

Department of Legislative Services  
 Maryland General Assembly  
 2021 Session

FISCAL AND POLICY NOTE  
 First Reader

Senate Bill 662 (Senator Ellis)  
 Education, Health, and Environmental Affairs

Education – Commission on Multicultural Education – Establishment

This bill establishes the Commission on Multicultural Education to develop (1) standards and a model statewide curriculum for multicultural education as specified and (2) a framework that provides teachers and students in teacher preparation programs with preparation and training in delivering instruction in multicultural education. The State Board of Education (SBE) must staff the commission. The commission must submit an interim report by July 1, 2023, and a final report by July 1, 2024. **The bill takes effect July 1, 2021.**

Fiscal Summary

**State Effect:** General fund expenditures increase by \$302,400 in FY 2022 to hire contractual staff for the commission and for stipends for teachers to develop standards and the model statewide curriculum. Ongoing costs continue in FY 2023 and FY 2024, after which the contractual positions and teacher stipends terminate. Revenues are not affected.

(in dollars)	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
Revenues	\$0	\$0	\$0	\$0	\$0
GF Expenditure	302,400	322,200	328,000	0	0
Net Effect	(\$302,400)	(\$322,200)	(\$328,000)	\$0	\$0

*Note: ( ) = decrease; GF = general funds; FF = federal funds; SF = special funds; - = indeterminate increase; (-) = indeterminate decrease*

**Local Effect:** To the extent education standards are changed as a result of the commission’s reports, local school systems may need to update their social studies and history curriculums to meet the new standards. Any such changes or costs associated with them are not directly attributable to the commission but may be meaningful. Revenues are not affected.

**Small Business Effect:** None.

## Analysis

**Bill Summary:** The standards and model statewide curriculum developed must provide (1) interdisciplinary multicultural lessons for students in prekindergarten through grade 5 and (2) courses in ethnic studies for students in grades 6 through 12.

In addition, the commission must:

- conduct a formal review of multicultural representation in the existing social studies and history standards and curricula;
- develop recommendations to alter or supplement the social studies and history standards and curricula offered in the State to make the standards and curricula more accurate and complete in presenting multicultural perspectives; and
- develop model coursework that includes historical and current events impacting various ethnic groups, including those specified.

Further, the commission must develop *recommendations* on how local school systems and institutions of higher education can collaborate to (1) create a system to develop teachers with a background in various disciplines including those specified; (2) provide teachers with specified training and opportunities; and (3) create professional development courses for teachers to implement the multicultural education standards and curriculum.

The Governor, the President of the Senate, and the Speaker of the House must each appoint three members. The appointments to the commission must reflect the rich cultural, geographic, ethnic, and racial diversity in the State. Members serve four-year terms. The commission must elect a chair from its members to serve for a one-year term.

### Current Law:

#### *General Requirements for Instruction*

With the advice of the State Superintendent of Schools, SBE establishes basic policy and guidelines for the program of instruction for public schools. Subject to State law and the regulations, bylaws, policies, and guidelines established by SBE, each local board of education must establish the curriculum guides and courses of study for schools in its jurisdiction. Policies, rules, and regulations for the graduation of students from Maryland public schools are established by local boards of education and SBE.

SBE and the State Superintendent of Schools must assist each local board of education to establish educational goals and objectives that conform to statewide educational objectives for subject areas, including reading, writing, mathematics, science, and social studies. With

the assistance of its local board, each public school must survey current student achievement in reading, language, mathematics, science, social studies, and other areas to assess its needs.

### *Social Studies Instruction and Topics*

According to regulations, each local school system must provide an instructional program in social studies each year for all students prekindergarten through grade 8 and a program which enables students to meet graduation requirements and to select social studies electives in grades 9 through 12. These programs must at least meet the content standards in the regulations. In Maryland, among other required topics, regulations require that the social studies instructional program teach students about the peoples of the nation and the world. Specifically, students must inquire about the people of the United State and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience. Every five years, each local superintendent of schools must certify to the State Superintendent of Schools that the instructional programming for prekindergarten through grade 12 meets, at a minimum, all the requirements set forth in the regulations.

**State Expenditures:** The bill requires the commission to develop, presumably by July 1, 2024, when the final report is due (1) standards and a model statewide curriculum for multicultural education as specified and (2) a framework that provides teachers and students in teacher preparation programs with preparation and training in delivering instruction in multicultural education. Further, the commission must complete other specified tasks.

Thus, general fund expenditures increase by \$302,353 in fiscal 2022 for the Maryland State Department of Education (MSDE) to hire two full-time educational program specialists to staff the commission and for per diem stipends for teachers assisting with the curriculum and model lesson development. The following information and assumptions were used in this estimate.

- The two full-time contractual program specialists will staff the commission, write the two reports, and lead teams of teachers in developing the model statewide curriculum.
- MSDE advises that it will need to set up three workgroups (*i.e.*, elementary, middle, and high school) of teachers to assist with the curriculum and lesson development. According to MSDE, based on similar workgroups, each workgroup will have 20 teachers, and each teacher will receive a \$250 per day stipend. It is assumed that teachers will participate in 10 full days of curriculum development per year of the commission, 5 days of meeting with the workgroup and 5 days of independent writing. Thus, each of the three workgroup stipends cost \$50,000 per year.

Therefore, general fund expenditures increase by \$150,000 per year for fiscal 2022 through 2024.

- This estimate assumes that the commission is only required to make *recommendations* regarding developing a framework that provides teachers and students in teacher preparation programs with preparation and training in delivering instruction in multicultural education. MSDE advises that creating professional development courses for teachers to implement the multicultural education standards and curriculum would cost \$25,000 per year for fiscal 2022 through 2024, which accounts for teacher stipends for 10 teachers for 10 days for three years at \$250 per day. These amounts are *not* included in this fiscal note estimate.

The estimate assumes a 90-day start-up delay following the bill’s July 1, 2021 effective date (during the period in which commission members are appointed). It includes salaries, fringe benefits, one-time start-up costs, per diem stipends for teachers, and ongoing operating expenses.

Contractual Positions	2
Salaries and Fringe Benefits	\$141,190
Model Curriculum/Lessons Teacher Stipends	150,000
Operating Expenses	<u>11,163</u>
<b>Total FY 2022 State Expenditures</b>	<b>\$302,353</b>

This estimate does not include any health insurance costs that could be incurred for specified contractual employees under the State’s implementation of the federal Patient Protection and Affordable Care Act.

Future year expenditures reflect annual increases and employee turnover and ongoing operating expenses for continued staffing of the commission. The two contractual positions terminate at the end of fiscal 2024. This estimate assumes no ongoing costs for the commission following the submission of the final report.

**Additional Comments:** MSDE advises that from 2015 through 2020 many of the [State Standards and Frameworks in Social Studies](#) have been revised to address the contributions of specified minority groups. The two remaining grades (6 and 7) are currently under review, with a planned release in spring 2023.

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## **Additional Information**

**Prior Introductions:** None.

**Designated Cross File:** None.

**Information Source(s):** Maryland State Department of Education; Department of Legislative Services

**Fiscal Note History:** First Reader - March 8, 2021  
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