

**Department of Legislative Services**  
Maryland General Assembly  
2000 Session

**FISCAL NOTE**

Senate Bill 732 (Senator Van Hollen. *et al.*)

Budget and Taxation and Economic and Environmental Affairs

**Education - Maryland Academic Intervention and Support Program**

This bill establishes the Maryland Academic Intervention Program for the purpose of providing academic intervention programs for students in grades one, two, five, six, and seven who have demonstrated deficiencies in reading and mathematics. The Governor must include at least \$45 million in the State budget for the program for fiscal 2001 and 2002. Each local board of education must submit an annual evaluation report to the State Board of Education and the General Assembly.

This bill takes effect July 1, 2000.

**Fiscal Summary**

**State Effect:** General fund expenditures would increase by \$45 million in FY 2001 and FY 2002. Future year expenditures are assumed to be constant because the bill does not contain a sunset provision. Revenues would not be affected.

(in millions)	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
GF Revenues	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
GF Expenditures	45.0	45.0	45.0	45.0	45.0
Net Effect	(\$45.0)	(\$45.0)	(\$45.0)	(\$45.0)	(\$45.0)

Note: ( ) = decrease; GF = general funds

**Local Effect:** State aid to local school systems would increase by \$44.4 million annually beginning in FY 2001. Local school expenditures would increase by at least \$44.4 million annually.

**Small Business Effect:** Minimal.

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## Analysis

**Bill Summary:** The Maryland Academic Intervention Program would serve students in grades one, two, five, six, and seven who have demonstrated deficiencies in reading and mathematics. Local school officials would determine a student's eligibility for the program based on the student's performance on the Maryland School Performance Assessment Program (MSPAP) Tests, standardized tests, classroom tests, and other appropriate criteria. The local school system must obtain written consent from the student's parent or guardian prior to the student's participation in the program.

Education services would either be provided by the local school system or by an instructional provider approved by the State board. An individual learning plan must be developed for each student selected for the program prior to the start of the program. The State board is required to establish criteria for evaluating the program, and local boards are required to submit an annual evaluation report to the State board and the General Assembly by June 30.

The Governor must include at least \$45 million in the State budget for the program for fiscal 2001 and 2002. Of this amount, at least \$24 million must be budgeted for grades one and two and at least \$21 million must be budgeted for grades five through seven. The funds are allocated according to each county's share of students scoring less than 70% on the MSPAP test.

**Current Law:** Local school systems have the authority to establish before- and after-school programs for low-performing students. In addition, the Maryland After-School Opportunity Fund Program distributes grants to local school systems and organizations that offer before- and after-school programs for children.

**Background:** State and local governments provide a variety of programs to supplement academic services for low-performing students. These programs include before- and after-school sessions, school community centers, and recreational programs. The following is a description of many of these programs; however, it is not a comprehensive list of all programs and services provided to low-performing students.

During the 1999 session, the General Assembly approved legislation that established the Maryland After-School Opportunity Fund Program (Ch. 586). The program provides grants to local school systems and organizations that offer before- and after-school programs for children. The proposed fiscal 2001 State budget includes \$10 million for this program.

In addition, the proposed fiscal 2001 State budget includes \$2 million within the Office of Children, Youth, and Families to fund school community centers. This program enables participating public schools to remain open after regular hours and on weekends in order for students to engage in recreational and supplementary educational activities.

The types of after-school programs provided by local governments vary across the State. In Howard County, the Department of Recreation and Parks is one of the leading agencies in the county providing child care services. The department supervises over 30 programs during the school year and summer months at 19 different sites. These programs include: before- and after-school programs, full-day kindergarten care programs, recreation programs, and inclusion services for individuals with disabilities.

**State Fiscal Effect:** General fund expenditures would increase by \$45 million annually. Of this amount \$44.4 million would be provided to local school systems for student services and system-wide support services, while \$600,000 would be retained by the Maryland State Department of Education (MSDE) for support services.

MSDE would spend approximately \$100,000 to develop a school selection criteria, monitor the quality and impact of the local academic intervention programs, and prepare and distribute current lists of approved instructional providers. In addition, MSDE would spend \$500,000 to establish a database to evaluate the pilot program. These costs include \$52,600 (salary and benefits) to hire one staff specialist to set up, monitor, and administer the program.

**Local Fiscal Effect:** State funding to local school systems would increase by \$44.4 million annually. This funding will provide academic intervention programs for certain low performing students.

Approximately 58% (78,500) of students in first and second grade and 55% (111,000) of students in grades five through seven have been identified by MSDE as needing academic intervention based on the student's reading skill. **Exhibit 1** shows the number of students needing academic intervention in each school system.

The cost of academic intervention programs depend on several factors, including the type of academic program, the number of students served, the student-teacher ratio, facility expenses, transportation, and whether the program uses public school teachers or private instructors. A before- and after- school program may cost between \$785 per student if private instructors are used or \$1,850 per student if public school teachers are used. An extended day program and a Saturday program may cost around \$350 per student.

The cost to enroll all 189,500 students in a before- and after-school program lasting four hours each school day could total between \$150 million and \$350 million each year. Enrolling each student in an extended day or Saturday program would cost approximately \$65 million each year.

Since the required State funding under this bill totals \$45 million, the number of students

participating in the academic intervention program would have to be limited. Local school systems are required to determine a student's eligibility for the program. If approximately one-half of students performing below satisfactory are selected for the program, expenditures per pupil would total over \$450 which would cover the cost of an extended day program or a Saturday program. In addition, local school systems would be able to develop a more extensive program for students requiring additional assistance.

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### **Additional Information**

**Prior Introductions:** None.

**Cross File:** HB 718 (Delegate Carlson, *et al.*) - Ways and Means.

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

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**Exhibit 1**  
**Students Requiring Academic Intervention**

<u>County</u>	<b>1st and 2nd Grades</b>		<b>5th through 7th Grades</b>	
	<b>Percent Below <u>Satisfactory*</u></b>	<b>Students Needing <u>Intervention</u></b>	<b>Percent Below <u>Satisfactory**</u></b>	<b>Students Needing <u>Intervention</u></b>
Allegany	54%	863	50%	1,190
Anne Arundel	55%	6,491	50%	8,850
Baltimore City	83%	14,596	82%	21,555
Baltimore	52%	8,767	50%	12,645
Calvert	52%	1,260	46%	1,673
Caroline	54%	481	56%	748
Carroll	50%	2,161	41%	2,658
Cecil	51%	1,284	48%	1,812
Charles	62%	2,063	58%	2,894
Dorchester	63%	491	60%	701
Frederick	49%	2,740	47%	3,941
Garrett	58%	456	53%	625
Harford	46%	2,838	43%	3,979
Howard	51%	3,446	38%	3,851
Kent	24%	106	48%	318
Montgomery	49%	10,026	43%	13,198
Prince George's	69%	14,545	68%	21,501
Queen Anne's	50%	544	50%	815
St. Mary's	50%	1,127	51%	1,724
Somerset	70%	321	71%	488
Talbot	61%	426	60%	629
Washington	49%	1,554	49%	2,331
Wicomico	60%	1,373	57%	1,956
Worcester	54%	573	55%	875
<b>Total</b>		<b>78,532</b>		<b>110,957</b>

Note: \*based on reading skills for grade 3.

\*\* based on reading skills for grade 5.

Source: Maryland State Department of Education  
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