

(a) The State Department of Education, the Maryland Higher Education Commission, and each institution of higher education that offers a teacher preparation program jointly shall review State requirements for teacher preparation programs to determine whether the [requirement] **REQUIREMENTS** align with the recommendations of the Commission on Innovation and Excellence in Education established under Chapters 701 and 702 of the Acts of the General Assembly of 2016.

(b) If a requirement of a teacher preparation program is determined to be unaligned with the recommendations under subsection (a) of this section and are also extraneous, redundant, or unnecessary, the requirement shall be eliminated to allow for completion of the teacher training practicum required under § 6–704.2 of the Education Article as enacted by Section 3 of this Act within the 120 credit hours requirement.

SECTION 7. AND BE IT FURTHER ENACTED, That:

(a) Each local school [systems] **SYSTEM** shall develop a plan to:

(1) enhance and expand school behavioral health service availability to ensure that all students have some exposure and access to behavioral health programming and services, taking into account the needs assessment in § 9.9–104 of the Education Article, as enacted by Section 3 of this Act; and

(2) ensure that schools without a school based health center will organize response plans to connect all students to community–based behavioral health and other services, as needed.

(b) On or before November 1, [2021] **2022**, each school system shall report their plan under subsection (a) of this section to the Accountability and Implementation Board, Governor, and, in accordance with § 2–1257 of the State Government Article, the General Assembly.

SECTION 8. AND BE IT FURTHER ENACTED, That:

(a) **There is a Workgroup on English Language Learners in Public Schools.**

(b) **The Workgroup consists of the following members:**

(1) **one member of the Senate of Maryland, appointed by the President of the Senate;**

(2) **one member of the House of Delegates, appointed by the Speaker of the House;**

(3) **the State Superintendent of Schools, or the State Superintendent’s designee; and**

(4) the following members, appointed by the State Superintendent:

- (i) at least one advocate for English language learners;
- (ii) at least one multilingual leader in the education field;
- (iii) at least one expert in education from a diverse area of the State;

and

(iv) any other member that the State Superintendent determines is necessary.

(c) The State Superintendent shall designate the chair of the Workgroup.

(d) The State Department of Education shall provide staff for the Workgroup.

(e) A member of the Workgroup:

(1) may not receive compensation as a member of the Workgroup; but

(2) is entitled to reimbursement for expenses under the Standard State Travel Regulations, as provided in the State budget.

(f) The Workgroup shall:

(1) collect data on:

(i) the number of English language learners at each public early childhood, primary, and secondary school in the State;

(ii) the percent of English language learners in the total student population at each public early childhood, primary, and secondary school in the State;

(iii) the services available to English language learners in public early childhood, primary, and secondary schools throughout the State and the effectiveness of those services; and

(iv) the accessibility of public early childhood, primary, and secondary school teachers, administrators, and staff to English language learners and their families, including whether:

1. bilingual front office staff are available to assist parents;

2. security personnel at the school are able to assist English language learners, especially in the event of a safety concern;

3. guidance counselors at the school are able to work effectively with English language learners; and

4. teachers and classroom aides at the school are able to effectively teach and work with English language learners;

(2) review methods of teaching and providing other services to English language learners in public early childhood, primary, or secondary schools, including methods used:

(i) in the State, other states, and other countries;

(ii) for recruiting and retaining bilingual teachers and staff, including security and administrative staff who speak Spanish; and

(iii) for recruiting teachers from other countries who speak Spanish or other languages and only need to obtain a Maryland teaching certificate to teach in the State; ~~and~~

(3) make recommendations on improving the education of English language learners in public early childhood, primary, or secondary schools in the State, including whether additional funding should be provided; **AND**

(4) MEASURE AND MAKE RECOMMENDATIONS TO ADDRESS LEARNING LOSS AS A RESULT OF THE COVID-19 PANDEMIC FOR ENGLISH LANGUAGE LEARNERS.

(g) (1) On or before December 1, [2020] **2021**, the Workgroup shall submit an interim report of its findings and recommendations to the Governor and, in accordance with § 2-1257 of the State Government Article, the General Assembly.

(2) On or before December 1, [2021] **2022**, the Workgroup shall submit a final report of any additional findings and recommendations to the Governor and, in accordance with § 2-1257 of the State Government Article, the General Assembly.

SECTION 9. AND BE IT FURTHER ENACTED, That the Governor shall appropriate from The Blueprint for Maryland's Future Fund under § 5-206 of the Education Article, as enacted by Section 3 of this Act, [\$2,500,000 in each of fiscal years 2021 and 2022] to the State Department of Education for the purpose of developing and implementing a modern financial management system and student data system to carry out the Department's responsibilities under The Blueprint for Maryland's Future as enacted by this Act **THE FOLLOWING:**

(1) \$2,500,000 IN EACH OF FISCAL YEARS 2022 AND 2023; OR