HOUSE BILL 1091

Unofficial Copy 2000 Regular Session
F2 (0lr1438)

ENROLLED BILL

-- Ways and Means and Appropriations/Economic and Environmental Affairs --

Introduced by **Delegates Rawlings, Kopp, Hixson, and Campbell**

Read and Examined by Proofreaders:

_____
Proofreader.

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Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this _____ day of _____ at _____ o'clock, _____M.

_____
Speaker.

CHAPTER 664

AN ACT concerning

<u>Task Force to Study College Readiness for</u> Disadvantaged and Capable Students ~~– College Readiness Program and College Readiness Financial Aid Program~~

FOR the purpose of creating ~~the~~ <u>a Task Force to Study</u> College Readiness ~~Program and College Readiness~~ <u>for Disadvantaged and Capable Students;</u> ~~Financial Aid Program for disadvantaged and capable public high school students in the State; requiring each high school student to complete certain core college preparation courses after a certain date; requiring the State Department of Education and the K-16 Partnership to develop a program of those courses; requiring the Department and the Maryland Higher Education Commission to develop common placement tests and cutoff scores; requiring the K-16 Partnership and the Department to implement regional K-16 partnerships to improve the access of disadvantaged and capable students to higher education and develop and fund certain programs; requiring the Department, the K-16 Partnership, and the Commission to investigate and report on the impact of commonly used placement tests; requiring the Commission, the Department, and the governing~~

~~boards of institutions of higher education to select placement tests that reflect Maryland public high school standards; requiring the Department to implement and fund programs to allow high school students to take placement tests early in their high school years and adjust their course curricula accordingly; requiring the Department to implement and evaluate certain summer instructional programs; requiring the Department to provide certain financial incentives to county boards of education to increase enrollments in core college preparation programs until a certain date and, after that date, requiring the State Board to adopt regulations requiring that students complete those programs before graduating; requiring that the Department provide financial incentives to county boards to reward high schools that increase the college matriculation rates of disadvantaged and capable students; requiring that the impact of the programs be evaluated according to certain criteria; requiring the K-16 partnership to develop and seek funding for certain concurrent educational programs; requiring the Department to develop a comprehensive program for recruiting and retaining teachers, and requiring that the recruiting program contain certain elements and be measured by certain criteria; requiring that the Department, working with county boards, design and use a method for annually evaluating principals; requiring that each county board provide a summer institute training program for new teachers, and requiring that the program contain certain elements; requiring that certain public school teachers complete certain educational requirements within a certain period or be decertified; increasing a certain grant to prospective public school teachers who meet certain conditions while the same teachers take a teacher certification examination and altering the conditions for the grant; changing the criteria for a certain stipend; requiring the governing boards of institutions of higher education to report on the quality of their teacher education programs; requiring the governing boards, the Department, and the Commission to develop criteria for measuring the quality of teacher education programs; requiring that the Commission recommend to the governing boards, after a certain date, that any teacher education program that does not meet the criteria developed be discontinued; requiring that the annual Commission report on the College Preparation Intervention Program contain certain elements; requiring the Commission to fully fund the Maryland Teacher Scholarship Program and review scholarship programs in other states; requiring that the K-16 Partnership annually schedule a conference on minority postsecondary achievement that includes certain elements; allowing the Maryland Scholarship Administration to issue certain grants at any time during the year and altering the amount of the Educational Excellence Award; requiring the Commission to develop certain scholarships for disadvantaged and capable students who transfer from community colleges to other institutions of higher education; requiring that the Commission administer college readiness escrow accounts for high school students who complete core college preparation courses; providing for the administration of those accounts; requiring the Commission to annually report the number of Maryland Teacher Scholarships granted and report the characteristics of the grantees; defining certain terms; providing for the termination of certain provisions of this Act; requiring certain reports; and generally relating to educational initiatives intended to directly and indirectly~~

~~benefit disadvantaged and capable high school students in the State.~~ providing for the membership, duties, compensation, and staffing of the Task Force; requiring that the members be appointed by a certain date; requiring the Task Force to issue certain reports by certain dates; providing for the termination of the Task Force and of this Act; and generally relating to the Task Force to Study College Readiness for Disadvantaged and Capable Students.

BY adding to
Article - Education
~~Section 6-114, 6-115, 6-205, 6-206, 7-208, 11-306.1, 11-404; 11-7A-01 through 11-7A-10, inclusive, to be under the new subtitle "Subtitle 7A. Disadvantaged and Capable Students - College Readiness Program"; 18-10A-01 and 18-10A-02 to be under the new subtitle "Subtitle 10A. College Readiness Financial Aid for Disadvantaged and Capable Students"; 18-2211, and 18-2212~~
Section 11-7A-01, to be under the new subtitle "Subtitle 7A.Task Force to Study College Readiness for Disadvantaged and Capable Students"
Annotated Code of Maryland
(1999 Replacement Volume)

~~BY repealing and reenacting, with amendments,~~
~~Article - Education~~
~~Section 6-306, 10-208, 11-704, 18-304(a), 18-307(c), and 18-2209~~
~~Annotated Code of Maryland~~
~~(1999 Replacement Volume)~~

Preamble

WHEREAS, A college educated citizenry is critical to Maryland's continuing economic prosperity; and

WHEREAS, Capable students who are disadvantaged enter and graduate from higher education institutions at lower rates than do other groups; and

WHEREAS, Maryland's total college age population of 15 to 24 year olds is projected to grow by 30 percent between 1995 and 2010, while the minority college age population is projected to increase by 39 percent; and

WHEREAS, The findings in *Miles to Go: Maryland* and *The Road Taken* indicate that African American students enter and graduate from colleges and universities in Maryland at significantly lower rates than do whites; and

WHEREAS, The current disparities in graduation rates in Maryland's institutions of higher education will continue until the State develops and implements courses of action in the areas of college readiness, teacher preparation, and financial aid that have a significant impact on access to, and success in, higher education for capable students who are disadvantaged; now, therefore,

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

Article - Education

~~6-114.~~

~~(A) THE DEPARTMENT SHALL DEVELOP A COMPREHENSIVE PROGRAM FOR RECRUITING AND RETAINING TEACHERS.~~

~~(B) THE PROGRAM SHALL INCLUDE:~~

~~(1) A MARKETING CAMPAIGN;~~

~~(2) AN EXPANSION OF TEACHER MENTORING PROGRAMS UNDER § 5-206.1 OF THIS ARTICLE;~~

~~(3) AN EXPANSION OF ALTERNATIVE APPROACHES TO TEACHER CERTIFICATION;~~

~~(4) AN EXPANSION OF EDUCATIONAL PROGRAMS OFFERING PROFESSIONAL DEVELOPMENT FOR TEACHERS;~~

~~(5) IMPLEMENTATION OF RECRUITMENT AND RETENTION PLANS FOR GEOGRAPHIC AND CONTENT AREAS WITH CRITICAL TEACHER SHORTAGES; AND~~

~~(6) MODERNIZATION OF THE CERTIFICATION AND ACCREDITATION PROCESS.~~

~~(C) (1) THE DEPARTMENT SHALL DEVELOP INDICATORS AGAINST WHICH TO MEASURE THE SUCCESS OF THE PROGRAM.~~

~~(2) THE MEASURES DEVELOPED UNDER THIS SUBSECTION SHALL INCLUDE:~~

~~(I) TEACHER HIRING RATES;~~

~~(II) TEACHER RETENTION RATES;~~

~~(III) STUDENT PERFORMANCE DATA; AND~~

~~(IV) OTHER RELEVANT VARIABLES.~~

~~6-115.~~

~~(A) IN THIS SECTION, "K-16 PARTNERSHIP" MEANS THE K-16 PARTNERSHIP FOR TEACHING AND LEARNING ALLIANCE OF THE DEPARTMENT, THE COMMISSION, AND THE UNIVERSITY SYSTEM OF MARYLAND THAT DEVELOPS STRATEGIES FOR STRENGTHENING K-16 CONNECTIONS, STANDARDS, COMPETENCIES, ASSESSMENTS, PROFESSIONAL DEVELOPMENT OF EDUCATORS, AND COMMUNITY ENGAGEMENT IN EDUCATIONAL ACTIVITIES.~~

~~(B) THE DEPARTMENT AND THE K-16 PARTNERSHIP, WORKING WITH THE COUNTY BOARDS, SHALL DEVELOP METHODS FOR:~~

~~(1) MEASURING THE PERFORMANCE OF PRINCIPALS; AND~~

~~(2) HOLDING THOSE PRINCIPALS ACCOUNTABLE FOR THE PERFORMANCE OF THEIR STUDENTS.~~

~~(C) EACH COUNTY BOARD SHALL USE THE METHODS DESIGNED UNDER THIS SECTION TO ANNUALLY EVALUATE THE PERFORMANCE OF EACH SCHOOL PRINCIPAL IN THE COUNTY SYSTEM, BASED ON:~~

~~(1) THE PERFORMANCE OF STUDENTS ENROLLED IN THE PRINCIPAL'S SCHOOL ON STATE ASSESSMENT EXAMINATIONS, ADMISSIONS TESTS FOR INSTITUTIONS OF HIGHER EDUCATION, AND OTHER MEASURES;~~

~~(2) STUDENT COLLEGE MATRICULATION RATES; AND~~

~~(3) OTHER VARIABLES THAT THE DEPARTMENT, THE K-16 PARTNERSHIP, AND THE COUNTY BOARDS DETERMINE ARE APPROPRIATE.~~

~~6-205.~~

~~(A) EACH COUNTY BOARD SHALL PROVIDE A 4-WEEK SUMMER INSTITUTE PROGRAM FOR NEWLY HIRED TEACHERS WHO ARE SCHEDULED TO BEGIN TEACHING THE FOLLOWING SCHOOL YEAR.~~

~~(B) THE SUMMER INSTITUTE PROGRAM SHALL INCLUDE:~~

~~(1) CLEARLY STATED OBJECTIVES; AND~~

~~(2) TOPICS OF INSTRUCTION THAT INCLUDE:~~

~~(I) DEVELOPING A CURRICULUM;~~

~~(II) THE USE OF K-12 CONTENT STANDARDS;~~

~~(III) TEXT BOOK USE;~~

~~(IV) THE USE OF STATE ASSESSMENT TESTS;~~

~~(V) THE USE OF TECHNOLOGY;~~

~~(VI) CLASSROOM MANAGEMENT; AND~~

~~(VII) EXPERIENTIAL LEARNING.~~

~~6-206.~~

~~(A) WITHIN 7 YEARS OF THE TEACHER'S HIRE, A PUBLIC SECONDARY SCHOOL TEACHER SHALL COMPLETE A MASTER'S DEGREE IN THE CONTENT AREA IN WHICH THE TEACHER PROVIDES INSTRUCTION.~~

~~(B) WITHIN 7 YEARS OF THE TEACHER'S HIRE, A PUBLIC PRIMARY SCHOOL TEACHER SHALL COMPLETE A MASTER'S DEGREE IN AN AREA APPROVED BY THE STATE BOARD.~~

~~(C) THE DEPARTMENT SHALL DENY STATE CERTIFICATION TO PROVIDE INSTRUCTION IN THE STATE TO A PUBLIC SCHOOL TEACHER WHO FAILS TO COMPLY WITH SUBSECTION (A) OR (B) OF THIS SECTION.~~

~~6-306.~~

~~(a) In this section, "county grant for national certification" means an annual grant distributed to a teacher certified by the National Board for Professional Teaching Standards established:~~

~~(1) Outside of the collective bargaining process; or~~

~~(2) As part of a collective bargaining agreement with the local employee organization.~~

~~(b) (1) For fiscal year 2000 and each subsequent fiscal year, the Governor shall include in each year's operating budget funding for the stipends and bonuses provided in this subsection.~~

~~(2) A classroom teacher who holds a standard professional certificate or an advanced professional certificate who is employed by a county board and who holds a certificate issued by the National Board for Professional Teaching Standards shall receive a stipend from the State in an amount equal to the county grant for national certification, up to a maximum of $2,000 per qualified teacher.~~

~~(3) (i) An individual who graduates from an accredited institution of higher education in the top 10% of his or her class SHALL RECEIVE A SALARY SIGNING BONUS OF $3,000 AT THE TIME THAT THE INDIVIDUAL SIGNS A WRITTEN COMMITMENT TO ACCEPT EMPLOYMENT BY A COUNTY BOARD BEFORE TAKING THE TEACHER CERTIFICATION EXAMINATION REQUIRED BY THE STATE, IF THE INDIVIDUAL:~~

~~1. ENROLLS FOR THE TEACHER CERTIFICATION EXAMINATION;~~

~~2. PASSES THE EXAMINATION;~~

~~3. SUBSEQUENTLY[,] becomes employed by a county board[,]; and~~

~~4. [remains] REMAINS employed as a classroom teacher in the public school system for a minimum of 3 consecutive years[shall receive a salary signing bonus of $1,000].~~

~~(ii) If the individual leaves employment with the public school system before the end of the 3-year commitment, the individual shall reimburse the State in the amount of [$1,000] $3,000.~~

~~(4) A classroom teacher who holds an advanced professional certificate, HAS 3 YEARS OF SATISFACTORY OR BETTER PERFORMANCE EVALUATION, and teaches in a public school identified by the State Board as a reconstitution school, a reconstitution-eligible school, or a challenge school shall receive a stipend from the State in the amount of $2,000 for each year that the teacher performs satisfactorily in the classroom.~~

~~(c) An individual who receives a stipend or bonus under subsection (b) of this section may not be deemed an employee of the State.~~

~~(d) The employer of an individual who receives a stipend or bonus under subsection (b) of this section shall pay the increase in fringe benefit costs associated with the stipend or bonus.~~

~~(e) The Department shall act as fiscal agent for funds dispersed under this section.~~

~~7-208.~~

~~(A) BEGINNING WITH THE 2005-2006 SCHOOL YEAR, THE STATE BOARD SHALL REQUIRE THAT A HIGH SCHOOL STUDENT COMPLETE A CORE COLLEGE PREPARATION PROGRAM BEFORE GRADUATING FROM A PUBLIC HIGH SCHOOL.~~

~~(B) THE STATE BOARD, WITH THE K-16 PARTNERSHIP, SHALL DEVELOP AND THE DEPARTMENT SHALL IMPLEMENT THE CORE COLLEGE PREPARATION PROGRAM IN ACCORDANCE WITH § 11-7A-07(C) OF THIS ARTICLE.~~

~~10-208.~~

~~(A) The governing boards of public senior higher education institutions shall, with respect to institutions under their jurisdiction:~~

~~(1) Set education policy and adopt mission statements;~~

~~(2) Establish goals that are consistent with the roles and missions approved for the institutions;~~

~~(3) Select presidents;~~

~~(4) Establish guidelines for admission standards that are consistent with the roles and missions approved for the institutions;~~

~~(5) Set guidelines for tuition and mandatory fees;~~

~~(6) Evaluate and approve short-range and long-range plans; and~~

~~(7) Evaluate and approve institutional budget submissions.~~

~~(B) (1) ON OR BEFORE SEPTEMBER 30, 2001, THE GOVERNING BOARDS OF INSTITUTIONS OF HIGHER EDUCATION THAT USE PLACEMENT TESTS FOR ADMISSION, WORKING WITH THE COMMISSION AND THE DEPARTMENT, SHALL ADOPT COMMON INSTRUMENTS AND CUTOFF SCORES FOR THOSE PLACEMENT TESTS THAT REFLECT MARYLAND PUBLIC HIGH SCHOOL STANDARDS.~~

~~(2) THE CUTOFF SCORES SHALL BE CONSISTENT WITH THE INSTITUTION'S APPROVED MISSION.~~

~~11-306.1.~~

~~(A) (1) ON OR BEFORE SEPTEMBER 30 OF EACH YEAR, THE GOVERNING BOARD OF EACH INSTITUTION OF HIGHER EDUCATION SHALL REPORT TO THE COMMISSION THE QUALITY OF TEACHER EDUCATION PROGRAMS IN THE STATE.~~

~~(2) THE REPORT SHALL INCLUDE:~~

~~(I) THE QUALITY OF BOTH ARTS AND SCIENCES PROGRAMS; AND~~

~~(II) THE DEGREE TO WHICH THE MEMBERS OF THE ARTS AND SCIENCES AND EDUCATION FACULTY TEACHING TEACHER EDUCATION PROGRAMS SERVE AS EQUAL PARTNERS IN THE DEVELOPMENT OF THOSE PROGRAMS.~~

~~(B) (1) WORKING WITH THE GOVERNING BOARDS AND WITH THE DEPARTMENT, THE COMMISSION SHALL ADOPT CRITERIA, ON OR BEFORE JANUARY 1, 2001, FOR MEASURING THE QUALITY OF TEACHER EDUCATION PROGRAMS.~~

~~(2) THE CRITERIA ADOPTED UNDER THIS SUBSECTION SHALL INCLUDE:~~

~~(I) PASS RATES FOR ALL STUDENTS WHO TAKE THE TEACHER CERTIFICATION EXAMINATION REQUIRED BY THE STATE, REPORTED BY RACE, ETHNICITY, AND FAMILY INCOME;~~

~~(II) THE COURSE WORK THAT STUDENTS ARE REQUIRED TO COMPLETE IN:~~

~~1. THE EDUCATION CURRICULUM; AND~~

~~2. CONTENT AREAS OTHER THAN EDUCATION; AND~~

~~(III) ACCREDITATION BY NATIONAL ORGANIZATIONS.~~

~~11-404.~~

~~(A) USING THE ANNUAL REPORT REQUIRED UNDER § 11-306.1 OF THIS TITLE, THE COMMISSION SHALL ANNUALLY EVALUATE THE QUALITY OF TEACHER~~

~~EDUCATION PROGRAMS OFFERED BY INSTITUTIONS OF HIGHER EDUCATION IN THE STATE.~~

~~(B) ON OR BEFORE JUNE 30, 2002 AND ANNUALLY THEREAFTER, THE COMMISSION SHALL RECOMMEND TO THE GOVERNING BOARDS THAT ANY INSTITUTION OF HIGHER EDUCATION THAT DOES NOT OFFER A HIGH QUALITY TEACHER EDUCATION PROGRAM, AS EVIDENCED BY THE CRITERIA ADOPTED UNDER § 11-306.1(B) OF THIS TITLE, BE REQUIRED TO DISCONTINUE THAT PROGRAM.~~

~~11-704.~~

~~(A) Each year, the Commission shall submit a report to the Governor and TO the General Assembly of Maryland, SUBJECT TO § 2-1246 OF THE STATE GOVERNMENT ARTICLE, addressing the status of the College Preparation Intervention Program.~~

~~(B) THE REPORT SHALL:~~

~~(1) TRACK THE EDUCATIONAL AND PROFESSIONAL PROGRESS OF PROGRAM PARTICIPANTS ACROSS TIME; AND~~

~~(2) CONTAIN:~~

~~(I) A LIST OF PARTICIPATING COUNTY BOARDS AND SCHOOLS;~~

~~(II) A COUNT OF PROGRAM PARTICIPANTS;~~

~~(III) A LIST OF SERVICES PROVIDED;~~

~~(IV) THE PERCENTAGE OF STUDENTS RECEIVING SERVICES;~~

~~(V) THE PERCENTAGE OF STUDENTS ENROLLING IN CORE COLLEGE PREPARATION COURSE WORK;~~

~~(VI) THE PERCENTAGE OF PARENTS OR GUARDIANS PARTICIPATING IN THE PROGRAM;~~

~~(VII) THE PERCENTAGE OF STUDENTS MATRICULATING IN COLLEGE; AND~~

~~(VIII) OTHER RELEVANT INFORMATION.~~

~~SUBTITLE 7A. DISADVANTAGED AND CAPABLE STUDENTS – COLLEGE READINESS PROGRAM.~~

~~11-7A-01.~~

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

~~(B) (1) "DISADVANTAGED AND CAPABLE STUDENT" MEANS A STUDENT WHO:~~

~~(I) BECAUSE OF ENVIRONMENTAL AND ECONOMIC CONDITIONS OR THE LINGERING EFFECTS OF HISTORICAL PATTERNS OF DISCRIMINATION, IS NOT ACHIEVING AT A LEVEL THAT IS SCHOLASTICALLY UP TO THE STUDENT'S POTENTIAL ABILITIES;~~

~~(II) HAS TO COMPENSATE FOR AN INABILITY TO PROFIT FROM THE NORMAL EDUCATIONAL PROGRAM;~~

~~(III) IS AT LEAST IN THE 7TH GRADE AND NOT MORE THAN 22 YEARS OF AGE AND ATTENDS PUBLIC HIGH SCHOOL;~~

~~(IV) HAS THE POTENTIAL TO SUCCESSFULLY COMPLETE A REGULAR EDUCATIONAL PROGRAM LEADING TO GRADUATION FROM A PUBLIC HIGH SCHOOL; AND~~

~~(V) BECAUSE OF HOME AND COMMUNITY ENVIRONMENT OR THE LINGERING EFFECTS OF HISTORICAL PATTERNS OF DISCRIMINATION, IS SUBJECT TO LANGUAGE, CULTURAL, AND ECONOMIC DISADVANTAGES THAT WILL MAKE THE EVENTUAL SUCCESSFUL COMPLETION OF A COLLEGE CURRICULUM DIFFICULT WITHOUT SPECIAL EFFORTS BY STATE PUBLIC SCHOOL AUTHORITIES TO PROVIDE ASSISTANCE IN THE AREAS OF COLLEGE READINESS, TEACHER PREPARATION, AND FINANCIAL AID.~~

~~(C) "K-16 PARTNERSHIP" MEANS THE K-16 PARTNERSHIP FOR TEACHING AND LEARNING ALLIANCE OF THE DEPARTMENT, THE COMMISSION, AND THE UNIVERSITY SYSTEM OF MARYLAND THAT DEVELOPS STRATEGIES FOR STRENGTHENING K-16 CONNECTIONS, STANDARDS, COMPETENCIES, ASSESSMENTS, PROFESSIONAL DEVELOPMENT OF EDUCATORS, AND COMMUNITY ENGAGEMENT IN EDUCATIONAL ACTIVITIES.~~

~~11-7A-02.~~

~~(A) BEGINNING IN THE 2002-2003 SCHOOL YEAR AND IN EACH SCHOOL YEAR THEREAFTER, THE K-16 PARTNERSHIP SHALL WORK TO DEVELOP A SEAMLESS SYSTEM OF EDUCATION BY ENCOURAGING THE COUNTY BOARDS TO IMPLEMENT REGIONAL K-16 PARTNERSHIPS TO ADDRESS INEQUITIES IN THE ACCESS OF DISADVANTAGED AND CAPABLE STUDENTS TO HIGHER EDUCATION.~~

~~(B) THE GOVERNOR SHALL INCLUDE FUNDING IN THE BUDGET FOR THE K-16 PARTNERSHIP TO DEVELOP THE PARTNERSHIPS.~~

~~(C) IN DEVELOPING THESE PARTNERSHIPS, THE K-16 PARTNERSHIP SHALL TARGET PARTNERSHIPS THAT INCLUDE ELEMENTARY AND SECONDARY SCHOOLS WITH STUDENT BODIES IN WHICH AT LEAST 40% OF THE STUDENTS RECEIVE FEDERAL FREE OR REDUCED COST LUNCHES.~~

~~(D) (1) THE K-16 PARTNERSHIP SHALL DEVELOP INDICATORS AGAINST WHICH TO MEASURE THE SUCCESS OF PARTNERSHIPS CREATED UNDER THIS SECTION.~~

~~(2) THE INDICATORS FOR EACH PARTICIPATING SCHOOL SHALL INCLUDE:~~

~~(I) STUDENT PERFORMANCE ON STATE ASSESSMENTS;~~

~~(II) RATE OF STUDENT RETENTION AND GRADUATION;~~

~~(III) RATE OF COLLEGE MATRICULATION;~~

~~(IV) RATE OF TEACHER CERTIFICATION;~~

~~(V) RATE OF RETENTION OF CERTIFIED TEACHERS; AND~~

~~(VI) RATE OF TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT, INCLUDING PRE- AND POST-SERVICE PROFESSIONAL DEVELOPMENT.~~

~~11-7A-03.~~

~~(A) BEGINNING IN FISCAL YEAR 2002 AND IN EACH FISCAL YEAR THEREAFTER, THE K-16 PARTNERSHIP SHALL DEVELOP AND SEEK STATE AND FEDERAL FUNDING FOR BRIDGE PROGRAMS TO LINK STATE HIGH SCHOOL STUDENTS WHO ARE PROSPECTIVE COLLEGE FRESHMEN WITH 2-YEAR AND 4-YEAR INSTITUTIONS OF HIGHER EDUCATION LOCATED IN THE STATE.~~

~~(B) UNDER THE PROGRAMS DEVELOPED IN ACCORDANCE WITH THIS SECTION, INSTITUTIONS OF HIGHER EDUCATION LOCATED IN THE STATE SHALL PROVIDE SERVICES TO MIDDLE AND HIGH SCHOOL STUDENTS THAT INCLUDE INTENSIVE ACADEMIC INSTRUCTION AND SUPPORT SERVICES.~~

~~(C) IN DEVELOPING PROGRAMS UNDER THIS SECTION, THE K-16 PARTNERSHIP SHALL REVIEW AND COMMENT ON SUCCESSFUL PROGRAMS DEVELOPED AT INSTITUTIONS OF HIGHER EDUCATION IN THE STATE AND PROGRAMS DEVELOPED BY SCHOOL SYSTEMS IN OTHER STATES.~~

~~11-7A-04.~~

~~(A) ON OR BEFORE AUGUST 15, 2000, AND EACH YEAR THEREAFTER ON OR BEFORE THE SAME DATE, THE REPRESENTATIVES FROM MARYLAND PUBLIC AND PRIVATE 2-YEAR AND 4-YEAR INSTITUTIONS OF HIGHER EDUCATION KNOWN AS THE INTERSEGMENTAL CHIEF ACADEMIC OFFICERS SHALL INVESTIGATE AND REPORT TO THE K-16 PARTNERSHIP THE IMPACT ON STUDENTS AND EDUCATORS OF USING COMMONLY USED PLACEMENT TESTS IN READING, MATHEMATICS, AND COMPOSITION.~~

~~(B) (1) ON OR BEFORE SEPTEMBER 30, 2001, THE GOVERNING BOARDS OF INSTITUTIONS THAT USE PLACEMENT TESTS FOR ADMISSION, WORKING WITH THE COMMISSION AND THE DEPARTMENT, SHALL DEVELOP COMMON INSTRUMENTS AND CUT OFF SCORES FOR THOSE PLACEMENT TESTS THAT REFLECT MARYLAND PUBLIC HIGH SCHOOL STANDARDS.~~

~~(2) CUT OFF SCORES SHALL BE CONSISTENT WITH THE INSTITUTION'S APPROVED MISSION.~~

~~11-7A-05.~~

~~(A) BEGINNING IN FISCAL YEAR 2002, THE DEPARTMENT SHALL REQUEST FUNDS IN ITS ANNUAL BUDGET TO ENABLE HIGH SCHOOLS AND STATE INSTITUTIONS OF HIGHER EDUCATION TO WORK TOGETHER IN DEVELOPING AND IMPLEMENTING PROGRAMS DESIGNED TO ALLOW HIGH SCHOOL STUDENTS TO:~~

~~(1) TAKE PLACEMENT EXAMINATIONS FOR INSTITUTIONS OF HIGHER EDUCATION AT A TIME EARLY IN THE STUDENT'S HIGH SCHOOL CAREER;~~

~~(2) RECEIVE FEEDBACK FROM THE INSTITUTION OF HIGHER EDUCATION ON THE STUDENT'S EXAMINATION SCORES; AND~~

~~(3) ADJUST THE STUDENT'S COURSE CURRICULUM TO RESPOND TO GAPS IN THE STUDENT'S EDUCATION, AS EVIDENCED BY THOSE EXAMINATION SCORES.~~

~~(B) (1) THE DEPARTMENT SHALL DEVELOP INDICATORS AGAINST WHICH THE SUCCESS OF THE PROGRAMS CAN BE MEASURED.~~

~~(2) THE INDICATORS SHALL INCLUDE:~~

~~(I) THE PERCENTAGES OF ELIGIBLE STUDENTS IN EACH SCHOOL WHO PARTICIPATE IN THE PROGRAM;~~

~~(II) THE PARTICIPATING STUDENTS' INITIAL MEAN SCORES ON EXAMINATIONS, REPORTED BY:~~

~~1. THE PARTICIPATING STUDENTS' RACE, ETHNICITY, AND SOCIOECONOMIC STATUS; AND~~

~~2. THE LEVEL OF EDUCATIONAL ATTAINMENT OF THE PARTICIPATING STUDENTS' PARENTS;~~

~~(III) THE PARTICIPATING STUDENTS' COMPLETION OF ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE COURSES AND MEAN SCORES ON ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE EXAMINATIONS, REPORTED BY RACE, ETHNICITY, AND FAMILY INCOME;~~

~~(IV) THE NUMBER OF PARTICIPATING STUDENTS WHO ADJUST THEIR COURSE CURRICULUM AFTER THE RESULTS OF AN EXAMINATION ARE KNOWN; AND~~

~~(V) THE PARTICIPATING STUDENTS' MEAN SCORES ON EXAMINATIONS RETAKEN BY THE STUDENT, REPORTED BY:~~

~~1. THE PARTICIPATING STUDENTS' RACE, ETHNICITY, AND SOCIOECONOMIC STATUS; AND~~

~~2. THE LEVEL OF EDUCATIONAL ATTAINMENT OF THE PARTICIPATING STUDENTS' PARENTS.~~

~~11-7A-06.~~

~~(A) BEGINNING IN THE SUMMER FOLLOWING THE 2001-2002 SCHOOL YEAR AND IN EACH SUMMER THEREAFTER, THE DEPARTMENT SHALL IMPLEMENT SUMMER INSTRUCTIONAL PROGRAMS IN READING AND MATHEMATICS FOR STUDENTS NOT REACHING ACCEPTABLE HIGH SCHOOL PROFICIENCY LEVELS IN READING AND MATHEMATICS.~~

~~(B) BEGINNING IN THE SUMMER FOLLOWING THE 2002-2003 SCHOOL YEAR AND IN EACH SUMMER THEREAFTER, THE STATE DEPARTMENT SHALL IMPLEMENT SUMMER INSTRUCTIONAL PROGRAMS IN SCIENCE FOR STUDENTS NOT REACHING ACCEPTABLE HIGH SCHOOL PROFICIENCY LEVELS IN SCIENCE.~~

~~(C) BEGINNING IN THE 2002-2003 SCHOOL YEAR AND IN EACH SCHOOL YEAR THEREAFTER, THE DEPARTMENT SHALL DEVELOP AND IMPLEMENT A PROGRAM TO EXPAND CERTIFICATION PROGRAMS FOR READING SPECIALISTS DESIGNATED TO ASSIST HIGH SCHOOL STUDENTS IN ATTAINING ACCEPTABLE HIGH SCHOOL PROFICIENCY LEVELS.~~

~~(D) IN DEVELOPING AND IMPLEMENTING THE PROGRAMS UNDER THIS SECTION, THE DEPARTMENT SHALL TARGET SCHOOLS WITH STUDENT BODIES IN WHICH AT LEAST 50% OF THE STUDENTS RECEIVE FEDERAL FREE OR REDUCED COST LUNCHES.~~

~~(E) (1) THE DEPARTMENT SHALL DEVELOP INDICATORS AGAINST WHICH MAY BE MEASURED THE SUCCESS OF THE PROFICIENCY PROGRAMS REQUIRED UNDER THIS SECTION.~~

~~(2) THE INDICATORS TO BE USED IN MEASURING THE SUCCESS OF A READING PROFICIENCY PROGRAM SHALL INCLUDE:~~

~~(I) THE MEAN READING SCORES OF PARTICIPATING STUDENTS ON THE MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM, REPORTED BY:~~

~~1. THE PARTICIPATING STUDENTS' RACE, ETHNICITY, AND SOCIOECONOMIC STATUS; AND~~

~~2. THE LEVEL OF EDUCATIONAL ATTAINMENT OF THE PARTICIPATING STUDENTS' PARENTS; AND~~

~~(II) THE MEAN READING AND VERBAL SCORES OF PARTICIPATING STUDENTS ON THE SCHOLASTIC APTITUDE TEST AND ON COLLEGE PLACEMENT TESTS.~~

~~11-7A-07.~~

~~(A) DURING THE SCHOOL YEARS 2001-2002 THROUGH 2004-2005, THE DEPARTMENT SHALL PROVIDE FINANCIAL INCENTIVES TO COUNTY BOARDS TO REWARD HIGH SCHOOLS THAT INCREASE THE NUMBER OF STUDENTS ENROLLED IN CORE COLLEGE PREPARATION PROGRAMS.~~

~~(B) (1) THE STATE BOARD SHALL DEVELOP INDICATORS AGAINST WHICH MAY BE MEASURED THE SUCCESS OF THE CORE COLLEGE PREPARATION PROGRAMS REQUIRED UNDER THIS SECTION.~~

~~(2) THE INDICATORS TO BE USED IN MEASURING THE SUCCESS OF A PROGRAM SHALL INCLUDE:~~

~~(I) CURRICULUM COMPLETION RATES, MEASURED BY SCHOOL;~~

~~(II) PERFORMANCE ON THE MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM, MEASURED BY SCHOOL;~~

~~(III) THE MEAN VERBAL SCORES OF PARTICIPATING STUDENTS ON THE SCHOLASTIC APTITUDE TEST, REPORTED BY:~~

~~1. THE PARTICIPATING STUDENTS' RACE, ETHNICITY, AND SOCIOECONOMIC STATUS; AND~~

~~2. THE LEVEL OF EDUCATIONAL ATTAINMENT OF THE PARTICIPATING STUDENT'S PARENTS;~~

~~(IV) THE RATE OF COLLEGE MATRICULATION, MEASURED BY SCHOOL, AND REPORTED BY:~~

~~1. THE PARTICIPATING STUDENTS' RACE, ETHNICITY, AND SOCIOECONOMIC STATUS; AND~~

~~2. THE LEVEL OF EDUCATIONAL ATTAINMENT OF THE PARTICIPATING STUDENT'S PARENTS; AND~~

~~(V) THE PERCENTAGE OF HIGH SCHOOL GRADUATES PLACED IN REMEDIAL COURSES IN INSTITUTIONS OF HIGHER EDUCATION, MEASURED BY SCHOOL, AND REPORTED BY:~~

~~1. THE PARTICIPATING STUDENTS' RACE, ETHNICITY, AND SOCIOECONOMIC STATUS; AND~~

~~2. THE LEVEL OF EDUCATIONAL ATTAINMENT OF THE PARTICIPATING STUDENTS' PARENTS.~~

~~(C) BEFORE THE BEGINNING OF THE 2005-2006 SCHOOL YEAR, IN CONSULTATION WITH THE K-16 PARTNERSHIP, THE STATE BOARD SHALL DEVELOP AND ADOPT IN REGULATIONS THE REQUIREMENT THAT A HIGH SCHOOL STUDENT COMPLETE A CORE COLLEGE PREPARATION PROGRAM BEFORE GRADUATING FROM A PUBLIC HIGH SCHOOL.~~

~~(D) THE REGULATIONS ADOPTED BY THE STATE BOARD UNDER SUBSECTION (C) OF THIS SECTION SHALL STATE THE ELEMENTS TO BE INCLUDED IN A CORE COLLEGE PREPARATION PROGRAM.~~

~~11-7A-08.~~

~~(A) BEGINNING IN THE 2002-2003 SCHOOL YEAR AND IN EACH SCHOOL YEAR THEREAFTER, THE DEPARTMENT SHALL PROVIDE FINANCIAL INCENTIVES TO COUNTY BOARDS TO REWARD HIGH SCHOOLS THAT INCREASE THE RATE OF MATRICULATION OF DISADVANTAGED AND CAPABLE STUDENTS INTO INSTITUTIONS OF HIGHER EDUCATION.~~

~~(B) IN PROVIDING FINANCIAL INCENTIVES UNDER THIS SECTION, THE DEPARTMENT SHALL TARGET SCHOOLS WITH STUDENT BODIES IN WHICH AT LEAST 40% OF THE STUDENTS RECEIVE FEDERAL FREE OR REDUCED COST LUNCHES.~~

~~11-7A-09.~~

~~(A) THE COMMISSION SHALL WORK WITH 2-YEAR AND 4-YEAR INSTITUTIONS OF HIGHER EDUCATION IN THE STATE TO DEVELOP ON-SITE "2+2" PROGRAMS THAT RESPOND TO TEACHING SHORTAGES IN SPECIFIC COURSE CONTENT AREAS AND IN SPECIFIC GEOGRAPHIC AREAS.~~

~~(B) THE PROGRAMS DEVELOPED UNDER THIS SECTION SHALL INCLUDE:~~

~~(1) ARTICULATED ACADEMIC PROGRAMS;~~

~~(2) CONCURRENT ADMISSION TO A 2-YEAR INSTITUTION AND A 4-YEAR INSTITUTION; AND~~

~~(3) THE JOINT OFFERING BY THE 2-YEAR INSTITUTION AND THE 4-YEAR INSTITUTION OF SUPPORT SERVICES.~~

~~(C) (1) THE GOVERNOR SHALL PROVIDE INCENTIVE FUNDS FOR THE COMMISSION TO AWARD ON A COMPETITIVE BASIS.~~

~~(2) THE COMMISSION SHALL GIVE A PREFERENCE FOR FUNDING TO INSTITUTIONS OF HIGHER EDUCATION THAT SERVE A STUDENT BODY IN WHICH AT LEAST 50% OF THE STUDENTS ARE:~~

~~(I) LOW INCOME OR MODERATE INCOME; OR~~

~~(II) MEMBERS OF GROUPS THAT ARE UNDERREPRESENTED NATIONALLY IN HIGHER EDUCATION.~~

~~11-7A-10.~~

~~(A) BEGINNING IN THE 2000-2001 SCHOOL YEAR, THE K-16 PARTNERSHIP SHALL SCHEDULE AN ANNUAL CONFERENCE ON MINORITY POSTSECONDARY ACHIEVEMENT THAT FOCUSES ON BEST PRACTICES IN PUBLIC AND PRIVATE INSTITUTIONS OF HIGHER EDUCATION AND IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS.~~

~~(B) THE ANNUAL CONFERENCE SHALL INCLUDE PRESENTATIONS ON:~~

~~(1) THE COLLEGE READINESS OF STUDENTS;~~

~~(2) TEACHER PREPARATION; AND~~

~~(3) FINANCIAL AID.~~

~~(C) THE GOVERNOR SHALL INCLUDE FUNDING FOR THE ANNUAL CONFERENCE IN THE BUDGET.~~

~~18-304.~~

~~(a) (1) [The] SUBJECT TO PARAGRAPH (3) OF THIS SUBSECTION, THE Administration shall determine the amount of each Educational Excellence Award based on the financial need of the applicant.~~

~~(2) In determining the amount of financial need, the Administration shall consider regional cost-of-living differences.~~

~~(3) THE AMOUNT OF AN EDUCATIONAL EXCELLENCE AWARD MAY NOT BE LESS THAN 40% OF THE STUDENT'S FINANCIAL NEED, AS DETERMINED BY THE STATE SCHOLARSHIP ADMINISTRATION.~~

~~18-307.~~

~~(c) (1) On or before May 1 of each year, the Administration shall send each Senator and each Delegate a list of individuals in each legislative district to whom Educational Excellence Awards are awarded.~~

~~(2) THE ADMINISTRATION MAY AWARD A GUARANTEED ACCESS GRANT AT ANY TIME DURING THE YEAR.~~

~~18-2209.~~

~~(A) Funds for the Maryland teacher scholarship program shall be as provided in the annual budget of the Commission by the Governor.~~

~~(B) IN FISCAL YEAR 2001, THE GOVERNOR SHALL FULLY FUND 500 SCHOLARSHIPS.~~

~~(C) BEGINNING IN FISCAL YEAR 2002, THE GOVERNOR SHALL FULLY FUND THE MARYLAND TEACHER SCHOLARSHIP PROGRAM.~~

~~18-2211.~~

~~(A) THE COMMISSION SHALL REVIEW SCHOLARSHIP PROGRAMS IN OTHER STATES TO DETERMINE BEST PRACTICES FOR RECRUITING MINORITY TEACHERS.~~

~~(B) THE COMMISSION SHALL CONSIDER THE NEED TO ESTABLISH A RECRUITMENT PROGRAM ESTABLISHED SPECIFICALLY TO RECRUIT MINORITY TEACHERS.~~

~~18-2212.~~

~~ON OR BEFORE SEPTEMBER 30 OF EACH YEAR, THE COMMISSION SHALL REPORT TO THE GOVERNOR AND, SUBJECT TO § 2-1246 OF THE STATE GOVERNMENT ARTICLE, TO THE GENERAL ASSEMBLY:~~

~~(1) THE NUMBER OF INDIVIDUALS WHO RECEIVED SCHOLARSHIPS UNDER THIS SUBTITLE IN THE PREVIOUS SCHOOL YEAR;~~

~~(2) A BREAKDOWN BY RACE, ETHNICITY, GENDER, AND COUNTY OF RESIDENCE OF THE RECIPIENTS OF SCHOLARSHIPS IN THE PREVIOUS SCHOOL YEAR; AND~~

~~(3) THE NUMBER OF PAST RECIPIENTS WHO TAUGHT IN THE STATE IN THE PREVIOUS SCHOOL YEAR.~~

~~SECTION 2. AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:~~

~~**Article - Education**~~

~~SUBTITLE 10A. COLLEGE READINESS FINANCIAL AID FOR DISADVANTAGED AND CAPABLE STUDENTS.~~

~~18-10A-01.~~

~~IN THIS SUBTITLE, "DISADVANTAGED AND CAPABLE STUDENT" MEANS A STUDENT WHO:~~

~~(1) BECAUSE OF ENVIRONMENTAL AND ECONOMIC CONDITIONS OR THE LINGERING EFFECTS OF HISTORICAL PATTERNS OF DISCRIMINATION, IS NOT ACHIEVING AT A LEVEL THAT IS SCHOLASTICALLY UP TO THE STUDENT'S POTENTIAL ABILITIES;~~

~~(2) IS AT LEAST IN 7TH GRADE AND NOT MORE THAN 22 YEARS OF AGE AND ATTENDS PUBLIC SCHOOL;~~

~~(3) HAS THE POTENTIAL TO COMPLETE SUCCESSFULLY A REGULAR EDUCATIONAL PROGRAM LEADING TO GRADUATION FROM A PUBLIC HIGH SCHOOL; AND~~

~~(4) BECAUSE OF HOME AND COMMUNITY ENVIRONMENT OR THE LINGERING EFFECTS OF HISTORICAL PATTERNS OF DISCRIMINATION, IS SUBJECT TO LANGUAGE, CULTURAL, AND ECONOMIC DISADVANTAGES THAT WILL MAKE THE EVENTUAL SUCCESSFUL COMPLETION OF A COLLEGE CURRICULUM DIFFICULT WITHOUT SPECIAL EFFORTS BY STATE PUBLIC SCHOOL AUTHORITIES TO PROVIDE ASSISTANCE IN THE AREAS OF COLLEGE READINESS, TEACHER PREPARATION, AND FINANCIAL AID.~~

~~18-10A-02.~~

~~(A) DURING THE SCHOOL YEARS 2001-2002 THROUGH 2004-2005, THE COMMISSION, IN CONSULTATION WITH THE K-16 PARTNERSHIP, SHALL ADMINISTER A PROGRAM OF COLLEGE READINESS ESCROW ACCOUNTS FROM WHICH STUDENTS MAY DRAW FUNDS TO PAY FOR TUITION, FEES, AND TEXTBOOKS AT MARYLAND INSTITUTIONS OF HIGHER EDUCATION FOR DISADVANTAGED AND CAPABLE STUDENTS WHO:~~

~~(1) ENROLL IN CORE COLLEGE PREPARATION COURSES WHILE ENROLLED IN A PUBLIC HIGH SCHOOL; AND~~

~~(2) (I) ARE FROM LOW-INCOME OR MODERATE-INCOME FAMILIES; OR~~

~~(II) WOULD BE THE FIRST GENERATION OF THEIR FAMILY TO ATTEND AN INSTITUTION OF HIGHER EDUCATION.~~

~~(B) ON OR BEFORE NOVEMBER 1 OF EACH YEAR, BEGINNING IN 2002 AND ENDING IN 2005, THE STATE DEPARTMENT SHALL REPORT TO THE GOVERNOR AND, SUBJECT TO § 2-1246 OF THE STATE GOVERNMENT ARTICLE, TO THE GENERAL ASSEMBLY, ON:~~

~~(1) THE NUMBER AND PERCENTAGE OF STUDENTS WHO PARTICIPATED IN THE PROGRAM IN THE PREVIOUS SCHOOL YEAR, REPORTED BY THE RACE, ETHNICITY, AND GENDER OF THE PARTICIPANTS; AND~~

~~(2) THE NUMBER AND PERCENTAGE OF GRADUATES IN THE PREVIOUS YEAR WHO ENTERED DEGREE PROGRAMS AT 2-YEAR OR 4-YEAR INSTITUTIONS, REPORTED BY THE RACE, ETHNICITY, AND GENDER OF THE GRADUATES.~~

~~(C) (1) UNDER THE PROGRAM, THE TREASURER SHALL ESTABLISH AND HOLD FOR EACH STUDENT A COLLEGE READINESS ESCROW ACCOUNT AT THE DIRECTION OF THE COMMISSION, TO WHICH THE COMMISSION SHALL ADD FUNDS AS THE STUDENT COMPLETES CORE COLLEGE PREPARATION COURSES AND ENROLLS IN ADDITIONAL CORE COLLEGE PREPARATION COURSES.~~

~~(2) THE COMMISSION SHALL BASE THE AMOUNT OF THE FUNDS WHICH THE COMMISSION ADDS TO A COLLEGE READINESS ESCROW ACCOUNT ON FACTORS~~

~~TO BE ESTABLISHED BY THE K-16 PARTNERSHIP AND IMPLEMENTED BY THE COMMISSION IN REGULATIONS ADOPTED BY THE COMMISSION ON OR BEFORE APRIL 1, 2001.~~

~~(D) ON OR BEFORE NOVEMBER 1, 2005 OF EACH YEAR, BEGINNING IN 2002 AND ENDING IN 2005, THE COMMISSION SHALL REPORT TO THE GOVERNOR AND, SUBJECT TO § 2-1246 OF THE STATE GOVERNMENT ARTICLE, TO THE GENERAL ASSEMBLY ON THE NUMBER OF STUDENTS WHO RECEIVED FUNDS IN COLLEGE READINESS ESCROW ACCOUNTS IN THE PREVIOUS SCHOOL YEAR, REPORTED BY THE RACE, ETHNICITY, AND GENDER OF THE RECIPIENTS.~~

~~(E) THE GOVERNOR SHALL INCLUDE SUFFICIENT FUNDS FOR THE COLLEGE READINESS ESCROW ACCOUNT PROGRAM IN THE COMMISSION'S ANNUAL BUDGET.~~

~~SECTION 3. AND BE IT FURTHER ENACTED, That the Maryland Higher Education Commission shall develop legislation to implement a program of scholarships for students of 2-year institutions of higher education who transfer from those institutions to 4-year institutions of higher education, and who previously qualified as "disadvantaged and capable students" as defined under Title 11, Subtitle 7A of the Education Article, as enacted under this Act. The Commission shall report to the Governor and, subject to § 2-1246 of the State Government Article, to the General Assembly on the legislative proposal to implement the program.~~

~~SECTION 4. AND BE IT FURTHER ENACTED, That Section 2 of this Act shall remain in effect for 5 years and, at the end of June 30, 2005, and with no further action required by the General Assembly, Section 2 shall be abrogated and of no further force and effect.~~

~~SECTION 5. AND BE IT FURTHER ENACTED, That, subject to Section 4 of this Act, this Act shall take effect July 1, 2000.~~

SUBTITLE 7A. TASK FORCE TO STUDY COLLEGE READINESS FOR DISADVANTAGED AND CAPABLE STUDENTS.

11-7A-01.

(A) IN THIS SUBTITLE, "DISADVANTAGED AND CAPABLE STUDENT" MEANS A STUDENT WHO:

(1) BECAUSE OF ENVIRONMENTAL AND ECONOMIC CONDITIONS OR THE LINGERING EFFECTS OF HISTORICAL PATTERNS OF DISCRIMINATION, IS NOT ACHIEVING AT A LEVEL THAT IS SCHOLASTICALLY UP TO THE STUDENT'S POTENTIAL ABILITIES;

(2) HAS TO COMPENSATE FOR AN INABILITY TO PROFIT FROM THE NORMAL EDUCATIONAL PROGRAM;

(3) IS AT LEAST IN THE 6TH GRADE AND NOT MORE THAN 22 YEARS OF AGE;

(4) ATTENDS PUBLIC SCHOOL;

(5) HAS THE POTENTIAL TO SUCCESSFULLY COMPLETE A REGULAR EDUCATIONAL PROGRAM LEADING TO GRADUATION FROM A PUBLIC HIGH SCHOOL; AND

(6) BECAUSE OF HOME AND COMMUNITY ENVIRONMENT OR THE LINGERING EFFECTS OF HISTORICAL PATTERNS OF DISCRIMINATION, IS SUBJECT TO LANGUAGE, CULTURAL, OR ECONOMIC DISADVANTAGES THAT WILL MAKE THE EVENTUAL SUCCESSFUL COMPLETION OF A COLLEGE CURRICULUM DIFFICULT WITHOUT SPECIAL EFFORTS BY STATE PUBLIC SCHOOL AUTHORITIES TO PROVIDE ASSISTANCE IN THE AREAS OF COLLEGE READINESS, TEACHER PREPARATION, AND FINANCIAL AID.

(B) THERE IS A TASK FORCE TO STUDY COLLEGE READINESS FOR DISADVANTAGED AND CAPABLE STUDENTS.

(C) THE TASK FORCE CONSISTS OF THE FOLLOWING *29* MEMBERS:

(1) FOUR MEMBERS OF THE HOUSE OF DELEGATES, APPOINTED BY THE SPEAKER OF THE HOUSE;

(2) FOUR MEMBERS OF THE SENATE OF MARYLAND, APPOINTED BY THE PRESIDENT OF THE SENATE;

(3) THE STATE SUPERINTENDENT OF SCHOOLS;

(4) THE CHANCELLOR OF THE UNIVERSITY SYSTEM OF MARYLAND;

(5) THE SECRETARY OF THE MARYLAND HIGHER EDUCATION COMMISSION;

(6) THE PRESIDENT OF MORGAN STATE UNIVERSITY;

(7) THE SECRETARY OF THE DEPARTMENT OF BUDGET AND MANAGEMENT; AND

(8) THE FOLLOWING MEMBERS APPOINTED BY THE GOVERNOR:

(I) A MEMBER OF THE STATE BOARD OF EDUCATION;

(II) A MEMBER OF THE MARYLAND HIGHER EDUCATION COMMISSION;

(III) A COUNTY SUPERINTENDENT OF SCHOOLS;

(IV) A MEMBER OF A LOCAL BOARD OF EDUCATION;

(V) ~~FIVE~~ *THREE* REPRESENTATIVES NOMINATED BY THE K-16 LEADERSHIP COUNCIL;

(VI) A PUBLIC HIGH SCHOOL PRINCIPAL, NOMINATED BY THE STATE SUPERINTENDENT OF SCHOOLS; ~~AND~~

~~(VII) A REPRESENTATIVE OF A GROUP THAT ADVOCATES FOR K-16 EDUCATION~~

(VII) ONE REPRESENTATIVE OF THE PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD;

(VIII) TWO TEACHERS, OF WHOM ONE SHALL BE NOMINATED BY THE MARYLAND STATE TEACHERS ASSOCIATION;

(IX) THE PRESIDENTS OF TWO MEMBER INSTITUTIONS OF THE UNIVERSITY SYSTEM OF MARYLAND, NOMINATED BY THE CHANCELLOR OF THE SYSTEM;

(X) THE PRESIDENT OF A COMMUNITY COLLEGE; AND

(XI) THE PRESIDENT OF THE MARYLAND INDEPENDENT COLLEGE AND UNIVERSITY ASSOCIATION AND THE PRESIDENT OF A MEMBER INSTITUTION OF THE MARYLAND INDEPENDENT COLLEGE AND UNIVERSITY ASSOCIATION WITH A TEACHER EDUCATION PROGRAM.

(D) THE MEMBERS OF THE TASK FORCE SHALL BE APPOINTED ON OR BEFORE JUNE 15, 2000, AND SHALL SERVE FOR THE DURATION OF THE TASK FORCE.

(E) THE GOVERNOR, PRESIDENT OF THE SENATE, AND SPEAKER OF THE HOUSE SHALL JOINTLY DESIGNATE THE CHAIRPERSON OF THE TASK FORCE.

(F) THE TASK FORCE SHALL DEVELOP A COMPREHENSIVE STRATEGY TO ENSURE THAT DISADVANTAGED AND CAPABLE STUDENTS HAVE ADEQUATE OPPORTUNITIES TO SUCCESSFULLY MATRICULATE AND GRADUATE FROM INSTITUTIONS OF HIGHER EDUCATION BY:

(1) EXAMINING CURRENT PRACTICES IN THE AREA OF COLLEGE READINESS, INCLUDING STUDENT ACADEMIC PREPARATION, SUPPORT SERVICES FOR STUDENTS, TEACHER PREPARATION, RECRUITMENT AND RETENTION, AND FINANCIAL AID;

(2) REVIEWING THE FINDINGS AND RECOMMENDATIONS IN "MILES TO GO", "MILES TO GO: MARYLAND", "THE ROAD TAKEN: AN ACTION PLAN AGENDA FOR ACHIEVING THE RECOMMENDATIONS IN MILES TO GO: MARYLAND", AND HOUSE BILL 1091 AS INTRODUCED IN THE 2000 SESSION;

(3) STRENGTHENING K-16 CONNECTIONS, STANDARDS, COMPETENCIES, ASSESSMENTS, PROFESSIONAL DEVELOPMENT OF EDUCATORS, AND COMMUNITY ENGAGEMENT IN EDUCATIONAL ACTIVITIES;

(4) DEVELOPING APPROPRIATE INDICATORS AGAINST WHICH TO MEASURE THE SUCCESS OF STRATEGIES;

(5) MAKING RECOMMENDATIONS TO ENHANCE EXISTING PROGRAMS AND IMPLEMENT NEW PROGRAMS TO SUPPORT THE COMPREHENSIVE STRATEGY DEVELOPED BY THE TASK FORCE, INCLUDING STUDENT ACADEMIC PREPARATION, SUPPORT SERVICES FOR STUDENTS, TEACHER PREPARATION, RECRUITMENT AND RETENTION, AND STUDENT FINANCIAL AID; AND

(6) MAKING RECOMMENDATIONS ON THE FUNDING NECESSARY TO IMPLEMENT THE COMPREHENSIVE STRATEGY DEVELOPED BY THE TASK FORCE, INCLUDING, IF APPROPRIATE, A MULTIYEAR TIMETABLE TO PHASE IN THE RECOMMENDATIONS.

(G) THE MARYLAND STATE DEPARTMENT OF EDUCATION, THE MARYLAND HIGHER EDUCATION COMMISSION, THE UNIVERSITY SYSTEM OF MARYLAND, AND THE DEPARTMENT OF LEGISLATIVE SERVICES SHALL PROVIDE STAFF SUPPORT TO THE TASK FORCE.

(H) A MEMBER OF THE TASK FORCE:

(1) MAY NOT RECEIVE COMPENSATION; BUT

(2) IS ENTITLED TO REIMBURSEMENT FOR EXPENSES UNDER THE STANDARD STATE TRAVEL REGULATIONS AS PROVIDED IN THE STATE BUDGET.

(I) (1) ON OR BEFORE JANUARY 1, 2001, THE TASK FORCE SHALL PROVIDE AN INTERIM REPORT OF ITS FINDINGS AND RECOMMENDATIONS TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, TO THE GENERAL ASSEMBLY.

(2) ON OR BEFORE DECEMBER 1, 2001, THE TASK FORCE SHALL PROVIDE A FINAL REPORT OF ITS FINDINGS AND RECOMMENDATIONS TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, TO THE GENERAL ASSEMBLY.

(J) THE TASK FORCE SHALL TERMINATE ON MAY 31, 2002.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect June 1, 2000. It shall remain effective for a period of 2 years and, at the end of May 31, 2002, with no further action required by the General Assembly, this Act shall be abrogated and of no further force and effect.