

SENATE BILL 391

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2000 Regular Session
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By: **Senators Lawlah, Currie, Munson, Blount, Hughes, Kelley, Exum,
Conway, Mitchell, and McFadden**

Introduced and read first time: February 3, 2000

Assigned to: Economic and Environmental Affairs

A BILL ENTITLED

1 AN ACT concerning

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

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

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

27 BY adding to
28 Article - Education
29 Section 6-114, 6-115, 6-205, 6-206, 7-208, 11-306.1, 11-404; 11-7A-01
30 through 11-7A-11, inclusive, to be under the new subtitle "Subtitle 7A.
31 Disadvantaged Students - College Readiness Program"; 18-10A-01 and
32 18-10A-02 to be under the new subtitle "Subtitle 10A. College Readiness
33 Financial Aid for Disadvantaged Students"; 18-2211, and 18-2212
34 Annotated Code of Maryland
35 (1999 Replacement Volume)

36 BY repealing and reenacting, with amendments,
37 Article - Education
38 Section 6-306, 10-208, 11-704, 18-304(a), 18-307(c), and 18-2209
39 Annotated Code of Maryland
40 (1999 Replacement Volume)

41 Preamble

42 WHEREAS, African American students in Maryland enter and graduate from
43 colleges and universities in Maryland at significantly lower rates than do whites; and

1 WHEREAS, In 1996, 56 percent of African American high school graduates
2 entered higher education institutions, while 61 percent of their white counterparts
3 did; and

4 WHEREAS, 49 percent of the white community college students in 1992 who
5 subsequently transferred to baccalaureate degree granting institutions earned
6 bachelor degrees by 1996, while only 33 percent of the African American students who
7 transferred earned bachelor degrees; and

8 WHEREAS, A similar disparity characterized the graduation rates of white and
9 African American baccalaureate institution students in 1996, with 65 percent of white
10 students earning degrees while only 40 percent of African American students earned
11 degrees; and

12 WHEREAS, The current racial disparity in graduation rates in Maryland higher
13 education will continue unless the State develops courses of action in the areas of
14 college readiness, teacher preparation, and financial aid that have a significant
15 impact on access to, and levels of success in, higher education for African American
16 and disadvantaged students; 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 HIGH SCHOOL PRINCIPALS; AND
- 19 (2) HOLDING THOSE HIGH SCHOOL PRINCIPALS ACCOUNTABLE FOR
20 THE 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 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) TEXT BOOK USE;
 - 5 (III) THE USE OF STATE ASSESSMENT TESTS;
 - 6 (IV) CLASSROOM MANAGEMENT; AND
 - 7 (V) EXPERIENTIAL LEARNING.

8 6-206.

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

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

15 6-306.

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

- 19 (1) Outside of the collective bargaining process; or
- 20 (2) As part of a collective bargaining agreement with the local employee
21 organization.

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

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

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

1
2 EXAMINATION;

3

4
5 board[.]; and

6

7 the public school system for a minimum of 3 consecutive years[shall receive a salary
8 signing bonus of \$1,000].

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

12 (4) A classroom teacher who holds an advanced professional certificate
13 and teaches in a public school identified by the State Board as a reconstitution school,
14 a reconstitution-eligible school, or a challenge school shall receive a stipend from the
15 State in the amount of \$2,000 for each year that the teacher performs satisfactorily in
16 the classroom.

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

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

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

24 7-208.

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

28 (B) THE STATE BOARD SHALL DEVELOP AND THE DEPARTMENT SHALL
29 IMPLEMENT THE CORE COLLEGE PREPARATION PROGRAM IN ACCORDANCE WITH §
30 11-7A-07(C) OF THIS ARTICLE.

31 10-208.

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

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

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

- 1 (3) Select presidents;
- 2 (4) Establish guidelines for admission standards that are consistent with
3 the roles and missions approved for the institutions;
- 4 (5) Set guidelines for tuition and mandatory fees;
- 5 (6) Evaluate and approve short-range and long-range plans; and
- 6 (7) Evaluate and approve institutional budget submissions.

7 (B) ON OR BEFORE SEPTEMBER 30, 2000, THE GOVERNING BOARDS OF
8 INSTITUTIONS OF HIGHER EDUCATION THAT USE PLACEMENT TESTS FOR
9 ADMISSION, WORKING WITH THE COMMISSION AND THE DEPARTMENT, SHALL
10 DEVELOP COMMON INSTRUMENTS AND CUTOFF SCORES FOR THOSE PLACEMENT
11 TESTS THAT REFLECT MARYLAND PUBLIC HIGH SCHOOL STANDARDS.

12 11-306.1.

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

16 (2) THE REPORT SHALL INCLUDE:

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

18 (II) THE DEGREE TO WHICH THE MEMBERS OF THE FACULTY
19 TEACHING TEACHER EDUCATION PROGRAMS SERVE AS EQUAL PARTNERS IN THE
20 DEVELOPMENT OF THOSE PROGRAMS.

21 (B) (1) WORKING WITH THE GOVERNING BOARDS AND WITH THE
22 DEPARTMENT, THE COMMISSION SHALL ADOPT CRITERIA, ON OR BEFORE JANUARY
23 1, 2001, FOR MEASURING THE QUALITY OF TEACHER EDUCATION PROGRAMS.

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

25 (I) THE NUMBER OF GRADUATES WHO PASS THE TEACHER
26 CERTIFICATION EXAMINATION REQUIRED BY THE STATE; AND

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

29 1. THE EDUCATION CURRICULUM; AND

30 2. CONTENT AREAS OTHER THAN EDUCATION.

31 11-404.

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

1 EDUCATION PROGRAMS OFFERED BY INSTITUTIONS OF HIGHER EDUCATION IN THE
2 STATE.

3 (B) ON OR BEFORE JUNE 30, 2002 AND ANNUALLY THEREAFTER, THE
4 COMMISSION SHALL REQUIRE ANY INSTITUTION OF HIGHER EDUCATION THAT DOES
5 NOT OFFER A QUALITY TEACHER EDUCATION PROGRAM, AS EVIDENCED BY THE
6 CRITERIA ADOPTED UNDER § 11-306.1(B) OF THIS TITLE, TO DISCONTINUE THAT
7 PROGRAM.

8 11-704.

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

13 (B) THE REPORT SHALL:

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

16 (2) CONTAIN:

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

18 (II) A COUNT OF PROGRAM PARTICIPANTS;

19 (III) A LIST OF SERVICES PROVIDED;

20 (IV) THE PERCENTAGE OF STUDENTS RECEIVING SERVICES;

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

23 (VI) THE PERCENTAGE OF PARENTS PARTICIPATING IN THE
24 PROGRAM; AND

25 (VII) OTHER RELEVANT INFORMATION.

26 SUBTITLE 7A. DISADVANTAGED STUDENTS - COLLEGE READINESS PROGRAM.

27 11-7A-01.

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

30 (B) (1) "DISADVANTAGED STUDENT" MEANS A STUDENT WHO:

31 (I) BECAUSE OF ENVIRONMENTAL CONDITIONS OR THE
32 LINGERING EFFECTS OF HISTORICAL PATTERNS OF RACIAL DISCRIMINATION, IS NOT

1 ACHIEVING AT A LEVEL THAT IS SCHOLASTICALLY UP TO THE STUDENT'S POTENTIAL
2 ABILITIES;

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

5 (III) IS AT LEAST 14 YEARS OF AGE AND NOT MORE THAN 19 YEARS
6 OF AGE AND ATTENDS PUBLIC HIGH SCHOOL;

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

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

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

23 11-7A-02.

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

29 (B) IN DEVELOPING THESE PARTNERSHIPS, THE K-16 PARTNERSHIP SHALL
30 TARGET PARTNERSHIPS THAT INCLUDE ELEMENTARY AND SECONDARY SCHOOLS
31 WITH STUDENT BODIES IN WHICH AT LEAST 50% OF THE STUDENTS RECEIVE
32 FEDERAL FREE OR REDUCED COST LUNCHESES.

33 (C) (1) THE K-16 PARTNERSHIP SHALL DEVELOP INDICATORS AGAINST
34 WHICH TO MEASURE THE SUCCESS OF PARTNERSHIPS CREATED UNDER THIS
35 SECTION.

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

38 (I) STUDENT PERFORMANCE ON STATE ASSESSMENTS;

- 1 (II) RATE OF STUDENT RETENTION AND GRADUATION;
2 (III) RATE OF COLLEGE MATRICULATION;
3 (IV) RATE OF TEACHER CERTIFICATION; AND
4 (V) RATE OF RETENTION OF CERTIFIED TEACHERS.

5 11-7A-03.

6 (A) BEGINNING IN FISCAL YEAR 2002 AND IN EACH FISCAL YEAR
7 THEREAFTER, THE K-16 PARTNERSHIP AND THE COMMISSION SHALL DEVELOP AND
8 SEEK STATE AND FEDERAL FUNDING FOR BRIDGE PROGRAMS TO LINK STATE HIGH
9 SCHOOL STUDENTS WHO ARE PROSPECTIVE COLLEGE FRESHMEN WITH 2-YEAR AND
10 4-YEAR INSTITUTIONS OF HIGHER EDUCATION LOCATED IN THE STATE.

11 (B) UNDER THE PROGRAMS DEVELOPED IN ACCORDANCE WITH THIS
12 SECTION, INSTITUTIONS OF HIGHER EDUCATION LOCATED IN THE STATE SHALL
13 PROVIDE SERVICES TO HIGH SCHOOL SOPHOMORES, JUNIORS, AND SENIORS THAT
14 INCLUDE INTENSIVE ACADEMIC INSTRUCTION AND SUPPORT SERVICES.

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

19 11-7A-04.

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

27 (B) ON OR BEFORE SEPTEMBER 30, 2000, THE COMMISSION AND THE
28 DEPARTMENT, WORKING WITH THE GOVERNING BOARDS OF INSTITUTIONS THAT
29 USE PLACEMENT TESTS FOR ADMISSION, SHALL DEVELOP COMMON INSTRUMENTS
30 AND CUT OFF SCORES FOR THOSE PLACEMENT TESTS THAT REFLECT MARYLAND
31 PUBLIC HIGH SCHOOL STANDARDS.

32 11-7A-05.

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

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

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

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

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

10 (2) THE INDICATORS SHALL INCLUDE:

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

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

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

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

19 (III) THE NUMBER OF PARTICIPATING STUDENTS WHO ADJUST
20 THEIR COURSE CURRICULUM AFTER THE RESULTS OF AN EXAMINATION ARE
21 KNOWN; AND

22 (IV) THE PARTICIPATING STUDENTS' MEAN SCORES ON
23 EXAMINATIONS RETAKEN BY THE STUDENT, REPORTED BY:

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

26 2. THE LEVEL OF EDUCATIONAL ATTAINMENT OF THE
27 PARTICIPATING STUDENTS' PARENTS.

28 11-7A-06.

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

34 (B) BEGINNING IN THE SUMMER FOLLOWING THE 2002-2003 SCHOOL YEAR
35 AND IN EACH SUMMER THEREAFTER, THE STATE DEPARTMENT SHALL IMPLEMENT

1 SUMMER INSTRUCTIONAL PROGRAMS IN SCIENCE FOR STUDENTS NOT REACHING
2 ACCEPTABLE HIGH SCHOOL PROFICIENCY LEVELS IN SCIENCE.

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

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

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

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

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

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

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

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

26 11-7A-07.

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

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

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

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

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

3 (III) THE MEAN READING SCORES OF PARTICIPATING STUDENTS ON
4 THE SCHOLASTIC APTITUDE TEST, 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;

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

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

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

15 (V) THE PERCENTAGE OF HIGH SCHOOL GRADUATES PLACED IN
16 REMEDIAL COURSES IN INSTITUTIONS OF HIGHER EDUCATION, MEASURED BY
17 SCHOOL, AND 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 (C) BEFORE THE BEGINNING OF THE 2005-2006 SCHOOL YEAR, THE K-16
23 PARTNERSHIP SHALL DEVELOP AND THE STATE BOARD SHALL ADOPT IN
24 REGULATIONS THE REQUIREMENT THAT A HIGH SCHOOL STUDENT COMPLETE A
25 CORE COLLEGE PREPARATION PROGRAM BEFORE GRADUATING FROM A PUBLIC
26 HIGH SCHOOL.

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

30 11-7A-08.

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

1 (B) IN PROVIDING FINANCIAL INCENTIVES UNDER THIS SECTION, THE
2 DEPARTMENT SHALL TARGET SCHOOLS WITH STUDENT BODIES IN WHICH AT LEAST
3 50% OF THE STUDENTS RECEIVE FEDERAL FREE OR REDUCED COST LUNCHES.

4 11-7A-09.

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

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

10 (1) ARTICULATED ACADEMIC PROGRAMS;

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

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

15 (C) (1) THE COMMISSION SHALL SELECT PROGRAMS FOR FUNDING ON A
16 COMPETITIVE BASIS.

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

20 (I) LOW-INCOME OR MODERATE-INCOME; OR

21 (II) THE FIRST GENERATION IN THEIR FAMILY TO ATTEND AN
22 INSTITUTION OF HIGHER EDUCATION.

23 11-7A-10.

24 (A) BEGINNING IN FISCAL YEAR 2001, THE COMMISSION SHALL FULLY FUND
25 THE MARYLAND TEACHER SCHOLARSHIP PROGRAM CREATED UNDER TITLE 18,
26 SUBTITLE 22 OF THIS ARTICLE.

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

29 11-7A-11.

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

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

- 1 (1) THE COLLEGE READINESS OF STUDENTS;
2 (2) TEACHER PREPARATION; AND
3 (3) FINANCIAL AID.

4 18-304.

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

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

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

13 18-307.

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

17 (2) THE ADMINISTRATION MAY AWARD A GUARANTEED ACCESS GRANT
18 AT ANY TIME DURING THE YEAR, BUT SHALL NOTIFY THE APPROPRIATE SENATOR
19 AND DELEGATES OF AN AWARD TO A RESIDENT OF THEIR DISTRICT AT THE TIME
20 THAT THE AWARD IS MADE.

21 18-2209.

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

24 (B) BEGINNING IN FISCAL YEAR 2001, THE COMMISSION SHALL FULLY FUND
25 500 SCHOLARSHIPS OF \$3,000 EACH.

26 18-2211.

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

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

1 18-2212.

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

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

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

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

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

14 **Article - Education**

15 SUBTITLE 10A. COLLEGE READINESS FINANCIAL AID FOR DISADVANTAGED
16 STUDENTS.

17 18-10A-01.

18 IN THIS SUBTITLE, "DISADVANTAGED STUDENT" MEANS A STUDENT WHO:

19 (1) BECAUSE OF ENVIRONMENTAL CONDITIONS OR THE LINGERING
20 EFFECTS OF HISTORICAL PATTERNS OF RACIAL DISCRIMINATION, IS NOT ACHIEVING
21 AT A LEVEL THAT IS SCHOLASTICALLY UP TO HIS POTENTIAL ABILITIES;

22 (2) HAS TO COMPENSATE FOR HIS INABILITY TO PROFIT FROM THE
23 NORMAL EDUCATIONAL PROGRAM;

24 (3) IS AT LEAST 14 YEARS OF AGE AND NOT MORE THAN 19 YEARS OF
25 AGE AND ATTENDS PUBLIC HIGH SCHOOL;

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

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

1 18-10A-02.

2 (A) DURING THE SCHOOL YEARS 2001-2002 THROUGH 2004-2005, THE
3 COMMISSION SHALL ADMINISTER A PROGRAM OF SCHOLARSHIPS THAT ARE
4 DESIGNATED FOR DISADVANTAGED STUDENTS WHO:

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

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

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

10 (B) (1) UNDER THE PROGRAM, THE COMMISSION SHALL ESTABLISH FOR
11 EACH STUDENT AN ESCROW ACCOUNT TO WHICH THE COMMISSION SHALL ADD
12 FUNDS AS THE STUDENT COMPLETES REQUIRED COURSES AND ENROLLS IN
13 ADDITIONAL CORE COLLEGE PREPARATION COURSES.

14 (2) THE COMMISSION SHALL BASE THE AMOUNT OF THE FUNDS WHICH
15 THE COMMISSION ADDS TO AN ESCROW ACCOUNT ON THE LEVEL OF THE GRADES
16 EARNED BY THE STUDENT AND OTHER FACTORS TO BE ESTABLISHED BY THE
17 COMMISSION IN REGULATIONS ADOPTED BY THE COMMISSION ON OR BEFORE APRIL
18 1, 2001.

19 SECTION 3. AND BE IT FURTHER ENACTED, That the Maryland Higher
20 Education Commission shall work with the Maryland Association of Community
21 Colleges in developing legislation to implement a program of scholarships for
22 students of 2-year institutions of higher education who transfer from those
23 institutions to 4-year institutions of higher education, and who previously qualified
24 as "disadvantaged students" as defined under Title 11, Subtitle 7A of the Education
25 Article, as enacted under this Act. The Commission shall report to the Governor and,
26 subject to § 2-1246 of the State Government Article, to the General Assembly on the
27 legislative proposal to implement the program.

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

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