

SENATE BILL 689

F1

(9lr0560)

ENROLLED BILL

—Education, Health, and Environmental Affairs / Ways and Means—

Introduced by **Senator Rosapepe**

Read and Examined by Proofreaders:

Proofreader.

Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this

_____ day of _____ at _____ o'clock, _____ M.

President.

CHAPTER _____

1 AN ACT concerning

2 ~~Education — Study Group on Expanding Enrollment Options for High School~~
3 ~~Students~~

4 High Schools and High School Students - Options for Accelerated
5 Graduation

6 FOR the purpose of ~~establishing a Study Group on Expanding Enrollment Options for~~
7 ~~High School Students; establishing the membership and staffing of the Study~~
8 ~~Group; providing for the designation of co-chairs of the Study Group; requiring~~
9 ~~the Study Group to review, evaluate, and make findings and recommendations~~
10 ~~regarding certain issues; requiring the Study Group to submit a report to the~~
11 ~~Governor and the General Assembly by a certain date; prohibiting a member of~~
12 ~~the Study Group from receiving certain compensation; authorizing a member of~~
13 ~~the Study Group to receive certain reimbursements; providing for the~~
14 ~~termination of this Act; and generally relating to expanding enrollment options~~
15 ~~for high school students~~ requiring the State Department of Education to conduct

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.

Underlining indicates amendments to bill.

~~Strike out~~ indicates matter stricken from the bill by amendment or deleted from the law by amendment.

Italics indicate opposite chamber / conference committee amendments.



1 a certain study to identify examinations that allow certain students to earn
 2 certain credits in certain courses for a certain purpose; requiring the study to
 3 include certain information; requiring the Department to submit a certain report
 4 to the Governor and the General Assembly on or before a certain date; requiring
 5 the State Superintendent of Schools to implement a certain process on or before
 6 a certain school year; requiring the Department to review and evaluate certain
 7 programs; requiring the review and evaluation to include certain discussions;
 8 requiring the Department to report certain findings to the State Superintendent
 9 on or before a certain date; requiring certain programs to be implemented on or
 10 before a certain school year under certain circumstances; providing for the
 11 termination of this Act; and generally relating to the accelerated graduation of
 12 high school students.

13 Preamble

14 WHEREAS, Many Maryland students find that the traditional 4-year
 15 enrollment plan for high school completion does not serve their personal academic
 16 interests and needs and are in search of legitimate approaches to the high school
 17 program configuration that permits from 3 to 5 years of enrollment as appropriate to
 18 their needs; and

19 WHEREAS, Some Maryland students are pursuing an accelerated high school
 20 course sequence and find that they need specialized academic experiences in lieu of or
 21 during their senior year to facilitate attainment of their personal academic goals; and

22 ~~WHEREAS, Some Maryland high school students find that the course offerings~~
 23 ~~available at community colleges, 4-year colleges, and universities better match their~~
 24 ~~personal academic goals; and~~

25 ~~WHEREAS, Maryland high schools typically provide Advanced Placement~~
 26 ~~courses or International Baccalaureate programs that equate to freshman level college~~
 27 ~~or university courses, and that often are accepted by colleges and universities for~~
 28 ~~college credit; and~~

29 WHEREAS, Some Maryland high school students achieve their academic work
 30 their senior year through ~~dual enrollment~~ arrangements that involve courses taught
 31 at the student's home high school and other courses that are taught at a community
 32 college, 4-year college, or university, with the college or university work accepted by
 33 the student's high school toward the awarding of the Maryland high school diploma;
 34 and

35 ~~WHEREAS, Dually enrolled students are expected to defray the costs of higher~~
 36 ~~education enrollment while enrolled at both the high school and the college or~~
 37 ~~university, and are ineligible to access financial aid offered through higher education~~
 38 ~~institutions, such as those available through the federal Pell Grant Program; and~~

1 ~~WHEREAS, Financially challenged families frequently need financial~~
2 ~~assistance in order to support the student's academic work as they transition into~~
3 ~~higher education; and~~

4 WHEREAS, Local school systems would be able to serve accelerated students
5 more effectively if they were able to develop cooperative agreements involving the
6 student, parent, and the higher education institution; and

7 ~~WHEREAS, Some students, particularly students with disabilities and English~~
8 ~~Language Learners, find that it takes more than 4 years to successfully complete their~~
9 ~~high school programs; and~~

10 WHEREAS, Schools frequently have difficulty matching the 4-year high school
11 program to the individual needs of students who more appropriately would complete
12 the high school program in more or less time than the standard; now, therefore,

13 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
14 MARYLAND, That:

15 ~~(a) There is a Study Group on Expanding Enrollment Options for High~~
16 ~~School Students.~~

17 ~~(b) The Study Group consists of the following members:~~

18 ~~(1) One member of the Senate of Maryland, who shall be the cochair of~~
19 ~~the Study Group, appointed by the President of the Senate;~~

20 ~~(2) One member of the House of Delegates, who shall be the cochair of~~
21 ~~the Study Group, appointed by the Speaker of the House;~~

22 ~~(3) The State Superintendent of Schools, or an individual designated~~
23 ~~by the State Superintendent;~~

24 ~~(4) One representative of the Public Schools Superintendents~~
25 ~~Association, designated by the Association;~~

26 ~~(5) The Secretary of the Maryland Higher Education Commission, or~~
27 ~~an individual designated by the Secretary;~~

28 ~~(6) Two principals of Maryland comprehensive high schools, one from~~
29 ~~a large enrollment (1,400 or more students) high school and one from a small~~
30 ~~enrollment (less than 1,000 students) high school, designated by the Maryland~~
31 ~~Association of Secondary School Principals;~~

32 ~~(7) One representative of the Maryland Association of Boards of~~
33 ~~Education, designated by the Association;~~

1 ~~(8) One assistant superintendent for instruction, designated by the~~
2 ~~State Superintendent of Schools;~~

3 ~~(9) One representative of the Community Colleges Association of~~
4 ~~Maryland, designated by the Association;~~

5 ~~(10) One representative of Maryland public 4-year colleges and~~
6 ~~universities, designated by the Chancellor of the University System of Maryland;~~

7 ~~(11) One representative of Maryland's independent 4-year colleges or~~
8 ~~universities, designated by the Maryland Association of Independent Colleges and~~
9 ~~Universities; and~~

10 ~~(12) One representative of the Maryland business community~~
11 ~~designated by the Maryland Chamber of Commerce.~~

12 ~~(e) The State Department of Education, the University System of Maryland,~~
13 ~~and the Maryland Higher Education Commission jointly shall provide staff support for~~
14 ~~the Study Group.~~

15 ~~(d) A member of the Study Group:~~

16 ~~(1) May not receive compensation for serving on the Study Group; but~~

17 ~~(2) Is entitled to reimbursement for expenses under the Standard~~
18 ~~State Travel Regulations, as provided in the State budget.~~

19 ~~(e) (1) The Study Group shall review, evaluate, and make findings and~~
20 ~~recommendations regarding the following issues relating to enrollment options for the~~
21 ~~senior year for Maryland high school students:~~

22 ~~(i) Data regarding students over the past three years who have~~
23 ~~participated in Advanced Placement courses, International Baccalaureate programs,~~
24 ~~dual enrollment, and early admission to college programs;~~

25 ~~(ii) Data regarding students over the past three years who~~
26 ~~dropped out of high school and selected alternative routes for completion of their~~
27 ~~educational goals, including the GED;~~

28 ~~(iii) Benefits and disadvantages of Advanced Placement and~~
29 ~~International Baccalaureate programs, dual enrollment, and early admission to college~~
30 ~~programs;~~

31 ~~(iv) Benefits and disadvantages of GED and other alternative~~
32 ~~routes for completion of educational goals for students exiting high school before~~
33 ~~graduation;~~

1 (v) ~~Evaluation of the quality of academic experiences for high~~
2 ~~school students taking college or university courses versus Advanced Placement or~~
3 ~~International Baccalaureate programs;~~

4 (vi) ~~Support and guidance provided and needed for families of~~
5 ~~students seeking challenging academic experiences in their senior year of high school~~
6 ~~or in lieu of the senior year of high school;~~

7 (vii) ~~Support and guidance provided and needed for families of~~
8 ~~struggling students who find that the 4-year high school program is inadequate to~~
9 ~~meet their needs;~~

10 (viii) ~~Fiscal implications for local school systems, colleges and~~
11 ~~universities, and families on account of the offering of quality experiences for high~~
12 ~~school seniors;~~

13 (ix) ~~School accountability issues associated with the~~
14 ~~implementation of programs for high school students seeking challenging academic~~
15 ~~experiences and for those needing more than four years to complete a successful high~~
16 ~~school experience; and~~

17 (x) ~~Successful efforts in other states that are reconfiguring high~~
18 ~~school experiences to meet student needs with nontraditional schedules.~~

19 (2) ~~The Study Group's findings and recommendations at a minimum~~
20 ~~shall include:~~

21 (i) ~~Short term strategies for reconfiguring high school~~
22 ~~programs for nontraditional students;~~

23 (ii) ~~Funding and fiscal considerations that must be considered if~~
24 ~~high school programs are reconfigured for nontraditional students;~~

25 (iii) ~~Recommendations about the lack of uniformity among~~
26 ~~Maryland colleges and universities in acceptable minimum Advanced Placement~~
27 ~~scores for college credit;~~

28 (iv) ~~Examination of the awarding of Advanced Placement credit~~
29 ~~by colleges and universities;~~

30 (v) ~~Recommendations for State Board action regarding the role~~
31 ~~of GED programs as alternative graduation routes, revisions in high school graduation~~
32 ~~requirements, and reexamination of the definition of the high school senior year, as~~
33 ~~necessary;~~

1 ~~(vi) Recommendations related to appropriate long term funding~~
2 ~~strategies for students in dual enrollment or senior year placement at colleges or~~
3 ~~universities;~~

4 ~~(vii) A uniform plan that recognizes and supports the multiple~~
5 ~~pathways that students take to achieve the Maryland high school diploma in fewer or~~
6 ~~more than the traditional 4 year time frame; and~~

7 ~~(viii) Requisite record keeping that would need to be initiated to~~
8 ~~ensure legal sufficiency and compliance with State and federal laws.~~

9 ~~(3) On or before December 1, 2009, the Study Group shall report its~~
10 ~~findings and recommendations to the Governor and, in accordance with § 2-1246 of~~
11 ~~the State Government Article, the General Assembly.~~

12 (a) (1) The State Department of Education shall conduct a study to
13 identify examinations that allow students to earn substitute credits in the
14 State-approved high school courses English 12 and Algebra II in order to accelerate a
15 student's graduation from high school.

16 (2) The study conducted under paragraph (1) of this subsection shall:

17 (i) ensure that the content of an examination:

18 1. assesses a student's mastery of the entire content of
19 the State-approved course; and

20 2. is aligned with Maryland Content Standards for the
21 State-approved course;

22 (ii) determine the passing score of an examination that allows a
23 student to receive credit for the State-approved course; and

24 (iii) establish eligibility criteria for students.

25 (3) On or before March 1, 2010, the Department shall report on its
26 progress toward identifying examinations and implementing a credit-by-examination
27 process for the State-approved high school courses English 12 and Algebra II to the
28 Governor and, in accordance with § 2-1246 of the State Government Article, the
29 General Assembly.

30 ~~(3)~~ (4) On or before the 2010-2011 school year, the State Superintendent
31 of Schools shall implement a credit-by-examination process for the State-approved
32 high school courses English 12 and Algebra II.

33 (b) (1) The Department shall review and evaluate the appropriateness of
34 implementing middle college programs for students in high schools in the State.

1 (2) The review and evaluation conducted under paragraph (1) of this
 2 subsection shall:

3 (i) explore and discuss with institutions of higher education in
 4 the State the feasibility of establishing partnerships to implement middle college
 5 programs for students in high schools; and

6 (ii) explore and discuss with local school systems the benefits of
 7 and the level of interest in offering middle college programs to students in high schools
 8 in their jurisdictions.

9 (3) On or before February 1, 2010, the Department shall report its
 10 findings of the review and evaluation conducted under this subsection to the State
 11 Superintendent.

12 (4) If the State Superintendent determines that there is sufficient
 13 interest and capability to implement middle college programs for high school students
 14 based on the findings of the report submitted under paragraph (3) of this subsection,
 15 the State Superintendent shall implement a middle college program in interested
 16 school systems beginning in the 2010–2011 school year.

17 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect
 18 ~~June~~ July 1, 2009. It shall remain effective for a period of 3 years and, at the end of
 19 June 30, 2012, with no further action required by the General Assembly, this Act shall
 20 be abrogated and of no further force and effect. ~~It shall remain effective for a period of~~
 21 ~~1 year and 1 month and, at the end of June 30, 2010, with no further action required~~
 22 ~~by the General Assembly, this Act shall be abrogated and of no further force and~~
 23 effect.

Approved:

Governor.

President of the Senate.

Speaker of the House of Delegates.