Townsel, President
Superintendent, Calvert County



Dr. Jeffrey A. Lawson, Past-President
Superintendent, Cecil County



Dr. David Sovine, President-Elect
Superintendent, Washington County



Dr. Myriam Rogers, Secretary
Superintendent, Baltimore County



Dr. Maria Navarro, Legislative Chair
Superintendent, Charles County

Cc: The Honorable Bill Ferguson, President of the Senate
The Honorable Adrienne Jones, Speaker of the House
Maryland Local Superintendents
Dr. Carey Wright, State Superintendent, MSDE
Members of the State Board of Education (via Zachary Hands, Executive Director)
Members of the Accountability and Implementation Board (via Rachel Hise, Executive Director)
The Honorable Guy Guzzone, Chair, Senate Budget and Taxation Committee
The Honorable Jim Rosapepe, Vice Chair, Senate Budget and Taxation Committee
The Honorable Ben Barnes, Chair, House Appropriations Committee
The Honorable Mark Chang, Vice Chair, House Appropriations Committee
The Honorable Brian Feldman, Chair, Senate Education, Energy, and the Environment Committee
The Honorable Cheryl Kagan, Vice Chair, Senate Education, Energy, and the Environment Committee
The Honorable Vanessa Atterbeary, Chair, House Ways and Means Committee
The Honorable Jheanelle Wilkins, Vice Chair, House Ways and Means Committee
Helene Grady, Secretary, Department of Budget and Management



PSSAM Legislative and Policy Recommendations

The Blueprint for Maryland's Future

The Blueprint for Maryland's Future creates a bold trajectory for Maryland's public education system. As the state's top educators, we stand behind the Blueprint and applaud those who have fought hard to make this vision a reality.

We have gained invaluable experience and insight after three years of implementation - celebrating early successes, but also experiencing frustrations and challenges. Our requests for policy and legislative changes are the result of the real experiences from education experts doing the Blueprint "work" every day in school buildings and leadership offices. Our experiences in education reform have taught us that it is not enough to put a program in place, but to evaluate its effectiveness and make adjustments along the way.

The Blueprint's goals are achievable, but the implementation needs to be streamlined and realistic with clearer expectations and guidance from State leaders. While it is too early for a complete evaluation of our work, we believe these valuable lessons should be considered, and our recommendations for changes embraced as "course corrections" to ensure long-term success.

This document includes requests for policy adjustments we believe can be made by the State Board of Education (SBOE) and/or the Accountability and Implementation Board (AIB) without statutory changes, or within the AIB's plenary authority.

Part of the Blueprint's innovative approach is that every Pillar is transformative; but, it is the coalescence of these five Pillars that will create dynamic outcomes and achievements. In practice, it is also this coalescence that has been one of the biggest challenges to successful implementation. In addition, each of Maryland's twenty-four Local Education Agencies (LEAs) has a different starting point and growth trajectory. The Blueprint tends to have a one-size approach that does not "fit all," especially in districts that were previously demonstrating efficiency and excellence in many areas of the Blueprint.

Our Core Mission and Measure of Success - Student Growth and Achievement

The recommendations in these pages are the result of analysis of student data, qualitative experiences of educators and staff, and thoughtful contemplation of the following questions:

- How is this pillar/activity/initiative performing against ***Our Core Mission and Measure of Success - Student Growth and Achievement?***

- What has been accomplished that enhances and promotes *student achievement*?
 - What is new, or enhanced that has *worked*?
 - How have we demonstrated *progress*?
- What has challenged our ability to grow *student success*?
- What has been our '*Return on Investment (ROI?)*' on each activity?
 - Has the human and fiscal capital produced *results* that would have otherwise been unattainable?
 - Will further investments in an initiative achieve *student success*?

PSSAM, and its twenty-four superintendents, look forward to working with the State Board and AIB leadership, the Governor, the Legislature, and all education partners to guarantee the success of The Blueprint, ensuring a world-class and equitable public education for every Maryland student. For more information, please contact Mary Pat Fannon, Executive Director, at marypat.fannon@pssam.org.

This document is organized by Blueprint Pillar, numbered for ease of reference, and color coded to signify PSSAM's priorities (High; Medium; Low)

Pillar 1 - Early Childhood Education

successes!

There are now more than 31,378 students enrolled in publicly funded full-day pre-K programs, roughly 21% of Maryland's 3 and 4 year olds. Also, according to the AIB, the number of Judy Centers has increased from 53 to 86 since school year (SY) 20-21. Highlights from local school systems include Charles County that has almost doubled Pre-K enrollment since the 21-22 SY. Queen Anne's has used a three-year plan to expand full-day Pre-K for Tier 1 four-year-olds utilizing the PreK Expansion grant to allow for the expansion costs.

We propose to maintain the Blueprint's vision of a *mixed delivery PreK system* by creating clearer distinctions and expectations, between the public and private providers.

1. ***For LEA programs - focus public school expansion on Tier I four-year-olds*** for the next four years or until there is reliable data demonstrating that a critical mass of interested families are being served. This does not preclude public schools from serving all families, but removes the mandate that we keep expanding beyond Tier I; however, programs serving students outside of Tier I would not receive State funding. This allows LEAs autonomy in expansion decisions based on capacity, demand, and funding. ***This would also create a stronger business model for private providers to serve Tier I three-year-olds, as well all non-Tier I three and four-year olds*** and give MSDE flexibility to create targeted incentives for these unique providers (*legislation required*).

2. ***Remove the required participation percentage for the mixed delivery system and permanently shift the responsibility of supporting and cultivating private providers to MSDE.*** Public school systems are not equipped to develop educational programming or ensure profitable business models for private providers. Where appropriate, LEAs can be partners in elevating child development pedagogy and in referring families to available providers. The public school system was built to educate students in kindergarten through 12th grade. The forced relationship between public and private providers needs to be removed from the statute. Cultivating and supporting private providers should be a local decision dependent on capacity, not a mandated extension of the delivery of public education (*legislation required*).

3. ***Clarify that students experiencing homelessness, multilingual learners, and special education students are considered Tier I for funding purposes indefinitely (legislation required, or more affirmative policy guidance from the State Board of Education and the Accountability and Board, hereinafter referred to as “the Boards”).***

4. ***PreK Expansion Grant - allow for a portion of the Grant to be used to achieve an EXCELS rating.*** Currently, programs without an EXCELS rating self-fund until they receive an EXCELS rating; allowing "conditional" public programs to tap into this grant would accelerate the creation of available seats. ***In addition, opening the application process sooner*** would be hugely advantageous to all users since it would align more naturally with family decisions for fall enrollment (*requested SBOE policy change*).

5. ***Accreditation for PreK Teachers and Programs -*** we propose the Department reduce the pressure on PreK teachers and programs to complete two different accreditations (MSDE and EXCELS). ***We support requiring MSDE approval within one year (and attached to funding), and then allow for EXCELS to either be optional, (perhaps with a financial incentive) or give LEAs three years to complete their first EXCELS.*** EXCELS is an exceptional standard, but it requires over 200 pages of documentation and presents an unequal credentialing burden on PreK teachers (*SBOE policy change*).

 We further request ***clarification in writing that an EXCELS rating is ‘per school’ and not ‘per classroom’.*** This documentation would alleviate confusion among the various divisions that engage in early childhood education at the Department and in the LEAs (*SBOE policy change*).

6. Formally request that the Interagency Commission on School Construction program (IAC) ***revise the educational specifications*** so future school construction and design includes space for ***PreK*** in elementary school buildings, as well as establishing education specifications for standalone PreK classroom spaces (*SBOE/AIB support*).

Pillar 2 - Highly Qualified and Diverse Teachers and Leaders

successes!

Every LEA is on track to provide a \$60,000 starting salary for teachers beginning in FY '27, with most already achieving this pivotal milestone. In addition, all teachers in Maryland received a 10% salary increase by July 2024 as part of the Blueprint's goals to retain teachers and elevate the teaching profession. Teachers pursuing National Board Certification (NBC) increased 39% in SY23-24, with 11 of 24 LEAs in the top 25 of the country in terms of numbers of individuals pursuing NBC. Maryland is first in the country for the number of new teachers earning NBC and has the second highest number of teachers of color earning NBC ([AIB Highlights](#)). Highlights from local school systems include Somerset, which currently does not have any Nationally Board Certified Teachers, but enrolled their first cohort of teachers last year.

To ensure the Blueprint for Maryland's Future achieves its intended goals, targeted refinements to the Career Ladder and certification provisions are essential. A clear and actionable path forward will not only strengthen the framework but also address longstanding challenges in its implementation.

7. ***Amend the statute to remove administrators on the Career Ladder*** - remove Assistant Principals (APs) and Principals from the career ladder provisions. This adjustment aligns with the established bargaining structures in school systems, where teachers and administrators are represented by separate units. Declassifying APs and Principals as "teachers" would exempt them from teaching time and National Board Certification (NBC) requirements, which are not appropriate benchmarks for their roles. If aspects of NBC are deemed valuable for school administrators, they should be integrated into licensure standards and formalized through regulations set by the State Board of Education (*legislation required*).

Career Ladder Elements for Fiscal 2026 (July 1, 2025)

Long-established budget and bargaining timelines require that LEAs negotiate contracts for fiscal 2026 beginning in the fall of 2025. At this time, there is no final guidance or adopted policy for these final elements of the career ladder to be implemented beginning July 1, 2025. This delay creates significant challenges and uncertainty for LEAs and their bargaining partners.

Adding to this complexity, it is widely anticipated that the Governor and Legislature will take budgetary and legislative actions that will affect the Blueprint's career ladder mandates. Despite the uncertainty, LEAs have proactively engaged in planning for the phase-in of these provisions through pilot programs and resource analyses.

8. Given this uncertain landscape, ***we urge the Boards to endorse a "pause" in our***

negotiations regarding outstanding career ladder elements until the conclusion of the 2025 legislative session and the passage of the FY 2026 State budget. While we hesitate to establish any formal role for the Boards in our labor negotiations, we believe it is necessary that State leaders decisively and explicitly inform LEAs and unions of expectations during this tenuous and uncertain State budget environment. The language below reflects our intended actions over the next several months as LEAs approach their bargaining partners to discuss next steps.

“With the support of the Maryland State Board of Education and the Accountability and Implementation Board, it is the intention of XXXX County Public Schools and its partner bargaining units to pause negotiations on any remaining career ladder elements required in The Blueprint for Maryland’s Future until the conclusion of the 2025 session of the Maryland General Assembly and the passage of the FY 2026 State budget.

The Governor and the Legislature will be facing an historic budget imbalance during the 2025 legislative session and much of this imbalance rests on the State’s future spending obligations for the Blueprint for Maryland’s Future.”

9. ***Suspend all submissions related to career ladder provisions, including the 8 year phase-in plans for 60/40, the implementation of PAR, and Level 4 of the career ladder until a clearer fiscal and policy landscape emerges.*** Once that clarity is achieved, we ask the Boards to actively collaborate with LEAs and labor partners to establish reasonable timelines for future submissions to ensure both the Blueprint statute and collective bargaining statutes are managed in a collaborative fashion. These timelines should align with State and local budget calendars and honor established bargaining processes (***requested joint SBOE/AIB policy***).

Addressing these issues will provide much-needed stability and enable LEAs to focus on meaningful planning and implementation in the best interests of students and staff.

10. ***Maintenance of Certification*** - we propose a measured approach to the maintenance of certification. To mitigate the financial and administrative burden of recertification, ***the Legislature should consider reducing the State’s contribution to \$4,000 every five years or maintaining the current \$8,000 reimbursement but extending the recertification period to ten years,*** as originally envisioned by the Kirwan Commission. It is important to note that some LEAs have already negotiated these provisions in good faith and are relying on State reimbursements. Therefore, ***any changes should apply prospectively*** to avoid disrupting existing agreements (***legislation required***).
11. ***Study Narrative for the Blueprint’s Interim Evaluation*** - we urge the team conducting

the interim evaluation to *explore critical questions related to the effectiveness of NBC in teacher recruitment and student achievement*. Specifically, we recommend examining:

- The relationship between incentives and teacher recruitment with a focus on low performing schools;
- The relationship between NBC certification and student achievement outcomes;
- The impact of NBC on success rates for diverse teacher candidates;
- The suitability of NBC as an incentive and benchmark for teacher retention; and,
- The feasibility of additional, parallel pathways that better address the diverse needs of all educators. These options could include tailored solutions for veteran teachers, career changers, and those working in specialized areas such as special education, ESOL, or career and technical education (CTE).

This analysis would provide valuable insights to inform future AIB policy. Just as we would expect a school system to examine the return on investment in their strategic plan, or a principal to review the outcomes from a school improvement plan, we expect the same level of review and adjustment with The Blueprint (*request for AIB consideration*).

12. **Collective Bargaining** - It is essential that we maintain collective bargaining at the local level. We oppose any efforts to amend or expand the collective bargaining law or allow for greater influence and authority by the AIB or the Department in our negotiations. Additionally, we propose that *all items subject to collective bargaining include a waiver process to reconcile any conflicts or the tension between the two statutes* (*requested SBOE/AIB policy or legislation*).

These recommendations address critical gaps in the Blueprint's design and implementation, ensuring policies are better aligned with the realities faced by educators and administrators. We urge the Boards to act on these recommendations through appropriate legislative and regulatory actions. By taking these steps, we can enhance support for educators and administrators, maximize the Blueprint's impact, and advance educational equity and excellence across Maryland.

Pillar 3 - College and Career Readiness-Preparation

successes!

Dual enrollment, as well as course offerings, has grown significantly across the State. In addition, the number of students participating in the Apprenticeship Maryland Program increased from 124 in SY21-22 to 507 in SY22-23. Finally, over 322 career coaches were hired for career counseling programs in the 23-24 SY ([AIB Highlights](#)). Highlights from local school systems...in Harford County the trades are back in focus and student apprenticeships are in full swing for those with a career interest. Wicomico has had a

remarkable increase in dual enrollment at Wor-Wic Community College and Salisbury University. These popular programs are allowing high school students to enroll in college courses and a head start on their college education and a smooth transition into higher learning.

Based on current implementation, we feel strongly that there is a lack of emphasis (and funding) on meeting the needs of students who do not achieve CCR by 10th grade, or for students who chose to pursue Career and Technical Education (CTE) opportunities. In our opinion, providing funding for students who are only CCR has the opposite effect on the equity goals embedded in the theory of the Blueprint. Therefore, it is our strong recommendation that this pillar be correctly re-defined as “***College and Career Preparation***,” and include equal opportunities and funding for students on either pathway.

13. ***Career Counseling - allow LEAs the immediate discretion to discontinue the pilot*** partnerships with community colleges and workforce investment boards (WIBs) a year ahead of the pilot’s expiration. The implementation of this initiative has been problematic and inconsistent. Where it is working well, it is largely implemented by staff hired and trained by the districts and should be implemented within LEAs (***legislation required***).
14. ***Definition of CCR*** - we ask the Department and the State Board to ***revisit and revise*** the definition to include career credentials. Doing so will highlight the importance of non-college bound students (***requested SBOE policy***).
15. ***Dual Enrollment/Advanced Placement/International Baccalaureate/CTE - LEAs should have the flexibility to target funding for tuition and ancillary costs.*** If sufficient State funding is provided, require districts to cover all costs for ***income-eligible students***, but allow districts to limit costs for other students. The implications of unfettered access to all of these resources is not just poor policy, but fiscally negligent (***SBOE/AIB policy and/or legislation required***).
16. ***Dual Enrollment - Standardize MOUs with community colleges*** - analyze the appropriate balance of shared, and new costs, to ensure equity across the state; this analysis should include all State funding received by community colleges for dual enrollment students (***requested SBOE/AIB policy***).

Pillar 4 - Resources to Ensure All Students Are Successful

successes!

This year will bring a total of 621 community schools statewide and also represents an expansion of community schools to secondary schools for the first time, excluding Baltimore City which already had secondary programs. Locally, Prince George’s has created 109 Community Schools since 2019. Every school has a coordinator, who acts as a liaison between

the school and the community to establish and maintain partnerships; at least one full-time mental health provider who serves students and families and also conducts professional development for staff; and, a registered nurse (RN) is assigned to each community school.

Uncompensated Special Education & Transportation Spending

17. **Compel the MSDE, AIB, and a representative sample of the LEAs through the Joint Chairmen’s Report or some other legislative mechanism *to study differentiated levels of special education funding*, a model implemented in the majority of states. The study should also address:**
- The costs of special education in Maryland and its impact on the ability to fully fund the Blueprint at district levels;
 - The rising costs of special education in PreK students and the appropriate funding formula for these students (currently, these costs are assumed to be covered in the PreK per pupil funding allocation); and,
 - Revisit the Kirwan Commission’s assumption/conclusion that long-term special education costs would be reduced through the implementation of the Blueprint. In practice, this assumption is not materializing and its continued narrative is unhelpful in the evaluation of LEAs’ special education efforts.

Local school systems spend over \$1,038,848,168 in direct special education services that are *NOT* reimbursed by the state and federal governments ([see linked chart](#)). Every single school system would be able to fully implement the Blueprint and exceed its goals and expectations if they were able to fully use the Foundation as intended, without the need to use these funds to pay for profound deficits in special education.

We are well aware that the State budget will not support a marked increase in funding for special education. However, we are highlighting special education to tell the story of how this massive underfunding crowds out our ability to implement the Blueprint and “reallocate resources.”

In a similar way, it is important to note that there are many other factors that are not accounted for, or recognized in the “reallocation of resources” discussion. For example, food service costs, utilities, health care costs, facilities maintenance, debt service, etc. ***In particular, transportation costs also consume more than \$511,959,938 in “discretionary” funding that is not reimbursed or recognized in State and local funding formulas.***

18. ***Community Schools - Allow for a limited amount of funding to be used for fiscal management, compliance, district-wide contracts, and oversight.*** For ease of administration, consistency, and equity a percentage, such as 10% of total funds, seems the most appropriate; however, we are also open to sliding scale based on the number of schools in a district. We understand the hesitancy of our funders to allow for administrative spending, but its importance has been well documented and supported. In

fact, “the [Ford Foundation](#) emphasizes that organizations require steady, flexible funding so [they] can become more resilient and have the tools they need to respond to unexpected challenges and seize moments of opportunity.” Allowing a portion of these funds to scale “moments of opportunity” would provide exponential impact for a district’s network of community schools (*legislation required*).

19. ***Extend TSI funding past its current expiration in FY ‘26.*** With the adoption of the new Literacy Plan, these funds are more critical than ever to provide the appropriate level of resources (*legislation required*).
20. ***Expert Review Teams (ERT) - Reprogram this funding to MSDE to appropriately support the Blueprint’s implementation.*** As currently structured, these ERT visits are occurring too soon, without clear guidance and expectations, the “outcomes” are widely unknown, and the feedback loop lacking in consistency and extremely delayed. Feedback is hyper focused on issues that have little to no relevance to the Blueprint. Internal feedback indicates that these visits are not useful to the host schools and statewide, nothing has been undertaken to identify and disseminate best practices from the visits. Unfortunately, for the invested time and resources, the return on investment (student achievement), is low to negligible. This funding would be so much more productive if used to bolster the necessary staff at the Department to support the LEAs.

An alternative option would be to reduce the number of visits each year with clearer and targeted goals (perhaps in line with the literacy plans), and more skilled and consistent evaluation teams. The entire system should be restructured to avoid this continuing as an exercise in compliance that is not fostering any true change or academic success (*legislation required*).

21. ***Compel the MSDE, AIB, DBM, DLS and a representative sample of the LEAs through the Joint Chairmen’s Report or some other legislative mechanism to analyze the fiscal mandates of the Blueprint.***
 - Unlike the original analysis done by the Kirwan Commission and its consultants, this should include ALL components of funding education, including transportation, building maintenance, operating and capital funds for school security, health services, food services, employee and retiree health benefits.
 - This analysis should include forecasting of State and local revenues.
 - Special attention should be given to the student-based funding embedded in section 5-234 (*known as the 75/25 provision*) to see if it is working as expected, and if it is the most appropriate model for achieving equity and excellence.
22. ***Capital Funding for School Construction*** - Support a robust and enhanced CIP above the stagnant appropriation of \$450 million and indexed to inflation. The CIP needs to recognize and fund new capital mandates in the Blueprint - particularly PreK & CTE, as well as health suites and “partner spaces” for community schools (*SBOE/AIB support*).

Pillar 5 - Governance and Accountability

successes!

All LEAs have submitted two rounds of Blueprint Implementation Plans that are prominently displayed on each district's website. These plans were developed over hundreds of hours with local stakeholder "Blueprint" committees and collaboration at every level in each school system - academics, technology, CTE, and operations. According to the [AIB Highlights](#), in the SY23-24, Expert Review Teams (ERTs) and the Maryland Initiative for Literacy and Equity (MILE at University of Maryland and Morgan State University) visited a total of 133 schools, approximately 10% of schools in Maryland. This school year, visits are planned to approximately 150 schools, focused on elementary literacy and math instruction. Fiscal 2025 is also the inaugural (and beta) year for monthly school fiscal reporting through PowerSchool, demonstrating the flow of education funding to individual schools.

Local school districts need greater flexibility in budgeting. The implementation of the Blueprint has largely been an extreme exercise in compliance-driven and rigid budgeting. In addition, while there is a difference of opinion regarding the sufficiency of the Foundation funding, nearly every school district can demonstrate its deficiency in meeting the basic educational needs of a traditional student, and account for all necessary school operations.

Where there is, or can be, discretion in the Blueprint, we ask that MSDE and AIB respect the diversity of the twenty-four LEAs and their superintendents and local boards to appropriately manage resources to address their priorities. Many of the new reporting requirements have created a one-size-fits-all approach that does nothing to increase student achievement. Further, this approach has not fully embraced or acknowledged the expertise of local school finance officers, especially for the many districts that were already demonstrating efficiency and excellence. At this time, we see no return on this incredible investment of fiscal and human resources in academic progress.

23. ***Allow for the provisions of 5-234 to be aggregated at the school level***, instead of by individual Blueprint category. This would not solve our allocations concerns, but would reduce the accounting and human resources compliance burden in our monthly expenditure reporting. Aggregate reporting would also provide easier interpretation by the public. Lastly, this would maintain the integrity of the provision, demonstrating the appropriate funding following students to their schools (***legislation required***).
24. ***Provide a waiver of 5-234 for small schools***. As discussed above, it has been an universal experience that Foundation funding is insufficient to deliver all basic education needs for traditional students and operations of a school. This deficiency is exacerbated in small schools without significant 'special-populations.' With limited budgets, small schools find it nearly impossible to offer the same academic programming and enrichments as larger, more-resourced schools. While a "small-school supplement" providing for a baseline level of services would be an appropriate funding model to

consider, this waiver would be helpful in recognizing the unique budgeting needs of schools with 350 or fewer students, and allow for schools to legitimately look “over-resourced” by exceeding the 75/25 mandate (*legislation required*).

In developing these two proposals we have identified an ***important conversation to be had with the Boards regarding the unique funding circumstances for both small and large schools.***

There would be great value in discussing the possibility to waive 5-234 allocations for some subset of schools - for example, there are schools in one district where per pupil funding can be as much as three times that of its lowest funded school. If there were flexibility to waive some of the allocation requirements for those schools, while still creating safeguards to ensure schools with the highest needs are funded at significantly higher levels, resources could be freed up for small schools, or to address other unique discrepancies in individual school funding.

Implementation Guidance

Nothing has frustrated the local implementation efforts of the Blueprint more than the untimely and delayed guidance and instructions from both the Department and the AIB.

25. ***In order to strengthen our partnership and mutual respect for workloads and capacity, we ask that the Boards implement an ironclad policy that restricts the requirement of any report without appropriate time for submission and advanced guidelines or templates.*** Where this is not possible, timelines shall be extended. For initiatives that do not require the promulgation of regulations, we request that guidance and templates shall be provided to the LEAs in draft form 6 months before it is due, or in final form, no later than 4 months before a deadline (*SBOE/AIB policy*).

If a submission date is embedded in the statute and the Boards do not believe the AIB can exercise its plenary authority to adjust the timeline, we ask for a legislative change to allow for either Board to make these adjustments moving forward (*legislation required*).

26. ***No further education-related legislation shall be enacted without a mandate to adopt a new, or amend an existing state regulation or policy.*** Regulations allow new policies to be vetted by the public and local school systems. They also allow for a reasonable amount of time to implement initiatives following final adoption of the new regulations. All legislation should be drafted with a clear distinction between the new law’s effective date, the timeline for adoption of new or amended policies aligned with implementation, and the school year in which full implementation is to begin (*legislation required*).
27. ***Study Narrative for the Blueprint’s Interim Evaluation*** - we ask that the evaluation team address the number of reporting requirements and whether the reports are serving their intended purpose (*AIB policy*).

28. ***By legislation or Board policies***, direct the MSDE, AIB, DLS and a representative sample of the LEAs to:
- Undertake a ***comprehensive review of the current required 179 reports*** and updates that are required under the Blueprint and in compliance with existing requirements in the Education Article, COMAR, and joint AIB/MSDE established policies.
 - Undertake a comprehensive review of the Blueprint statute ***to clearly delineate responsibilities for the MSDE and AIB.***
29. Restructuring and clarifying the relationship of the MSDE and AIB would be very beneficial in the implementation of the Blueprint. We support legislation ***focusing the oversight and accountability of the Blueprint with the AIB, while reestablishing the MSDE and the State Board as the education policy-making entities.*** This change would clarify roles and responsibilities, and establish clear guidance to the LEAs that they are governed by the procedures and processes promulgated by the MSDE and the State Board ***(legislation required)***.
30. ***Staying focused and invested in the Blueprint.*** We need the Department, AIB, and General Assembly's partnership to ***resist any new programs or unfunded mandates*** that are not directly aligned with the Blueprint or funded appropriately. All new legislative initiatives should be discretionary and/or authorizing. The obligations and expectations on schools since the pandemic have exploded and the time for clear focus and dogged determination to ***educate*** our students ***has*** to rise to the highest priority.

For more information, please contact Mary Pat Fannon, Executive Director at marypat.fannon@pssam.org.

December 11, 2024

Senate Bill 852: <https://mgaleg.maryland.gov/mgaweb/site/Legislation/Details/SB0852>

House Bill 772:

<https://mgaleg.maryland.gov/mgaweb/site/Legislation/Details/hb0772?ys=2025RS>

HOUSE BILL 504

F1

(5lr0455)

ENROLLED BILL

— Appropriations and Ways and Means/Budget and Taxation and Education, Energy,
and the Environment —

Introduced by **The Speaker (By Request – Administration)**~~and Delegates~~
~~Hornberger, McComas, and Tomlinson~~

Read and Examined by Proofreaders:

Proofreader.

Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this

_____ day of _____ at _____ o'clock, _____ M.

Speaker.

CHAPTER _____

1 AN ACT concerning

2 **Excellence in Maryland Public Schools Act**

3 FOR the purpose of authorizing local governing bodies to exceed certain tax and revenue
4 limitations for a certain purpose; altering the definitions of “target per pupil
5 foundation amount”, “collaborative time per pupil amount”, “compensatory education
6 per pupil amount”, “English learner per pupil amount”, “special education per pupil
7 amount”, “growth in the target per pupil foundation amount”, and “change in the per
8 pupil amount” for certain fiscal years; ~~repealing certain provisions of law relating to~~
9 ~~the Interstate Agreement on Qualifications of Educational Personnel; altering the~~
10 ~~definitions of target per pupil foundation amount, collaborative time per pupil~~
11 ~~amount, and special education per pupil amount for certain fiscal years; altering the~~
12 source of funds for the Blueprint for Maryland’s Future Fund to include the interest
13 earnings of the Academic Excellence Fund; directing county boards of education to

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.

Underlining indicates amendments to bill.

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

Italics indicate opposite chamber/conference committee amendments.



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; ~~freezing certain increases in the Concentration of Poverty School Grant Program for certain fiscal years,~~ authorizing certain county boards of education to spend Concentration of Poverty School Grant Program grants on behalf of certain schools subject to certain criteria; and requiring the State Department of Education to conduct a certain evaluation of the Concentration of Poverty School Grant Program; modifying the school leadership training program; ~~establishing the Collaborative Time Innovation Demonstration Grant in the Department; modifying the school leadership training program;~~ authorizing the Department to establish a national teacher recruitment campaign for certain years; establishing the Maryland Teacher Relocation Incentive Grant in the Department; delaying the phase-in of the minimum percentage of time that teachers on a certain career ladder must teach in a classroom beginning on a certain date; 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; ~~altering the definition of wraparound services to include additional services provided by community schools;~~ authorizing a certain office in the Department to hire staff to support the Director of Community Schools; altering the requirements of an implementation plan for community schools; requiring local school systems to develop certain countywide community school implementation plans; requiring the Governor to submit a certain budget without revision; ~~requiring local school systems to develop certain countywide community school implementation plans;~~ establishing the Academic Excellence Program and the Academic Excellence Fund in the Department; altering the purpose and eligibility criteria of the Grow Your Own Educators Grant Program and altering the distribution and use of Grow Your Own Educators Grant Program grants ~~and altering the distribution and use of Grow Your Own Educators Grant Program grants;~~ requiring the Department to consult with a certain entity to support the development and implementation of grow-your-own programs; altering certain plans and requirements that a certain collaborative must develop or provide; prohibiting a local school system from reducing the compensation of certain teacher candidates; ~~providing that certain provisions of law regarding the issuance of an initial teaching certificate do not apply to certain teachers under certain circumstances; entering into the Interstate Teacher Mobility Compact for the purpose of authorizing regulated teachers who hold multistate licenses to teach in each member state; establishing requirements for multistate licensure; establishing the Interstate Teacher Mobility Compact Commission and its powers and duties; providing for the withdrawal from the Compact;~~ requiring the Department to contract with an independent entity to conduct a certain study of funding special education by a certain date; requiring the Department to consult with a certain

entity to evaluate a certain program and establish requirements for certain implementation plans; *requiring the Department to provide certain technical assistance to local education agencies for a certain fiscal year*; and generally relating to the Blueprint for Maryland's Future.

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

~~BY repealing~~

~~Article – Education~~

~~Section 6-601 through 6-604 and the subtitle “Subtitle 6. Interstate Agreement on Qualifications of Educational Personnel”~~

~~Annotated Code of Maryland~~

~~(2022 Replacement Volume and 2024 Supplement)~~

BY repealing and reenacting, without amendments,

Article – Education

Section ~~5-201(a), 5-201(a) and (c), 5-206(a), 5-222(a)(1), 5-224(a)(1), 6-1002(a)(1), 7-447.1(p)(1) and (3), 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), and 18-27A-05~~

Annotated Code of Maryland

(2022 Replacement Volume and 2024 Supplement)

BY repealing and reenacting, with amendments,

Article – Education

Section ~~5-104(d), 5-201(s), 5-201(e), 5-206(f) and (g)(2), 5-213, 5-222(a)(3), 5-223, 5-224(a)(3), 5-225, 6-124, 5-225, 6-124, 6-126, 6-1002(h), 7-447.1(p)(9), 8-313(a)(3) and (5), 8-3A-09(a)(3) and (4), 8-710(a)(2) and (4), 9.9-101 through 9.9-104, 18-27A-01 through 18-27A-04, and 18-27A-06~~

Annotated Code of Maryland

(2022 Replacement Volume and 2024 Supplement)

BY adding to

Article – Education

Section ~~5-210, 6-123.1, 6-130, and 6-131; 6-601 to be under the new subtitle “Subtitle 6. Interstate Teacher Mobility Compact”; 6-130, and 6-131; and 9.12-101 through 9.12-104 6-1101 through 6-1106 to be under the new title subtitle “Title 9.12. Subtitle 11. Academic Excellence Program”; and 7-910(a-1)~~

Annotated Code of Maryland

(2022 Replacement Volume and 2024 Supplement)

BY repealing and reenacting, without amendments,

Article – State Finance and Procurement

Section 6-226(a)(2)(i)

Annotated Code of Maryland
(2021 Replacement Volume and 2024 Supplement)

BY repealing and reenacting, with amendments,
Article – State Finance and Procurement
Section 6–226(a)(2)(ii)204. and 205. and 7–108
Annotated Code of Maryland
(2021 Replacement Volume and 2024 Supplement)

BY adding to
Article – State Finance and Procurement
Section 6–226(a)(2)(ii)206.
Annotated Code of Maryland
(2021 Replacement Volume and 2024 Supplement)

BY repealing and reenacting, with amendments,
Chapter 717 of the Acts of the General Assembly of 2024
Section 8(85) and (86)

BY adding to
Chapter 717 of the Acts of the General Assembly of 2024
Section 8(87)

~~SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,~~
~~That Section(s) 6–601 through 6–604 and the subtitle “Subtitle 6. Interstate Agreement on~~
~~Qualifications of Educational Personnel” of Article – Education of the Annotated Code of~~
~~Maryland be repealed.~~

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.

~~SECTION 2. AND BE IT FURTHER ENACTED~~ 1. BE IT ENACTED BY THE
~~GENERAL ASSEMBLY OF MARYLAND~~ 2. AND BE IT FURTHER ENACTED, That the
Laws of Maryland read as follows:

Article – Education

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.

5-201.

(a) In this subtitle, except as otherwise provided, the following words have the meanings indicated.

(s) "Target per pupil foundation amount" means:

(1) For fiscal year 2022, \$7,991;

(2) For fiscal year 2023, \$8,310;

(3) For fiscal year 2024, \$8,642;

(4) For fiscal year 2025, \$8,789;

(5) For fiscal year 2026, ~~[\$9,226]~~ ~~\$9,063~~;

(6) For fiscal year 2027, ~~[\$9,732]~~ ~~\$9,398~~ \$9,561;

(7) For fiscal year 2028, ~~[\$10,138]~~ ~~\$9,626~~ \$9,789;

(8) For fiscal year 2029, ~~[\$10,564]~~ ~~\$9,866~~ \$10,200;

(9) For fiscal year 2030, ~~[\$11,004]~~ ~~\$10,276~~ \$10,625;

(10) For fiscal year 2031, ~~[\$11,442]~~ ~~\$10,683~~ \$11,047;

(11) For fiscal year 2032, ~~[\$11,898]~~ **\$11,104** **\$11,483**;

(12) For fiscal year 2033, ~~[\$12,365]~~ **\$11,536** **\$11,931**; ~~and~~

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

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

~~**(13) FOR FISCAL YEAR 2034, \$11,946;**~~

~~**(14) FOR FISCAL YEAR 2035, \$12,369;**~~

~~**(15) FOR FISCAL YEAR 2036, \$12,808;**~~

~~**(16) FOR FISCAL YEAR 2037, \$13,259; AND**~~

~~[(13) (15)] (17)~~ For subsequent fiscal years, the target per pupil foundation amount for the prior fiscal year increased by the inflation adjustment rounded to the nearest whole dollar.

5–206.

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

(f) The Fund consists of:

(1) Revenue distributed to the Fund under Title 9, Subtitles 1D and 1E of the State Government Article and §§ 2–4A–02, 2–605.1, and 2–1303 of the Tax – General Article;

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

(3) INTEREST EARNED BY THE ACADEMIC EXCELLENCE FUND ESTABLISHED UNDER ~~§ 9.12–103~~ § 6–1105 OF THIS ARTICLE; and

~~[(3)] (4)~~ Any other money from any other source accepted for the benefit of the Fund.

~~(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.

1 5-210.

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

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

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

12 (B) BEGINNING DECEMBER 1, 2024, AND EACH DECEMBER 1 THEREAFTER,
13 FOR FISCAL YEAR 2026 AND EACH FISCAL YEAR THEREAFTER, IF THERE IS A
14 CUMULATIVE REDUCTION IN THE DECEMBER GENERAL FUND ESTIMATE AND THE
15 BLUEPRINT FOR MARYLAND’S FUTURE FUND ESTIMATE IN THE DECEMBER BOARD
16 OF REVENUE ESTIMATES REPORT FOR THAT FISCAL YEAR THAT IS AT LEAST 3.75%
17 BELOW THE MARCH GENERAL FUND ESTIMATE IN THE MARCH BOARD OF REVENUE
18 ESTIMATES REPORT FOR THAT FISCAL YEAR, NOTWITHSTANDING ANY OTHER
19 PROVISION OF LAW:

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

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

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

28 5-213.

29 (a) Each fiscal year, the State shall distribute the State share of the foundation
30 program to each county board.

31 (b) Except as provided in subsections (c) and (d) of this section, each fiscal year,
32 the county board shall distribute to each school the minimum school funding amount for
33 the foundation program calculated under § 5-234 of this subtitle.

(c) (1) Each county board shall distribute to the local workforce development board for the county the following amount multiplied by the enrollment count in the county:

(i) For fiscal year 2024, \$62; and

(ii) For ~~each of fiscal years 2025 and 2026~~ **FISCAL YEARS 2025 THROUGH 2028**, the prior fiscal year amount increased by the inflation adjustment.

(2) The funds distributed under paragraph (1) of this subsection shall be used to support the Career Counseling Program for Middle and High School Students established under ~~§ 7-126~~ **§ 7-127** of this article that is provided collaboratively by the workforce development board, the school, any other relevant State or local agencies, and employers.

(3) On or before June 30, 2024, and in each of the next ~~2~~ **4** fiscal years, the local workforce development board, in collaboration with the county board and any other relevant State or local agencies, shall report to the Accountability and Implementation Board established under Subtitle 4 of this title on the use of the funds and the impact of the funds on providing career counseling.

(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;

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

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

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

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

11 2. EMPLOYER SATISFACTION RATINGS OF STUDENT
12 PREPAREDNESS AND PERFORMANCE;

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

16 4. NUMBER OF NEW EMPLOYER COLLABORATIONS EACH
17 YEAR; AND

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

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

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

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

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

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

(d) (1) In this subsection, “collaborative time per pupil amount” means:

~~(i) For fiscal year [2026] 2030, \$163;~~

~~(ii) (I) For fiscal year [2027] 2031, \$334;~~

~~(iii) (II) For fiscal year [2028] 2032, \$512;~~

~~(iv) (III) For fiscal year [2029] 2033, \$698;~~

~~(v) (IV) For fiscal year [2030] 2034, \$891;~~

~~(vi) (V) For fiscal year [2031] 2035, \$1,093;~~

~~(vii) (VI) For fiscal year [2032] 2036, \$1,306;~~

~~(viii) (VII) For fiscal year [2033] 2037, \$1,527; and~~

(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

~~(ix) (VIII)~~ For each fiscal year thereafter, the collaborative time per pupil amount in the prior fiscal year increased by the inflation adjustment.

(2) The collaborative time per pupil amount multiplied by the enrollment count in each county shall be distributed to and expended by schools in each county in accordance with Title 6, Subtitle 10 of this article and the county’s collaborative time implementation plan approved by the Accountability and Implementation Board.

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

5-223.

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

(2) "Community school" means a community school under Title 9.9 of this
article.

(3) (i) Except as provided in subparagraph (ii) of this paragraph, “concentration of poverty level” means the average percentage of eligible students of the school’s enrollment for the 3 prior school years rounded to the nearest whole percent.

(ii) If the 3 prior school years includes the 2020–2021 school year, “concentration of poverty level” means:

1. The sum of the percentage of eligible students of the school’s enrollment for the 4 prior school years minus the 2020–2021 school year percentage of eligible students; divided by

2. Three; and

3. Rounded to the nearest whole percent.

(4) (i) “Eligible school” means:

1. For the personnel grant, a public school, including a public charter school, with a concentration of poverty level of:

A. For fiscal year 2020, at least 80%;

B. For fiscal year 2021, at least 75%;

C. For fiscal year 2022, at least 70%;

D. For fiscal year 2023, at least 65%;

E. For fiscal year 2024, at least 60%; and

F. For fiscal year 2025, and each fiscal year thereafter, at least 55%; and

2. For the per pupil grant, a public school, including a public charter school, with a concentration of poverty level of:

A. For fiscal year 2022, at least 80%;

B. For fiscal year 2023, at least 75%;

C. For fiscal year 2024, at least 70%;

D. For fiscal year 2025, at least 65%;

E. For fiscal year 2026, at least 60%; and

F. For fiscal year 2027, and each fiscal year thereafter, at least 55%.

(ii) “Eligible school” includes an alternative option program in the local school system if the students in the program are not included in the count of eligible students for another program or school to determine eligibility for the concentration of poverty grant.

(iii) “Eligible school” does not include a school that is eligible to receive funding under this section but has closed.

(5) “Eligible student” means the compensatory education enrollment as defined in § 5–222 of this subtitle in the second prior fiscal year rounded to the nearest whole number.

(6) “Locally funded county” means a county board that receives a compensatory education State share under § 5–221(c)(1)(ii) of this subtitle.

(7) “Needs assessment” means the assessment completed under § 9.9–104 of this article.

(8) “Per pupil grant amount” means, for all eligible schools in the county, the per pupil amount for each eligible school calculated under subsection (d) of this section multiplied by the number of eligible students in the school.

(9) “Per pupil maximum amount” means:

(i) For fiscal year 2022, \$3,374.48; and

(ii) For each subsequent fiscal year, the prior fiscal year amount increased by the inflation adjustment.

(10) “Program” means the Concentration of Poverty School Grant Program established under this section.

(11) “Sliding scale adjustment factor” means:

(i) For fiscal year 2022, \$7,422.33; and

(ii) For each subsequent fiscal year, the prior fiscal year amount increased by the inflation adjustment.

(12) “Sliding scale upper limit” means:

(i) For fiscal year 2022, \$13,495.15; and

(ii) For each subsequent fiscal year, the prior fiscal year amount increased by the inflation adjustment.

(13) “State funded county” means a county that is not a locally funded county.

(14) “Wraparound services” includes the wraparound services defined under § 9.9–101 of this article.

(b) (1) There is a Concentration of Poverty School Grant Program in the State.

(2) The purpose of the Program is to provide grants to eligible schools with a high concentration of eligible students.

(3) The Program consists of the:

(i) Personnel grant; and

(ii) Per pupil grant.

(c) (1) (i) [1.] For fiscal year 2022, the State shall distribute a personnel grant to each county board equal to \$248,833 for each eligible school in the county.

[2.] (II) In each subsequent fiscal year, the personnel grant equals the personnel grant in the prior fiscal year increased by the inflation adjustment.

[(ii)] (III) Except as provided in [subparagraph (iii) of this paragraph] **SUBSECTION (G) OF THIS SECTION**, each county board shall distribute directly to each eligible school the amount provided under paragraph (1)(i) **AND (II)** of this subsection.

[(iii) 1. Except as provided in subsubparagraph 2 of this subparagraph, if a local school system has at least 40 eligible schools, the county board may, on behalf of eligible schools, expend no more than 50% of the funds distributed by the State under this paragraph, provided that a plan is developed in consultation with the eligible schools that ensures that the requirements of paragraphs (2) through (8) of this subsection are met and the plan is submitted to the Accountability and Implementation Board in accordance with § 5–402 of this title.

2. Subsubparagraph 1 of this subparagraph does not apply to a public charter school unless the public charter school chooses to participate in the plan.]

(2) (i) Each eligible school shall employ one community school coordinator staff position in the eligible school.

1 (ii) 1. Each eligible school shall provide full-time coverage by at
2 least one professional health care practitioner during school hours, including any extended
3 learning time, who is a licensed physician, a licensed physician's assistant, or a licensed
4 registered nurse, practicing within the scope of the health care practitioner's license.

5 2. A health care practitioner providing coverage under this
6 subparagraph may work under a school health services program, a county health
7 department, or a school-based health center.

8 3. This subparagraph may not be construed to:

9 A. Require that an eligible school hire a full-time health care
10 practitioner staff position; or

11 B. Preclude the hiring of any other health care practitioners
12 that meet the needs of the students.

13 (3) Each eligible school shall use the personnel grant to fund the
14 requirements under paragraph (2) of this subsection.

15 (4) If the personnel grant provided to an eligible school exceeds the cost to
16 employ the positions and provide the coverage required under paragraph (2) of this
17 subsection, the eligible school may only use the excess funds to:

18 (i) Provide wraparound services to the students enrolled in the
19 eligible school;

20 (ii) Complete the needs assessment; and

21 (iii) In fiscal years 2021 through 2025, provide the requirements
22 under COMAR Title 13A, Subtitle 04, including 13A.04.16.01.

23 (5) (i) If an eligible school, prior to receiving a personnel grant, employs
24 an individual in a position or has the coverage required under paragraph (2) of this
25 subsection, at least the same amount of funds shall be provided to the eligible school to be
26 used for those positions or coverage after receiving a personnel grant.

27 (ii) If an eligible school satisfies subparagraph (i) of this paragraph,
28 then the school shall use the personnel grant in accordance with paragraph (4) of this
29 subsection.

30 (6) The community school coordinator shall be subject to the requirements
31 under § 9.9–104 of this article.

32 (7) A county that provides a school nurse, school health services, or
33 community school services from funds outside of those made in the fiscal year 2019 local

appropriation to the county board shall continue to provide at least the same resources to an eligible school through fiscal year 2030.

(8) If an eligible school becomes ineligible, the school shall remain entitled to the personnel grant for two school years after the school loses eligibility but may not receive the per pupil grant.

(9) The personnel and per pupil grant may be used through fiscal year 2027 to provide the programs required under COMAR Title 13A, Subtitle 04, including 13A.04.16.01.

(d) (1) (i) 1. Eligible schools with a concentration of poverty level of at least 80% shall receive a per pupil grant beginning in fiscal year 2022.

2. All other eligible schools shall receive the per pupil grant 1 year after becoming eligible and on completion of the needs assessment required under § 9.9–104 of this article.

(ii) Except as provided in paragraph (3) of this subsection, each eligible school shall receive a per pupil grant each fiscal year equal to the product of the total number of eligible students in the school and the per pupil amount based on the sliding scale under paragraph (2) of this subsection.

(2) (i) The sliding scale per pupil amount shall be calculated as provided in this paragraph.

(ii) For schools with a concentration of poverty level less than or equal to 55%, the per pupil amount is \$0.

(iii) For schools with a concentration of poverty level greater than 55% but less than 80%, the per pupil amount is equal to the product of the concentration of poverty level and the sliding scale upper limit minus the sliding scale adjustment factor.

(iv) For schools with a concentration of poverty level equal to or greater than 80% the per pupil amount is the maximum per pupil amount.

(3) Except as provided in paragraph ~~[(4)]~~ ~~(5)~~ of this subsection, each eligible school shall receive the following proportion of the per pupil grant calculated under paragraph (2) of this subsection rounded to the nearest whole dollar:

(i) For the 1st year of eligibility, 16%;

(ii) For the 2nd year of eligibility, 32%;

(iii) For the 3rd year of eligibility, 37%;

(iv) For the 4th year of eligibility, 55%;

(v) For the 5th year of eligibility, 66%;

(vi) For the 6th year of eligibility, 75%; and

(vii) For the 7th year of eligibility and each year of eligibility thereafter, 100%.

~~(4) (i) For fiscal years 2027 and 2028, increases in the proportion of the per pupil amount for each eligible school calculated under paragraph (2) of this subsection shall pause at the proportion eligible schools received in fiscal year 2026.~~

~~(ii) Beginning in fiscal year 2029, the increases in the proportion of the per pupil amount for each eligible school shall resume based on the amount the eligible school would have received in fiscal year 2027 as calculated under paragraph (3) of this subsection.~~

~~(4) (5)~~ Beginning in fiscal year ~~[2030]~~ 2032, each eligible school shall receive 100% of the per pupil grant calculated under paragraph (2) of this subsection rounded to the nearest whole dollar.

(e) (1) For a locally funded county each fiscal year, the State shall distribute the State share of the per pupil grant amount to each county board.

(2) For a State funded county:

(i) The State shall distribute 100% of the per pupil grant amount to each county board; and

(ii) There is no local share of the per pupil grant amount.

(3) Each fiscal year, the county board shall distribute to each school the minimum school funding amount for the per pupil grant amount calculated under § 5-234 of this subtitle.

(f) (1) [Each] EXCEPT AS PROVIDED IN SUBSECTION (G) OF THIS SECTION, EACH eligible school shall use the per pupil grant to provide wraparound services and other programs and services identified in the eligible school's needs assessment plan.

(2) [(i)] Except as provided in subparagraph (ii) of this paragraph, if a local school system has at least 40 eligible schools, the county board may, on behalf of the eligible schools, expend no more than 50% of the funds distributed for the per pupil grant, provided that a plan is developed in consultation with the eligible schools that ensures that

the requirements of paragraph (1) of this subsection are met and the plan is submitted to the Accountability and Implementation Board under § 5–402 of this title.

(ii) Subparagraph (i) of this paragraph does not apply to a public charter school unless the public charter school chooses to participate in the plan.

(3)] A local school system may request flexibility in distributing funds through [the Accountability and Implementation Board appeal process under § 5–406 of this title] **AN APPEALS PROCESS ESTABLISHED BY THE DEPARTMENT.**

(g) **(1) EXCEPT AS PROVIDED IN PARAGRAPH (2) OF THIS SUBSECTION ~~AND SUBJECT TO PARAGRAPH (3) OF THIS SUBSECTION~~, IF A LOCAL SCHOOL SYSTEM HAS AT LEAST ~~2~~ 10 ELIGIBLE SCHOOLS OR IF AT LEAST 35% OF A LOCAL SCHOOL SYSTEM'S SCHOOLS ARE ELIGIBLE SCHOOLS:**

(I) THE COUNTY BOARD MAY, ON BEHALF OF THE ELIGIBLE SCHOOLS, EXPEND NO MORE THAN ~~50% 40%~~ 50% OF THE FUNDS DISTRIBUTED FOR THE PROGRAM, PROVIDED THAT A PLAN IS DEVELOPED IN CONSULTATION WITH THE ELIGIBLE SCHOOLS THAT ENSURES THAT THE REQUIREMENTS OF SUBSECTIONS (C)(2) THROUGH (8) AND (F)(1) OF THIS SECTION ARE MET AND THE PLAN, CONSISTENT WITH THE REQUIREMENTS IN TITLE 9.9 OF THIS ARTICLE, IS SUBMITTED TO THE DEPARTMENT; AND

(II) ~~THE~~ IN EXPENDING FUNDS ON BEHALF OF AN ELIGIBLE SCHOOL A COUNTY BOARD MAY ~~NOT EXPEND A PORTION OF THE~~ SPEND FUNDS DISTRIBUTED FOR THE PROGRAM ~~ON CENTRAL ADMINISTRATIVE COSTS, INCLUDING TO BUT MAY~~ THAT DIRECTLY BENEFIT AN ELIGIBLE SCHOOL, INCLUDING TO:

1. PROVIDE CENTRAL SUPPORT TO EFFECTIVELY MANAGE PROGRAM FUNDS; ~~PROVIDE CENTRAL SUPPORT TO EFFECTIVELY MANAGE PROGRAM FUNDS;~~

~~2.~~ 2. ENTER INTO CONTRACTS WITH OUTSIDE SERVICE PROVIDERS THAT SUPPORT AT LEAST 2 ELIGIBLE SCHOOLS; ~~AND~~

~~3.~~ 2. 3. COORDINATE SPENDING ON BEHALF OF ELIGIBLE SCHOOLS UNDER SUBPARAGRAPH (I) OF THIS PARAGRAPH; ~~AND~~

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

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

(2) PARAGRAPH (1) OF THIS SUBSECTION DOES NOT APPLY TO A PUBLIC CHARTER SCHOOL UNLESS THE PUBLIC CHARTER SCHOOL CHOOSES TO PARTICIPATE IN THE PLAN.

(3) A COUNTY BOARD THAT EXPENDS FUNDS ON BEHALF OF ELIGIBLE SCHOOLS IN THE COUNTY IN ACCORDANCE WITH THIS SUBSECTION SHALL PROVIDE TO EACH ELIGIBLE SCHOOL:

(I) AN ITEMIZED LIST OF SERVICES PROVIDED FOR STUDENTS AND THEIR FAMILIES THAT MEET THE NEEDS IDENTIFIED IN THE NEEDS ASSESSMENT OF THE ELIGIBLE SCHOOL; AND

(II) THE AMOUNT OF FUNDING SPENT ON EACH SERVICE; AND

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

(4) (I) THE DEPARTMENT MAY ADOPT POLICIES AND PROCEDURES TO CARRY OUT THIS SUBSECTION.

(II) BY JULY 1, 2026, THE DEPARTMENT SHALL ADOPT REGULATIONS TO CARRY OUT THIS SUBSECTION.

(H) On or before October 1, 2021, and each October 1 thereafter, the Department shall submit to the Department of Budget and Management and the Department of Legislative Services the percentage and number of students at each school eligible for free or reduced price meals in the prior school year and each public school's eligibility for a grant under this program in the upcoming fiscal year.

[(h)] (I) (1) On or before August 15, 2025, and each August 15 thereafter, each community school coordinator of an eligible school shall submit to the Department [and the Accountability and Implementation Board] an evaluation that provides for the immediately preceding school year for the community school coordinator's eligible school:

(i) How funds provided under this section were allocated at the beginning of the school year compared to how the funds were actually used;

(ii) The numbers of:

1. Students identified as needing wraparound services;

2. Students and families provided with wraparound services, categorized by the type of service as described under § 9.9–101 of this article; and

3. Families, organizations, and community members who volunteered at the eligible school;

(iii) The rates of:

1. Chronic absenteeism; and

2. Student disciplinary action; and

(iv) Strategies for reducing the rate of chronic absenteeism identified under item (iii) of this paragraph.

(2) Each community school coordinator shall use the evaluation form developed by the Director of Community Schools under § 9.9–103 of this article.

(3) The Department [and the Accountability and Implementation Board] shall:

(i) ~~Make~~ TRANSMIT THE FINAL REPORT TO THE ACCOUNTABILITY AND IMPLEMENTATION BOARD AND MAKE ~~TRANSMIT THE FINAL REPORT TO THE ACCOUNTABILITY AND IMPLEMENTATION BOARD AND MAKE~~ publicly available each evaluation submitted under this subsection; and

(ii) On or before December 1, 2024, ~~jointly~~ submit a report to the General Assembly, in accordance with § 2–1257 of the State Government Article, on possible methods for ensuring that funds provided under this section are used appropriately and effectively.

(4) (I) ON OR BEFORE DECEMBER 1, 2028, THE DEPARTMENT SHALL CONDUCT A STATEWIDE EVALUATION OF THE PROGRAM.

(II) THE DEPARTMENT SHALL ~~TRANSMIT THE FINAL REPORT~~ SUMMARIZE THE RESULTS OF THE FINDINGS IN A REPORT THAT THE DEPARTMENT SHALL:

1. TRANSMIT TO THE ACCOUNTABILITY AND IMPLEMENTATION BOARD AND MAKE THE REPORT;

2. SUBMIT TO THE GENERAL ASSEMBLY IN ACCORDANCE WITH § 2–1257 OF THE STATE GOVERNMENT ARTICLE; AND

3. MAKE PUBLICLY AVAILABLE.

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.

(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.

[(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 [(1) Be:]

2 (i) For a duration of 12 months;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

19 1. SCHOOL PRINCIPALS;

20 2. SCHOOL ASSISTANT PRINCIPALS;

21 3. SCHOOL-BASED OR COUNTY BOARD LEADERS
22 INTERESTED IN DEVELOPING THE INSTRUCTIONAL LEADERSHIP SKILLS TO BECOME
23 AN EFFECTIVE SCHOOL PRINCIPAL OR ASSISTANT PRINCIPAL; AND

24 4. OTHER INDIVIDUALS THE DEPARTMENT OR COUNTY
25 BOARD DETERMINES COULD BENEFIT FROM THE ACADEMY.

26 (II) SCHOOL LEADERS WHO WORK IN OR ARE INTERESTED IN
27 TRANSFERRING TO A COMMUNITY SCHOOL OR A LOW-PERFORMING SCHOOL SHALL
28 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;

(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.

~~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.~~

~~(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%[;].~~

~~(H) BEGINNING IN FISCAL YEAR 2026, “SPECIAL EDUCATION
 PER PUPIL AMOUNT” MEANS THE FOLLOWING:~~

~~[(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%], \$18,424; 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.~~

~~6-123.1.~~

~~(A) IN THIS SECTION, "GRANT" MEANS THE COLLABORATIVE TIME INNOVATION DEMONSTRATION GRANT.~~

~~(B) (1) FOR FISCAL YEARS 2026 THROUGH 2029, THERE IS A COLLABORATIVE TIME INNOVATION DEMONSTRATION GRANT.~~

~~(2) (I) THE PURPOSE OF THE GRANT IS TO PROVIDE FUNDS TO ESTABLISH INNOVATIVE MODELS THAT CAN BE REPLICATED FOR TEACHER COLLABORATION AT THE SCHOOL OR LOCAL SCHOOL SYSTEM LEVEL THAT IMPROVE TEACHER RETENTION AND STUDENT LEARNING.~~

~~(II) INNOVATIVE MODELS MAY INCLUDE ELEMENTS, IN WHOLE OR IN PART, OF THE FOLLOWING:~~

~~1. A TEAM BASED, EXPERT LED STRUCTURE IN WHICH EDUCATORS SHARE THE WORK OF PLANNING FOR INSTRUCTION AND THE PROVISION OF STUDENT SUPPORTS, EDUCATING, AND SUPPORTING STUDENTS;~~

~~2. REDUCED WORKLOADS AND OPPORTUNITIES TO LEARN AND PRACTICE FOR NEW TEACHERS, TEACHERS IN LOW PERFORMING SCHOOLS, AND TEACHERS IN SCHOOLS RECEIVING THE CONCENTRATION OF POVERTY GRANT, GRADUALLY INCREASING TO FULL TEACHING RESPONSIBILITIES;~~

~~3. MODIFIED TEACHING SCHEDULES THAT ALLOW TIME FOR REFLECTION, COLLABORATION, AND STUDENT CONNECTIONS;~~

~~4. MEANINGFUL LEADERSHIP OPPORTUNITIES FOR EFFECTIVE, EXPERIENCED TEACHERS TO GROW IN THEIR CAREERS, EXTEND THEIR IMPACT, AND INCREASE THEIR COMPENSATION IN ALIGNMENT WITH THE CAREER LADDER; OR~~

~~5. FLEXIBLE SCHEDULES AND STAFFING PLANS THAT ALLOW FOR ADDITIONAL INSTRUCTIONAL TIME OR SMALLER GROUP SETTINGS FOR STUDENTS WHO NEED IT MOST.~~

~~(3) THE DEPARTMENT SHALL ADMINISTER THE GRANT.~~

~~(4) ALLOWABLE USES OF GRANT FUNDS INCLUDE:~~

~~(I) COMPENSATION FOR ADDITIONAL STAFF TO SUPPORT
TEACHER RELEASE TIME;~~

~~(II) PLANNING RELATED TO A NEW MASTER SCHEDULE AND
TEACHER STAFFING ASSIGNMENTS;~~

~~(III) PROFESSIONAL DEVELOPMENT;~~

~~(IV) TECHNICAL ASSISTANCE FROM AN APPROVED VENDOR;~~

~~(V) COSTS INVOLVED WITH INCREASED INTERACTIONS
BETWEEN TEACHERS AND OTHER SCHOOL PERSONNEL TO BENEFIT STUDENTS; AND~~

~~(VI) ANY OTHER USE APPROVED BY THE DEPARTMENT.~~

~~(c) (1) (i) A COUNTY BOARD MAY SUBMIT A PROPOSAL TO THE
DEPARTMENT TO RECEIVE A GRANT TO ESTABLISH AN INNOVATIVE MODEL THAT
FURTHERS THE PURPOSE OF THE GRANT.~~

~~(ii) TO BE ELIGIBLE FOR A GRANT, AN APPLICATION MUST BE
SUBMITTED WITH A COSIGNED AGREEMENT FROM THE COUNTY BOARD'S LOCAL
EMPLOYEE ORGANIZATION AS DEFINED UNDER § 6-401 OF THIS TITLE.~~

~~(iii) ONLY APPLICATIONS FOR NEW PROGRAMS NOT ALREADY IN
PLACE AT THE SCHOOL OR SYSTEM LEVEL ARE ELIGIBLE TO RECEIVE FUNDS.~~

~~(2) AN APPLICATION SHALL INCLUDE:~~

~~(i) A DESCRIPTION OF THE PROPOSED INNOVATIVE MODEL;~~

~~(ii) A FINANCIAL PLAN THAT DETAILS THE ESTIMATED TOTAL
COST, INCLUDING ANY ONE TIME COSTS, OF IMPLEMENTING THE PROPOSED
INNOVATIVE MODEL;~~

~~(iii) A DESCRIPTION OF THE GOALS AND METRICS USED TO
EVALUATE THE EFFICACY OF THE GRANT AND INNOVATIVE MODEL; AND~~

~~(iv) ANY OTHER INFORMATION REQUIRED BY THE
DEPARTMENT.~~

~~(3) THE DEPARTMENT SHALL ESTABLISH PROCESSES AND PROCEDURES FOR ACCEPTING AND EVALUATING APPLICATIONS.~~

~~(4) THE DEPARTMENT MAY ISSUE PLANNING GRANTS BEFORE AWARDING DEMONSTRATION GRANTS.~~

~~(5) THE DEPARTMENT SHALL ENSURE, TO THE EXTENT PRACTICABLE, DIVERSITY AMONG THE GRANTEEES FOR THE FOLLOWING CATEGORIES:~~

~~(I) GEOGRAPHIC LOCATION IN THE STATE;~~

~~(II) SIZE OF THE SCHOOL AND LOCAL SCHOOL SYSTEM; AND~~

~~(III) SCHOOL GRADE BAND TO INCLUDE A MIX OF ELEMENTARY, MIDDLE, AND HIGH SCHOOLS.~~

~~(6) ON OR BEFORE MARCH 1, 2026, THE DEPARTMENT SHALL MAKE INITIAL GRANT AWARDS.~~

~~(7) THE DEPARTMENT SHALL CONDUCT AN EVALUATION OF EACH GRANT AWARD TO DETERMINE WHETHER TO RECOMMEND THAT ONE OR MULTIPLE INNOVATIVE MODELS BE CONSIDERED AS A BEST PRACTICE TO BE REPLICATED.~~

~~(D) (1) ON OR BEFORE DECEMBER 1, 2027, THE DEPARTMENT SHALL SUBMIT AN INTERIM REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, TO THE GENERAL ASSEMBLY ON THE IMPLEMENTATION OF THE GRANT AWARDS AND WHICH INNOVATIVE MODELS HAVE DEMONSTRATED THE MOST SIGNIFICANT SUCCESS IN ACHIEVING THE PURPOSE OF THE GRANT.~~

~~(2) ON OR BEFORE DECEMBER 30, 2029, THE DEPARTMENT SHALL SUBMIT A FINAL REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, TO THE GENERAL ASSEMBLY ON THE IMPLEMENTATION OF THE GRANT AWARDS.~~

~~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.~~

~~[(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.~~

~~[(e)] (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;~~

~~[(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 SHALL BE:~~

~~(I) FOR A DURATION OF 12 MONTHS;~~

~~(II) COHORT BASED TO ENCOURAGE COLLABORATION AND SHARED LEARNING;~~

~~(III) TO THE EXTENT PRACTICABLE, JOB EMBEDDED TO ALLOW FOR APPLICATION OF KNOWLEDGE AND TECHNIQUES;~~

~~(IV) TAILORED TO PARTICIPANTS USING SELF DIAGNOSTICS AND SCHOOL LEVEL DIAGNOSTICS;~~

~~(V) EVIDENCE BASED IN ACCORDANCE WITH THE GUIDELINES FOR THE FEDERAL EVERY STUDENT SUCCEEDS ACT;~~

~~(VI) PROVIDED THROUGH BOTH IN PERSON AND VIRTUAL SESSIONS; AND~~

~~(VII) 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;~~

~~(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.~~

6-130.

(A) (1) THE DEPARTMENT IS AUTHORIZED TO ESTABLISH A NATIONAL
TEACHER RECRUITMENT CAMPAIGN TO BRING LICENSED AND PROSPECTIVE
TEACHERS TO THE STATE.

(2) THE CAMPAIGN SHALL END ON OR BEFORE JULY 1, 2029.

(3) THE PURPOSE OF THE CAMPAIGN IS TO BRING LICENSED AND
PROSPECTIVE TEACHERS TO THE STATE TO REDUCE THE NUMBER OF
CONDITIONALLY LICENSED TEACHERS AND MEET THE STATE'S TEACHER
WORKFORCE NEEDS TO IMPLEMENT COLLABORATIVE TIME.

(B) (1) BEGINNING JULY 1, 2025, THE DEPARTMENT SHALL CONSULT
WITH A NATIONAL EDUCATION NONPROFIT THAT HAS EXPERIENCE IN GUIDING
OTHER STATE EDUCATION AGENCIES IN TARGETED, STATE-BASED RECRUITMENT
CAMPAIGNS.

(2) THE ENTITY SELECTED UNDER PARAGRAPH (1) OF THIS
SUBSECTION SHALL SUPPORT THE DEPARTMENT IN THE DESIGN,
IMPLEMENTATION, AND EVALUATION OF THE CAMPAIGN, INCLUDING THE
DEVELOPMENT OF MARKETING MATERIALS AND PROCESSES TO HELP INTERESTED
TEACHER CANDIDATES TO BECOME A TEACHER IN THE STATE.

(3) THE ENTITY SHALL PROVIDE ONE-TO-ONE MENTORING AND
SUPPORT SERVICES TO PROSPECTIVE CANDIDATES AT NO COST TO THE CANDIDATE.

(4) THE CAMPAIGN SHALL INCLUDE PUBLIC SERVICE
ANNOUNCEMENT ADVERTISING, DIGITAL MARKETING, AND DIRECT OUTREACH TO
ENCOURAGE CANDIDATES TO TEACH IN THE STATE.

6-131.

(A) IN THIS SECTION, "GRANT" MEANS THE MARYLAND TEACHER
RELOCATION INCENTIVE GRANT.

(B) (1) THERE IS A MARYLAND TEACHER RELOCATION INCENTIVE GRANT.

(2) THE PURPOSE OF THE GRANT IS TO PROVIDE UP TO \$2,000 ~~IN REIMBURSEMENT TO PARTIALLY OFFSET THE COST FOR~~ TO INCENTIVIZE AN OUT-OF-STATE LICENSED TEACHER TO MOVE TO THE STATE ~~TO ADDRESS~~ IN ORDER TO:

(I) ADDRESS THE STATE'S TEACHER WORKFORCE SHORTAGE ~~AND REDUCE; AND~~

(II) REDUCE THE NUMBER OF CONDITIONALLY LICENSED TEACHERS IN CLASSROOMS.

(3) THE DEPARTMENT SHALL ADMINISTER THE GRANT.

(4) GRANTS MAY NOT BE AWARDED AFTER JUNE 30, 2029.

(C) (1) (I) A COUNTY BOARD MAY SUBMIT A PROPOSAL TO THE DEPARTMENT TO RECEIVE A GRANT FOR A CANDIDATE.

(II) TO BE ELIGIBLE FOR A GRANT, A CANDIDATE SHALL:

1. HAVE A SIGNED CONTRACT TO TEACH IN A PUBLIC SCHOOL IN THE STATE;

2. BE RECOGNIZED AS A LICENSED TEACHER IN A PUBLIC KINDERGARTEN, ELEMENTARY, MIDDLE, OR HIGH SCHOOL IN ANOTHER STATE TO PROVIDE INSTRUCTION IN A SPECIFIC SUBJECT AREA, GRADE LEVEL, OR FOR A SPECIFIC STUDENT POPULATION;

3. HOLD AN UNENCUMBERED LICENSE THAT IS NOT RESTRICTED, PROBATIONARY, PROVISIONAL, TEMPORARY, OR IN ANY WAY SERVES AS A SUBSTITUTE FOR FULLY LICENSED TEACHERS IN ANOTHER STATE; AND

4. AGREE TO TEACH IN A SCHOOL THAT HAS RECEIVED FUNDING UNDER § 5-223 OF THIS ARTICLE FOR AT LEAST 2 YEARS AFTER RECEIVING THE GRANT.

(2) AN APPLICATION SHALL INCLUDE:

~~(I) ITEMIZED RECORDS OF EXPENSES THE CANDIDATE INCURRED DURING THE MOVE;~~

~~(H)~~ (I) A COPY OF THE TEACHER'S LICENSE HELD BY THE
CANDIDATE;

~~(HH)~~ (II) A COPY OF THE SIGNED CONTRACT BETWEEN THE
CANDIDATE AND THE COUNTY BOARD; AND

~~(IV)~~ (III) ANY OTHER INFORMATION REQUIRED BY THE
DEPARTMENT.

(3) THE DEPARTMENT SHALL ESTABLISH PROCESSES AND
PROCEDURES FOR ACCEPTING AND EVALUATING APPLICATIONS.

(4) ON OR BEFORE OCTOBER 1, 2025, THE DEPARTMENT SHALL
MAKE INITIAL GRANT AWARDS.

(D) ON OR BEFORE DECEMBER 30, 2029, THE DEPARTMENT SHALL SUBMIT
A REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1257 OF THE STATE
GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY ON THE IMPLEMENTATION OF
THE GRANT AWARDS, INCLUDING THE FOLLOWING INFORMATION:

(1) THE NUMBER OF GRANT APPLICATIONS RECEIVED;

(2) THE NUMBER OF GRANTS AWARDED; AND

(3) THE NUMBER OF OUT-OF-STATE TEACHERS RECRUITED TO THE
STATE AFTER THE IMPLEMENTATION OF THE GRANT.

6-1002.

(a) (1) On or before July 1, 2024, each county board shall implement a career
ladder that meets the requirements of this subtitle.

(h) (1) Subject to paragraph (2) of this subsection, teachers at each level or tier
of the career ladder shall teach in the classroom for a minimum percentage of their total
working time, as specified in this subtitle.

(2) The percentages referenced in paragraph (1) of this subsection shall
become effective in phases over ~~an 8-year~~ A 7-YEAR period beginning July 1, [2025] ~~2029~~
~~2026-2028~~, as specified by a county board on approval of the State Board.

(3) The following teachers shall be given priority for working time outside
the classroom as the percentages referenced in paragraph (1) of this subsection are phased
in:

(i) Newly licensed teachers, particularly new teachers in low-performing schools or schools that have a high concentration of students living in poverty; and

(ii) Teachers in schools that:

1. Are low-performing;
2. Have a high concentration of students living in poverty; or
3. Have large achievement gaps between subpopulations of students.

SUBTITLE 11. ACADEMIC EXCELLENCE PROGRAM.

6-1101.

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

(B) “COORDINATOR OF PROFESSIONAL LEARNING” MEANS AN EMPLOYEE OF THE DEPARTMENT WHO:

(1) IS A LICENSED EDUCATOR;

(2) DEVELOPS AND FACILITATES PROFESSIONAL LEARNING OPPORTUNITIES FOR EDUCATORS AND ADMINISTRATORS IN THE STATE; AND

(3) ~~AIMS TO IMPLEMENT EVIDENCE-BASED INSTRUCTIONAL PRACTICES IN THOSE ASSISTED~~ ASSISTS ADMINISTRATORS IN IMPLEMENTING EVIDENCE-BASED INSTRUCTIONAL PRACTICES.

(C) “FUND” MEANS THE ACADEMIC EXCELLENCE FUND.

(D) “INSTRUCTIONAL COACH” MEANS AN EMPLOYEE OF A LOCAL SCHOOL SYSTEM WHO:

(1) IS A LICENSED EDUCATOR;

(2) PROVIDES COACHING TO TEACHERS AND OTHER EDUCATION PROFESSIONALS TO IMPROVE INSTRUCTION; AND

1 (3) HELPS EDUCATORS INTEGRATE EVIDENCE-BASED PRACTICES
2 INTO THEIR PEDAGOGY.

3 (E) “PROGRAM” MEANS THE ACADEMIC EXCELLENCE PROGRAM.

4 (F) “REGIONAL PROJECT MANAGER” MEANS AN EMPLOYEE OF THE
5 DEPARTMENT WHO OVERSEES INSTRUCTIONAL COACHES AND COORDINATORS OF
6 PROFESSIONAL LEARNING IN A ~~PARTICULAR~~ DESIGNATED REGION.

7 6-1102.

8 (A) THERE IS AN ACADEMIC EXCELLENCE PROGRAM IN THE DEPARTMENT.

9 (B) THE PURPOSE OF THE PROGRAM IS TO ADDRESS CRITICAL ACADEMIC
10 NEEDS IN PUBLIC SCHOOLS AND ENSURE THAT MARYLAND STUDENTS HAVE
11 EQUITABLE ACCESS TO HIGH-QUALITY INSTRUCTION AND TARGETED ACADEMIC
12 SUPPORT BY:

13 (1) PROVIDING DIRECT COACHING SUPPORT TO TEACHERS AND
14 ADMINISTRATORS;

15 (2) ~~GUARANTEEING~~ ENSURING THAT THE COACHING SUPPORT IS
16 CONSISTENTLY CONDUCTED IN A MANNER THAT RESEARCH HAS ~~DETERMINED~~
17 SHOWN IS LIKELY TO RESULT IN POSITIVE STUDENT OUTCOMES; AND

18 (3) DELIVERING TARGETED PROFESSIONAL LEARNING
19 OPPORTUNITIES FOR EDUCATORS AND ADMINISTRATORS TO IMPLEMENT
20 EVIDENCE-BASED INSTRUCTIONAL PRACTICES.

21 (C) (1) UNDER THE PROGRAM, INSTRUCTIONAL COACHES AND
22 COORDINATORS OF PROFESSIONAL LEARNING SHALL PROVIDE EDUCATORS IN
23 SELECTED SCHOOLS WITH:

24 (I) COACHING TO IMPROVE INSTRUCTION AND THE
25 INTEGRATION OF EVIDENCE-BASED PRACTICES INTO THE CLASSROOM; AND

26 (II) ACCESS TO HIGH-QUALITY, JOB-EMBEDDED, AND
27 ~~SUSTAINED~~ TARGETED PROFESSIONAL LEARNING OPPORTUNITIES.

28 (2) UNDER THE PROGRAM, REGIONAL ~~PROJECT~~ PROGRAM
29 MANAGERS SHALL OVERSEE AND COORDINATE THE ACTIVITY OF INSTRUCTIONAL
30 COACHES AND COORDINATORS OF PROFESSIONAL LEARNING IN A DESIGNATED
31 REGION TO ENSURE THAT LOCAL NEEDS ARE CONSIDERED AND MET.

1 (D) THE DEPARTMENT SHALL ENTER INTO A COOPERATIVE AGREEMENT
2 WITH A COUNTY BOARD THAT ELECTS TO PARTICIPATE IN THE PROGRAM.

3 (E) (1) USING ACCOUNTABILITY DATA, THE DEPARTMENT, IN
4 COLLABORATION WITH PARTICIPATING LOCAL SCHOOL SYSTEMS, SHALL IDENTIFY
5 THE SCHOOLS THAT ARE MOST IN NEED OF SUPPORT FROM THE PROGRAM.

6 (2) THE DEPARTMENT SHALL PRIORITIZE *SELECTING* SCHOOLS
7 WITH:

8 (I) ~~LOW~~ LOW PROFICIENCY RATES; AND

9 (II) ~~SCHOOLS THAT HAVE SEEN DECLINING~~ *DECLINING*
10 ACHIEVEMENT RESULTS IN RECENT YEARS ~~WHEN SELECTING SCHOOLS FOR THE~~
11 ~~PROGRAM.~~

12 (3) WITHIN A SELECTED SCHOOL, ADMINISTRATORS SHALL WORK
13 WITH THE DEPARTMENT TO IDENTIFY THE TEACHERS AND OTHER EDUCATORS WHO
14 WILL BENEFIT MOST FROM THE PROFESSIONAL DEVELOPMENT OPPORTUNITIES
15 PROVIDED BY INSTRUCTIONAL COACHES.

16 (F) (1) DURING FISCAL YEARS 2026 AND 2027, THE PROGRAM SHALL
17 FOCUS ON EARLY LITERACY INSTRUCTION AND SUPPORT OF ELEMENTARY SCHOOL
18 EDUCATORS.

19 (2) IN SUBSEQUENT FISCAL YEARS, THE PROGRAM SHALL EXPAND
20 ITS FOCUS TO INCORPORATE OTHER ~~EDUCATIONAL~~ *ACADEMIC* TOPICS AND ~~OTHER~~
21 GRADE LEVELS, WITH PARTICULAR ATTENTION PAID TO FOUNDATIONAL
22 MATHEMATICS INSTRUCTION.

23 6-1103.

24 (A) (1) THE DEPARTMENT SHALL DEVELOP CRITERIA FOR THE
25 SELECTION OF INSTRUCTIONAL COACHES.

26 (2) AT A MINIMUM THE SELECTION CRITERIA SHALL INCLUDE:

27 (I) METHODS TO IDENTIFY HIGHLY QUALIFIED EDUCATORS
28 WITH EXPERTISE IN THE INSTRUCTIONAL TOPIC AND GRADE LEVEL FOR WHICH THE
29 EDUCATOR WILL BE PROVIDING COACHING; AND

1 (II) A MEANS TO ASSESS THE ~~CAPACITY~~ POTENTIAL OF AN
2 EDUCATOR FOR LEADERSHIP AND PROFESSIONAL DEVELOPMENT THROUGH
3 COACHING.

4 (3) A REGIONAL ~~PROJECT~~ PROGRAM MANAGER, IN COORDINATION
5 WITH A PARTICIPATING COUNTY BOARD, SHALL USE THE DEPARTMENT'S CRITERIA
6 TO SELECT INSTRUCTIONAL COACHES.

7 (B) (1) THE DEPARTMENT SHALL ESTABLISH A TRAINING PLAN FOR
8 INSTRUCTIONAL COACHES THAT PROVIDES EACH INSTRUCTIONAL COACH WITH THE
9 TOOLS TO SUPPORT EDUCATORS USING RESEARCH-BASED STRATEGIES TAILORED
10 TO THE NEEDS OF EACH EDUCATOR AND THE EDUCATOR'S STUDENTS.

11 (2) EACH INSTRUCTIONAL COACH SHALL BE TRAINED USING THE
12 DEPARTMENT'S TRAINING PLAN.

13 (C) AN INSTRUCTIONAL COACH SHALL OVERSEE EDUCATORS AT TWO TO
14 FOUR DIFFERENT PUBLIC SCHOOLS IN THE LOCAL SCHOOL SYSTEM IN WHICH THE
15 COACH WORKS.

16 (D) AN INSTRUCTIONAL COACH SHALL SUPPORT EDUCATORS BY
17 PROVIDING JOB-EMBEDDED FEEDBACK DESIGNED TO:

18 (1) LEAD TO LONG-TERM INSTRUCTIONAL IMPROVEMENT;

19 (2) ~~CREATE~~ ASSIST AN EDUCATOR IN CREATING A PEDAGOGY THAT IS
20 INDIVIDUALLY TAILORED TO MEET THE NEEDS OF EACH STUDENT, REGARDLESS OF
21 THE STUDENT'S LINGUISTIC STATUS, DISABILITY STATUS, OR BACKGROUND; AND

22 (3) ~~HELP CLOSE~~ CLOSE STUDENT ACHIEVEMENT GAPS.

23 6-1104.

24 (A) (1) ~~THE~~ UNDER THE PROGRAM, THE DEPARTMENT SHALL EMPLOY
25 REGIONAL ~~PROJECT~~ PROGRAM MANAGERS THROUGH THE PROGRAM TO OVERSEE
26 THE WORK OF INSTRUCTIONAL COACHES.

27 (2) EACH REGIONAL ~~PROJECT~~ PROGRAM MANAGER SHALL ENSURE
28 THAT INSTRUCTIONAL COACHES ARE MEETING LOCAL EDUCATOR AND STUDENT
29 NEEDS AND WORKING IN ALIGNMENT WITH STATE PRIORITIES, INCLUDING THE
30 PRINCIPLES FOR THE BLUEPRINT FOR MARYLAND'S FUTURE.

1 (3) REGIONAL PROGRAM MANAGERS SHALL SUPPORT
2 INSTRUCTIONAL COACHES BY PROVIDING:

3 (I) EVIDENCE-BASED TOOLS AND STRATEGIES AND
4 PROFESSIONAL DEVELOPMENT MATERIALS;

5 (II) AN ANALYSIS OF EDUCATOR PRACTICES AND STUDENT
6 OUTCOMES TO ENSURE THAT INSTRUCTIONAL COACHES PROVIDE SUPPORT IN A
7 TARGETED MANNER;

8 (III) ASSISTANCE WITH FAMILY AND COMMUNITY ENGAGEMENT;
9 AND

10 (IV) GUIDANCE TO ENSURE PROFESSIONAL DEVELOPMENT IS
11 RESEARCH-BASED AND DESIGNED TO REFLECT THE DIVERSE LINGUISTIC AND
12 CULTURAL NEEDS OF STUDENTS IN THE STATE.

13 (B) (1) BEGINNING IN FISCAL YEAR 2028, THE DEPARTMENT SHALL
14 EMPLOY COORDINATORS OF PROFESSIONAL LEARNING THROUGH THE PROGRAM.

15 (2) A COORDINATOR OF PROFESSIONAL LEARNING SHALL:

16 (I) ~~PROVIDE~~ PROVIDE PROFESSIONAL DEVELOPMENT TO
17 EDUCATORS AND ADMINISTRATORS IN A LOCAL SCHOOL SYSTEM BY ESTABLISHING
18 LEARNING MODULES AND THROUGH THE USE OF APPROPRIATE TOOLS AND
19 PLATFORMS; AND

20 (II) ~~AND COLLABORATE~~ COLLABORATE WITH ADMINISTRATORS
21 TO COLLECT DATA IN ORDER TO CREATE A PROFESSIONAL LEARNING PLAN THAT
22 ~~FITS~~ ALIGNS WITH THE NEEDS OF A SCHOOL.

23 ~~(3) A COORDINATOR OF PROFESSIONAL LEARNING SHALL ESTABLISH~~
24 ~~LEARNING MODULES AND OTHER TOOLS AND PLATFORMS TO PROVIDE~~
25 ~~PROFESSIONAL DEVELOPMENT OPPORTUNITIES TO ALL EDUCATORS IN A LOCAL~~
26 ~~SCHOOL SYSTEM.~~

27 6-1105.

28 (A) (1) THERE IS AN ACADEMIC EXCELLENCE FUND.

29 (2) THE PURPOSE OF THE FUND IS TO PROVIDE GRANTS TO ADDRESS
30 CRITICAL ACADEMIC NEEDS IN SCHOOLS, PARTICULARLY THOSE IDENTIFIED AS
31 LOW-PERFORMING.

1 **(3) THE DEPARTMENT SHALL ADMINISTER THE FUND.**

2 **(4) (I) THE FUND IS A SPECIAL, NONLAPSING FUND THAT IS NOT**
3 **SUBJECT TO § 7-302 OF THE STATE FINANCE AND PROCUREMENT ARTICLE.**

4 **(II) THE STATE TREASURER SHALL HOLD THE FUND**
5 **SEPARATELY, AND THE COMPTROLLER SHALL ACCOUNT FOR THE FUND.**

6 **(5) (I) THE FUND CONSISTS OF:**

7 ~~**(I)**~~ **1. MONEY APPROPRIATED IN THE STATE BUDGET TO**
8 **THE FUND; AND**

9 ~~**(II)**~~ **2. ANY OTHER MONEY FROM ANY OTHER SOURCE**
10 **ACCEPTED FOR THE BENEFIT OF THE FUND.**

11 **(II) MONEY FROM THE BLUEPRINT FOR MARYLAND'S FUTURE**
12 **FUND ESTABLISHED UNDER § 5-206 OF THIS ARTICLE MAY NOT BE TRANSFERRED**
13 **INTO THE FUND.**

14 **(6) THE FUND MAY BE USED ONLY FOR GRANTS TO COUNTY BOARDS,**
15 **INSTITUTIONS OF HIGHER EDUCATION, NONPROFIT ORGANIZATIONS, OR OTHER**
16 **ENTITIES FOR THE FOLLOWING PURPOSES:**

17 **(I) CONTRACTS WITH VENDORS TO PROVIDE SERVICES;**

18 **(II) TRAINING AND WORKSHOPS;**

19 **(III) PROGRAM IMPLEMENTATION;**

20 **(IV) ADMINISTRATIVE COSTS OF THE PROGRAM;**

21 **(V) PROGRAM EVALUATION AND REPORTING; AND**

22 **(VI) ANY OTHER COSTS APPROVED BY THE DEPARTMENT.**

23 **(7) (I) THE STATE TREASURER SHALL INVEST THE MONEY OF THE**
24 **FUND IN THE SAME MANNER AS OTHER STATE MONEY MAY BE INVESTED.**

25 **(II) ANY INTEREST EARNINGS OF THE FUND SHALL BE**
26 **CREDITED TO THE BLUEPRINT FOR MARYLAND'S FUTURE FUND UNDER § 5-206 OF**
27 **THIS ARTICLE.**

(8) EXPENDITURES FROM THE FUND MAY BE MADE ONLY IN ACCORDANCE WITH THE STATE BUDGET.

(B) EACH YEAR, THE DEPARTMENT SHALL COLLECT THE FOLLOWING DATA:

(1) THE TOTAL AMOUNT OF MONEY DISBURSED FROM THE FUND, DISAGGREGATED BY COUNTY; AND

(2) THE TOTAL NUMBER OF SCHOOLS SERVED BY THE FUND.

6-1106.

THE DEPARTMENT MAY ADOPT POLICIES, PROCEDURES, AND REGULATIONS TO CARRY OUT THIS TITLE.

7-447.1.

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

(p) (1) In this subsection, "Fund" means the Coordinated Community Supports Partnership Fund.

(3) The purpose of the Fund is to support the delivery of services and supports provided to students to meet their holistic behavioral health needs and address other related challenges.

(9) The Governor shall include in the annual budget bill the following appropriations for the Fund:

(i) \$25,000,000 in fiscal year 2022;

(ii) \$50,000,000 in fiscal year 2023;

(iii) \$85,000,000 in fiscal year 2024; ~~AND~~

(iv) ~~[\$110,000,000]~~ \$40,000,000 in fiscal year 2025; ~~and~~

(v) ~~[\$130,000,000]~~ ~~\$40,000,000~~ \$70,000,000 in fiscal year ~~2026]~~

~~2025; AND~~

(VI) \$100,000,000 IN FISCAL YEAR 2027 and each fiscal year thereafter.

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%;

(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%;

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

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

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

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

7 (4) “Target per pupil foundation amount” means the figure calculated for
8 each fiscal year by the Department in accordance with [§ 5-202] § 5-201 of this article.
9 8-710.

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

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

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

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

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

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

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

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

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

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

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

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

25 9.9-101.

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

(b) “Community school” means a public school that establishes a set of strategic partnerships between the school and other community resources that leverage shared accountability, collaborative leadership, capacity building, and authentic family and community engagement, using a student-centered framework to promote inclusive student achievement, positive learning conditions, and the well-being of students, families, educators, and the community through a variety of engaging practices including the provision of wraparound services.

(c) “School-community partnership” means a partnership between a local school system or an existing public school and a community-based organization or agency for the purpose of planning and implementing a community school.

(d) “Trauma-informed intervention” means a method for understanding and responding to an individual with symptoms of chronic interpersonal trauma or traumatic stress.

(e) “Wraparound services” ~~means~~ **INCLUDES:**

(1) Extended learning time, including before and after school, weekends, summer school, and an extended school year;

(2) Safe transportation to and from school and off-site learning opportunities, including apprenticeship programs;

(3) Vision, hearing, and dental care services;

(4) Establishing or expanding school-based health center services;

(5) Additional social workers, mentors, counselors, therapists, psychologists, and restorative practice coaches;

(6) Enhancing physical wellness, including providing healthy food for in-school and out-of-school time and linkages to community providers;

(7) Enhancing behavioral health services, including access to mental health practitioners and providing professional development to school staff to provide trauma-informed interventions;

(8) Providing family and community engagement and supports, including informing parents of academic course offerings, language classes, workforce development training, opportunities for children, and available social services as well as educating families on how to monitor a child’s learning;

(9) Establishing and enhancing linkages to Judy Centers and other early education programs that feed into the school;

(10) Enhancing student enrichment experiences, including educational field trips, partnerships, and programs with museums, arts organizations, and cultural institutions;

(11) OFFERING EVIDENCE-BASED IN-SCHOOL AND IN-PERSON TUTORING, PROVIDED DURING THE SCHOOL DAY;

(12) Improving student attendance **AND CHRONIC ABSENTEEISM;**

~~(12)~~ (13) Improving the learning environment ~~AND NUMBER OF HIGHLY QUALIFIED TEACHERS~~ at the school; ~~and~~

~~(13)~~ (14) Any professional development for teachers and school staff to quickly identify students who are in need of these resources; ~~AND~~

~~(14) OTHER SERVICES AS DEFINED BY THE DEPARTMENT IN GUIDANCE OR REGULATION.~~

9.9–102.

The purpose of a community school is to help students and families overcome the in-school and out-of-school barriers that prevent [children] **STUDENTS** from learning and succeeding over the course of their lives by having an integrated focus on academics, health and social services, youth and community development, and authentic family and community engagement.

9.9–103.

(a) There are community schools in the State.

(b) A community school shall:

(1) Promote active family and community engagement, including educational opportunities for adults and family members of students at the school who live in the neighborhood of the school;

(2) Have at least one community school coordinator, as described under § 9.9–104 of this title;

(3) Implement, in a manner responsive to the needs assessment required under § 9.9–104 of this title, expanded and enriched learning time and opportunities provided after school, during weekends, and in the summer that emphasize mastering

21st-century skills through practical learning opportunities and community problem-solving;

(4) Implement collaborative leadership and accountability practices that empower parents, students, teachers, principals, and community partners to build a culture of professional learning, collective trust, and shared responsibility using strategies such as site-based leadership teams and teacher learning communities;

(5) Have a parent teacher organization or a school family council; and

(6) Have a community school leadership team, including members who represent students, families, and educators.

(c) (1) There shall be a Director of Community Schools **WITHIN THE OFFICE OF COMMUNITY SCHOOLS AND EXPANDED LEARNING** Time in the Department.

(2) The Director of Community Schools in the Department shall coordinate professional development for community school coordinators at each community school.

(3) The Director of Community Schools shall support the outreach and implementation of State programs for children in community schools.

(4) (i) The Director of Community Schools shall create a common needs assessment tool that each community school coordinator shall use in order to complete the needs assessment required under § 9.9–104 of this title.

(ii) The Director of Community Schools shall consult with local school systems and members of the community schools' leadership teams in order to determine the correct content to include in the common needs assessment tool.

(5) The Director of Community Schools shall develop an evaluation form to be used by [community school coordinators] **LOCAL SCHOOL SYSTEMS** to complete the evaluation required under § 5–223 of this article.

(6) In addition to the funding provided for the Director of Community Schools position in the Department, the Governor may include in the annual budget bill an appropriation [of at least \$100,000] to the Department for the Director of Community Schools to provide training and technical assistance to community schools and for additional staff.

(7) THE OFFICE OF COMMUNITY SCHOOLS AND EXPANDED LEARNING TIME MAY HIRE STAFF TO SUPPORT THE DIRECTOR OF COMMUNITY SCHOOLS IN PROVIDING DIRECT GUIDANCE AND DIRECTION TO LOCAL SCHOOL SYSTEMS AND COMMUNITY SCHOOL COORDINATORS.

9.9–104.

1 (a) (1) A community school shall have an experienced and qualified
2 community school coordinator who:

3 (i) Is hired at the appropriate administrative level;

4 (ii) Understands, respects, and demonstrates a high degree of
5 cultural awareness of and competency in the diversity in the community and in
6 cross-cultural practice with stakeholders; and

7 (iii) May be employed by the school district.

8 (2) A community school coordinator may be a social worker.

9 (b) (1) A community school coordinator shall be responsible for:

10 (i) Establishing a community school;

11 (ii) Completing an assessment of the needs of the students in the
12 school for appropriate wraparound services to enhance the success of all students in the
13 school;

14 (iii) Developing an implementation plan based on the assessment of
15 needs for the community school, in cooperation with other interested stakeholders; and

16 (iv) Coordinating support programs that address out-of-school
17 learning barriers for students and families, including:

18 1. Wraparound services; and

19 2. As appropriate:

20 A. Tutoring;

21 B. ~~English language~~ **MULTILINGUAL** learner courses;

22 C. Early childhood development and parenting classes;

23 D. College and career advising;

24 E. Employment opportunities;

25 F. Citizenship education;

26 G. Food pantries;

H. Rental assistance, in accordance with § 9.9–104.1 of this subtitle; and

I. School-based behavioral and physical health services.

(2) The needs assessment completed under this subsection shall:

(i) Be completed in collaboration with:

1. The principal;

2. A school health care practitioner;

3. A parent teacher organization or a school council; and

4. Members of the community schools' leadership teams;

(ii) Include an assessment of the physical, behavioral, mental, social, and emotional health needs and wraparound service needs of students, their families, and their communities;

(iii) Be completed using the common needs assessment tool developed by the Director of Community Schools under § 9.9–103 of this title, when the tool is available;

(iv) Be submitted to the Department and the local school system within 1 year of receiving a personnel grant under § 5–223 of this article or within 1 year of becoming a community school; and

(v) Be published online.

(3) THE DEPARTMENT MAY ESTABLISH REQUIREMENTS FOR SCHOOL IMPLEMENTATION PLANS AND COUNTYWIDE COMMUNITY SCHOOL IMPLEMENTATION PLANS ~~AND COUNTYWIDE COMMUNITY SCHOOL IMPLEMENTATION PLANS.~~

[(3)] (4) The implementation plan completed under this subsection shall include:

(i) A strategy for providing wraparound services to address the needs of the students, their families, and their communities, building on and strengthening community resources near the school;

(II) A SET OF MEASURABLE GOALS TIED TO THE PRIORITIES IDENTIFIED IN THE NEEDS ASSESSMENT THAT WILL BE MEASURED ~~ANNUALLY~~ AT

1 LEAST ONCE EVERY 2 YEARS BY THE COMMUNITY SCHOOL COORDINATOR AND
2 PRINCIPAL TO DETERMINE PROGRESS TOWARD MEETING THE GOALS;

3 [(ii)] (III) Inclusion, if possible and practicable, of community
4 partners in geographic proximity to the school that can assist in meeting the needs
5 identified in the assessment;

6 [(iii)] (IV) Ensure that time is made available to train staff on the
7 supports available, the need for the supports, and how to engage with the community
8 schools coordinator to access these supports; and

9 [(iv)] (V) Develop strategies to maximize external non-State or
10 non-local education funding.

11 [(4) (i)] (5) The implementation plan shall be submitted to the local
12 school system for approval within 1 year of completion of the needs assessment.

13 [(ii) After the implementation plan is approved by the local school
14 system it shall be submitted to the Department for review.

15 (iii) The Department may provide comments to the community school
16 coordinator on the implementation plan.]

17 [(5)] (6) (i) A community school coordinator shall review the
18 implementation plan ~~at least once every 2 years~~ ~~ANNUALLY~~ to determine whether the
19 community school is meeting students' needs AND MAKING PROGRESS TOWARD THE
20 MEASURABLE GOALS ESTABLISHED UNDER PARAGRAPH (4)(II) OF THIS
21 SUBSECTION.

22 (ii) A community school coordinator shall alter the implementation
23 plan, using the common needs assessment tool, and the provision of wraparound services
24 to address changes in students' needs.

25 (iii) An updated implementation plan shall be submitted to the local
26 school system for approval.

27 [(iv) After an updated implementation plan is approved, it shall be
28 submitted to the Department for review.

29 (v) The Department may provide comments to the community school
30 coordinator on the updated implementation plan.]

31 **(7) IF THE DEPARTMENT DETERMINES THAT A COMMUNITY SCHOOL**
32 **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 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.

~~(7) (I) LOCAL SCHOOL SYSTEMS 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 ANNUALLY BY THE COMMUNITY SCHOOL COORDINATOR TO DETERMINE PROGRESS TOWARD MEETING THE GOALS.~~

~~(III) IF THE LOCAL SCHOOL SYSTEM FAILS TO PROVIDE THE DEPARTMENT WITH A COUNTYWIDE COMMUNITY SCHOOL IMPLEMENTATION PLAN THAT MEETS THE REQUIREMENTS OF THE DEPARTMENT'S GUIDANCE AND REGULATIONS, THE DEPARTMENT MAY WITHHOLD FUNDS OR TAKE OTHER COMPLIANCE ACTIONS AS NECESSARY.~~

~~TITLE 9.12. ACADEMIC EXCELLENCE PROGRAM.~~

~~9.12-101.~~

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

~~(B) "COORDINATOR OF PROFESSIONAL LEARNING" MEANS A CERTIFIED EDUCATOR WHO DEVELOPS AND FACILITATES PROFESSIONAL LEARNING OPPORTUNITIES FOR EDUCATORS AND ADMINISTRATORS IN THE STATE TO IMPLEMENT EVIDENCE-BASED INSTRUCTIONAL PRACTICES IN EARLY CHILDHOOD~~

~~EDUCATION, LITERACY, MATHEMATICS, SCIENCE, SOCIAL STUDIES, AND SPECIAL
EDUCATION.~~

~~(C) "FUND" MEANS THE ACADEMIC EXCELLENCE FUND.~~

~~(D) "INSTRUCTIONAL COACH" MEANS A CERTIFIED EDUCATOR WHO
PROVIDES COACHING TO EDUCATORS, ADMINISTRATORS, AND OTHER EDUCATION
PROFESSIONALS TO IMPROVE INSTRUCTION AND INTEGRATE EVIDENCE-BASED
PRACTICES.~~

~~(E) "PROGRAM" MEANS THE ACADEMIC EXCELLENCE PROGRAM.~~

~~9.12-102.~~

~~(A) THERE IS AN ACADEMIC EXCELLENCE PROGRAM IN THE DEPARTMENT.~~

~~(B) THE PURPOSE OF THE PROGRAM IS TO ADDRESS CRITICAL ACADEMIC
NEEDS IN SCHOOLS TO ENSURE MARYLAND STUDENTS HAVE EQUITABLE ACCESS TO
HIGH-QUALITY INSTRUCTION AND TARGETED ACADEMIC SUPPORT.~~

~~(C) (1) THE PROGRAM SHALL ESTABLISH SYSTEMS THAT ENSURE
EDUCATORS HAVE CONSISTENT ACCESS TO HIGH-QUALITY, JOB-EMBEDDED, AND
SUSTAINED PROFESSIONAL LEARNING OPPORTUNITIES.~~

~~(2) THE PROGRAM SHALL USE COORDINATORS OF PROFESSIONAL
LEARNING AND INSTRUCTIONAL COACHES TO ENHANCE INSTRUCTIONAL
PRACTICES AND COLLABORATE WITH SCHOOLS AND COUNTY BOARDS TO
STRENGTHEN SYSTEMS OF PROFESSIONAL DEVELOPMENT.~~

~~(D) THE DEPARTMENT SHALL:~~

~~(1) PROMOTE THE PROGRAM TO COUNTY BOARDS;~~

~~(2) ESTABLISH CRITERIA FOR HIRING QUALIFIED EDUCATORS AND
ADMINISTRATORS INTERESTED IN BECOMING COORDINATORS OF PROFESSIONAL
LEARNING OR INSTRUCTIONAL COACHES;~~

~~(3) IDENTIFY SCHOOLS FOR PARTICIPATION IN THE PROGRAM BASED
ON THE SCHOOL'S ACCOUNTABILITY DATA; AND~~

~~(4) DEVELOP TRAINING FOR ALL COORDINATORS OF PROFESSIONAL
LEARNING AND INSTRUCTIONAL COACHES.~~

~~9.12-103.~~

~~(A) (1) THERE IS AN ACADEMIC EXCELLENCE FUND.~~

~~(2) THE PURPOSE OF THE FUND IS TO PROVIDE GRANTS TO ADDRESS CRITICAL ACADEMIC NEEDS IN SCHOOLS, PARTICULARLY THOSE IDENTIFIED AS LOW PERFORMING.~~

~~(3) THE DEPARTMENT SHALL ADMINISTER THE FUND.~~

~~(4) (I) THE FUND IS A SPECIAL, NONLAPSING FUND THAT IS NOT SUBJECT TO § 7-302 OF THE STATE FINANCE AND PROCUREMENT ARTICLE.~~

~~(II) THE STATE TREASURER SHALL HOLD THE FUND SEPARATELY, AND THE COMPTROLLER SHALL ACCOUNT FOR THE FUND.~~

~~(5) THE FUND CONSISTS OF:~~

~~(I) MONEY APPROPRIATED IN THE STATE BUDGET TO THE FUND; AND~~

~~(II) ANY OTHER MONEY FROM ANY OTHER SOURCE ACCEPTED FOR THE BENEFIT OF THE FUND.~~

~~(6) THE FUND MAY BE USED ONLY FOR GRANTS TO COUNTY BOARDS, INSTITUTIONS OF HIGHER EDUCATION, NONPROFIT ORGANIZATIONS, OR OTHER ENTITIES FOR THE FOLLOWING PURPOSES:~~

~~(I) CONTRACTS WITH VENDORS TO PROVIDE SERVICES;~~

~~(II) TRAINING AND WORKSHOPS;~~

~~(III) PROGRAM IMPLEMENTATION;~~

~~(IV) ADMINISTRATIVE COSTS OF THE PROGRAM;~~

~~(V) PROGRAM EVALUATION AND REPORTING; AND~~

~~(VI) ANY OTHER COSTS APPROVED BY THE DEPARTMENT.~~

~~(7) (I) THE STATE TREASURER SHALL INVEST THE MONEY OF THE FUND IN THE SAME MANNER AS OTHER STATE MONEY MAY BE INVESTED.~~

~~(H) ANY INTEREST EARNINGS OF THE FUND SHALL BE CREDITED TO THE BLUEPRINT FOR MARYLAND'S FUTURE FUND UNDER § 5-206 OF THIS ARTICLE.~~

~~(8) EXPENDITURES FROM THE FUND MAY BE MADE ONLY IN ACCORDANCE WITH THE STATE BUDGET.~~

~~(B) EACH YEAR, THE DEPARTMENT SHALL COLLECT THE FOLLOWING DATA:~~

~~(1) THE TOTAL AMOUNT OF MONEY DISBURSED FROM THE FUND, DISAGGREGATED BY COUNTY; AND~~

~~(2) THE TOTAL NUMBER OF SCHOOLS SERVED BY THE FUND.~~

~~9.12-104.~~

~~THE DEPARTMENT MAY ADOPT POLICIES, PROCEDURES, AND REGULATIONS TO CARRY OUT THIS TITLE.~~

18-27A-01.

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

(b) “Collaborative” means an agreement outlining commitments of a partnership among:

(1) At least one local school system;

(2) At least one employee organization representing employees of a local school system in accordance with Title 6, Subtitle 4 or Subtitle 5 of this article; and

(3) (I) At least one institution of higher education [with a teacher preparation program approved by the Department] IN THE STATE; OR

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

(c) ~~“Noncertified education support professional” means a noncertified public school employee designated as part of a bargaining unit under Title 6, Subtitle 5 of this article~~ PUBLIC SCHOOL EMPLOYEE WHO IS NOT:

(1) A CERTIFICATED EMPLOYEE DESIGNATED AS PART OF A BARGAINING UNIT UNDER TITLE 6, SUBTITLE 4 OF THIS ARTICLE;

(2) A MANAGERIAL EMPLOYEE; OR

(3) A CONFIDENTIAL EMPLOYEE.

(d) “Program” means the Grow Your Own Educators Grant Program established under this subtitle.

~~(D) “TEACHER CANDIDATE” MEANS AN INDIVIDUAL PARTICIPATING IN THE PROGRAM.~~

(e) “Provisional teacher” means an individual employed by a local school system through a provisional contract as a conditional teacher.

18–27A–02.

(a) There is a Grow Your Own Educators Grant Program.

(b) (1) The purpose of the Program is to provide support to **COLLABORATIVES THAT PRIORITIZE OFFER TEACHER LICENSURE PROGRAMS THAT EMPHASIZE WITH ON-THE-JOB EXPERIENTIAL LEARNING FOR** eligible individuals who:

(i) Are interested in pursuing a career in the teaching profession; [and]

(ii) **ARE HIRED EMPLOYED BY A LOCAL SCHOOL SYSTEM IN THE STATE AS A SCHOOL-BASED PART-TIME OR FULL-TIME EMPLOYEE; AND**

(iii) Ultimately pledge to fulfill a **3-YEAR** service obligation as a teacher employed full-time in a high-needs school, grade level, or content area in the [State in which there is a shortage of teachers, as identified by the Department] **LOCAL SCHOOL SYSTEM IN WHICH THEY ARE CURRENTLY EMPLOYED.**

(2) The Department shall administer the Program.

(c) [(1) Subject to paragraph (2) of this subsection, to] **TO** be eligible for the Program, a teacher candidate applicant shall:

(1) ~~MEET ONE OF THE FOLLOWING REQUIREMENTS:~~

(i) Be employed [as a noncertified education support professional or provisional teacher] by a participating local school system [on the effective date of the Program] **IN A SCHOOL-BASED POSITION; [and] OR**

1 ~~(ii)~~ **(2)** [Meet the educational requirements determined by a
2 collaborative] **HAVE A HIGH SCHOOL DIPLOMA OR ITS EQUIVALENT; AND**

3 ~~(2)~~ **(3)** ~~PURSUE~~ **COMMITTS TO PURSUE A TEACHER LICENSURE**
4 **PATHWAY APPROVED BY THE DEPARTMENT.**

5 [(2) Not more than one quarter of the funds used to support teaching
6 candidate applicants may be used to support teaching candidate applicants who are
7 provisional teachers.]

8 18-27A-03.

9 (a) A collaborative shall negotiate an agreement that meets the requirements of
10 subsection (b) of this section.

11 (b) A collaborative shall develop and submit to the Department:

12 (1) A plan [to] **THAT INCLUDES:**

13 (i) [Select] **IDENTIFICATION OF THE COLLABORATIVE**
14 **MEMBERS, INCLUDING THE ROLES AND RESPONSIBILITIES OF EACH MEMBER;**

15 (ii) **SCHOOL-BASED PART-TIME OR FULL-TIME POSITIONS**
16 **THAT ALLOW ~~THE~~ A TEACHER CANDIDATE TO SYSTEMATICALLY ~~DEVELOP THE~~**
17 **~~SKILLS OF A TEACH THROUGH EXPERIENTIAL LEARNING AND DEMONSTRATION~~**
18 **~~OF~~ DEVELOP TEACHING SKILLS THROUGH EXPERIENTIAL LEARNING AND**
19 **ULTIMATELY DEMONSTRATE TEACHING COMPETENCIES;**

20 (iii) **IDENTIFICATION OF** at least one content area in the local school
21 system in which there is a shortage of teachers, as identified by the Department;

22 (iv) Select at least one teacher preparation program at an institution
23 of higher education that satisfies the training requirements for teacher candidates; and

24 (v) Designate an individual from a collaborative to assist teacher
25 candidates and provide Program guidance;]

26 (vi) **A MINIMUM RATIO OF ONE MENTOR WHO IS A REGULARLY**
27 **EMPLOYED PER ONE TEACHER IN THE LOCAL SCHOOL SYSTEM ASSIGNED FOR THE**
28 **ENTIRETY OF THE PROGRAM TO A TEACHER CANDIDATE, CONSISTENT WITH**
29 **PROPER SUPERVISION, TRAINING, AND CONTINUITY OF EMPLOYMENT AND**
30 **APPLICABLE PROVISIONS IN COLLECTIVE BARGAINING AGREEMENTS;**

(V) A SYSTEMIC PROGRAM OF EXPERIENTIAL LEARNING THAT RESULTS IN CREDITS FROM THE INSTITUTION OF HIGHER EDUCATION IF CREDITS ARE REQUIRED FOR COMPLETION, INCLUDING CREDITS TOWARD THE PRACTICUM; AND

(VI) THE DESIGNATION OF A PROGRAM ADMINISTRATOR FROM THE LOCAL SCHOOL SYSTEM TO ASSIST TEACHER CANDIDATES, EVALUATE THE EFFECTIVENESS OF THE PROGRAM, AND MANAGE THE ADMINISTRATION ASSOCIATED WITH THE PROGRAM;

(2) An estimate, **BASED ON APPROPRIATE DATA**, of the [numbers of:

(i) Teacher applicants likely to complete the Program who are noncertificated education support professionals;

(ii) Teacher applicants likely to complete the Program who are provisional teachers; and

(iii) Mentor teachers necessary to support teacher candidates in the Program] **NUMBER OF PROJECTED PARTICIPANTS TO INCLUDE IN THE PROGRAM;** and

(3) Evidence of a written billing agreement with an institution of higher education that includes:

(i) The total cost to the collaborative for the cohort of teacher candidates;

(ii) Prorated tuition cost the collaborative shall pay the institution of higher education if a candidate does not complete the Program; and

(iii) A provision that no teacher candidate shall be required to pay tuition, books, or fees as part of the teacher candidate's course of study.

(c) A collaborative shall develop and submit to the Department:

(1) An outreach plan to recruit teacher candidates and mentor teachers that:

(i) Prioritizes candidates and mentor teachers with linguistic diversity and from racial and ethnic groups historically underrepresented in the teaching profession; **AND**

(ii) [Estimates Program expenses by category, keeping program expenses related to provisional teachers at or below one quarter of total expenses; and

(iii) Identifies at least one source of long-term funding for the Program, including the process and timeline for obtaining long-term funding] ~~INCLUDES RECRUITMENT INITIATIVES THAT TARGET HIGH SCHOOL GRADUATES, ASSOCIATE OF ARTS AND TEACHING DEGREE CANDIDATES, CAREER CHANGERS, AND COMMUNITY MEMBERS INTERESTED IN THE TEACHING PROFESSION; AND~~

~~(HH)~~ IDENTIFIES A SUSTAINABILITY PLAN TO CONTINUE RECRUITING, PREPARING, AND MENTORING TEACHER CANDIDATES AFTER COMPLETION OF THE PROGRAM; and

(2) Any other materials required by the Department.

18-27A-04.

(A) (1) BEGINNING JULY 1, 2025, THE DEPARTMENT SHALL CONSULT WITH A NATIONAL NONPROFIT ENTITY THAT HAS SUCCESSFULLY GUIDED OTHER STATE EDUCATION AGENCIES OR LOCAL EDUCATION AGENCIES THAT HAVE INCREASED THE NUMBER OF LICENSED TEACHERS BY:

(I) LAUNCHING SUSTAINABLE, COST-EFFECTIVE GROW-YOUR-OWN TEACHER PREPARATION PROGRAMS;

(II) IMPLEMENTING REGISTERED TEACHER APPRENTICESHIPS;
AND

(III) IMPLEMENTING TEACHER RESIDENCIES.

(2) THE ENTITY SELECTED UNDER PARAGRAPH (1) OF THIS SUBSECTION SHALL SUPPORT THE DEPARTMENT IN THE DESIGN, IMPLEMENTATION, AND EVALUATION OF THE PROGRAM, INCLUDING THE DEVELOPMENT OF METRICS FOR ESTABLISHING HIGH-QUALITY TEACHER PREPARATION AND LICENSURE PROGRAMS THAT HAVE THE HIGHEST LIKELIHOOD OF ~~INCREASING~~ AIDING THE STATE BY:

(I) INCREASING THE TEACHER WORKFORCE ~~IN THE STATE;~~
AND

(II) IMPROVING TEACHER RETENTION AND DIVERSITY.

(3) THE ENTITY SELECTED UNDER PARAGRAPH (1) OF THIS SUBSECTION MAY WORK DIRECTLY WITH COLLABORATIVES TO SUPPORT THE

1 DEVELOPMENT AND IMPLEMENTATION OF GROW-YOUR-OWN TEACHER
2 PREPARATION PROGRAMS.

3 [(a) (1)] (B) ~~[(The) BEGINNING JANUARY 1, 2026, THE~~ Department shall
4 award a grant to a local school system ~~OR INSTITUTION OF HIGHER EDUCATION~~ that is
5 part of a collaborative for employees of the local school system to complete a [teacher
6 preparation program at an institution of higher education] **PATHWAY TO TEACHER**
7 **LICENSURE** under the agreement described in § 18-27A-03 of this subtitle.

8 [(2)] (C) The Department shall award a grant **TO A LOCAL SCHOOL**
9 **SYSTEM** for:

10 [(i)] (1) Tuition, books, and fees for teacher candidates;

11 [(ii)] (2) Stipends for mentor teachers; and

12 [(iii)] (3) Costs associated with the administration of the Program.

13 (D) ~~THE DEPARTMENT SHALL AWARD A GRANT TO AN INSTITUTION OF~~
14 ~~HIGHER EDUCATION FOR:~~

15 (1) ~~CURRICULAR DEVELOPMENT;~~

16 (2) ~~DEVELOPMENT OF COMPETENCY-BASED COURSEWORK AND~~
17 ~~ASSESSMENTS; AND~~

18 (3) ~~COSTS ASSOCIATED WITH THE DELIVERY AND EVALUATION OF~~
19 ~~ON-THE-JOB EXPERIENTIAL LEARNING.~~

20 ~~(E)~~ (1) GRANTS SHALL BE AWARDED ON A COMPETITIVE BASIS.

21 [(3)] ~~(F)~~ (2) In awarding a grant, the Department shall [take necessary steps
22 to ensure that not more than one quarter of expenses awarded in the grant go to supporting
23 provisional teacher participants in the Program] **PRIORITIZE COLLABORATIVES THAT**
24 **PARTNER WITH INSTITUTIONS OF HIGHER EDUCATION OFFERING TO NEGOTIATE A**
25 **LOWER TUITION COST FOR TEACHER CANDIDATES.**

26 (E) THE DEPARTMENT MAY AWARD A GRANT TO A COLLABORATIVE FORMED
27 BETWEEN AT LEAST ONE LOCAL SCHOOL SYSTEM AND ONE EMPLOYEE
28 ORGANIZATION REPRESENTING EMPLOYEES OF A LOCAL SCHOOL SYSTEM IN
29 ACCORDANCE WITH TITLE 6, SUBTITLE 4 OR SUBTITLE 5 OF THIS ARTICLE, IF THE
30 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.

~~[(4) The Department, in collaboration with the Maryland Department of Labor, shall, on request, provide technical assistance to a collaborative in obtaining State, federal, or other funding for the operation of the Program.]~~

~~(b) (E) (G)~~ (1) A teacher candidate shall be paid a rate of pay and offered benefits that are at least equal to the rate of pay received by and benefits offered to a noncertified education support professional or provisional teacher of the equivalent classification and tenure in the local school system provided in the collective bargaining agreement.

~~(e) (1) A collaborative shall provide each teacher candidate a mentor teacher for the entirety of the Program.~~

(2) (I) THIS PARAGRAPH DOES NOT APPLY TO A PROVISIONAL TEACHER.

(II) A EXCEPT AS PROVIDED IN SUBPARAGRAPH (III) OF THIS PARAGRAPH, A teacher candidate may not serve as a teacher of record or a substitute teacher for any teacher other than the mentor teacher assigned to the teacher candidate.†

(III) A TEACHER CANDIDATE MAY SERVE AS A DAILY SUBSTITUTE**TEACHER IF:**

1. THE TEACHER CANDIDATE DOES SO IN ACCORDANCE WITH THE COLLECTIVE BARGAINING AGREEMENT OF THE LOCAL SCHOOL SYSTEM;

2. THE TEACHER CANDIDATE AGREES TO THE ASSIGNMENT;

3. THE TEACHER CANDIDATE'S MENTOR APPROVES OF THE ASSIGNMENT; AND

4. THE PRINCIPAL OF THE SCHOOL IN WHICH THE TEACHER CANDIDATE IS EMPLOYED APPROVES OF THE ASSIGNMENT.

~~(G)~~ ~~(F)~~ (H) A LOCAL SCHOOL SYSTEM MAY NOT REDUCE THE COMPENSATION OR BENEFITS OF A TEACHER CANDIDATE.

[(d)] ~~(H)~~ ~~(G)~~ (I) A local school system and an employee organization that represents the teacher candidates shall negotiate a gradual release model that allows teacher candidates to focus primarily on internship and practicum requirements, IF APPLICABLE.

[(e)] ~~(H)~~ ~~(H)~~ (J) A teacher candidate shall perform a service obligation to teach full-time in the State in a public school or a public prekindergarten program in a [high-needs school, as identified by the Department, or in a grade level or] content area in which there is a shortage of qualified educators, as identified by the Department for a minimum of 2 years.

18-27A-05.

The Governor may include in the annual budget bill an appropriation for the Program.

18-27A-06.

(a) Each year, the Department shall collect [and publish on its website]:

(1) Data on teacher candidate race, gender, and linguistic status;

(2) Data on teacher candidate status and retention;

(3) Spending by category;

(4) A summary of teacher candidate recruitment methods; and

(5) If applicable, the hiring status and retention data of Program graduates.

(b) (1) [In reporting] ~~WHEN COLLECTING ON OR BEFORE JULY 1, 2026,~~
AND EACH JULY 1 THEREAFTER, THE DEPARTMENT SHALL REPORT ON the data
COLLECTED under subsection (a) of this section TO THE GENERAL ASSEMBLY, IN
ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE.

(2) IN ISSUING REPORTS UNDER THIS SECTION, the Department shall make reasonable efforts to anonymize the data to protect the privacy of teacher candidates.

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

~~Article Education~~

~~6-126.~~

~~(a) (1) This subsection applies to individuals who have graduated from a teacher preparation program or an alternative teacher preparation program.~~

~~(2) Beginning on July 1, 2025, to qualify for an initial certificate an individual shall:~~

~~(i) Pass the subject specific examinations under § 6-125 of this subtitle;~~

~~(ii) Meet one of the following qualifications:~~

~~1. Subject to paragraph (3) of this subsection, pass a nationally recognized, portfolio-based assessment of teaching ability; or~~

~~2. Subject to paragraph (4) of this subsection, complete a rigorous local school system teacher induction program that lasts for the lesser of:~~

~~A. 3 years; or~~

~~B. The amount of time a teacher may hold a conditional teacher certificate;~~

~~(iii) Meet one of the following qualifications:~~

~~1. Pass a basic literacy skills assessment approved by the Department under § 6-125 of this subtitle;~~

~~2. Hold a degree from a regionally accredited educational institution and have earned a minimum overall cumulative grade point average of 3.0 on a 4.0 scale or its equivalent on the most recently earned degree; or~~

~~3. Submit documentation to the Department of having received effective evaluations from a local school system for 3 years;~~

~~(iv) Pass a rigorous State specific examination of mastery of reading instruction and content for the grade level the individual will be teaching; and~~

~~(v) Satisfactorily complete any other requirements established by the State Board.~~

~~(3) An individual who graduates from a teacher preparation program in the State who passed a nationally recognized, portfolio based assessment may not be required to take the assessment more than one time.~~

~~(4) (i) In order to satisfy the requirements of paragraph (2)(ii)2 of this subsection, a candidate for an initial teacher certificate shall submit documentation to the Department that the candidate has completed a rigorous comprehensive induction program, established in accordance with § 6-117 of this subtitle, that meets the requirements of this paragraph.~~

~~(ii) The comprehensive induction program shall be developed by a local school system, either independently or collaboratively with other local school systems.~~

~~(iii) Before establishing a comprehensive induction program, one or more local school systems shall submit a plan for the program to the Department and the Accountability and Implementation Board.~~

~~(iv) The comprehensive induction program shall include a locally developed portfolio component that is aligned with the Interstate Teacher Assessment and Support Consortium Standards.~~

~~(v) A teacher preparation program or an alternative teacher preparation program may use the locally developed portfolio component under subparagraph (iv) of this paragraph as meeting a portion of the coursework requirements of the program.~~

~~(vi) A candidate who satisfactorily completes a comprehensive induction program established in accordance with this paragraph may not be required to pass a nationally recognized, portfolio based assessment of teaching ability.~~

~~(b) (1) THIS SUBSECTION DOES NOT APPLY TO A TEACHER WHO HOLDS A PROFESSIONAL LICENSE OR CERTIFICATE FROM A STATE FOR WHICH THE LICENSE~~

~~OR CERTIFICATE IS ACCEPTED IN ACCORDANCE WITH THE INTERSTATE TEACHER
MOBILITY COMPACT UNDER SUBTITLE 6 OF THIS TITLE.~~

~~(2) In addition to any other requirements established by the State Board,
to qualify for a certificate in the State, a teacher who graduated from an institution of
higher education in another state or holds a professional license or certificate from another
state shall:~~

~~[(1)] (I) Pass an examination of teaching ability within 18 months of
being hired by a local school system;~~

~~[(2)] (II) Hold an active National Board Certification from the National
Board for Professional Teaching Standards; or~~

~~[(3)] (III) Complete a comprehensive induction program in accordance with
subsection (a)(4) of this section.~~

~~(e) (1) The Department, after a reasonable period of review and assessment,
shall determine whether one of the assessments of teaching skill approved for initial
teacher certification under this section more adequately measures the skills and knowledge
required of a highly qualified teacher.~~

~~(2) If the Department makes a determination under paragraph (1) of this
subsection that requires a revision to the statutory requirements for initial teacher
certification, the Department shall, in accordance with § 2-1257 of the State Government
Article, submit a report to the General Assembly on or before the next September 1 on its
recommendations for revising the qualifications for initial teacher certification.~~

~~(d) (1) The Department shall actively monitor and assess, during their
implementation and development, new teacher standards and assessments produced under
this section for any negative impact on the diversity of teacher candidates passing the
initial teacher certification assessments.~~

~~(2) The Department shall report the results of its monitoring and
assessment to the Accountability and Implementation Board established under § 5-402 of
this article.~~

~~SUBTITLE 6. INTERSTATE TEACHER MOBILITY COMPACT.~~

~~6-601.~~

~~THE INTERSTATE TEACHER MOBILITY COMPACT IS HEREBY ENACTED AND
ENTERED INTO WITH ALL OTHER JURISDICTIONS THAT LEGALLY JOIN IN THIS
COMPACT IN THE FORM SUBSTANTIALLY AS THE COMPACT APPEARS IN THIS
SECTION AS FOLLOWS:~~

~~ARTICLE I. PURPOSE.~~

~~THE PURPOSE OF THIS COMPACT IS TO FACILITATE THE MOBILITY OF TEACHERS ACROSS THE MEMBER STATES, WITH THE GOAL OF SUPPORTING TEACHERS THROUGH A NEW PATHWAY TO LICENSURE. THROUGH THIS COMPACT, THE MEMBER STATES SEEK TO ESTABLISH A COLLECTIVE REGULATORY FRAMEWORK THAT EXPEDITES AND ENHANCES THE ABILITY OF TEACHERS TO MOVE ACROSS STATE LINES.~~

~~THIS COMPACT IS INTENDED TO ACHIEVE THE FOLLOWING OBJECTIVES AND SHOULD BE INTERPRETED ACCORDINGLY. THE MEMBER STATES HEREBY RATIFY THE SAME INTENTIONS BY SUBSCRIBING HERETO.~~

~~A. CREATE A STREAMLINED PATHWAY TO LICENSURE MOBILITY FOR TEACHERS;~~

~~B. SUPPORT THE RELOCATION OF ELIGIBLE MILITARY SPOUSES;~~

~~C. FACILITATE AND ENHANCE THE EXCHANGE OF LICENSURE, INVESTIGATIVE, AND DISCIPLINARY INFORMATION BETWEEN THE MEMBER STATES;~~

~~D. ENHANCE THE POWER OF STATE AND DISTRICT LEVEL EDUCATION OFFICIALS TO HIRE QUALIFIED, COMPETENT TEACHERS BY REMOVING BARRIERS TO THE EMPLOYMENT OF OUT OF STATE TEACHERS;~~

~~E. SUPPORT THE RETENTION OF TEACHERS IN THE PROFESSION BY REMOVING BARRIERS TO RE-LICENSURE IN A NEW STATE; AND~~

~~F. MAINTAIN STATE SOVEREIGNTY IN THE REGULATION OF THE TEACHING PROFESSION.~~

~~ARTICLE II. DEFINITIONS.~~

~~AS USED IN THIS COMPACT, AND EXCEPT AS OTHERWISE PROVIDED, THE FOLLOWING DEFINITIONS SHALL GOVERN THE TERMS HEREIN:~~

~~A. "ACTIVE MILITARY MEMBER" MEANS ANY PERSON WITH FULL-TIME DUTY STATUS IN THE ARMED FORCES OF THE UNITED STATES, INCLUDING MEMBERS OF THE NATIONAL GUARD AND RESERVE.~~

~~B. "ADVERSE ACTION" MEANS ANY LIMITATION OR RESTRICTION IMPOSED BY A MEMBER STATE'S LICENSING AUTHORITY, SUCH AS REVOCATION, SUSPENSION, REPRIMAND, PROBATION, OR LIMITATION ON THE LICENSEE'S ABILITY TO WORK AS A TEACHER.~~

~~C. "BYLAWS" MEANS THOSE BYLAWS ESTABLISHED BY THE COMMISSION.~~

~~D. "CAREER AND TECHNICAL EDUCATION LICENSE" MEANS A CURRENT, VALID AUTHORIZATION ISSUED BY A MEMBER STATE'S LICENSING AUTHORITY ALLOWING AN INDIVIDUAL TO SERVE AS A TEACHER IN P 12 PUBLIC EDUCATIONAL SETTINGS IN A SPECIFIC CAREER AND TECHNICAL EDUCATION AREA.~~

~~E. "CHARTER MEMBER STATE" MEANS A MEMBER STATE THAT HAS ENACTED LEGISLATION TO ADOPT THIS COMPACT WHERE SUCH LEGISLATION PREDATES THE INITIAL MEETING OF THE COMMISSION AFTER THE EFFECTIVE DATE OF THE COMPACT.~~

~~F. "COMMISSION" MEANS THE INTERSTATE ADMINISTRATIVE BODY WHOSE MEMBERSHIP CONSISTS OF DELEGATES OF ALL STATES THAT HAVE ENACTED THIS COMPACT, AND WHICH IS KNOWN AS THE INTERSTATE TEACHER MOBILITY COMPACT COMMISSION.~~

~~G. "COMMISSIONER" MEANS THE DELEGATE OF A MEMBER STATE.~~

~~H. "ELIGIBLE LICENSE" MEANS A LICENSE TO ENGAGE IN THE TEACHING PROFESSION THAT REQUIRES AT LEAST A BACHELOR'S DEGREE AND THE COMPLETION OF A STATE APPROVED PROGRAM FOR TEACHER LICENSURE.~~

~~I. "ELIGIBLE MILITARY SPOUSE" MEANS THE SPOUSE OF ANY INDIVIDUAL IN FULL TIME DUTY STATUS IN THE ACTIVE ARMED FORCES OF THE UNITED STATES INCLUDING MEMBERS OF THE NATIONAL GUARD AND RESERVE MOVING AS A RESULT OF A MILITARY MISSION OR MILITARY CAREER PROGRESSION REQUIREMENTS OR ON MEMBER'S TERMINAL MOVE AS A RESULT OF SEPARATION OR RETIREMENT (TO INCLUDE SURVIVING SPOUSES OF DECEASED MILITARY MEMBERS).~~

~~J. "EXECUTIVE COMMITTEE" MEANS A GROUP OF COMMISSIONERS ELECTED OR APPOINTED TO ACT ON BEHALF OF, AND WITHIN THE POWERS GRANTED TO THEM BY, THE COMMISSION AS PROVIDED FOR HEREIN.~~

~~K. "LICENSING AUTHORITY" MEANS AN OFFICIAL, AGENCY, BOARD, OR OTHER ENTITY OF A STATE THAT IS RESPONSIBLE FOR THE LICENSING AND~~

~~REGULATION OF TEACHERS AUTHORIZED TO TEACH IN P-12 PUBLIC EDUCATIONAL SETTINGS.~~

~~L. "MEMBER STATE" MEANS ANY STATE THAT HAS ADOPTED THIS COMPACT, INCLUDING ALL AGENCIES AND OFFICIALS OF SUCH A STATE.~~

~~M. "RECEIVING STATE" MEANS ANY STATE WHERE A TEACHER HAS APPLIED FOR LICENSURE UNDER THIS COMPACT.~~

~~N. "RULE" MEANS ANY REGULATION PROMULGATED BY THE COMMISSION UNDER THIS COMPACT, WHICH SHALL HAVE THE FORCE OF LAW IN EACH MEMBER STATE.~~

~~O. "STATE" MEANS A STATE, TERRITORY, OR POSSESSION OF THE UNITED STATES, AND THE DISTRICT OF COLUMBIA.~~

~~P. "STATE PRACTICE LAWS" MEANS A MEMBER STATE'S LAWS, RULES, AND REGULATIONS THAT GOVERN THE TEACHING PROFESSION, DEFINE THE SCOPE OF SUCH PROFESSION, AND CREATE THE METHODS AND GROUNDS FOR IMPOSING DISCIPLINE.~~

~~Q. "STATE SPECIFIC REQUIREMENT" MEANS A REQUIREMENT FOR LICENSURE COVERED IN COURSEWORK OR EXAMINATION THAT INCLUDES CONTENT OF UNIQUE INTEREST TO THE STATE.~~

~~R. "TEACHER" MEANS AN INDIVIDUAL WHO CURRENTLY HOLDS AN AUTHORIZATION FROM A MEMBER STATE THAT FORMS THE BASIS FOR EMPLOYMENT IN THE P-12 PUBLIC SCHOOLS OF THE STATE TO PROVIDE INSTRUCTION IN A SPECIFIC SUBJECT AREA, GRADE LEVEL, OR STUDENT POPULATION.~~

~~S. "UNENCUMBERED LICENSE" MEANS A CURRENT, VALID AUTHORIZATION ISSUED BY A MEMBER STATE'S LICENSING AUTHORITY ALLOWING AN INDIVIDUAL TO SERVE AS A TEACHER IN P-12 PUBLIC EDUCATIONAL SETTINGS. AN UNENCUMBERED LICENSE IS NOT A RESTRICTED, PROBATIONARY, PROVISIONAL, SUBSTITUTE, OR TEMPORARY CREDENTIAL.~~

~~ARTICLE III. LICENSURE UNDER THE COMPACT.~~

~~A. LICENSURE UNDER THIS COMPACT PERTAINS ONLY TO THE INITIAL GRANT OF A LICENSE BY THE RECEIVING STATE. NOTHING HEREIN APPLIES TO ANY SUBSEQUENT OR ONGOING COMPLIANCE REQUIREMENTS THAT A RECEIVING STATE MIGHT REQUIRE FOR TEACHERS.~~

~~B. EACH MEMBER STATE SHALL, IN ACCORDANCE WITH THE RULES OF THE COMMISSION, DEFINE, COMPILE, AND UPDATE AS NECESSARY A LIST OF ELIGIBLE LICENSES AND CAREER AND TECHNICAL EDUCATION LICENSES THAT THE MEMBER STATE IS WILLING TO CONSIDER FOR EQUIVALENCY UNDER THIS COMPACT AND PROVIDE THE LIST TO THE COMMISSION. THE LIST SHALL INCLUDE THOSE LICENSES THAT A RECEIVING STATE IS WILLING TO GRANT TO TEACHERS FROM OTHER MEMBER STATES, PENDING A DETERMINATION OF EQUIVALENCY BY THE RECEIVING STATE'S LICENSING AUTHORITY.~~

~~C. UPON THE RECEIPT OF AN APPLICATION FOR LICENSURE BY A TEACHER HOLDING AN UNENCUMBERED ELIGIBLE LICENSE, THE RECEIVING STATE SHALL DETERMINE WHICH OF THE RECEIVING STATE'S ELIGIBLE LICENSES THE TEACHER IS QUALIFIED TO HOLD AND SHALL GRANT SUCH A LICENSE OR LICENSES TO THE APPLICANT. SUCH A DETERMINATION SHALL BE MADE IN THE SOLE DISCRETION OF THE RECEIVING STATE'S LICENSING AUTHORITY AND MAY INCLUDE A DETERMINATION THAT THE APPLICANT IS NOT ELIGIBLE FOR ANY OF THE RECEIVING STATE'S ELIGIBLE LICENSES. FOR ALL TEACHERS WHO HOLD AN UNENCUMBERED LICENSE, THE RECEIVING STATE SHALL GRANT ONE OR MORE UNENCUMBERED LICENSE(S) THAT, IN THE RECEIVING STATE'S SOLE DISCRETION, ARE EQUIVALENT TO THE LICENSE(S) HELD BY THE TEACHER IN ANY OTHER MEMBER STATE.~~

~~D. FOR ACTIVE MILITARY MEMBERS AND ELIGIBLE MILITARY SPOUSES WHO HOLD A LICENSE THAT IS NOT UNENCUMBERED, THE RECEIVING STATE SHALL GRANT AN EQUIVALENT LICENSE OR LICENSES THAT, IN THE RECEIVING STATE'S SOLE DISCRETION, IS EQUIVALENT TO THE LICENSE OR LICENSES HELD BY THE TEACHER IN ANY OTHER MEMBER STATE, EXCEPT WHERE THE RECEIVING STATE DOES NOT HAVE AN EQUIVALENT LICENSE.~~

~~E. FOR A TEACHER HOLDING AN UNENCUMBERED CAREER AND TECHNICAL EDUCATION LICENSE, THE RECEIVING STATE SHALL GRANT AN UNENCUMBERED LICENSE EQUIVALENT TO THE CAREER AND TECHNICAL EDUCATION LICENSE HELD BY THE APPLYING TEACHER AND ISSUED BY ANOTHER MEMBER STATE, AS DETERMINED BY THE RECEIVING STATE IN ITS SOLE DISCRETION, EXCEPT WHERE A CAREER AND TECHNICAL EDUCATION TEACHER DOES NOT HOLD A BACHELOR'S DEGREE AND THE RECEIVING STATE REQUIRES A BACHELOR'S DEGREE FOR LICENSES TO TEACH CAREER AND TECHNICAL EDUCATION. A RECEIVING STATE MAY REQUIRE CAREER AND TECHNICAL EDUCATION TEACHERS TO MEET STATE INDUSTRY RECOGNIZED REQUIREMENTS, IF REQUIRED BY LAW IN THE RECEIVING STATE.~~

~~ARTICLE IV. LICENSURE NOT UNDER THE COMPACT.~~

~~A. EXCEPT AS PROVIDED IN ARTICLE III ABOVE, NOTHING IN THIS COMPACT SHALL BE CONSTRUED TO LIMIT OR INHIBIT THE POWER OF A MEMBER STATE TO REGULATE LICENSURE OR ENDORSEMENTS OVERSEEN BY THE MEMBER STATE'S LICENSING AUTHORITY.~~

~~B. WHEN A TEACHER IS REQUIRED TO RENEW A LICENSE RECEIVED PURSUANT TO THIS COMPACT, THE STATE GRANTING SUCH A LICENSE MAY REQUIRE THE TEACHER TO COMPLETE STATE SPECIFIC REQUIREMENTS AS A CONDITION OF LICENSURE RENEWAL OR ADVANCEMENT IN THAT STATE.~~

~~C. FOR THE PURPOSES OF DETERMINING COMPENSATION, A RECEIVING STATE MAY REQUIRE ADDITIONAL INFORMATION FROM TEACHERS RECEIVING A LICENSE UNDER THE PROVISIONS OF THIS COMPACT.~~

~~D. NOTHING IN THIS COMPACT SHALL BE CONSTRUED TO LIMIT THE POWER OF A MEMBER STATE TO CONTROL AND MAINTAIN OWNERSHIP OF ITS INFORMATION PERTAINING TO TEACHERS, OR LIMIT THE APPLICATION OF A MEMBER STATE'S LAWS OR REGULATIONS GOVERNING THE OWNERSHIP, USE, OR DISSEMINATION OF INFORMATION PERTAINING TO TEACHERS.~~

~~E. NOTHING IN THIS COMPACT SHALL BE CONSTRUED TO INVALIDATE OR ALTER ANY EXISTING AGREEMENT OR OTHER COOPERATIVE ARRANGEMENT THAT A MEMBER STATE MAY ALREADY BE A PARTY TO, OR LIMIT THE ABILITY OF A MEMBER STATE TO PARTICIPATE IN ANY FUTURE AGREEMENT OR OTHER COOPERATIVE ARRANGEMENT TO:~~

~~1. AWARD TEACHING LICENSES OR OTHER BENEFITS BASED ON ADDITIONAL PROFESSIONAL CREDENTIALS INCLUDING, BUT NOT LIMITED TO, NATIONAL BOARD CERTIFICATION;~~

~~2. PARTICIPATE IN THE EXCHANGE OF NAMES OF TEACHERS WHOSE LICENSE HAS BEEN SUBJECT TO AN ADVERSE ACTION BY A MEMBER STATE; OR~~

~~3. PARTICIPATE IN ANY AGREEMENT OR COOPERATIVE ARRANGEMENT WITH A NON-MEMBER STATE.~~

~~ARTICLE V. TEACHER QUALIFICATIONS AND REQUIREMENTS FOR LICENSURE
UNDER THE COMPACT.~~

~~A. EXCEPT AS PROVIDED FOR ACTIVE MILITARY MEMBERS OR ELIGIBLE MILITARY SPOUSES IN ARTICLE III.D ABOVE, A TEACHER MAY ONLY BE ELIGIBLE~~

~~TO RECEIVE A LICENSE UNDER THIS COMPACT WHERE THAT TEACHER HOLDS AN UNENCUMBERED LICENSE IN A MEMBER STATE.~~

~~B. A TEACHER ELIGIBLE TO RECEIVE A LICENSE UNDER THIS COMPACT SHALL, UNLESS OTHERWISE PROVIDED FOR HEREIN:~~

~~1. UPON THE TEACHER'S APPLICATION TO RECEIVE A LICENSE UNDER THIS COMPACT, UNDERGO A CRIMINAL HISTORY BACKGROUND CHECK IN THE RECEIVING STATE IN ACCORDANCE WITH THE LAWS AND REGULATIONS OF THE RECEIVING STATE; AND~~

~~2. PROVIDE THE RECEIVING STATE WITH INFORMATION IN ADDITION TO THE INFORMATION REQUIRED FOR LICENSURE FOR THE PURPOSES OF DETERMINING COMPENSATION, IF APPLICABLE.~~

~~ARTICLE VI. DISCIPLINE AND ADVERSE ACTIONS.~~

~~A. NOTHING IN THIS COMPACT SHALL BE DEEMED OR CONSTRUED TO LIMIT THE AUTHORITY OF A MEMBER STATE TO INVESTIGATE OR IMPOSE DISCIPLINARY MEASURES ON TEACHERS ACCORDING TO THE STATE PRACTICE LAWS THEREOF.~~

~~B. MEMBER STATES SHALL BE AUTHORIZED TO RECEIVE, AND SHALL PROVIDE, FILES AND INFORMATION REGARDING THE INVESTIGATION AND DISCIPLINE, IF ANY, OF TEACHERS IN OTHER MEMBER STATES UPON REQUEST. ANY MEMBER STATE RECEIVING SUCH INFORMATION OR FILES SHALL PROTECT AND MAINTAIN THE SECURITY AND CONFIDENTIALITY THEREOF, IN AT LEAST THE SAME MANNER THAT IT MAINTAINS ITS OWN INVESTIGATORY OR DISCIPLINARY FILES AND INFORMATION. PRIOR TO DISCLOSING ANY DISCIPLINARY OR INVESTIGATORY INFORMATION RECEIVED FROM ANOTHER MEMBER STATE, THE DISCLOSING STATE SHALL COMMUNICATE ITS INTENTION AND PURPOSE FOR SUCH DISCLOSURE TO THE MEMBER STATE THAT ORIGINALLY PROVIDED THAT INFORMATION.~~

~~ARTICLE VII. ESTABLISHMENT OF THE INTERSTATE TEACHER MOBILITY COMPACT COMMISSION.~~

~~A. THE INTERSTATE COMPACT MEMBER STATES HEREBY CREATE AND ESTABLISH A JOINT PUBLIC AGENCY KNOWN AS THE INTERSTATE TEACHER MOBILITY COMPACT COMMISSION:~~

~~1. THE COMMISSION IS A JOINT INTERSTATE GOVERNMENTAL AGENCY COMPRISED OF STATES THAT HAVE ENACTED THE INTERSTATE TEACHER MOBILITY COMPACT.~~

~~2. NOTHING IN THIS INTERSTATE COMPACT SHALL BE CONSTRUED TO BE A WAIVER OF SOVEREIGN IMMUNITY.~~

~~B. MEMBERSHIP, VOTING, AND MEETINGS.~~

~~1. EACH MEMBER STATE SHALL HAVE AND BE LIMITED TO ONE (1) DELEGATE TO THE COMMISSION, WHO SHALL BE GIVEN THE TITLE OF COMMISSIONER.~~

~~2. THE COMMISSIONER SHALL BE THE PRIMARY ADMINISTRATIVE OFFICER OF THE STATE LICENSING AUTHORITY OR THEIR DESIGNEE.~~

~~3. ANY COMMISSIONER MAY BE REMOVED OR SUSPENDED FROM OFFICE AS PROVIDED BY THE LAW OF THE STATE FROM WHICH THE COMMISSIONER IS APPOINTED.~~

~~4. THE MEMBER STATE SHALL FILL ANY VACANCY OCCURRING IN THE COMMISSION WITHIN 90 DAYS.~~

~~5. EACH COMMISSIONER SHALL BE ENTITLED TO ONE (1) VOTE ABOUT THE PROMULGATION OF RULES AND CREATION OF BYLAWS AND SHALL OTHERWISE HAVE AN OPPORTUNITY TO PARTICIPATE IN THE BUSINESS AND AFFAIRS OF THE COMMISSION. A COMMISSIONER SHALL VOTE IN PERSON OR BY SUCH OTHER MEANS AS PROVIDED IN THE BYLAWS. THE BYLAWS MAY PROVIDE FOR COMMISSIONERS' PARTICIPATION IN MEETINGS BY TELEPHONE OR OTHER MEANS OF COMMUNICATION.~~

~~6. THE COMMISSION SHALL MEET AT LEAST ONCE DURING EACH CALENDAR YEAR. ADDITIONAL MEETINGS SHALL BE HELD AS SET FORTH IN THE BYLAWS.~~

~~7. THE COMMISSION SHALL ESTABLISH BY RULE A TERM OF OFFICE FOR COMMISSIONERS.~~

~~C. THE COMMISSION SHALL HAVE THE FOLLOWING POWERS AND DUTIES.~~

~~1. ESTABLISH A CODE OF ETHICS FOR THE COMMISSION.~~

~~2. ESTABLISH THE FISCAL YEAR OF THE COMMISSION.~~

~~3. ESTABLISH BYLAWS FOR THE COMMISSION.~~

~~4. MAINTAIN ITS FINANCIAL RECORDS IN ACCORDANCE WITH THE
BYLAWS OF THE COMMISSION.~~

~~5. MEET AND TAKE SUCH ACTIONS AS ARE CONSISTENT WITH THE
PROVISIONS OF THIS INTERSTATE COMPACT, THE BYLAWS, AND RULES OF THE
COMMISSION.~~

~~6. PROMULGATE UNIFORM RULES TO IMPLEMENT AND ADMINISTER
THIS INTERSTATE COMPACT. THE RULES SHALL HAVE THE FORCE AND EFFECT OF
LAW AND SHALL BE BINDING IN ALL MEMBER STATES. IN THE EVENT THE
COMMISSION EXERCISES ITS RULEMAKING AUTHORITY IN A MANNER THAT IS
BEYOND THE SCOPE OF THE PURPOSES OF THE COMPACT, OR THE POWERS
GRANTED HEREUNDER, THEN SUCH AN ACTION BY THE COMMISSION SHALL BE
INVALID AND HAVE NO FORCE AND EFFECT OF LAW.~~

~~7. BRING AND PROSECUTE LEGAL PROCEEDINGS OR ACTIONS IN
THE NAME OF THE COMMISSION, PROVIDED THAT THE STANDING OF ANY MEMBER
STATE LICENSING AUTHORITY TO SUE OR BE SUED UNDER APPLICABLE LAW MAY
NOT BE AFFECTED.~~

~~8. PURCHASE AND MAINTAIN INSURANCE AND BONDS.~~

~~9. BORROW, ACCEPT, OR CONTRACT FOR SERVICES OF PERSONNEL,
INCLUDING, BUT NOT LIMITED TO, EMPLOYEES OF A MEMBER STATE, OR AN
ASSOCIATED NONGOVERNMENTAL ORGANIZATION THAT IS OPEN TO MEMBERSHIP
BY ALL STATES.~~

~~10. HIRE EMPLOYEES, ELECT OR APPOINT OFFICERS, FIX
COMPENSATION, DEFINE DUTIES, GRANT SUCH INDIVIDUALS APPROPRIATE
AUTHORITY TO CARRY OUT THE PURPOSES OF THE COMPACT, AND ESTABLISH THE
COMMISSION'S PERSONNEL POLICIES AND PROGRAMS RELATING TO CONFLICTS OF
INTEREST, QUALIFICATIONS OF PERSONNEL, AND OTHER RELATED PERSONNEL
MATTERS.~~

~~11. LEASE, PURCHASE, ACCEPT APPROPRIATE GIFTS OR DONATIONS
OF, OR OTHERWISE OWN, HOLD, IMPROVE, OR USE, ANY PROPERTY, REAL,
PERSONAL OR MIXED, PROVIDED THAT AT ALL TIMES THE COMMISSION SHALL
AVOID ANY APPEARANCE OF IMPROPRIETY.~~

~~12. SELL, CONVEY, MORTGAGE, PLEDGE, LEASE, EXCHANGE,
ABANDON, OR OTHERWISE DISPOSE OF ANY PROPERTY REAL, PERSONAL, OR MIXED.~~

~~13. ESTABLISH A BUDGET AND MAKE EXPENDITURES.~~

~~14. BORROW MONEY.~~

~~15. APPOINT COMMITTEES, INCLUDING STANDING COMMITTEES
COMPOSED OF MEMBERS AND SUCH OTHER INTERESTED PERSONS AS MAY BE
DESIGNATED IN THIS INTERSTATE COMPACT, RULES, OR BYLAWS.~~

~~16. PROVIDE AND RECEIVE INFORMATION FROM, AND COOPERATE
WITH, LAW ENFORCEMENT AGENCIES.~~

~~17. ESTABLISH AND ELECT AN EXECUTIVE COMMITTEE.~~

~~18. ESTABLISH AND DEVELOP A CHARTER FOR AN EXECUTIVE
INFORMATION GOVERNANCE COMMITTEE TO ADVISE ON FACILITATING EXCHANGE
OF INFORMATION, USE OF INFORMATION, DATA PRIVACY, AND TECHNICAL SUPPORT
NEEDS, AND PROVIDE REPORTS AS NEEDED.~~

~~19. PERFORM SUCH OTHER FUNCTIONS AS MAY BE NECESSARY OR
APPROPRIATE TO ACHIEVE THE PURPOSES OF THIS INTERSTATE COMPACT
CONSISTENT WITH THE STATE REGULATION OF TEACHER LICENSURE.~~

~~20. DETERMINE WHETHER A STATE'S ADOPTED LANGUAGE IS
MATERIALLY DIFFERENT FROM THE MODEL COMPACT LANGUAGE SUCH THAT THE
STATE WOULD NOT QUALIFY FOR PARTICIPATION IN THE COMPACT.~~

~~D. THE EXECUTIVE COMMITTEE OF THE INTERSTATE TEACHER MOBILITY
COMPACT COMMISSION.~~

~~1. THE EXECUTIVE COMMITTEE SHALL HAVE THE POWER TO ACT ON
BEHALF OF THE COMMISSION ACCORDING TO THE TERMS OF THIS INTERSTATE
COMPACT.~~

~~2. THE EXECUTIVE COMMITTEE SHALL BE COMPOSED OF EIGHT
VOTING MEMBERS:~~

~~A. THE COMMISSION CHAIR, VICE CHAIR, AND TREASURER;
AND~~

~~B. FIVE MEMBERS WHO ARE ELECTED BY THE COMMISSION
FROM THE CURRENT MEMBERSHIP;~~

~~I. FOUR VOTING MEMBERS REPRESENTING
GEOGRAPHIC REGIONS IN ACCORDANCE WITH COMMISSION RULES; AND~~

~~H. ONE AT LARGE VOTING MEMBER IN ACCORDANCE
WITH COMMISSION RULES.~~

~~3. THE COMMISSION MAY ADD OR REMOVE MEMBERS OF THE
EXECUTIVE COMMITTEE AS PROVIDED IN COMMISSION RULES.~~

~~4. THE EXECUTIVE COMMITTEE SHALL MEET AT LEAST ONCE
ANNUALLY.~~

~~5. THE EXECUTIVE COMMITTEE SHALL HAVE THE FOLLOWING
DUTIES AND RESPONSIBILITIES:~~

~~A. RECOMMEND TO THE ENTIRE COMMISSION CHANGES TO
THE RULES OR BYLAWS, CHANGES TO THE COMPACT LEGISLATION, FEES PAID BY
INTERSTATE COMPACT MEMBER STATES SUCH AS ANNUAL DUES, AND ANY
COMPACT FEE CHARGED BY THE MEMBER STATES ON BEHALF OF THE COMMISSION.~~

~~B. ENSURE COMMISSION ADMINISTRATION SERVICES ARE
APPROPRIATELY PROVIDED, CONTRACTUAL OR OTHERWISE.~~

~~C. PREPARE AND RECOMMEND THE BUDGET.~~

~~D. MAINTAIN FINANCIAL RECORDS ON BEHALF OF THE
COMMISSION.~~

~~E. MONITOR COMPLIANCE OF MEMBER STATES AND PROVIDE
REPORTS TO THE COMMISSION.~~

~~F. PERFORM OTHER DUTIES AS PROVIDED IN RULES OR
BYLAWS.~~

~~6. MEETINGS OF THE COMMISSION.~~

~~A. ALL MEETINGS SHALL BE OPEN TO THE PUBLIC, AND
PUBLIC NOTICE OF MEETINGS SHALL BE GIVEN IN ACCORDANCE WITH COMMISSION
BYLAWS.~~

~~B. THE COMMISSION OR THE EXECUTIVE COMMITTEE OR
OTHER COMMITTEES OF THE COMMISSION MAY CONVENE IN A CLOSED,
NON-PUBLIC MEETING IF THE COMMISSION OR EXECUTIVE COMMITTEE OR OTHER
COMMITTEES OF THE COMMISSION MUST DISCUSS:~~

~~I. NONCOMPLIANCE OF A MEMBER STATE WITH ITS
OBLIGATIONS UNDER THE COMPACT.~~

~~II. THE EMPLOYMENT, COMPENSATION, DISCIPLINE OR
OTHER MATTERS, PRACTICES OR PROCEDURES RELATED TO SPECIFIC EMPLOYEES
OR OTHER MATTERS RELATED TO THE COMMISSION'S INTERNAL PERSONNEL
PRACTICES AND PROCEDURES.~~

~~III. CURRENT, THREATENED, OR REASONABLY
ANTICIPATED LITIGATION.~~

~~IV. NEGOTIATION OF CONTRACTS FOR THE PURCHASE,
LEASE, OR SALE OF GOODS, SERVICES, OR REAL ESTATE.~~

~~V. ACCUSING ANY PERSON OF A CRIME OR FORMALLY
CENSURING ANY PERSON.~~

~~VI. DISCLOSURE OF TRADE SECRETS OR COMMERCIAL
OR FINANCIAL INFORMATION THAT IS PRIVILEGED OR CONFIDENTIAL.~~

~~VII. DISCLOSURE OF INFORMATION OF A PERSONAL
NATURE WHERE DISCLOSURE WOULD CONSTITUTE A CLEARLY UNWARRANTED
INVASION OF PERSONAL PRIVACY.~~

~~VIII. DISCLOSURE OF INVESTIGATIVE RECORDS COMPILED
FOR LAW ENFORCEMENT PURPOSES.~~

~~IX. DISCLOSURE OF INFORMATION RELATED TO ANY
INVESTIGATIVE REPORTS PREPARED BY OR ON BEHALF OF OR FOR USE OF THE
COMMISSION OR OTHER COMMITTEE CHARGED WITH RESPONSIBILITY OF
INVESTIGATION OR DETERMINATION OF COMPLIANCE ISSUES PURSUANT TO THE
COMPACT.~~

~~X. MATTERS SPECIFICALLY EXEMPTED FROM
DISCLOSURE BY FEDERAL OR MEMBER STATE STATUTE.~~

~~XI. OTHER MATTERS AS SET FORTH BY COMMISSION
BYLAWS AND RULES.~~

~~C. IF A MEETING, OR PORTION OF A MEETING, IS CLOSED
PURSUANT TO THIS PROVISION, THE COMMISSION'S LEGAL COUNSEL OR DESIGNEE
SHALL CERTIFY THAT THE MEETING MAY BE CLOSED AND SHALL REFERENCE EACH
RELEVANT EXEMPTING PROVISION.~~

~~D. THE COMMISSION SHALL KEEP MINUTES OF COMMISSION MEETINGS AND SHALL PROVIDE A FULL AND ACCURATE SUMMARY OF ACTIONS TAKEN, AND THE REASONS THEREFOR, INCLUDING A DESCRIPTION OF THE VIEWS EXPRESSED. ALL DOCUMENTS CONSIDERED IN CONNECTION WITH AN ACTION SHALL BE IDENTIFIED IN SUCH MINUTES. ALL MINUTES AND DOCUMENTS OF A CLOSED MEETING SHALL REMAIN UNDER SEAL, SUBJECT TO RELEASE BY A MAJORITY VOTE OF THE COMMISSION OR ORDER OF A COURT OF COMPETENT JURISDICTION.~~

~~7. FINANCING OF THE COMMISSION.~~

~~A. THE COMMISSION SHALL PAY, OR PROVIDE FOR THE PAYMENT OF, THE REASONABLE EXPENSES OF ITS ESTABLISHMENT, ORGANIZATION, AND ONGOING ACTIVITIES.~~

~~B. THE COMMISSION MAY ACCEPT ALL APPROPRIATE DONATIONS AND GRANTS OF MONEY, EQUIPMENT, SUPPLIES, MATERIALS, AND SERVICES, AND RECEIVE, UTILIZE, AND DISPOSE OF THE SAME, PROVIDED THAT AT ALL TIMES THE COMMISSION SHALL AVOID ANY APPEARANCE OF IMPROPRIETY OR CONFLICT OF INTEREST.~~

~~C. THE COMMISSION MAY LEVY ON AND COLLECT AN ANNUAL ASSESSMENT FROM EACH MEMBER STATE OR IMPOSE FEES ON OTHER PARTIES TO COVER THE COST OF THE OPERATIONS AND ACTIVITIES OF THE COMMISSION, IN ACCORDANCE WITH THE COMMISSION RULES.~~

~~D. THE COMMISSION MAY NOT INCUR OBLIGATIONS OF ANY KIND PRIOR TO SECURING THE FUNDS ADEQUATE TO MEET THE SAME; NOR SHALL THE COMMISSION PLEDGE THE CREDIT OF ANY OF THE MEMBER STATES, EXCEPT BY AND WITH THE AUTHORITY OF THE MEMBER STATE.~~

~~E. THE COMMISSION SHALL KEEP ACCURATE ACCOUNTS OF ALL RECEIPTS AND DISBURSEMENTS. THE RECEIPTS AND DISBURSEMENTS OF THE COMMISSION SHALL BE SUBJECT TO ACCOUNTING PROCEDURES ESTABLISHED UNDER COMMISSION BYLAWS. ALL RECEIPTS AND DISBURSEMENTS OF FUNDS OF THE COMMISSION SHALL BE REVIEWED ANNUALLY IN ACCORDANCE WITH COMMISSION BYLAWS, AND A REPORT OF THE REVIEW SHALL BE INCLUDED IN AND BECOME PART OF THE ANNUAL REPORT OF THE COMMISSION.~~

~~8. QUALIFIED IMMUNITY, DEFENSE, AND INDEMNIFICATION.~~

~~A. THE MEMBERS, OFFICERS, EXECUTIVE DIRECTOR, EMPLOYEES AND REPRESENTATIVES OF THE COMMISSION SHALL BE IMMUNE FROM SUIT AND LIABILITY, EITHER PERSONALLY OR IN THEIR OFFICIAL CAPACITY, FOR ANY CLAIM FOR DAMAGE TO OR LOSS OF PROPERTY OR PERSONAL INJURY OR OTHER CIVIL LIABILITY CAUSED BY OR ARISING OUT OF ANY ACTUAL OR ALLEGED ACT, ERROR OR OMISSION THAT OCCURRED, OR THAT THE PERSON AGAINST WHOM THE CLAIM IS MADE HAD A REASONABLE BASIS FOR BELIEVING OCCURRED WITHIN THE SCOPE OF COMMISSION EMPLOYMENT, DUTIES OR RESPONSIBILITIES; PROVIDED THAT NOTHING IN THIS PARAGRAPH SHALL BE CONSTRUED TO PROTECT ANY SUCH PERSON FROM SUIT OR LIABILITY FOR ANY DAMAGE, LOSS, INJURY, OR LIABILITY CAUSED BY THE INTENTIONAL OR WILLFUL OR WANTON MISCONDUCT OF THAT PERSON.~~

~~B. THE COMMISSION SHALL DEFEND ANY MEMBER, OFFICER, EXECUTIVE DIRECTOR, EMPLOYEE, OR REPRESENTATIVE OF THE COMMISSION IN ANY CIVIL ACTION SEEKING TO IMPOSE LIABILITY ARISING OUT OF ANY ACTUAL OR ALLEGED ACT, ERROR, OR OMISSION THAT OCCURRED WITHIN THE SCOPE OF COMMISSION EMPLOYMENT, DUTIES, OR RESPONSIBILITIES, OR THAT THE PERSON AGAINST WHOM THE CLAIM IS MADE HAD A REASONABLE BASIS FOR BELIEVING OCCURRED WITHIN THE SCOPE OF COMMISSION EMPLOYMENT, DUTIES, OR RESPONSIBILITIES; PROVIDED THAT NOTHING HEREIN SHALL BE CONSTRUED TO PROHIBIT THAT PERSON FROM RETAINING HIS OR HER OWN COUNSEL; AND PROVIDED FURTHER, THAT THE ACTUAL OR ALLEGED ACT, ERROR, OR OMISSION DID NOT RESULT FROM THAT PERSON'S INTENTIONAL OR WILLFUL OR WANTON MISCONDUCT.~~

~~C. THE COMMISSION SHALL INDEMNIFY AND HOLD HARMLESS ANY MEMBER, OFFICER, EXECUTIVE DIRECTOR, EMPLOYEE, OR REPRESENTATIVE OF THE COMMISSION FOR THE AMOUNT OF ANY SETTLEMENT OR JUDGMENT OBTAINED AGAINST THAT PERSON ARISING OUT OF ANY ACTUAL OR ALLEGED ACT, ERROR OR OMISSION THAT OCCURRED WITHIN THE SCOPE OF COMMISSION EMPLOYMENT, DUTIES, OR RESPONSIBILITIES, OR THAT SUCH PERSON HAD A REASONABLE BASIS FOR BELIEVING OCCURRED WITHIN THE SCOPE OF COMMISSION EMPLOYMENT, DUTIES, OR RESPONSIBILITIES, PROVIDED THAT THE ACTUAL OR ALLEGED ACT, ERROR, OR OMISSION DID NOT RESULT FROM THE INTENTIONAL OR WILLFUL OR WANTON MISCONDUCT OF THAT PERSON.~~

~~ARTICLE VIII. RULEMAKING.~~

~~A. THE COMMISSION SHALL EXERCISE ITS RULEMAKING POWERS PURSUANT TO THE CRITERIA SET FORTH IN THIS INTERSTATE COMPACT AND THE RULES ADOPTED THEREUNDER. RULES AND AMENDMENTS SHALL BECOME BINDING AS OF THE DATE SPECIFIED IN EACH RULE OR AMENDMENT.~~

~~B. THE COMMISSION SHALL PROMULGATE REASONABLE RULES TO ACHIEVE THE INTENT AND PURPOSE OF THIS INTERSTATE COMPACT. IN THE EVENT THE COMMISSION EXERCISES ITS RULEMAKING AUTHORITY IN A MANNER THAT IS BEYOND PURPOSE AND INTENT OF THIS INTERSTATE COMPACT, OR THE POWERS GRANTED HEREUNDER, THEN SUCH AN ACTION BY THE COMMISSION SHALL BE INVALID AND HAVE NO FORCE AND EFFECT OF LAW IN THE MEMBER STATES.~~

~~C. IF A MAJORITY OF THE LEGISLATURES OF THE MEMBER STATES REJECTS A RULE, BY ENACTMENT OF A STATUTE OR RESOLUTION IN THE SAME MANNER USED TO ADOPT THE COMPACT WITHIN FOUR (4) YEARS OF THE DATE OF ADOPTION OF THE RULE, THEN SUCH RULE SHALL HAVE NO FURTHER FORCE AND EFFECT IN ANY MEMBER STATE.~~

~~D. RULES OR AMENDMENTS TO THE RULES SHALL BE ADOPTED OR RATIFIED AT A REGULAR OR SPECIAL MEETING OF THE COMMISSION IN ACCORDANCE WITH COMMISSION RULES AND BYLAWS.~~

~~E. UPON DETERMINATION THAT AN EMERGENCY EXISTS, THE COMMISSION MAY CONSIDER AND ADOPT AN EMERGENCY RULE WITH 48 HOURS' NOTICE, WITH OPPORTUNITY TO COMMENT, PROVIDED THAT THE USUAL RULEMAKING PROCEDURES SHALL BE RETROACTIVELY APPLIED TO THE RULE AS SOON AS REASONABLY POSSIBLE, IN NO EVENT LATER THAN NINETY (90) DAYS AFTER THE EFFECTIVE DATE OF THE RULE. FOR THE PURPOSES OF THIS PROVISION, AN EMERGENCY RULE IS ONE THAT MUST BE ADOPTED IMMEDIATELY IN ORDER TO:~~

~~1. MEET AN IMMINENT THREAT TO PUBLIC HEALTH, SAFETY, OR WELFARE;~~

~~2. PREVENT A LOSS OF COMMISSION OR MEMBER STATE FUNDS;~~

~~3. MEET A DEADLINE FOR THE PROMULGATION OF AN ADMINISTRATIVE RULE THAT IS ESTABLISHED BY FEDERAL LAW OR RULE; OR~~

~~4. PROTECT PUBLIC HEALTH AND SAFETY.~~

~~ARTICLE IX. FACILITATING INFORMATION EXCHANGE.~~

~~A. THE COMMISSION SHALL PROVIDE FOR FACILITATING THE EXCHANGE OF INFORMATION TO ADMINISTER AND IMPLEMENT THE PROVISIONS OF THIS COMPACT IN ACCORDANCE WITH THE RULES OF THE COMMISSION, CONSISTENT WITH GENERALLY ACCEPTED DATA PROTECTION PRINCIPLES.~~

~~B. NOTHING IN THIS COMPACT SHALL BE DEEMED OR CONSTRUED TO ALTER, LIMIT, OR INHIBIT THE POWER OF A MEMBER STATE TO CONTROL AND MAINTAIN OWNERSHIP OF ITS LICENSEE INFORMATION OR ALTER, LIMIT, OR INHIBIT THE LAWS OR REGULATIONS GOVERNING LICENSEE INFORMATION IN THE MEMBER STATE.~~

~~ARTICLE X. OVERSIGHT, DISPUTE RESOLUTION, AND ENFORCEMENT.~~

~~A. OVERSIGHT.~~

~~1. THE EXECUTIVE AND JUDICIAL BRANCHES OF STATE GOVERNMENT IN EACH MEMBER STATE SHALL ENFORCE THIS COMPACT AND TAKE ALL ACTIONS NECESSARY AND APPROPRIATE TO EFFECTUATE THE COMPACT'S PURPOSES AND INTENT. THE PROVISIONS OF THIS COMPACT SHALL HAVE STANDING AS STATUTORY LAW.~~

~~2. VENUE IS PROPER AND JUDICIAL PROCEEDINGS BY OR AGAINST THE COMMISSION SHALL BE BROUGHT SOLELY AND EXCLUSIVELY IN A COURT OF COMPETENT JURISDICTION WHERE THE PRINCIPAL OFFICE OF THE COMMISSION IS LOCATED. THE COMMISSION MAY WAIVE VENUE AND JURISDICTIONAL DEFENSES TO THE EXTENT IT ADOPTS OR CONSENTS TO PARTICIPATE IN ALTERNATIVE DISPUTE RESOLUTION PROCEEDINGS. NOTHING HEREIN SHALL AFFECT OR LIMIT THE SELECTION OR PROPRIETY OF VENUE IN ANY ACTION AGAINST A LICENSEE FOR PROFESSIONAL MALPRACTICE, MISCONDUCT OR ANY SUCH SIMILAR MATTER.~~

~~3. ALL COURTS AND ALL ADMINISTRATIVE AGENCIES SHALL TAKE JUDICIAL NOTICE OF THE COMPACT, THE RULES OF THE COMMISSION, AND ANY INFORMATION PROVIDED TO A MEMBER STATE PURSUANT THERETO IN ANY JUDICIAL OR QUASI JUDICIAL PROCEEDING IN A MEMBER STATE PERTAINING TO THE SUBJECT MATTER OF THIS COMPACT, OR WHICH MAY AFFECT THE POWERS, RESPONSIBILITIES, OR ACTIONS OF THE COMMISSION.~~

~~4. THE COMMISSION SHALL BE ENTITLED TO RECEIVE SERVICE OF PROCESS IN ANY PROCEEDING REGARDING THE ENFORCEMENT OR INTERPRETATION OF THE COMPACT AND SHALL HAVE STANDING TO INTERVENE IN SUCH A PROCEEDING FOR ALL PURPOSES. FAILURE TO PROVIDE THE COMMISSION SERVICE OF PROCESS SHALL RENDER A JUDGMENT OR ORDER VOID AS TO THE COMMISSION, THIS COMPACT, OR PROMULGATED RULES.~~

~~B. DEFAULT, TECHNICAL ASSISTANCE, AND TERMINATION.~~

~~1. IF THE COMMISSION DETERMINES THAT A MEMBER STATE HAS
DEFAULTED IN THE PERFORMANCE OF ITS OBLIGATIONS OR RESPONSIBILITIES
UNDER THIS COMPACT OR THE PROMULGATED RULES, THE COMMISSION SHALL:~~

~~A. PROVIDE WRITTEN NOTICE TO THE DEFAULTING STATE
AND OTHER MEMBER STATES OF THE NATURE OF THE DEFAULT, THE PROPOSED
MEANS OF CURING THE DEFAULT OR ANY OTHER ACTION TO BE TAKEN BY THE
COMMISSION; AND~~

~~B. PROVIDE REMEDIAL TRAINING AND SPECIFIC TECHNICAL
ASSISTANCE REGARDING THE DEFAULT.~~

~~C. IF A STATE IN DEFAULT FAILS TO CURE THE DEFAULT, THE DEFAULTING
STATE MAY BE TERMINATED FROM THE COMPACT UPON AN AFFIRMATIVE VOTE OF
A MAJORITY OF THE COMMISSIONERS OF THE MEMBER STATES, AND ALL RIGHTS,
PRIVILEGES AND BENEFITS CONFERRED ON THAT STATE BY THIS COMPACT MAY BE
TERMINATED ON THE EFFECTIVE DATE OF TERMINATION. A CURE OF THE DEFAULT
DOES NOT RELIEVE THE OFFENDING STATE OF OBLIGATIONS OR LIABILITIES
INCURRED DURING THE PERIOD OF DEFAULT.~~

~~D. TERMINATION OF MEMBERSHIP IN THE COMPACT SHALL BE IMPOSED
ONLY AFTER ALL OTHER MEANS OF SECURING COMPLIANCE HAVE BEEN
EXHAUSTED. NOTICE OF INTENT TO SUSPEND OR TERMINATE SHALL BE GIVEN BY
THE COMMISSION TO THE GOVERNOR, THE MAJORITY AND MINORITY LEADERS OF
THE DEFAULTING STATE'S LEGISLATURE, THE STATE LICENSING AUTHORITY AND
EACH OF THE MEMBER STATES.~~

~~E. A STATE THAT HAS BEEN TERMINATED IS RESPONSIBLE FOR ALL
ASSESSMENTS, OBLIGATIONS, AND LIABILITIES INCURRED THROUGH THE
EFFECTIVE DATE OF TERMINATION, INCLUDING OBLIGATIONS THAT EXTEND
BEYOND THE EFFECTIVE DATE OF TERMINATION.~~

~~F. THE COMMISSION MAY NOT BEAR ANY COSTS RELATED TO A STATE
THAT IS FOUND TO BE IN DEFAULT OR THAT HAS BEEN TERMINATED FROM THE
COMPACT, UNLESS AGREED UPON IN WRITING BETWEEN THE COMMISSION AND THE
DEFAULTING STATE.~~

~~G. THE DEFAULTING STATE MAY APPEAL THE ACTION OF THE
COMMISSION BY PETITIONING THE U.S. DISTRICT COURT FOR THE DISTRICT OF
COLUMBIA OR THE FEDERAL DISTRICT WHERE THE COMMISSION HAS ITS
PRINCIPAL OFFICES. THE PREVAILING PARTY SHALL BE AWARDED ALL COSTS OF
SUCH LITIGATION, INCLUDING REASONABLE ATTORNEY'S FEES.~~

~~H. DISPUTE RESOLUTION.~~

~~1. UPON REQUEST BY A MEMBER STATE, THE COMMISSION SHALL ATTEMPT TO RESOLVE DISPUTES RELATED TO THE COMPACT THAT ARISE AMONG MEMBER STATES AND BETWEEN MEMBER AND NON-MEMBER STATES.~~

~~2. THE COMMISSION SHALL PROMULGATE A RULE PROVIDING FOR BOTH BINDING AND NON-BINDING ALTERNATIVE DISPUTE RESOLUTION FOR DISPUTES AS APPROPRIATE.~~

~~I. ENFORCEMENT.~~

~~1. THE COMMISSION, IN THE REASONABLE EXERCISE OF ITS DISCRETION, SHALL ENFORCE THE PROVISIONS AND RULES OF THIS COMPACT.~~

~~2. BY MAJORITY VOTE, THE COMMISSION MAY INITIATE LEGAL ACTION IN THE UNITED STATES DISTRICT COURT FOR THE DISTRICT OF COLUMBIA OR THE FEDERAL DISTRICT WHERE THE COMMISSION HAS ITS PRINCIPAL OFFICES AGAINST A MEMBER STATE IN DEFAULT TO ENFORCE COMPLIANCE WITH THE PROVISIONS OF THE COMPACT AND ITS PROMULGATED RULES AND BYLAWS. THE RELIEF SOUGHT MAY INCLUDE BOTH INJUNCTIVE RELIEF AND DAMAGES. IN THE EVENT JUDICIAL ENFORCEMENT IS NECESSARY, THE PREVAILING PARTY SHALL BE AWARDED ALL COSTS OF SUCH LITIGATION, INCLUDING REASONABLE ATTORNEY'S FEES. THE REMEDIES HEREIN MAY NOT BE THE EXCLUSIVE REMEDIES OF THE COMMISSION. THE COMMISSION MAY PURSUE ANY OTHER REMEDIES AVAILABLE UNDER FEDERAL OR STATE LAW.~~

~~ARTICLE XI. EFFECTUATION, WITHDRAWAL, AND AMENDMENT.~~

~~A. THE COMPACT SHALL COME INTO EFFECT ON THE DATE ON WHICH THE COMPACT STATUTE IS ENACTED INTO LAW IN THE TENTH MEMBER STATE.~~

~~1. ON OR AFTER THE EFFECTIVE DATE OF THE COMPACT, THE COMMISSION SHALL CONVENE AND REVIEW THE ENACTMENT OF EACH OF THE CHARTER MEMBER STATES TO DETERMINE IF THE STATUTE ENACTED BY EACH SUCH CHARTER MEMBER STATE IS MATERIALLY DIFFERENT FROM THE MODEL COMPACT STATUTE.~~

~~2. A CHARTER MEMBER STATE WHOSE ENACTMENT IS FOUND TO BE MATERIALLY DIFFERENT FROM THE MODEL COMPACT STATUTE SHALL BE ENTITLED TO THE DEFAULT PROCESS SET FORTH IN ARTICLE X.~~

~~3. MEMBER STATES ENACTING THE COMPACT SUBSEQUENT TO THE CHARTER MEMBER STATES SHALL BE SUBJECT TO THE PROCESS SET FORTH IN ARTICLE VII.C.20 TO DETERMINE IF THEIR ENACTMENTS ARE MATERIALLY DIFFERENT FROM THE MODEL COMPACT STATUTE AND WHETHER THEY QUALIFY FOR PARTICIPATION IN THE COMPACT.~~

~~B. IF ANY MEMBER STATE IS LATER FOUND TO BE IN DEFAULT, OR IS TERMINATED OR WITHDRAWS FROM THE COMPACT, THE COMMISSION SHALL REMAIN IN EXISTENCE AND THE COMPACT SHALL REMAIN IN EFFECT EVEN IF THE NUMBER OF MEMBER STATES SHOULD BE LESS THAN TEN.~~

~~C. ANY STATE THAT JOINS THE COMPACT AFTER THE COMMISSION'S INITIAL ADOPTION OF THE RULES AND BYLAWS SHALL BE SUBJECT TO THE RULES AND BYLAWS AS THEY EXIST ON THE DATE ON WHICH THE COMPACT BECOMES LAW IN THAT STATE. ANY RULE THAT HAS BEEN PREVIOUSLY ADOPTED BY THE COMMISSION SHALL HAVE THE FULL FORCE AND EFFECT OF LAW ON THE DAY THE COMPACT BECOMES LAW IN THAT STATE, AS THE RULES AND BYLAWS MAY BE AMENDED AS PROVIDED IN THIS COMPACT.~~

~~D. ANY MEMBER STATE MAY WITHDRAW FROM THIS COMPACT BY ENACTING A STATUTE REPEALING THE SAME.~~

~~1. A MEMBER STATE'S WITHDRAWAL MAY NOT TAKE EFFECT UNTIL SIX (6) MONTHS AFTER ENACTMENT OF THE REPEALING STATUTE.~~

~~2. WITHDRAWAL MAY NOT AFFECT THE CONTINUING REQUIREMENT OF THE WITHDRAWING STATE'S LICENSING AUTHORITY TO COMPLY WITH THE INVESTIGATIVE AND ADVERSE ACTION REPORTING REQUIREMENTS OF THIS ACT PRIOR TO THE EFFECTIVE DATE OF WITHDRAWAL.~~

~~E. THIS COMPACT MAY BE AMENDED BY THE MEMBER STATES. NO AMENDMENT TO THIS COMPACT SHALL BECOME EFFECTIVE AND BINDING UPON ANY MEMBER STATE UNTIL IT IS ENACTED INTO THE LAWS OF ALL MEMBER STATES.~~

~~ARTICLE XII. CONSTRUCTION AND SEVERABILITY.~~

~~THIS COMPACT SHALL BE LIBERALLY CONSTRUED TO EFFECTUATE THE PURPOSES THEREOF. THE PROVISIONS OF THIS COMPACT SHALL BE SEVERABLE AND IF ANY PHRASE, CLAUSE, SENTENCE, OR PROVISION OF THIS COMPACT IS DECLARED TO BE CONTRARY TO THE CONSTITUTION OF ANY MEMBER STATE OR A STATE SEEKING MEMBERSHIP IN THE COMPACT, OR OF THE UNITED STATES OR THE APPLICABILITY THEREOF TO ANY OTHER GOVERNMENT, AGENCY, PERSON OR CIRCUMSTANCE IS HELD INVALID, THE VALIDITY OF THE REMAINDER OF THIS~~

~~COMPACT AND THE APPLICABILITY THEREOF TO ANY GOVERNMENT, AGENCY, PERSON, OR CIRCUMSTANCE MAY NOT BE AFFECTED THEREBY. IF THIS COMPACT SHALL BE HELD CONTRARY TO THE CONSTITUTION OF ANY MEMBER STATE, THE COMPACT SHALL REMAIN IN FULL FORCE AND EFFECT AS TO THE REMAINING MEMBER STATES AND IN FULL FORCE AND EFFECT AS TO THE MEMBER STATE AFFECTED AS TO ALL SEVERABLE MATTERS.~~

~~ARTICLE XIII. CONSISTENT EFFECT AND CONFLICT WITH OTHER STATE LAWS.~~

~~A. NOTHING HEREIN SHALL PREVENT OR INHIBIT THE ENFORCEMENT OF ANY OTHER LAW OF A MEMBER STATE THAT IS NOT INCONSISTENT WITH THE COMPACT.~~

~~B. ANY LAWS, STATUTES, REGULATIONS, OR OTHER LEGAL REQUIREMENTS IN A MEMBER STATE IN CONFLICT WITH THE COMPACT ARE SUPERSEDED TO THE EXTENT OF THE CONFLICT.~~

~~C. ALL PERMISSIBLE AGREEMENTS BETWEEN THE COMMISSION AND THE MEMBER STATES ARE BINDING IN ACCORDANCE WITH THEIR TERMS.~~

~~Article State Finance and Procurement~~

~~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.~~

1 SECTION ~~2~~ 3. AND BE IT FURTHER ENACTED, That the Laws of Maryland read
2 as follows:

3 **Article – State Finance and Procurement**

4 6–226.

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

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

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

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

17 205. the Proposed Programs Collaborative Grant Fund; AND

18 206. **THE ACADEMIC EXCELLENCE FUND.**

19 7–108.

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

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

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

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

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

30 (5) the appropriations requested by the Governor for the Executive Branch
31 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.

Chapter 717 of the Acts of 2024

SECTION 8. AND BE IT FURTHER ENACTED, That, 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, for fiscal years 2024 through 2028, net interest on all State money allocated by the State Treasurer under § 6-226 of the State Finance and Procurement Article 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, with the exception of the following funds:

(85) the Bus Rapid Transit Fund; [and]

(86) the Transit-Oriented Development Capital Grant and Revolving Loan Fund; AND

(87) THE ACADEMIC EXCELLENCE FUND.

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.

(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.

SECTION ~~4~~ 5. AND BE IT FURTHER ENACTED, That:

(a) (1) On or before January 1, 2026, the State Department of Education, in consultation with the Accountability and Implementation Board, shall contract with an independent public or private entity to conduct a study of funding for special education in the State.

(2) At a minimum, the study shall review and make recommendations on the following:

(i) the costs of special education in the State;

(ii) the rising costs of special education for prekindergarten students and the appropriate funding formula for those students assumed to be covered in the prekindergarten per pupil funding allocation under the Blueprint for Maryland's Future;

(iii) the implications of the design assumptions in the existing special education funding structure related to long-term spending and costs;

(iv) the establishment of a system of multiple weights for special education funding based on disability and level of services and support needed; and

(v) the feasibility of complying with the minimum school funding requirement under § 5-234 of the Education Article as it relates to special education funding.

(b) The entity conducting the study shall seek input from county boards of education, nonpublic special education schools, special education advocates, and special education organizations.

(c) The Governor shall include sufficient funds in the State budget for the appropriate fiscal years for the State Department of Education to cover the costs of the study.

(d) On or before December 15, 2026, the State Department of Education shall report the findings and recommendations of the study to the General Assembly in accordance with § § 2–1257 of the State Government Article.

~~SECTION 5. 4. AND BE IT FURTHER ENACTED, That Section 3 of this Act is contingent on the enactment of substantially similar legislation in 10 other states. The State Department of Education shall notify the Department of Legislative Services within 10 days after 10 states have enacted legislation that is substantially similar to Section 3 of this Act it is the intent of the General Assembly that the State Department of Education shall consult with the Maryland Center for Community Schools within Towson University to:~~

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

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.

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

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

6 SECTION ~~6~~ ~~5~~ 8. AND BE IT FURTHER ENACTED, That, ~~except as provided in~~
7 ~~Section 5 of this Act,~~ this Act shall take effect July 1, 2025. Section 4 of this Act shall remain
8 effective for a period of 3 years and, at the end of June 30, 2028, Section 4 of this Act, with
9 no further action required by the General Assembly, shall be abrogated and of no further
10 force and effect.

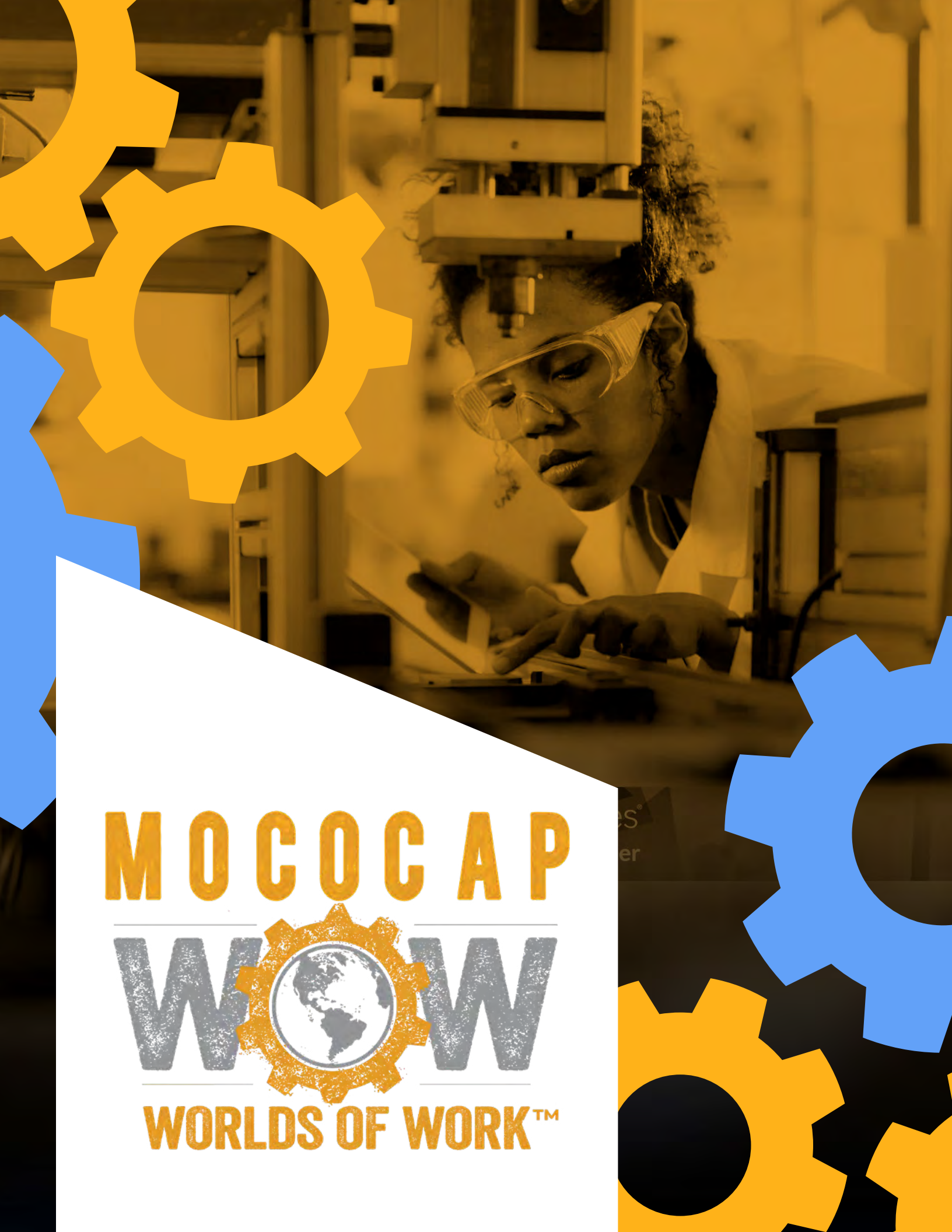
Approved:

Governor.

Speaker of the House of Delegates.

President of the Senate.

Attachment 4



MOCOCAP



WORLDS OF WORK™

CONTENTS

What is WoW?	3
RIASEC as a Common Career Language	4
The Worlds of MoCo CAP WoW	6
Participating Companies at a Glance	8
Montgomery County Spotlight	12
Industries	16

WORLD 1

Information Technology, Robotics, Engineering & Manufacturing	16
--	----

WORLD 2

Arts	18
Cosmetology	20
Education & Childcare	22
Hospitality	24
Recreation, Fitness & Sports	26
Retail	28

WORLD 3

Health Care	30
Life Sciences	32
Social Services & Mental and Behavioral Health	34

WORLD 4

Energy, Utilities & Environmental Sustainability	36
---	----

WORLD 5

Professional Services & Government (Business, Law, Finance & Real Estate)	38
Journalism, Media & Entertainment	40

WORLD 6

Automotive, Transportation & Logistics	42
Construction	44
Military & Public Safety	46

Advertisers	48
Participating Companies and Organizations List	69

WHAT IS WOW?

Worlds of Work (WoW) is a nationally recognized, immersive experience, showcasing competitive careers in Montgomery County to more than 3,000 students in its first year. WoW allows students to explore career opportunities through hands-on demonstrations with industry leaders. Taking over the Montgomery College Rockville Campus for three days, the event draws hundreds of companies to showcase their industries and grow their future workforce.

The purpose of WoW is to create awareness about exciting career opportunities among students and educators while addressing workforce needs in Montgomery County's future. As part of the College and Career Readiness pillar of the Blueprint for Maryland's Future, the event aims to help students understand the connection between education and occupations like never before. By exposing students to various professional worlds, we are helping to nurture local talent and prepare the next generation for success.

2025 WORLDS OF WORK PARTNERS



LET'S BE SOCIAL!

#MoCoCAPWOW2025

#MoCoCAPWorldsofWork



RIASEC AS A COMMON CAREER LANGUAGE

When students attend the MoCo CAP WoW event at Montgomery College, they already have learned about the RIASEC model. The model, created by John Holland, classifies work environments into six different themes: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. This model helps students align their interests, skills, and values with potential career paths. Widely used in career planning and counseling, the RIASEC model offers a structured approach to exploring vocational identities and understanding how personal preferences can lead to fulfilling careers.

MoCo CAP Career Coaches, along with MCPS teachers and Career Champions, utilize the RIASEC themes to help students describe their own strengths, interests, and workplace values; identify how they are expanding their skills and knowledge; and describe the various opportunities ahead of them.

Working with students one on one and in small and large groups, Career Coaches use an arsenal of activities to help individuals find the “right” work environments and address any issues that might affect their performance or satisfaction within those work environments. They also focus on developing skills that will help them while in school and while out in the workforce.

A frequent question the students hear from the career coaches is, “Can You Find Your RIASEC?” This theme is carried throughout the WoW event experience as students visit all of the “worlds.”



Presented by
 **Educators
Cooperative**

THE WORLDS OF MOCO CAP

WORLDS OF WORK

WORLD 1

Engineering
Information Technology
Manufacturing
Virtual Reality

WORLD 2

Arts
Cosmetology
Culinary
Education
Entertainment
Fitness
Hospitality
Recreation
Retail
Social Services

WORLD 3

Health Care
Life Sciences
Mental and Behavioral Health

WORLD 4

Energy
Green and Sustainability
Government
Utilities

WORLD 5

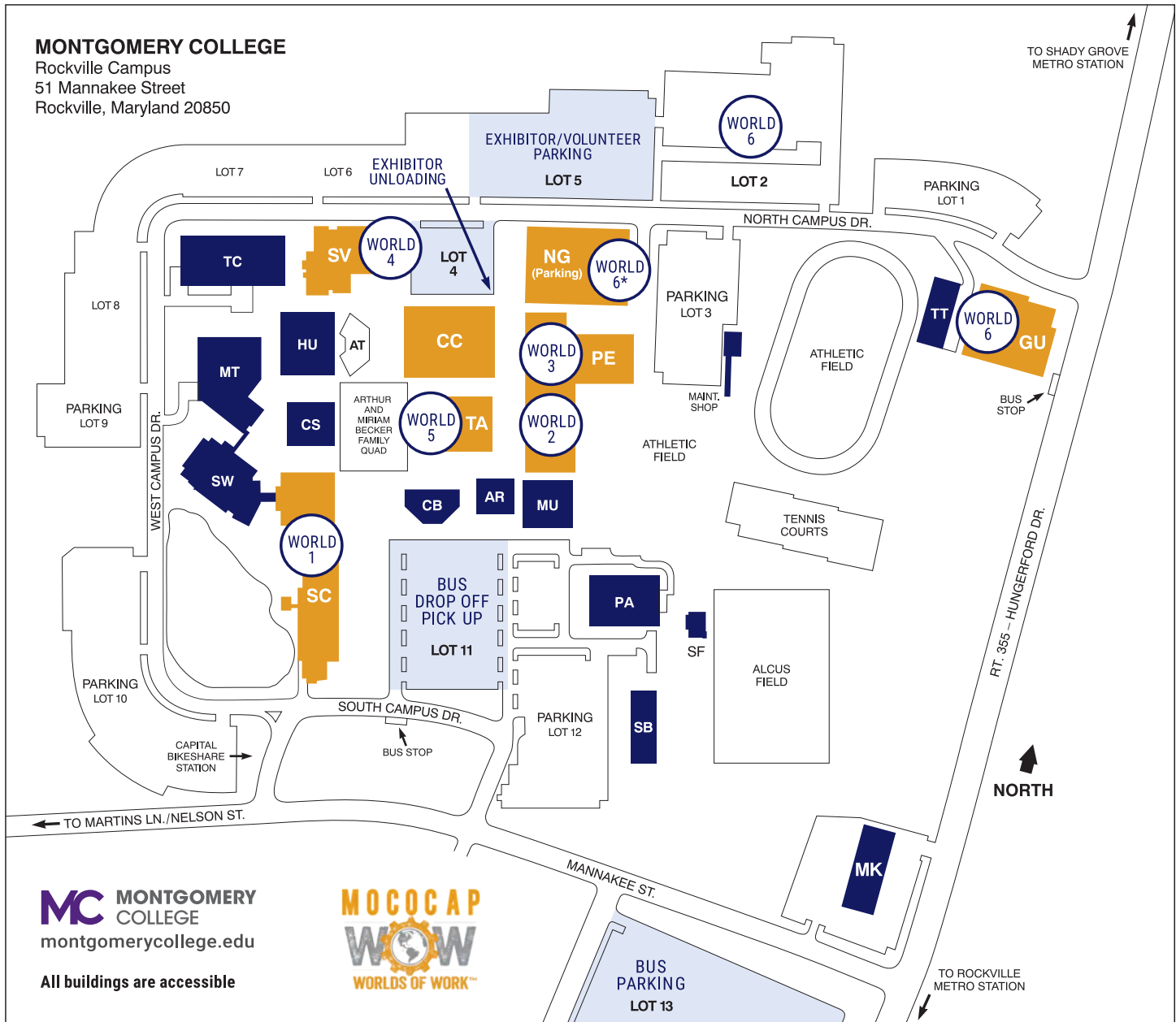
Business
Entrepreneurship
Journalism
Media

WORLD 6

Automotive
Construction
Military
Public Safety
Trades

MONTGOMERY COLLEGE

Rockville Campus



Worlds of Work (WoW) 2025 Event Venues and Information

World 1 – SC Atrium

IT/engineering/manufacturing/VR

World 2 – PE Large Gym

Hospitality/arts/fitness/retail/
recreation/entertainment/education/
social services/cosmetology/culinary

World 3 – PE Small Gym

Healthcare/life sciences/mental
health/behavioral health

World 4 – SV Lobby

Energy/utilities/green/government

World 5 – TA Theatre Arts Arena

Professional services (financial,
consulting, law, real estate)/
entrepreneurship/business/
journalists/media

World 6 – GU Auto Bays and Lot 2*

Automotive/construction/trades/
public safety/military

*NG Level 1: Inclement weather alternate site

Event Services

Bus Drop Off and Pick-Up – Lot 11

Bus Parking – Lot 13

Exhibitor Hospitality – CC 158

Gender Inclusive Restrooms

SC 121, SV 110, and TA 116, 117

Public Safety Office – SV 122

240-567-3333 (24/7)

(For this event, a Public Safety Officer is
stationed at each world.)

Serenity Room – SV 414

Volunteer Hospitality – SC 152

Legend of Campus Buildings

AR Paul Peck Art Building

AT Amphitheatre

CB Academic Annex

CC Campus Center

CS Computer Science
Building

GU Homer S. Gudelsky
Institute for Technical
Education

HU Humanities Building

MK Mannakee Building

MT Gordon and Marilyn
Macklin Tower

MU Music Building

NG North Garage (parking)

PA Robert E. Parilla
Performing Arts Center

PE Physical Education Center

SB South Campus
Instruction Building

SC Science Center

SF Soccer Field Concession
Building

SV Long Nguyen and
Kimmy Duong Student
Services Center

SW Science Center West

TA Theatre Arts Building

TC Technical Center

TT Interim Technical
Training Center

POWERED BY EMPLOYERS





POWERED BY EMPLOYERS



kusshi.



Latino Economic Development Center
Stable Housing. Thriving Businesses. Strong Communities.



LOOP
ABROAD

MD ENERGY ADVISORS

MARKETING STRATEGY SOLUTIONS



MARYMOUNT UNIVERSITY
Center for Career Development
and Community Engagement



my mcm
MONTGOMERY
COMMUNITY MEDIA



NEXT GENERATION, INC.
CULTIVATING CLEAN ENERGY LEADERS

nymeo
Federal Credit Union

OFFICEPRO



OLNEY THEATRE CENTER



OZTANstudio
ARCHITECTURE DESIGN



PRN Counseling
Mental health to meet your needs

reframe



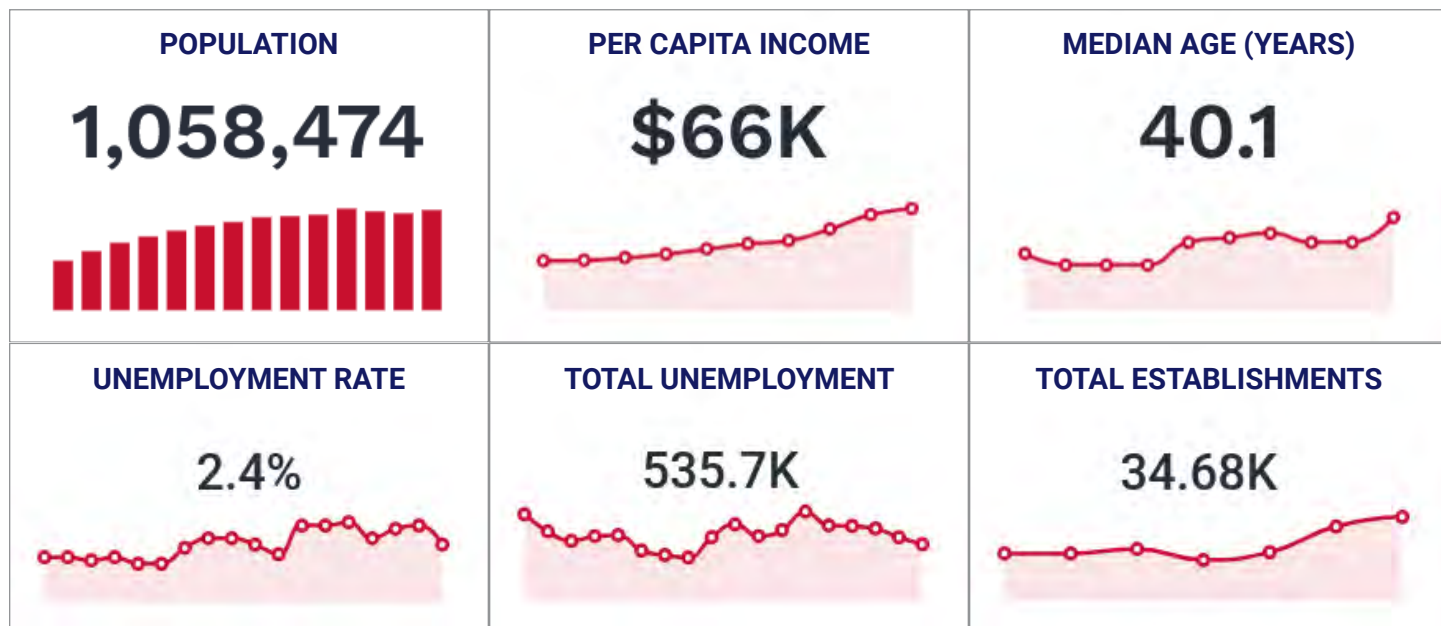
Rock Creek FOUNDATION
Choose to Let Your Life Speak



COUNTY SPOTLIGHT

Montgomery County, Maryland, offers a unique ecosystem rich in talent, groundbreaking discoveries, and a vibrant community dedicated to sustainability and bold thinking. With 40% of residents speaking a language other than English and a third of the population born outside the U.S., Montgomery County embraces diversity. This inclusive environment fosters a rich tapestry of perspectives, providing an ideal location for businesses to thrive, innovate and flourish. Learn about our demographics, cultural insights, and the unique characteristics that make our community thrive.

(Source: [Discover Montgomery County, Md. - Montgomery County Economic Development Corporation](#))



**MEDIAN
HOUSEHOLD INCOME**

\$125,371



**MEDIAN
PROPERTY VALUE**

\$615K



**MEDIAN
MONTHLY RENT**

\$2,030

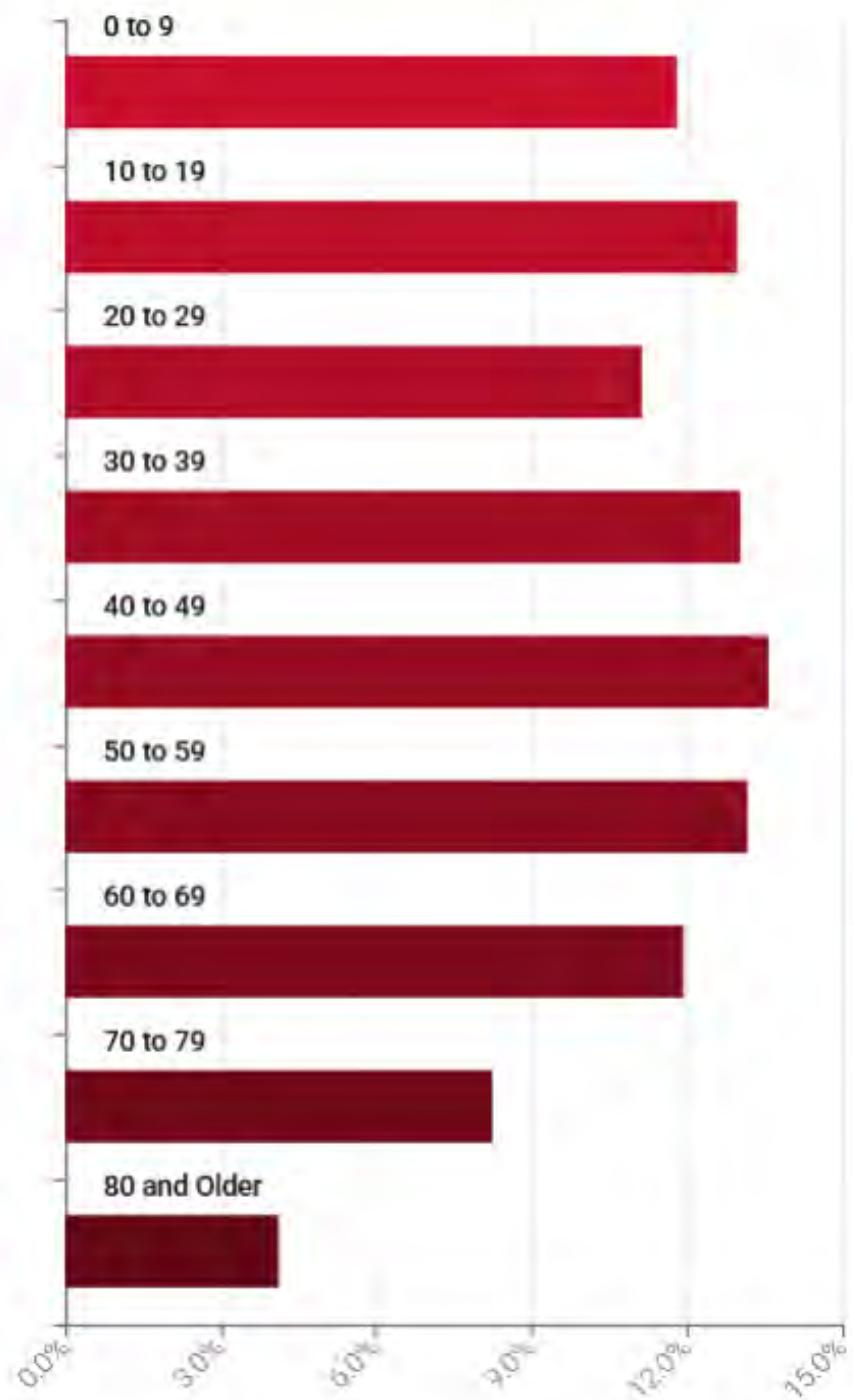


**AVERAGE
COMMUTING TIME**

32.4



AGE DISTRIBUTION



COUNTY SPOTLIGHT

EDUCATION LEVELS

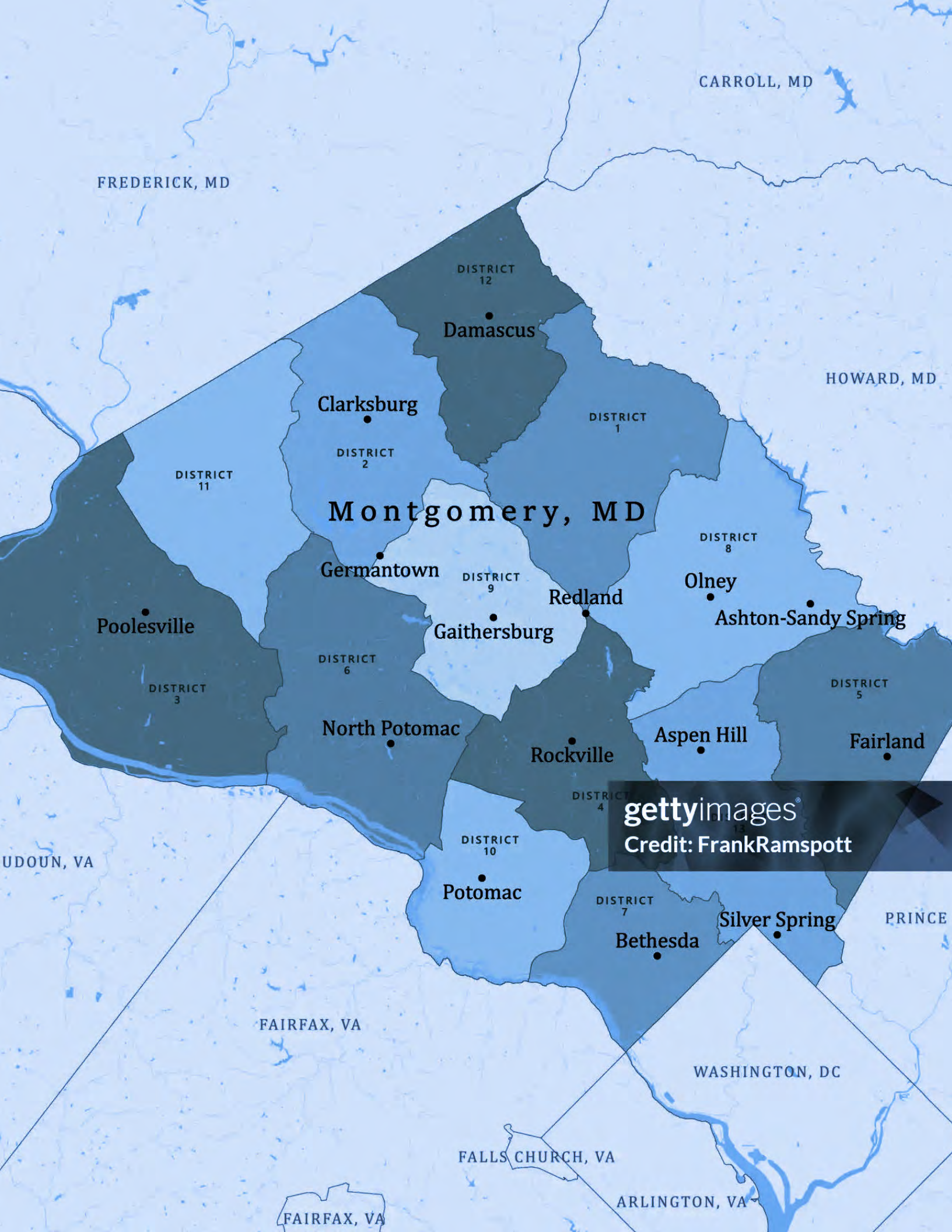


TOP EMPLOYMENT SECTORS



RESIDENTS' INDUSTRY OF EMPLOYMENT

Accommodation and Food Services	30,037
Administrative and Support, Waste Management and Remediation Services	22,720
Agriculture, Forestry, Fishing and Hunting	1,321
Arts, Entertainment and Recreation	11,768
Construction	36,242
Educational Services	55,164
Finance and Insurance	22,101
Health Care and Social Assistance	67,584
Information and Cultural Industries	11,756
Management of Companies and Enterprises	600
Manufacturing	18,498
Mining, Quarrying, and Oil and Gas Extraction	88
Other Services (Except Public Administration)	38,445
Professional, Scientific and Technical Services	104,001
Public Administration	63,061
Real Estate and Rental and Leasing	12,232
Retail Trade	40,038
Transportation and Warehousing	16,179
Utilities	1,439
Wholesale Trade	5,910



CARROLL, MD

FREDERICK, MD

HOWARD, MD

DISTRICT 12

Damascus

Clarksburg

DISTRICT 1

DISTRICT 2

DISTRICT 11

Montgomery, MD

DISTRICT 8

Germantown

DISTRICT 9

Redland

Olney

Ashton-Sandy Spring

Gaithersburg

DISTRICT 6

Poolesville

DISTRICT 3

North Potomac

Rockville

Aspen Hill

DISTRICT 5

Fairland

DISTRICT 4

gettyimages®

Credit: FrankRamspott

LOUDOUN, VA

DISTRICT 10

Potomac

DISTRICT 7

Bethesda

Silver Spring

PRINCE GEORGE'S COUNTY, MD

FAIRFAX, VA

WASHINGTON, DC

FALLS CHURCH, VA

ARLINGTON, VA

FAIRFAX, VA

INFORMATION TECHNOLOGY, ROBOTICS, ENGINEERING & MANUFACTURING

Our region is home to a growing and leading tech sector, with opportunities in software development, cybersecurity, and IT consulting. Many local businesses and government agencies seek IT professionals to help with digital innovation, system security, and data management. Local industries are increasingly adopting robotics for production processes, creating opportunities for engineers, technicians, and other skilled professionals in fields such as robotics design, maintenance, and systems integration. With companies like Lockheed Martin and other technology-focused firms, these high tech opportunities in the county offer great potential for career growth.

CAN YOU FIND YOUR RIASEC HERE?



INFORMATION TECHNOLOGY, ROBOTICS, ENGINEERING & MANUFACTURING

HIGH SCHOOL DIPLOMA + ON THE JOB TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Help Desk Technician	\$40,000 – \$60,000 annual
Web Developer (Entry-level)	\$45,000 – \$65,000 annual
Manufacturing Technician	\$45,000 – \$55,000 annual

ASSOCIATE + TECHNICAL TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Network Administrator	\$60,000 – \$85,000 annual
IT Support Specialist	\$55,000 – \$75,000 annual
CAD Technician	\$55,000 – \$70,000 annual
Cybersecurity Analyst	\$65,000 – \$90,000 annual

BACHELOR'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Database Administrator	\$75,000 – \$110,000 annual
Mechanical Engineer	\$70,000 – \$100,000 annual
IT Project Manager	\$85,000 – \$130,000 annual
Robotics Engineer	\$80,000 – \$120,000 annual

MASTER'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Electrical Systems Engineer	\$100,000 – \$135,000 annual
Data Scientist	\$110,000 – \$150,000 annual
Cybersecurity Engineer	\$95,000 – \$130,000 annual
Chief Technology Officer	\$150,000 – \$250,000 annual

gettyimages
Credit: JGTL Tom Grill

ARTS

Montgomery County has a thriving arts scene with many opportunities for creative careers. From local artisans to visual and performing arts organizations, the county supports a strong network of artists, musicians, actors, and filmmakers. Its commitment to arts and culture attracts exceptional talent and fosters a growing creative economy. With venues like Olney Theatre Center, Strathmore, Round House Theatre, Imagination Stage, BlackRock Center for the Arts, Kentlands Arts Barn, VisArts, Glenstone, Adventure Theatre, the Smithsonian nearby and many more, there are numerous cultural employment opportunities. Whether you're interested in performing, designing, teaching, or managing the arts, our region offers a dynamic environment for creative professionals.

CAN YOU FIND YOUR RIASEC HERE?



CAREER EXAMPLES IN ARTS

HIGH SCHOOL DIPLOMA + ON THE JOB TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Lighting Technician	\$62,000 annual
Actor	\$20.50 hourly
Motion Picture Projectionist	\$35,160 annual

ASSOCIATE + TECHNICAL TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Choreographer	\$52,000 annual
Costume Attendant or Wardrobe Manager	\$52,370 annual
Dancer	\$24.95 hourly
Cartoonist or Illustrator	\$59,300 annual

BACHELOR'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Museum Curator	\$67,500 annual
Agents and Business Managers	\$84,900 annual
Set or Exhibit Designer	\$59,490 annual
Producer or Director	\$82,150 annual

COSMETOLOGY

gettyimages®

Credit: AleksandarGeorgiev

Cosmetology is a thriving industry with opportunities for hairstylists, makeup artists, estheticians, and nail technicians. Local salons, spas, and beauty schools offer career paths in customer service, creative design, and skincare. Cosmetologists can build successful businesses or work with clients to enhance personal appearance and confidence.

CAN YOU FIND YOUR RIASEC HERE?



CAREER EXAMPLES IN COSMETOLOGY

HIGH SCHOOL DIPLOMA + ON THE JOB TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Hair Stylist	\$28,000 – \$50,000 annual
Makeup Artist	\$30,000 – \$60,000 annual
Barber	\$30,000 – \$45,000 annual
Nail Technician	\$25,000 – \$45,000 annual

ASSOCIATE + TECHNICAL TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Cosmetology Instructor	\$40,000 – \$60,000 annual
Spa Manager	\$45,000 – \$70,000 annual
Esthetician	\$20,000 – \$43,000 annual
Massage Therapist	\$40,000 – \$60,000 annual

BACHELOR'S DEGREE

Occupation	National Hourly or Annual Salary/Range Estimate
Salon Owner	\$50,000 – \$100,000 annual
Beauty Brand Entrepreneur	\$60,000 – \$100,000 annual
Cosmetic Product Development Specialist	\$60,000 – \$90,000 annual
Cosmetic Chemist	\$70,000 – \$120,000 annual

EDUCATION & CHILDCARE

1899836541

gettyimages[®]
Credit: FG Trade

There are many rewarding careers in education and childcare for those who enjoy working with and supporting children. From teachers and school administrators to childcare providers and education specialists, there are many ways to make a difference in students' lives. The county's public and private schools, early childhood centers, and after-school programs provide opportunities to educate, guide, and inspire the next generation. Careers in this field require patience, creativity, and strong communication skills to help children learn and grow. Whether in a classroom, daycare, or community program, education and childcare professionals play a vital role in shaping the future.

CAN YOU FIND YOUR RIASEC HERE?



CAREER EXAMPLES IN EDUCATION & CHILDCARE

HIGH SCHOOL DIPLOMA + ON THE JOB TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Bus Driver	\$25,000 – \$58,000 annual
In-school Lunch & Recess Monitor	\$21,397 – \$30,206 annual
Preschool Teaching Assistant	\$15,502 – \$19,807 annual
Food Service Prep Worker	\$35,520 annual

ASSOCIATE + TECHNICAL TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Substitute Teacher	\$67.32 – \$100 daily
Bookkeeper	\$30,000 – \$65,000 annual
Teacher's Aide	\$24,000 – \$33,000 annual

BACHELOR'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Reading Interventionist	\$39,488 – \$50,253 annual
Social Worker or Guidance Counselor	\$61,710 annual
Special Education Preschool Teacher	\$65,270 annual
Teacher	\$47,000 – \$62,000 annual

MASTER'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Instructional Coordinator	\$74,620 annual
Training & Development Manager	\$125,040 annual
Dietician	\$69,680 annual
School Psychologist	\$84,940 annual

HOSPITALITY

gettyimages®
Credit: Anchiy

Montgomery County, MD, is a hospitality hub, home to 30 global hotel headquarters and over 50,000 industry jobs. Careers in hospitality, tourism, and restaurants require adaptability, public interaction, and self-motivation in fast-paced environments. With a strong economy and skilled workforce, it's no surprise many hospitality businesses choose to thrive here. From luxury hotels to locally owned restaurants and major event venues, the county offers diverse career paths in customer service, management, and culinary arts. Additionally, tourism-driven roles in event planning and travel coordination contribute to the region's vibrant hospitality industry.

CAN YOU FIND YOUR RIASEC HERE?



CAREER EXAMPLES IN HOSPITALITY

HIGH SCHOOL DIPLOMA + ON THE JOB TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Dishwasher	\$31,020 annual
Bartender	\$37,510 annual
Server	\$15.36 hourly
Housekeeping Supervisor	\$61,210 annual

ASSOCIATE + TECHNICAL TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Front Desk Clerk	\$30,780 annual
Executive Assistant	\$33.80 hourly
Reservation Agent	\$40,610 annual
Bookkeeper	\$47,440 annual
Food Service Manager	\$63,060 annual
Concierge	\$37,150 annual

BACHELOR'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Hotel Management	\$65,360 annual
Conference Event Manager	\$56,920 annual
Financial Management	\$156,500 annual
Advertising Manager	\$131,470 annual

MASTER'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Corporate Director of Hotel Operations	\$120,000 – \$200,000+ annual
Chief Financial Officer (CFO) – Hospitality Group	\$150,000 – \$250,000+ annual
Hospitality Management Professor	\$80,000 – \$140,000 annual

RECREATION, FITNESS & SPORTS

gettyimages®
Credit: The Good Brigade

There are diverse careers in recreation, fitness and sports with our many local parks, fitness centers, and sports organizations from personal training to sports management and outdoor recreation. Personal trainers, fitness instructors, sports coaches, and recreation coordinators help improve community health and well-being. These professionals work with individuals and teams to promote an active lifestyle in local schools, gyms, and recreational leagues.

CAN YOU FIND YOUR RIASEC HERE?



CAREER EXAMPLES IN RECREATION, FITNESS & SPORTS

HIGH SCHOOL DIPLOMA + ON THE JOB TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Lifeguard	\$17.00 – \$21.00 hourly
Recreation Facility Attendant	\$15.00 – \$19.00 hourly
Youth Sports Coach	\$30,000 – \$50,000 annual
Parks & Recreation Groundskeeper	\$35,000 – \$50,000 annual
Fitness Center Receptionist	\$28,000 – \$40,000 annual

ASSOCIATE + TECHNICAL TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Certified Personal Trainer	\$40,000 – \$75,000 annual
Physical Therapy Assistant	\$50,000 – \$75,000 annual
Outdoor Adventure Guide	\$40,000 – \$60,000 annual
Recreation Coordinator	\$45,000 – \$65,000 annual

BACHELOR'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Athletic Trainer	\$55,000 – \$80,000 annual
Sports Marketing Specialist	\$60,000 – \$90,000 annual
Recreation Program Manager	\$60,000 – \$85,000 annual
Kinesiology Specialist	\$65,000 – \$90,000 annual

MASTER'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Sports Psychologist	\$90,000 – \$130,000 annual
Exercise Science Researcher	\$90,000 – \$140,000 annual
University Sports Administrator	\$90,000 – \$150,000 annual
Recreational Therapy Director	\$85,000 – \$120,000 annual



gettyimages
Credit: wera Rodsawang

RETAIL

421831742

Retail careers in Montgomery County range from store management to customer service and marketing. With shopping centers, local boutiques, and large retail chains, there are opportunities for sales professionals and business managers alike. Retail workers engage with customers to provide quality service, and career growth can lead to roles in corporate management and operations.

CAN YOU FIND YOUR RIASEC HERE?



CAREER EXAMPLES IN RETAIL

HIGH SCHOOL DIPLOMA + ON THE JOB TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Cashier	\$15.00 – \$19.00 hourly
Retail Sales Associate	\$13.00 – \$22.00 hourly
Stock Clerk	\$15.00 – \$20.00 hourly
Delivery Driver	\$14.00 – \$23.00 hourly

ASSOCIATE + TECHNICAL TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Retail Manager	\$45,000 – \$75,000 annual
Merchandising Specialist	\$50,000 – \$70,000 annual
Assistant Area Manager	\$45,000 – \$65,000 annual
E-Commerce Coordinator	\$50,000 – \$75,000 annual

BACHELOR'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Retail Buyer	\$65,000 – \$95,000 annual
E-Commerce Manager	\$70,000 – \$110,000 annual
Store Operations Manager	\$65,000 – \$100,000 annual

MASTER'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Retail Strategy Consultant	\$90,000 – \$150,000 annual
Chief Merchandising Officer	\$120,000 – \$225,000 annual
Vice President of Retail Operations	\$130,000 – \$265,000 annual

HEALTHCARE

gettyimages®
Credit: Terry Vine

The healthcare field offers many career paths beyond becoming a doctor or nurse. In our county, there are many opportunities in hospitals, research labs, and biotech companies. Professionals in this field develop new medications, discover cures for diseases, operate advanced medical technology, and provide compassionate patient care. Whether you're interested in hands-on patient care or working behind the scenes in medical research, healthcare offers a wide range of rewarding career paths.

CAN YOU FIND YOUR RIASEC HERE?



CAREER EXAMPLES IN HEALTHCARE

HIGH SCHOOL DIPLOMA + ON THE JOB TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Phlebotomist	\$41,810 annual
Certified Nursing Assistant	\$36,000 – \$77,000 annual
Ambulance Driver & Attendant	\$32,080 annual

ASSOCIATE + TECHNICAL TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Dental Hygienist	\$87,530 annual
Physical Therapy Assistant	\$64,080 annual
EMT	\$36,000 – \$77,000 annual
Radiation Therapist	\$98,300 annual

BACHELOR'S DEGREE

Occupation	National Hourly or Annual Salary/Range Estimate
Acute Care Nurse	\$86,070 annual
Dietician	\$47,000 – \$60,000 annual
Medical Technologist	\$54,000 – \$70,000 annual
Physical Therapist	\$68,000 – \$129,000 annual

MASTER'S OR DOCTORATE DEGREE

Occupation	National Hourly or Annual Salary/Range Estimate
Pharmacist	\$80,000 – \$164,000 annual
Pediatric Surgeon	\$239,000 annual
Physician Assistant	\$105,000 – \$210,000 annual
Nurse Anesthetist	\$212,000 annual

LIFE SCIENCES

gettyimages
Credit: Moyo Studio

A career in the life sciences industry offers exciting opportunities to contribute to medical advancements and public health. Montgomery County anchors the 3rd largest biopharma hub in the United States with over 350+ life science companies specializing in gene and cell therapies, vaccines, pharmaceuticals and manufacturing. More than 13,000 private sector employees work in Montgomery County's BioTech Corridor. Our region's workforce talent, proximity to key federal agencies like the National Institutes of Health (NIH), the Food & Drug Administration (FDA), and the National Institute of Standards and Technology (NIST), and investment in fostering innovation and growth are just some reasons our region is a life science leader.

Jobs in this field range from laboratory research and drug development to bioinformatics and healthcare technology. Whether you're interested in curing diseases, developing new medical treatments, or improving public health, the life sciences industry provides many career paths that make a real impact.

CAN YOU FIND YOUR RIASEC HERE?



CAREER EXAMPLES IN LIFE SCIENCES

HIGH SCHOOL DIPLOMA + ON THE JOB TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Pharmacy Technician	\$35,000 – \$55,000 annual
Medical Lab Junior Technician	\$38,000 – \$60,000 annual

ASSOCIATE + TECHNICAL TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Biological Technician	\$45,000 – \$70,000 annual
Pharmaceutical Sales Representative	\$55,000 – \$90,000 annual
Laboratory Assistant	\$32,000 – \$50,000 annual

BACHELOR'S DEGREE

Occupation	National Hourly or Annual Salary/Range Estimate
Biomedical Engineer	\$107,730 annual
Cytogenetic Technologist	\$60,780 annual
Histotechnologist	\$60,780 annual
Microbiologist	\$85,470 annual

MASTER'S OR DOCTORATE DEGREE

Occupation	National Hourly or Annual Salary/Range Estimate
Biochemist	\$107,460 annual
Nanosystems Engineer	\$111,970 annual
Molecular Biologist	\$91,000 annual

SOCIAL SERVICES & MENTAL AND BEHAVIORAL HEALTH

gettyimages®
Credit: Fiordaliso

Our county offers a range of careers in social services, with positions in counseling, therapy, and case management for individuals facing mental health challenges. The county supports programs that assist children, families, and at-risk populations, providing essential services to improve well-being. Social workers and mental health professionals make a positive impact on the community by promoting health and stability.

CAN YOU FIND YOUR RIASEC HERE?



CAREER EXAMPLES IN SOCIAL SERVICES AND MENTAL & BEHAVIORAL HEALTH

HIGH SCHOOL DIPLOMA + ON THE JOB TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Home Health Aide	\$30,000 – \$40,000 annual
Residential Counselor	\$35,000 – \$50,000 annual
Substance Abuse Technician	\$35,000 – \$50,000 annual
Disabilities Direct Support Professional	\$30,000 – \$45,000 annual

ASSOCIATE + TECHNICAL TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Case Manager Assistant	\$40,000 – \$55,000 annual
Crisis Hotline Specialist	\$38,000 – \$55,000 annual
Community Outreach Coordinator	\$45,000 – \$60,000 annual

BACHELOR'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Social Worker	\$50,000 – \$70,000 annual
Mental Health Case Manager	\$50,000 – \$75,000 annual
Substance Abuse Counselor	\$55,000 – \$80,000 annual
Child & Family Advocate	\$50,000 – \$70,000 annual

MASTER'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Licensed Clinical Social Worker	\$75,000 – \$100,000 annual
Licensed Professional Counselor	\$70,000 – \$100,000 annual
Psychiatric Nurse Practitioner	\$100,000 – \$150,000 annual
Behavioral Health Program Director	\$90,000 – \$140,000 annual

ENERGY, UTILITIES & ENVIRONMENTAL SUSTAINABILITY

gettyimages®

Credit: Vithun Khamsong

1597689556

As part of its commitment to sustainability, Montgomery County offers careers in renewable energy, environmental protection, and utility management. These roles focus on clean energy solutions, conservation, and maintaining the county's water and power systems. Environmental scientists, engineers, and utility specialists play key roles in ensuring a sustainable future for the community. Careers in energy and utilities include positions in solar and wind power installation, electrical grid maintenance, and wastewater treatment, all essential for supporting the county's infrastructure and sustainability efforts.

CAN YOU FIND YOUR RIASEC HERE?



CAREER EXAMPLES IN ENERGY, UTILITIES & ENVIRONMENTAL SUSTAINABILITY

HIGH SCHOOL DIPLOMA + ON THE JOB TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Solar Panel Installer	\$40,000 – \$60,000 annual
Water Treatment Plant Operator	\$45,000 – \$65,000 annual
Recycling Technician	\$35,000 – \$50,000 annual
Utility Line Worker	\$50,000 – \$75,000 annual
Environmental Technician	\$40,000 – \$60,000 annual

ASSOCIATE + TECHNICAL TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Wind Turbine Technician	\$50,000 – \$75,000 annual
HVAC Technician	\$50,000 – \$80,000 annual
Energy Auditor	\$50,000 – \$70,000 annual
Wastewater Technician	\$45,000 – \$70,000 annual

BACHELOR'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Environmental Scientist	\$60,000 – \$90,000 annual
Utility Manager	\$70,000 – \$110,000 annual
Sustainability Coordinator	\$60,000 – \$95,000 annual
Water Resources Engineer	\$75,000 – \$110,000 annual

MASTER'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Environmental Engineer	\$90,000 – \$130,000 annual
Climate Scientist	\$90,000 – \$140,000 annual
Public Utility Executive	\$100,000 – \$160,000 annual
Chief Sustainability Executive	\$120,000 – \$180,000 annual

PROFESSIONAL SERVICES & GOVERNMENT

Montgomery County offers many career opportunities in professional services and government, including business, law, finance, and real estate. With a strong local economy and proximity to Washington, D.C., the county is home to major corporations, law firms, financial institutions, and government agencies. Careers in this field range from business management and accounting to legal advocacy and urban development. Whether you're interested in helping businesses grow, shaping public policy, or managing real estate, this world provides a dynamic environment for professional success.

CAN YOU FIND YOUR RIASEC HERE?



PROFESSIONAL SERVICES & GOVERNMENT

– BUSINESS, LAW, FINANCE & REAL ESTATE

HIGH SCHOOL DIPLOMA + ON THE JOB TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Administrative Assistant	\$40,990 annual
Customer Service Representative	\$36,000 annual
Bank Teller	\$36,620 annual

ASSOCIATE + TECHNICAL TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Human Resource Assistant	\$45,630 annual
Paralegal	\$56,230 annual
Real Estate Broker	\$50,000 annual
Court Clerk	\$52,150 annual
Property Manager	\$56,009 annual

BACHELOR'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Management Analyst	\$99,410 annual
Financial Analyst or Examiner	\$99,520 annual
Public Relations Specialist	\$62,000 annual
Urban Planner	\$75,950 annual

MASTER'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Business Operations Manager	\$103,650 annual
Economist	\$105,000 annual
Lawyer	\$127,990 annual
Financial Manager	\$139,790 annual

gettyimages®
Credit: Edwin Tan

JOURNALISM, MEDIA & ENTERTAINMENT

408070792

Our region is home to a vibrant media scene, with opportunities in journalism, broadcasting, film, and digital media. Local newspapers, TV stations, and digital content creators provide platforms for writers, reporters, editors, and producers. The county's proximity to Washington, D.C., allows for unique opportunities in political journalism and media production.

CAN YOU FIND YOUR RIASEC HERE?



CAREER EXAMPLES IN JOURNALISM, MEDIA & ENTERTAINMENT

HIGH SCHOOL DIPLOMA + ON THE JOB TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Broadcast Production Assistant	\$30,000 – \$45,000 annual
Photographer/Videographer Assistant	\$30,000 – \$45,000 annual
Social Media Content Creator	\$35,000 – \$50,000 annual
Entertainment Crew Member (Lighting/Audio)	\$35,000 – \$55,000 annual

ASSOCIATE + TECHNICAL TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Graphic Designer	\$45,000 – \$70,000 annual
Video Editor	\$50,000 – \$75,000 annual
Audio Technician	\$45,000 – \$70,000 annual
Public Relations Assistant	\$45,000 – \$65,000 annual

BACHELOR'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Journalist/Reporter	\$55,000 – \$90,000 annual
Broadcast Producer	\$65,000 – \$100,000 annual
Screenwriter/Content Writer	\$60,000 – \$100,000 annual
Television News Anchor	\$70,000 – \$120,000 annual

MASTER'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Media Director	\$90,000 – \$150,000 annual
Investigative Journalist	\$80,000 – \$130,000 annual
Public Relations Director	\$100,000 – \$180,000 annual
Film/Television Director	\$100,000 – \$250,000 annual
Executive Producer	\$100,000 – \$200,000 annual

AUTOMOTIVE, TRANSPORTATION & LOGISTICS

gettyimages

Credit: xavierarnau

With its strategic location near Washington, D.C., Montgomery County provides many opportunities in the automotive and logistics industries. Careers in vehicle maintenance, transportation planning, and supply chain management are in high demand, especially with the county's growing infrastructure. Logistics experts ensure that goods are transported efficiently, while automotive specialists maintain vehicles for both businesses and residents.

CAN YOU FIND YOUR RIASEC HERE?



CAREER EXAMPLES IN AUTOMOTIVE, TRANSPORTATION & LOGISTICS

HIGH SCHOOL DIPLOMA + ON THE JOB TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Auto Mechanic	\$35,000 – \$60,000 annual
Assembly & Production Worker	\$31,000 – \$59,000 annual
Truck Driver	\$40,000 – \$60,000 annual
Auto Body Repair Technician	\$35,000 – \$55,000 annual
Forklift Operator	\$30,000 – \$45,000 annual

ASSOCIATE + TECHNICAL TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Diesel Mechanic	\$50,000 – \$70,000 annual
Automotive Service Manager	\$55,000 – \$85,000 annual
Industrial Maintenance Technician	\$40,000 – \$190,000 annual
Information Technology Support	\$42,000 – \$65,000 annual
Logistics Coordinator	\$55,000 – \$75,000 annual

BACHELOR'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Supply Chain Analyst	\$55,000 – \$75,000 annual
Human Resources/Recruiting	\$50,000 – \$120,000 annual
Process/Quality Engineer	\$72,000 – \$130,000 annual
Transportation Planner	\$75,000 – \$100,000 annual
Operations Management	\$86,000 – \$144,000 annual
Transportation Engineer	\$75,000 – \$105,000 annual

MASTER'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Logistics Director	\$110,000 – \$150,000 annual
Automotive Design Engineer	\$95,000 – \$130,000 annual
Supply Chain Executive	\$110,000 – \$180,000 annual

CONSTRUCTION

The construction industry is experiencing steady growth due to increased demand for residential and commercial development. Infrastructure projects and revitalization efforts are also driving expansion, creating new job opportunities in project management, IT, engineering, and advanced architecture while boosting the local economy. In addition to advanced careers, the industry also provides hands-on trade opportunities through apprenticeships in fields such as electrical work, plumbing, HVAC, and carpentry. These programs allow individuals to earn while they learn, gaining valuable skills and certifications for high-demand, well-paying careers in construction. With ongoing investments in transportation, housing, and public facilities, the county's construction sector is expected to remain strong in the coming years.

CAN YOU FIND YOUR RIASEC HERE?



CAREER EXAMPLES IN CONSTRUCTION

HIGH SCHOOL DIPLOMA + ON THE JOB TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Cement Mason	\$50,720 annual
Carpenter Assistant	\$39,380 annual
Paving & Surfacing Equipment Operator	\$48,980 annual
Steelworker	\$62,660 annual
Pipelayer	\$47,330 annual

ASSOCIATE + TECHNICAL TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Electrician	\$61,590 annual
Front-line Supervisor	\$76,760 annual
Electrical Power-line Installer	\$85,420 annual
Fire and Security Alarm Installer	\$56,430 annual
Crane Operator	\$64,690 annual
Electrical Drafter	\$69,260 annual
Wind Turbine Service Technician	\$61,770 annual

BACHELOR'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Project Manager Specialist	\$98,580 annual
Cost-estimator	\$74,740 annual
Construction Manager	\$104,900 annual
Civil Engineer	\$95,890 annual

MASTER'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Structural Engineer	\$95,000 – \$140,000 annual
Real Estate Development Director	\$120,000 – \$200,000 annual
Construction Law Attorney	120,000 – \$200,000+ annual
Urban Planner	\$85,000 – \$130,000 annual

gettyimages[®]
Credit: Trevor Williams

MILITARY & PUBLIC SAFETY

A career in the military or public safety offers many opportunities to serve and protect the community. In Montgomery County, you can become a police officer, firefighter, or emergency medical technician (EMT) as examples to help keep people safe. The military also provides careers in engineering, medicine, technology, and aviation, allowing you to develop valuable skills while serving your country. Whether you choose to work locally or globally, these careers require dedication, teamwork, and a strong sense of responsibility.

CAN YOU FIND YOUR RIASEC HERE?



CAREER EXAMPLES IN MILITARY & PUBLIC SAFETY

HIGH SCHOOL DIPLOMA + ON THE JOB TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Correctional Officer	\$53,300 annual
Emergency Dispatcher	\$51,000 – \$71,000 annual
Air Crew Member (Military Enlisted)	\$19,200 – \$100,000 annual
Airborne Combat Navigator (Military Officer)	\$36,500 – \$180,000 annual

ASSOCIATE AND/OR TECHNICAL TRAINING / APPRENTICESHIP OPPORTUNITIES

Occupation	National Hourly or Annual Salary/Range Estimate
Fire Inspector	\$54,080 annual
Firefighter	\$34,000 – \$85,000 annual
Sheriff/Deputy	\$72,280 annual
Firefighting Supervisor	\$86,220 annual

BACHELOR'S DEGREE OR HIGHER

Occupation	National Hourly or Annual Salary/Range Estimate
Detective	\$91,100 annual
Fish & Game Warden	\$60,380 annual
FBI Agent	\$50,000 – \$140,000 annual
Fire Prevention Engineer	\$103,680 annual
Military Communications Manager (Military Officer)	\$36,500 – \$180,000 annual

The
Adventure Park
AT SANDY SPRING FRIENDS SCHOOL

ADVENTURE *Awaits*



CLIMBING

Our Aerial Forest has 15 courses, 7 difficulty levels and over 200 different elements!



ZIPLINING

Zip through the canopy! All courses also have ziplines and we have a zip-only course.



AXE THROWING

Digital projected targets! Throw at a traditional bullseye or play a game like tic-tac throw!

LARGEST AERIAL FOREST PARK IN THE COUNTRY! VOTED #1 IN NORTH AMERICA

RESERVE



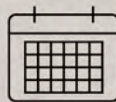
ONLINE!



FAMILY FUN
Ages 6 & up!



GROUPS & PARTIES
Birthday & Group Discounts!



SPECIAL EVENTS
Night Climbing!



DISCOVER YOUR POTENTIAL: REAL TRADE INTERVIEWS

Salary Insights - A Day in the Life



FOLLOW US

INSTAGRAM

TIKTOK



WHY CONSTRUCTION?

- ✓ Earn while you learn
- ✓ 0 student loan debt
- ✓ Skills for life, anywhere
- ✓ In high demand, 1/2 million jobs open
- ✓ Job security
- ✓ Be your own boss



@CHAT_CTE

Connecting career explorers to the trades.

WELDING | PIPEFITTING | ROOFING | CARPENTRY | ELECTRICIAN | PLUMBING | MASONRY | CONCRETE
HEAVY EQUIPMENT | ELEVATOR | GLASS | HVAC | FIRESPRINKLING | IRONWORK | INSULATION | MORE!

DIGITAL MARKETING

COMMERCIAL CONTRACTORS



SOCIAL MEDIA
WEBSITE COPYWRITING
VIDEO MARKETING
AND MORE!



STEEL TOE
COMMUNICATIONS

FROM THE JOB SITE TO THE SPOTLIGHT

You build incredible people and projects—don't let them go unnoticed.

Win more work and attract top talent with compelling marketing campaigns.



Ph: (240)755-3187

staceyh@steeltoecomm.com

www.steeltoecommunications.com



**ASM
Camp**

**FUTURE TECH
LEADERS START HERE!**

SUMMER 2025 CAMP

**HANDS-ON, FUN &
FUTURE-READY
LEARNING!**

Learn Coding & Cloud •

Explore CyberSecurity •

Build AI & Tech Skills •

Engage in Real-World STEM Projects •

Interactive, hands-on learning •

Develop problem-solving & critical
thinking skills •

MID JUNE – MID AUG

JOIN NOW

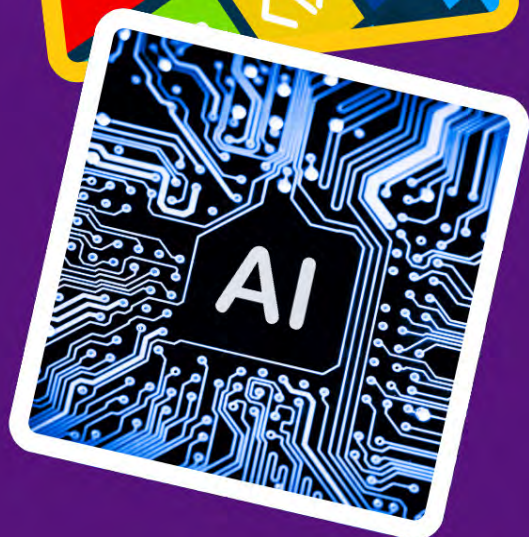
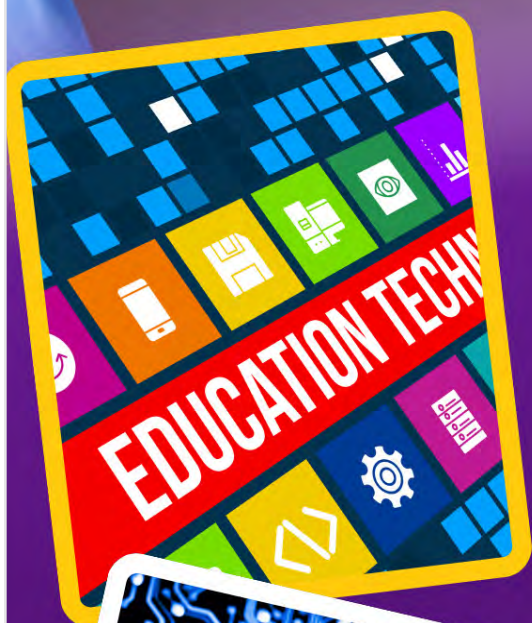
Email Us

info@asmed.com



Contact Us

301-984-7400





Breathe Oxygen
SOLUTIONS
Breathoxy

Leader in Training



(240)-338-1564 Or (202)-505-1842



www.breathoxy.net



contact@breathoxy.net



**11140 Rockville Pike, # 100-563,
Rockville, MD 20852**

IN THE EVENT OF AN EMERGENCY ARE YOU PREPARED TO SAVE LIFE?

We Provides Certifications & Recertifications From AHA & Red Cross



BLS

- Basic Life Support (BLS) Provider
- BLS Renewal



Heartsaver

- First Aid, CPR, & AED
- CPR & AED
- First Aid



Blended Learning

- Combined Online + Hands-on Session
- Heart Code BLS
- Heartsaver

eLearning

- Opioid Overdose Education



Babysitting

- Babysitting Classes
- Training for babysitters and childcare providers

BLS Instructor

- BLS Instructor Trainer Classes
- We train BLS Instructors

**Flexible
Locations
: Your
office, our
venue,
etc.**

Scan to Register



**American
Red Cross**
Authorized Provider

**American Heart
Association**
Authorized Provider





Capability Statement

ABOUT IKE

Insurance Knowledge Evolution (IKE) is a 501©3 organization. IKE's main focus is to attract more youth to the Insurance/Financial industries with an emphasis on females and minorities. IKE strives to evolve the Insurance/Financial knowledge of youth from ages 15-21, giving insight to these industry opportunities. Our classroom instructions / internships / mentorships and continuous industry touches facilitate a clear pathway into these industries.



Mission Statement

Connect present and future generations of youth to all aspects of the Insurance/Financial industries through in-person instructions, internships and volunteerism.

Objectives

- ✓ Introduce youth along the eastern seaboard to the Insurance/Financial industries
- ✓ Establish youth mentorships with Insurance/Financial professionals
- ✓ Provide youth with experiences that promote the Insurance and Financial industries as career options
- ✓ Assist youth in identifying/enrolling in Risk/Financial/Apprenticeship programs

Programs

- Insurance is Ikonic Program
- Wealth is Power Financial Literacy Program
- Tadpole Insurance Designation Program
- IKE Internship Program
- Mentor Match Program
- Friends' Keeper Program

Services – Insurance Carriers

- Intern /Youth Volunteer Placement assistance
- Marketing assistance for Carriers/Organizations
- Insurance Consultations/ Speaking Engagements
- Risk Management Program assistance

(615) 944-1388

✉ ikenonprofit@gmail.com

 ikeinsurance.org

HUNT VIEW RIDING ACADEMY



HUNTVIEWHORSEFARM.COM

WE'RE STEM^{.ORG} ACCREDITED!



STEM.org is the longest continually-operating, privately-held STEM education research and credentialing organization in America and now **iCode's programs have been accredited** allowing us to endorse your student's program graduation with a **blockchain-backed certificate!**

**Coming Soon
to
MONTGOMERY COUNTY!**



410.454.9878 // columbia@icodeschool.com // urbana@icodeschool.com



PRN Counseling

Mental Health to Meet Your Needs

PRN Counseling is a boutique psychotherapy practice dedicated to enhancing the mental well-being of individuals and families in the DMV area in-person or virtually since 2012!

OUR SERVICES

- Individual Therapy
- Couples Counseling
- Family Therapy
- Group Psychotherapy
(for kids, teens, and adults)
- Parent Coaching
- Clinical Supervision
- Professional Speaking engagements

WHY OUR THERAPISTS

Compassionate, trauma-informed therapy to bring harmony to your home. Our experienced, licensed psychotherapists create a supportive space where you can feel comfortable in the therapy process. We work collaboratively to help you set and achieve meaningful goals, develop practical skills for everyday life, and ensure the highest standard of care through coordination with outside providers.

Contact Us:

6264 Montrose Road,
North Bethesda, Maryland 20852

240-242-3600 - Info@PRNCounseling.com

www.PRNCounseling.com





CUSTOM INK

**Gear up for your next
competition!!**



***Tax Exempt?
We've got you covered!**



**Let's plan out your
upcoming events!**

Work with your Local Team with:

- *Custom Designs**
- *Group Orders**
- *Fundraising**
- *Online Stores**



**Gifting for Staff,
Students, or Family?**

**Let's make your next
celebration easy!**



**Ask us about our Eco-Friendly
Options!**

**SCHOOL SPIRIT?
LET'S HEAR IT!**

WORK WITH YOUR LOCAL TEAM!

**Located @ 7200 Wisconsin Ave.
Suite 582**

**Email:
southernmaryland@customink.com**

Call: 240 - 292 - 4137

**Walk In or Make an appointment
online at CustomInk.com**

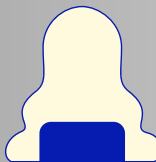
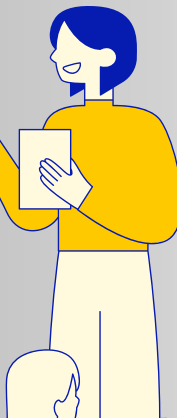
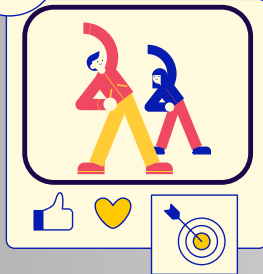


One
Heal-+hi-Body

COMMUNITY
Health and Wellness Program
A Healthier Me = A Healthier World

Reignite your health, weight management, and exercise journey **TODAY!**

**** Plans start as low as \$20/month. ****



ROOT TO RISE: 1-MONTH PLANS

Mind | Soul | Spirit | Body | Assets & Capital | Social



WHATSAPP



WEBSITE

IGNITE CHANGE (\$20)

- Individuals looking for a simple wellness boost
- Weekly accountability virtual call (60 min)
- No Coaching Calls.
- Self-guided habit tracker
- Basic wellness checklist
- Access to private wellness group

ACTIVATE AND ALIGN (\$79)

- Individuals seeking personalized guidance & structure
- Weekly accountability virtual call (60 min)
- 1 Coaching Group Call (30 min)
- Weekly email check-ins
- Personalized journal template
- Access to private wellness group

POWER UP & PERFORM (\$149)

- Wellness enthusiasts ready to commit to deeper transformation
- Weekly accountability virtual call (60 min)
- 2 Private Coaching Calls (45 min each)
- Bi-weekly personalized check-ins
- Text message support for quick questions
- Guided stress management session

ELEVATE & DOMINATE (\$249)

- High-achievers looking for full accountability & optimization
- 4 Private Coaching Calls (60 min each)
- Daily accountability tracking
- Fully customized holistic wellness strategy
- Voice note support for quick questions
- VIP mastermind access



<https://onehealthibody.web.app/> | connect@onehealthibody.com | +1 202-630-5172

CONTACT US

TSESSEBE Technologies

Info@tsessebe-technologies.com

+1-202-630-5172

+263 78 134 1615

www.tsessebe-technologies.com



**WE
DEVELOP
FUTURE-READY
SOFTWARE
TO HARNESS
INSIGHTS
FOR WORK & LIFE**

About TSESSEBE Technologies

- A minority and woman owned technology enterprise co-located in
- Germantown, Maryland, USA
 - Harare, Zimbabwe.

We serve clients across all sectors, developing custom software and data solutions that improve efficiency, productivity, and enhance your profile.

Looking forward to partnering with you

Competitive Pricing And Rates

TSESSEBE Technologies™ ALL RIGHTS RESERVED.

SERVICES

Data Solutions

- Database Creation
- Database Management
- Forms
- Automations
- Integrations
- Analytics
- Visualizations
- Reports
- Error Flagging and Reconciliation
- Artificial Intelligence
- Machine Learning

Software Solutions

- Business Management
- Office Management
- Personnel Management
- Inventory Management
- Finance Management
- Web and Mobile Applications
- Websites

IT Consulting & Support



7 DAY DANCE PASS

REDEEM FOR
ONE FREE WEEK
OF HIP HOP
DANCE CLASSES
EXPIRES 6/1/2025




12015 NEBEL STREET NORTH BETHESDA MD 20852

ELEMENTS
URBAN ARTS COLLECTIVE

WWW.ELEMENTSUAC.COM
240-339-EUAC
HELLO@ELEMENTSUAC.COM



www.shapiroandduncan.com



Future Vets start at

LOOP ABROAD

Loop Abroad, based here in Bethesda, is the #1 Top Rated Study Abroad program in the world.*

Pre-veterinary programs for middle and high school students, including one-week US camps, international trips, and virtual college credit options.

ENROLLING NOW
FOR SUMMER 2025

We also do affordable, custom faculty-led trips - teachers travel free!



TOP RATED PROVIDER

STUDY ABROAD

2024

www.LoopAbroad.com

*in 2024 by GoAbroad.com

*Discover career
paths dedicated
to promoting
healing of the
mind, body,
and soul.*



WHAT GOES INTO FACILITATING...

Yoga Classes
Online Meditation
Health Education
Local Art Shows

Spiritual Workshops
Women's Circles
Full Moon Journeys
Guided Journaling



101 North Adams St
Rockville Md 20850

HOW CAN I LEARN ABOUT OFFERING ...

Wellness Counseling
Energy Healing
Sound Experiences
Massage Therapy

Nutrient IV Services
Acupuncture
Nutrition Counseling
Assisted Stretching

*Scan here to
plan your visit
to our studio*



 haven101.com  [@thehaven101](https://www.instagram.com/thehaven101)

 hello@haven101.com

WBL WORK-BASED LEARNING

MONTGOMERY
COUNTY
PUBLIC
SCHOOLS
Maryland

Designed to provide students the opportunity to gain authentic workplace experience to advance career and college plans.

Description	Career Advancement & Preparation			Career Exploration
	Apprenticeship	Internship	Site Based Work Experience	Summer RISE
Number Of Hours	450	75 to 480	135	50
Compensation	Hourly	Hourly/Stipend/Non-Paid	Hourly	Stipend
Number Of Credits	4	0.5 to 3	1	0-0.5*
Advanced Level Credit	Yes	Yes	No	N/A
Number Of Periods	1-4	1-3	1	N/A
Application Required	Yes	Yes	Yes	Yes
Summer Option	Yes	Yes	No	Yes
Grade Level	11/12	Varies	12	11/12
Prerequisites	Employer Determines	Employer Determines	CCRD Course	No
When Does Site Supervisor Schedule Hours?	Morning/Afternoon/After School/Weekend	Morning/Afternoon/After School/Weekend	Morning/Afternoon/After School/Weekend	M-F, 7am-6pm
Site Supervisor Interview & Selection	Yes	Yes	Yes	No
MCPS Transportation Provided	No	No	No	No
Tax Credit for Employers	Yes	No	No	No

*Complete internship course and additional WBL hours during summer to earn credit.



Partner with CareerCatchers!

BUILD A STRONGER, MORE VIBRANT WORKFORCE & COMMUNITY



Who We Are:

CareerCatchers is a nonprofit organization dedicated to empowering individuals through career stability and self-sufficiency. Since 2007, we have provided personalized career counseling, training, and ongoing support to over 4,000 disadvantaged residents in our community while creating strong employer and community relationships.

Our Impact:

- Helped 4,000+ individuals secure meaningful employment
- Provide career coaching, skill development, & job readiness training
- Built a strong network of business and community partnerships
- Offer long-term mentorship to ensure workforce success
- Assist numerous employers with finding qualified, motivated employees

Why collaborate with us?

- Hire Job-Ready Talent: Access skilled candidates prepared for success.
- Enhance Corporate Social Responsibility & Community Engagement: Strengthen your impact & brand.
- Support Economic Growth: Invest in a thriving, self-sufficient workforce.
- Engage Employees: Volunteer through mentorship & training opportunities.



GET INVOLVED TODAY!

- Website: www.careercatchers.org
- Email: reply@careercatchers.org
- Phone: 240-801-5811



SOLO MUTE PRODUCTIONS







SCAN TO VISIT SOLO MUTE

YOUR TRUSTED A/V PARTNER. EXPERT SOLUTIONS FOR EVERY OCCASSION.



Our AV Services Include:

-  Pro Audio & Sound Engineering
-  Lighting Design & Production
-  LED Walls & Video Projection
-  Stage & Event Production
-  Technical Support & On-Site Operations

Whether you need a full AV setup or tailored production support, Solo Mute Productions delivers reliable, high-caliber solutions for events of all sizes.



CONTACT

CALL

+1 (301) 665-7108

WEBSITE

WWW.SOLOMUTEPRODUCTIONS.COM

INSTAGRAM

[@SOLOMUTEPRODUCTIONS](https://www.instagram.com/SOLOMUTEPRODUCTIONS)

SERVICE AREA

DC/MD/VA + MIDATLANIC + SOUTHEAST REGIONS

Comprehensive and empowering health care for your children.



UNITY PEDIATRICS

20528 Boland Farm Rd. Suite 101
Germantown, MD 20876

Phone: 301-288-1801

Fax: 301-284-8117

www.unitypediatricsmd.com



Denise Lowe M.D., F.A.A.P.

Vanessa Lowe M.D., F.A.A.P.



Join Adventist HealthCare.

Featured Departments:

- Pharmacy
- Accounting & Finance & More
- Administration
- Environmental Services & Building Maintenance
- Nursing
 - ICU
 - PCU
 - Behavioral Health
 - Med Surg
 - Float Pool
- Nursing
 - Surgical Services
 - Womens Services
 - & More

Please review our careers site at [Adventisthealthcare.com/careers/](https://www.adventisthealthcare.com/careers/) for more.





Clark Construction creates the infrastructure that makes our country a better, safer place.

From hospitals and airports to roads and sports arenas, we rely on the leadership, diverse talents, and dedication of the Clark team to deliver assets that are integral to our everyday lives.

Unlocking Opportunities in the Trades



One of the biggest advantages of the skilled trades is the opportunity to start a career without the financial burden of student debt. Apprenticeship programs provide aspiring tradespeople with hands-on training and competitive wages.

This “earn while you learn” model ensures financial stability and provides valuable real-world experience, making the skilled trades an appealing alternative to traditional college pathways.

Find Your Fit

Construction provides diverse career paths that cater to various interests and skills, offering long-term growth and fulfillment for those willing to work hard and learn.

Scan the
QR Code



To learn more about skilled trade career pathways, visit our website at <https://clrk.cc/FYF>



www.clarkconstruction.com

Guiding Tomorrow's Financial Leaders



Helping
Them Take
Ownership
of Their
Finances



As a credit union serving the DC-metro area for more than 77 years, we're committed to **supporting our members throughout their entire financial journey.**

- ✓ Signal Smart™ solutions for every life stage
- ✓ Youth accounts designed to ensure a secure financial start
- ✓ Free financial education resources to build smart financial habits
- ✓ Modern online and mobile banking

Membership required. Signal Financial Federal Credit Union is insured by the NCUA.

signalfinancialfcu.org

MOCO CAP WOW 2025 COMPANIES

Montgomery College, Montgomery County Public Schools, and Worksource Montgomery thank this year's companies for their valuable participation.

3F Performance Consulting LLC

A Wider Circle

Academy Child Development Center

ADTEK Engineers Inc.

Advanced Dental Center

Adventist HealthCare

AFC Rockville

Affiliated Sante Group

AFS-USA

Akukulu Family LLC

Amtek Company

ASM Educational Center (ASM)

ATFA

Autism Society of Maryland

Balducci's Food Lover's Market

BIITECH Academy

Brandywine Cow Cuddles

Breathe Oxygen Solutions

C&T Electrical Contracting

Capitol Benefits LLC

Career Image Solutions

CareerCatchers Inc.

CBRE

CCI Health & Wellness Services

Channer Consulting LLC

Charles E Smith Life Communities

CHEER MADNESS LLC

Chiquita Jackson Enterprise Corp

Cinnaholic

Clark Construction Group

CMIT Solutions of Silver Spring

CMT Services, Inc.

Communikids Language
Immersion School

Community DOT LLC

ComuniBuild Foundation Inc.

Conflict Resolution Center of MOCO

Conflict Resolution Center
of Montgomery County

Cornerstone Montgomery Inc.

CREATE Arts Center Inc.

Curious Critters Early Learning Tree

Custom Ink

CVS Health

DALY Computers

Digital Bridge USA

EAS Carpenters Union

Education One of Rockville

Elements Urban Arts Collective

Emerging Triumphantly LLC

Everforge Consulting

Evolve Business Strategies Group

Fashion Pros Salon

FBI

First Choice Construction

First National Bank of PA

FlanCake Foundation & FlanCake
by Gaby

Fox Auto Services

Frederick National Laboratory
for Cancer Research

GD Resources

Ghana Jollof

Gilma Magaña Food Services

Girl Scouts Nation's Capital

Global Community Health Thriving

Global Philanthropy Connect

Goodwill of Greater Washington

Grass Roots Organization for the
Well-being of Seniors (GROWS)

Hands On Dental Assistant Training

Haven 101 Wellness Studio

Henley Construction Company Inc.

High Caliber Events

Holy Cross Health Inc.

HomeWell Care Services

Housing Initiative Partnership Inc. (HIP)

Howard University College
of Pharmacy

Human Performance Solutions

Hunt View Riding Academy

i9 Sports

IBEW local 26

iCode Columbia

Identity Inc.

IEC Chesapeake

ignITe Hub - Montgomery College

Insurance Knowledge Evolution (IKE)

Interdynamics Inc.

Jackson Lewis PC

Joe's Movement Emporium -
CreativeWorks

Johnson Controls

Jubilee Association of Maryland

Kendall Capital

KEY INGREDIENTS CATERING LLC

KID Museum

KidsCo Jr.

MOCO CAP WOW 2025 COMPANIES

Kusshi	OfficePro Inc.	The Challenge Coach
L&L Hawaiian BBQ	Officium LLC	The Finishing Trades Institute of Maryland, Virginia, Washington D.C. and Vicinities
L8NX	Olive Consulting	Thibadeau Mortuary Service, p.a.
Lafayette Federal Credit Union	Olney Theatre Center	TLC - The Treatment and Learning Centers
Latino Economic Development Center	One Heal+hi-Body (OH+B)	Transfr
Lawson Street Group	Oztan Studio	Trippy Tacos
Lion Solutions LLC	Panda Programmer	TSESSEBE Technologies
Loop Abroad	Pathways To Excellence Inc.	United Bank
M&T Bank	Planet Technologies	Unity Pediatrics LLC
Marketing Strategy Solutions	Playa Bowls	UPRobotics
Marriott International	Power Up Electric LLC	U.S. Army
Maryland Legislative Latino Caucus	Preferred Capitol Cleaning LLC	U.S. Army Child and Youth Services
Marymount University	PRN Counseling	USA Halal Chamber of Commerce Inc. DBA ISWA Halal Certification Department
MCG	RadNet	Utilitrain
MD Energy Advisors	ReframeXR	Victory Resource and Referral Agency
MDOL	RIDE MoCo	Walter Reed Army Institute of Research
Medical Services of America, Community Home Health of Maryland	Rock Creek Foundation	Warrior Canine Connection
Mind Matters Counseling LLC	SciTech2U Inc	Washington Area New Automobile Dealers Association (WANADA)
Montgomery College Television (MCTV)	Señor Tequilas	Washington Metropolitan Area Transit Authority
Montgomery Community Media	Shapiro & Duncan	Washington Software Inc.
Montgomery County 9-1-1	Shepherd's Table	Wegmans Food Markets
Montgomery County Board of Elections, MD	Signal Financial FCU	Westat
Montgomery County Department of Environmental Protection	Sisu Consulting & TeamBelu	Workhorse Collective
Montgomery County Fire & Rescue Service	Small Business Collection	WorkSource Montgomery
Montgomery County Police (1st District)	So Kids SOAR	World System Builder
Montgomery County Public Libraries (MCPL)	SPA Orthodontics	WSB National Campaign for Financial Literacy-Largo Financial Center
Montgomery County Recreation	Steel Toe Communications LLC	WSSC Water
Mount St. Mary's University	Story Tapestries Inc	
Nando's Restaurant Group	StrengthIn Me Fitness LLC	
Next Generation Inc.	Student Global Ambassador Program (SGAP Leaders)	
Nymeo Federal Credit Union	Sugar Plums	
	Summit Fire and Security	
	Sunshine Projects Foundation Inc.	
	Supply Chain Mavens Inc.	
	The Adventure Park at Sandy Spring	

ALL THE WORLD'S A STAGE. START YOUR PERFORMANCE HERE.

Whether your story is just beginning—or if you are ready
for a second act—you can be a star at Montgomery College.

Three convenient campuses—plus an education center in the East County.

Small class size and personal attention.

Affordable tuition.

Seamless transfer to four-year schools.

Many dual enrollment options.

130+ degrees and certificates—many online options.

Workforce Development and Continuing Education courses.



MONTGOMERY COLLEGE
MAKE YOUR MOVE®



montgomerycollege.edu • 240-567-5000

MOCOCAP

GUIDING STUDENTS TOWARD BRIGHT FUTURES



HOW WE HELP STUDENTS:

The Montgomery County Career Advising Program (MoCo CAP) is dedicated to helping MCPS students (grades 6-12) explore career paths and prepare for life beyond high school. Through personalized guidance, we connect students with opportunities in higher education, vocational training, apprenticeships, military service, and more.



- ✓ Career Coaches in every MCPS middle and high school.
- ✓ One-on-one advising to match skills and interests with career paths.
- ✓ Exposure to real-world experiences through internships, job shadowing, and industry field trips.



Community & Business Partnerhips:

- ✓ VIRTUAL INFORMATION SESSIONS
- ✓ GUEST SPEAKERS
- ✓ SUPPORT FOR CAREER FAIRS & EVENTS
- ✓ NETWORKING EVENTS
- ✓ TESTING GROUND FOR TOOLS & TECHNOLOGY
- ✓ WORKSHOPS & TRAINING SESSIONS
- ✓ SPONSORSHIP OPPORTUNITIES
- ✓ INTERNSHIPS & APPRENTICESHIPS
- ✓ CAREER FAIRS, INDUSTRY FIELD TRIPS, AND JOB SHADOWING

Employers, educators, and community leaders play a key role in shaping the future workforce.



GET STARTED

- Follow Us! @mococapmd
- Learn More: www.mococap.com
- Mococapindustry@worksourcemontgomery.com
- www.youtube.com/@MoCoCAP
- @mococapmd f @mococapmd in @mococap



Attachment 5

Q1 2025 MOCO CAP COMMS DASHBOARD

MoCo CAP Q1 Comms Dashboard

	Published Posts	Total Followers	Engagements	Video Views	Visitors
Instagram	46	173	318	1,530	N/A
Facebook	41	239	69	494	N/A
LinkedIn	42	214	487	481	N/A
YouTube	2	56	N/A	924	N/A
Website	N/A	N/A	N/A	N/A	1,182*

* MoCo CAP began using Google Analytics to track data in June 2024. Previous website analytics came from host-site GoDaddy.com, which tracks data differently than Google Analytics and explains any discrepancies between previous and ongoing numbers.

Social Media Dashboard

Instagram Q1 Overview

	Published Posts	Accounts Engaged	Accounts Reached	Views	Video Views
January-March	46	135	3,230	11,699	1,530

Facebook Q1 Overview

	Published Posts	Engagements	Impressions	Video Views
January-March	41	69	1,333	494

LinkedIn Q1 Overview

	Published Posts	Impressions	Engagement Rate	Likes	Comments	Reposts
January-March	42	10,977	18%	419	43	25

YouTube Q1 Overview

	Published Videos	Views	Watch Time (Hours)	Impressions	Impressions CTR
January-March	2	924	34.1	12,504	2.6%

Website Q1 Overview

	Visitors	Page Views	Average Engagement Time (Seconds)
January-March	1,182	3,624	63



Stay Connected with us



@mococapmd



@mococapmd



@mococap



@mococap



www.mococap.com