
By: **Delegates Rawlings, Kopp, Hixson, and Campbell**

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Assigned to: Ways and Means and Appropriations

A BILL ENTITLED

1 AN ACT concerning

2 **Disadvantaged and Capable Students - College Readiness Program and**
3 **College Readiness Financial Aid Program**

4 FOR the purpose of creating the College Readiness Program and College Readiness
5 Financial Aid Program for disadvantaged and capable public high school
6 students in the State; requiring each high school student to complete certain
7 core college preparation courses after a certain date; requiring the State
8 Department of Education and the K-16 Partnership to develop a program of
9 those courses; requiring the Department and the Maryland Higher Education
10 Commission to develop common placement tests and cutoff scores; requiring the
11 K-16 Partnership and the Department to implement regional K-16
12 partnerships to improve the access of disadvantaged and capable students to
13 higher education and develop and fund certain programs; requiring the
14 Department, the K-16 Partnership, and the Commission to investigate and
15 report on the impact of commonly used placement tests; requiring the
16 Commission, the Department, and the governing boards of institutions of higher
17 education to select placement tests that reflect Maryland public high school
18 standards; requiring the Department to implement and fund programs to allow
19 high school students to take placement tests early in their high school years and
20 adjust their course curricula accordingly; requiring the Department to
21 implement and evaluate certain summer instructional programs; requiring the
22 Department to provide certain financial incentives to county boards of education
23 to increase enrollments in core college preparation programs until a certain date
24 and, after that date, requiring the State Board to adopt regulations requiring
25 that students complete those programs before graduating; requiring that the
26 Department provide financial incentives to county boards to reward high schools
27 that increase the college matriculation rates of disadvantaged and capable
28 students; requiring that the impact of the programs be evaluated according to
29 certain criteria; requiring the K-16 partnership to develop and seek funding for
30 certain concurrent educational programs; requiring the Department to develop a
31 comprehensive program for recruiting and retaining teachers, and requiring
32 that the recruiting program contain certain elements and be measured by
33 certain criteria; requiring that the Department, working with county boards,
34 design and use a method for annually evaluating principals; requiring that each
35 county board provide a summer institute training program for new teachers,

1 and requiring that the program contain certain elements; requiring that certain
2 public school teachers complete certain educational requirements within a
3 certain period or be decertified; increasing a certain grant to prospective public
4 school teachers who meet certain conditions while the same teachers take a
5 teacher certification examination and altering the conditions for the grant;
6 changing the criteria for a certain stipend; requiring the governing boards of
7 institutions of higher education to report on the quality of their teacher
8 education programs; requiring the governing boards, the Department, and the
9 Commission to develop criteria for measuring the quality of teacher education
10 programs; requiring that the Commission recommend to the governing boards,
11 after a certain date, that any teacher education program that does not meet the
12 criteria developed be discontinued; requiring that the annual Commission
13 report on the College Preparation Intervention Program contain certain
14 elements; requiring the Commission to fully fund the Maryland Teacher
15 Scholarship Program and review scholarship programs in other states; requiring
16 that the K-16 Partnership annually schedule a conference on minority
17 postsecondary achievement that includes certain elements; allowing the
18 Maryland Scholarship Administration to issue certain grants at any time during
19 the year and altering the amount of the Educational Excellence Award;
20 requiring the Commission to develop certain scholarships for disadvantaged and
21 capable students who transfer from community colleges to other institutions of
22 higher education; requiring that the Commission administer college readiness
23 escrow accounts for high school students who complete core college preparation
24 courses; providing for the administration of those accounts; requiring the
25 Commission to annually report the number of Maryland Teacher Scholarships
26 granted and report the characteristics of the grantees; defining certain terms;
27 providing for the termination of certain provisions of this Act; requiring certain
28 reports; and generally relating to educational initiatives intended to directly and
29 indirectly benefit disadvantaged and capable high school students in the State.

30 BY adding to

31 Article - Education

32 Section 6-114, 6-115, 6-205, 6-206, 7-208, 11-306.1, 11-404; 11-7A-01

33 through 11-7A-10, inclusive, to be under the new subtitle "Subtitle 7A.

34 Disadvantaged and Capable Students - College Readiness Program";

35 18-10A-01 and 18-10A-02 to be under the new subtitle "Subtitle 10A.

36 College Readiness Financial Aid for Disadvantaged and Capable

37 Students"; 18-2211, and 18-2212

38 Annotated Code of Maryland

39 (1999 Replacement Volume)

40 BY repealing and reenacting, with amendments,

41 Article - Education

42 Section 6-306, 10-208, 11-704, 18-304(a), 18-307(c), and 18-2209

43 Annotated Code of Maryland

44 (1999 Replacement Volume)

1 Preamble

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

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

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

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

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

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

19 **Article - Education**

20 6-114.

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

23 (B) THE PROGRAM SHALL INCLUDE:

24 (1) A MARKETING CAMPAIGN;

25 (2) AN EXPANSION OF TEACHER MENTORING PROGRAMS UNDER §
26 5-206.1 OF THIS ARTICLE;

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

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

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

33 (6) MODERNIZATION OF THE CERTIFICATION AND ACCREDITATION
34 PROCESS.

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

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

- 5 (I) TEACHER HIRING RATES;
- 6 (II) TEACHER RETENTION RATES;
- 7 (III) STUDENT PERFORMANCE DATA; AND
- 8 (IV) OTHER RELEVANT VARIABLES.

9 6-115.

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

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

- 18 (1) MEASURING THE PERFORMANCE OF PRINCIPALS; AND
- 19 (2) HOLDING THOSE PRINCIPALS ACCOUNTABLE FOR THE
20 PERFORMANCE OF THEIR STUDENTS.

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

- 24 (1) THE PERFORMANCE OF STUDENTS ENROLLED IN THE PRINCIPAL'S
25 SCHOOL ON STATE ASSESSMENT EXAMINATIONS, ADMISSIONS TESTS FOR
26 INSTITUTIONS OF HIGHER EDUCATION, AND OTHER MEASURES;
- 27 (2) STUDENT COLLEGE MATRICULATION RATES; AND
- 28 (3) OTHER VARIABLES THAT THE DEPARTMENT, THE K-16
29 PARTNERSHIP, AND THE COUNTY BOARDS DETERMINE ARE APPROPRIATE.

30 6-205.

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

34 (B) THE SUMMER INSTITUTE PROGRAM SHALL INCLUDE:

- 1 (1) CLEARLY STATED OBJECTIVES; AND
- 2 (2) TOPICS OF INSTRUCTION THAT INCLUDE:
- 3 (I) DEVELOPING A CURRICULUM;
- 4 (II) THE USE OF K-12 CONTENT STANDARDS;
- 5 (III) TEXT BOOK USE;
- 6 (IV) THE USE OF STATE ASSESSMENT TESTS;
- 7 (V) THE USE OF TECHNOLOGY;
- 8 (VI) CLASSROOM MANAGEMENT; AND
- 9 (VII) EXPERIENTIAL LEARNING.

10 6-206.

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

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

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

20 6-306.

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

- 24 (1) Outside of the collective bargaining process; or
- 25 (2) As part of a collective bargaining agreement with the local employee
26 organization.

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

30 (2) A classroom teacher who holds a standard professional certificate or
31 an advanced professional certificate who is employed by a county board and who
32 holds a certificate issued by the National Board for Professional Teaching Standards

1 shall receive a stipend from the State in an amount equal to the county grant for
2 national certification, up to a maximum of \$2,000 per qualified teacher.

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

9 1. ENROLLS FOR THE TEACHER CERTIFICATION
10 EXAMINATION;

11 2. PASSES THE EXAMINATION;

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

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

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

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

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

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

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

33 7-208.

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

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

4 10-208.

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

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

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

10 (3) Select presidents;

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

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

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

15 (7) Evaluate and approve institutional budget submissions.

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

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

23 11-306.1.

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

27 (2) THE REPORT SHALL INCLUDE:

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

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

32 (B) (1) WORKING WITH THE GOVERNING BOARDS AND WITH THE
33 DEPARTMENT, THE COMMISSION SHALL ADOPT CRITERIA, ON OR BEFORE JANUARY
34 1, 2001, FOR MEASURING THE QUALITY OF TEACHER EDUCATION PROGRAMS.

- 1 (2) THE CRITERIA ADOPTED UNDER THIS SUBSECTION SHALL INCLUDE:
- 2 (I) PASS RATES FOR ALL STUDENTS WHO TAKE THE TEACHER
3 CERTIFICATION EXAMINATION REQUIRED BY THE STATE, REPORTED BY RACE,
4 ETHNICITY, AND FAMILY INCOME;
- 5 (II) THE COURSE WORK THAT STUDENTS ARE REQUIRED TO
6 COMPLETE IN:
- 7 1. THE EDUCATION CURRICULUM; AND
- 8 2. CONTENT AREAS OTHER THAN EDUCATION; AND
- 9 (III) ACCREDITATION BY NATIONAL ORGANIZATIONS.
- 10 11-404.
- 11 (A) USING THE ANNUAL REPORT REQUIRED UNDER § 11-306.1 OF THIS TITLE,
12 THE COMMISSION SHALL ANNUALLY EVALUATE THE QUALITY OF TEACHER
13 EDUCATION PROGRAMS OFFERED BY INSTITUTIONS OF HIGHER EDUCATION IN THE
14 STATE.
- 15 (B) ON OR BEFORE JUNE 30, 2002 AND ANNUALLY THEREAFTER, THE
16 COMMISSION SHALL RECOMMEND TO THE GOVERNING BOARDS THAT ANY
17 INSTITUTION OF HIGHER EDUCATION THAT DOES NOT OFFER A HIGH QUALITY
18 TEACHER EDUCATION PROGRAM, AS EVIDENCED BY THE CRITERIA ADOPTED UNDER
19 § 11-306.1(B) OF THIS TITLE, BE REQUIRED TO DISCONTINUE THAT PROGRAM.
- 20 11-704.
- 21 (A) Each year, the Commission shall submit a report to the Governor and TO
22 the General Assembly of Maryland, SUBJECT TO § 2-1246 OF THE STATE
23 GOVERNMENT ARTICLE, addressing the status of the College Preparation
24 Intervention Program.
- 25 (B) THE REPORT SHALL:
- 26 (1) TRACK THE EDUCATIONAL AND PROFESSIONAL PROGRESS OF
27 PROGRAM PARTICIPANTS ACROSS TIME; AND
- 28 (2) CONTAIN:
- 29 (I) A LIST OF PARTICIPATING COUNTY BOARDS AND SCHOOLS;
- 30 (II) A COUNT OF PROGRAM PARTICIPANTS;
- 31 (III) A LIST OF SERVICES PROVIDED;
- 32 (IV) THE PERCENTAGE OF STUDENTS RECEIVING SERVICES;

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

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

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

7 (VIII) OTHER RELEVANT INFORMATION.

8 SUBTITLE 7A. DISADVANTAGED AND CAPABLE STUDENTS - COLLEGE READINESS
9 PROGRAM.

10 11-7A-01.

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

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

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

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

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

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

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

33 (C) "K-16 PARTNERSHIP" MEANS THE K-16 PARTNERSHIP FOR TEACHING AND
34 LEARNING ALLIANCE OF THE DEPARTMENT, THE COMMISSION, AND THE
35 UNIVERSITY SYSTEM OF MARYLAND THAT DEVELOPS STRATEGIES FOR
36 STRENGTHENING K-16 CONNECTIONS, STANDARDS, COMPETENCIES, ASSESSMENTS,

1 PROFESSIONAL DEVELOPMENT OF EDUCATORS, AND COMMUNITY ENGAGEMENT IN
2 EDUCATIONAL ACTIVITIES.

3 11-7A-02.

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

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

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

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

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

- 20 (I) STUDENT PERFORMANCE ON STATE ASSESSMENTS;
- 21 (II) RATE OF STUDENT RETENTION AND GRADUATION;
- 22 (III) RATE OF COLLEGE MATRICULATION;
- 23 (IV) RATE OF TEACHER CERTIFICATION;
- 24 (V) RATE OF RETENTION OF CERTIFIED TEACHERS; AND
- 25 (VI) RATE OF TEACHER PARTICIPATION IN PROFESSIONAL
26 DEVELOPMENT, INCLUDING PRE- AND POST-SERVICE PROFESSIONAL
27 DEVELOPMENT.

28 11-7A-03.

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

34 (B) UNDER THE PROGRAMS DEVELOPED IN ACCORDANCE WITH THIS
35 SECTION, INSTITUTIONS OF HIGHER EDUCATION LOCATED IN THE STATE SHALL

1 PROVIDE SERVICES TO MIDDLE AND HIGH SCHOOL STUDENTS THAT INCLUDE
2 INTENSIVE ACADEMIC INSTRUCTION AND SUPPORT SERVICES.

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

7 11-7A-04.

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

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

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

22 11-7A-05.

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

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

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

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

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

36 (2) THE INDICATORS SHALL INCLUDE:

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

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

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

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

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

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

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

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

20 2. THE LEVEL OF EDUCATIONAL ATTAINMENT OF THE
21 PARTICIPATING STUDENTS' PARENTS.

22 11-7A-06.

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

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

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

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

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

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

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

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

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

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

19 11-7A-07.

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

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

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

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

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

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

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

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

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

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

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

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

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

14 2. THE LEVEL OF EDUCATIONAL ATTAINMENT OF THE
15 PARTICIPATING STUDENTS' PARENTS.

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

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

24 11-7A-08.

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

30 (B) IN PROVIDING FINANCIAL INCENTIVES UNDER THIS SECTION, THE
31 DEPARTMENT SHALL TARGET SCHOOLS WITH STUDENT BODIES IN WHICH AT LEAST
32 40% OF THE STUDENTS RECEIVE FEDERAL FREE OR REDUCED COST LUNCHESES.

33 11-7A-09.

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

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

2 (1) ARTICULATED ACADEMIC PROGRAMS;

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

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

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

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

12 (I) LOW INCOME OR MODERATE INCOME; OR

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

15 11-7A-10.

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

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

22 (1) THE COLLEGE READINESS OF STUDENTS;

23 (2) TEACHER PREPARATION; AND

24 (3) FINANCIAL AID.

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

27 18-304.

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

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

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

4 18-307.

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

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

10 18-2209.

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

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

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

17 18-2211.

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

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

23 18-2212.

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

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

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

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

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

1 **Article - Education**

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

4 18-10A-01.

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

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

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

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

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

23 18-10A-02.

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

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

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

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

35 (B) ON OR BEFORE NOVEMBER 1 OF EACH YEAR, BEGINNING IN 2002 AND
36 ENDING IN 2005, THE STATE DEPARTMENT SHALL REPORT TO THE GOVERNOR AND,

1 SUBJECT TO § 2-1246 OF THE STATE GOVERNMENT ARTICLE, TO THE GENERAL
2 ASSEMBLY, ON:

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

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

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

14 (2) THE COMMISSION SHALL BASE THE AMOUNT OF THE FUNDS WHICH
15 THE COMMISSION ADDS TO A COLLEGE READINESS ESCROW ACCOUNT ON FACTORS
16 TO BE ESTABLISHED BY THE K-16 PARTNERSHIP AND IMPLEMENTED BY THE
17 COMMISSION IN REGULATIONS ADOPTED BY THE COMMISSION ON OR BEFORE APRIL
18 1, 2001.

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

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

27 SECTION 3. AND BE IT FURTHER ENACTED, That the Maryland Higher
28 Education Commission shall develop legislation to implement a program of
29 scholarships for students of 2-year institutions of higher education who transfer from
30 those institutions to 4-year institutions of higher education, and who previously
31 qualified as "disadvantaged and capable students" as defined under Title 11, Subtitle
32 7A of the Education Article, as enacted under this Act. The Commission shall report to
33 the Governor and, subject to § 2-1246 of the State Government Article, to the General
34 Assembly on the legislative proposal to implement the program.

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

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