

Department of Legislative Services
Maryland General Assembly
2009 Session

FISCAL AND POLICY NOTE

House Bill 1111
Ways and Means

(Delegate Cardin)

Task Force on Summer Learning

This bill establishes a Task Force on Summer Learning to conduct a study of summer learning programs from prekindergarten through grade 12. The National Center for Summer Learning at Johns Hopkins University must provide staff support for the task force, and State funds may not be used to support task force activities. A final report with findings and recommendations is due by December 1, 2010.

The bill takes effect July 1, 2009, and terminates June 30, 2011.

Fiscal Summary

State Effect: None. The bill specifies that State funds may not be used to support task force activities.

Local Effect: None.

Small Business Effect: None.

Analysis

Bill Summary: The task force must:

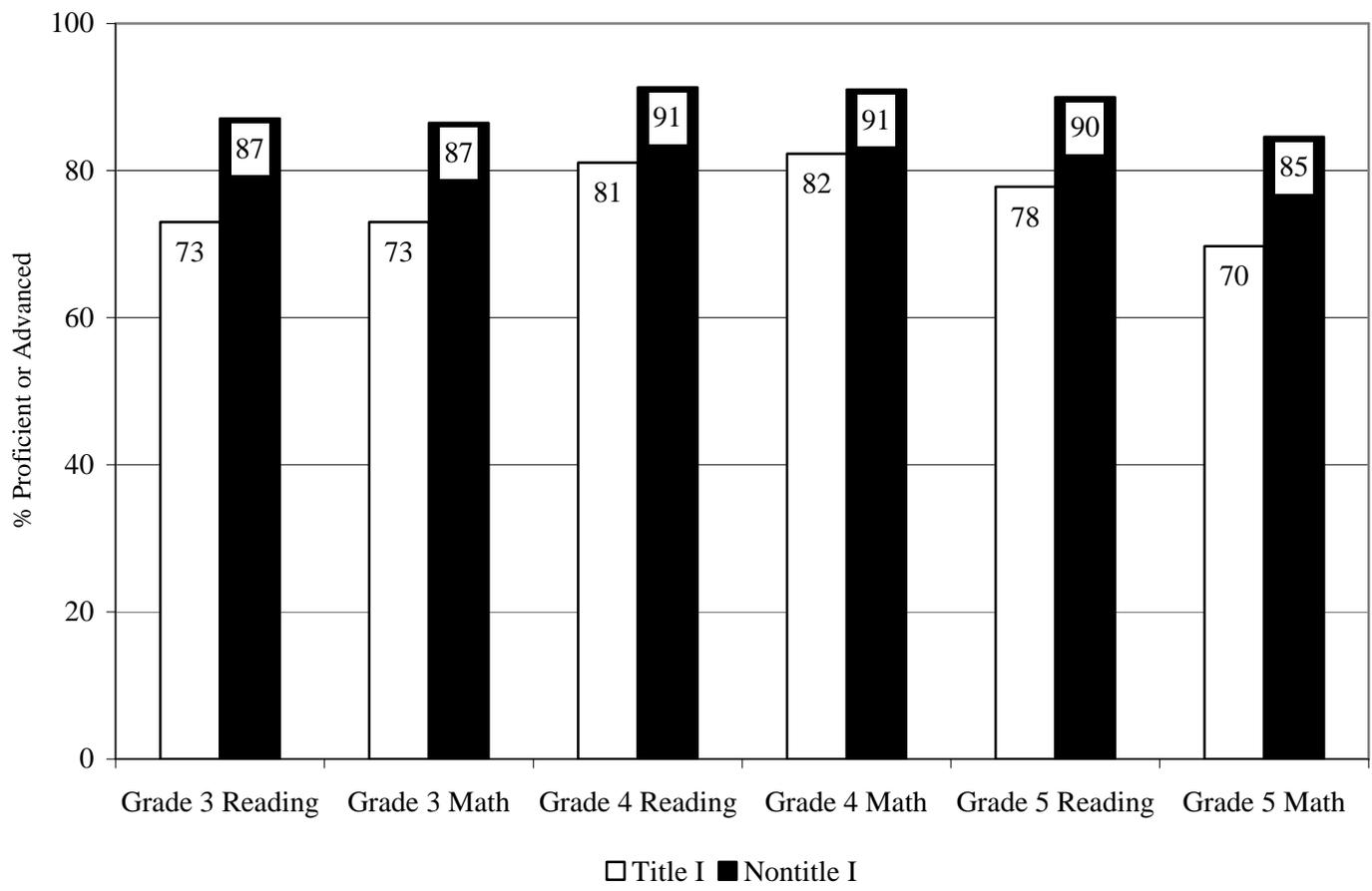
- analyze supply and demand data regarding summer learning programming in Maryland;

- analyze existing federal and State funding streams to leverage support for summer learning programs and provide more healthy meals in summer;
- consider extant research on summer learning and summer learning program models currently operating in other states and communities;
- make policy recommendations to increase access to high-quality summer learning opportunities for children and youth across the State and improve integration across community-based organizations' programs and school districts;
- identify and promote State and local coordination of summer learning opportunities; and
- meet quarterly to obtain input on the topic of summer learning from stakeholders, experts, summer learning providers, members of the public, and any other individuals it determines necessary.

Task force members may not receive compensation. The task force may solicit funding from public and private foundations and may make use of federal funds.

Background: The preamble to the bill notes that all young people are at risk of experiencing a loss of academic skills during the summer months and that summer learning loss contributes to the achievement gap between low-income students and their more affluent peers. A recent study by the Johns Hopkins University found that two-thirds of the reading gap can be attributed solely to unequal summer learning opportunities. A comparison of proficiency rates on the Maryland School Assessments among elementary school students receiving Title I services (*i.e.*, low-income students) and students who do not receive such services is shown in **Exhibit 1**.

Exhibit 1
Percent of Students Scoring at the Proficient or Advanced Levels on Maryland School Assessments 2008



Source: Maryland State Department of Education

Additional Comments: The Maryland Independent College and University Association anticipates that Johns Hopkins University can support this task force using existing resources.

Additional Information

Prior Introductions: None.

Cross File: None.

Information Source(s): Maryland State Department of Education, Maryland Independent College and University Association, National Center for Summer Learning at Johns Hopkins University, Department of Legislative Services

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mlm/mwc

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