

**Department of Legislative Services**  
 Maryland General Assembly  
 2026 Session

**FISCAL AND POLICY NOTE**  
**First Reader**

Senate Bill 126 (Senator Ellis)  
 Education, Energy, and the Environment

**Charles County - Summer Academy for Mathematics and Service Pilot Program**  
**- Establishment**

The bill establishes the Summer Academy for Mathematics and Service Pilot Program for Charles County within the Maryland Department of Labor (MD Labor). It requires MD Labor to provide funds for the program in the form of grants to the Charles County Public School System (CCPS) to implement the program as specified. The purpose of the program is to provide mathematics instruction to eligible students in CCPS to mitigate the effects of learning loss and promote student acceleration. CCPS may partner with specified organizations to implement the program. Beginning September 30, 2027, CCPS must annually report program information to MD Labor, which must compile and publish a summary of the information provided by the local school system, including specified data, trends, and recommendations. **The bill terminates September 30, 2040.**

**Fiscal Summary**

**State Effect:** *Under one set of assumptions, general fund expenditures increase by \$409,500 beginning as early as fiscal 2027 for grants to CCPS and for program staffing. To the extent that enrollment in the program is greater or less than assumed, general fund expenditures are similarly affected. Revenues are not affected.*

(in dollars)	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031
Revenues	\$0	\$0	\$0	\$0	\$0
GF Expenditure	409,500	431,100	439,600	448,400	457,200
Net Effect	(\$409,500)	(\$431,100)	(\$439,600)	(\$448,400)	(\$457,200)

*Note:() = decrease; GF = general funds; FF = federal funds; SF = special funds; - = indeterminate increase; (-) = indeterminate decrease*

**Local Effect:** CCPS expenditures increase significantly to establish the Summer Academy for Mathematics and Service Pilot Program. Costs for teacher stipends, instructional materials and technology, and program evaluation and data collection are offset by new

grant revenues from MD Labor. However, CCPS expenditures for purposes beyond the authorized uses of grant funds, including transportation, meals, and administration, may be significant, as discussed below. **This bill imposes a mandate on a unit of local government.**

**Small Business Effect:** Minimal.

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## Analysis

### Bill Summary:

#### *Program Administration*

CCPS must implement the program in partnership with MD Labor to provide targeted instruction in a six-week course offered during summer break to eligible students who are not proficient in algebra or geometry. CCPS may also partner with community colleges or universities with teacher preparation programs, public libraries, STEM learning centers, or nonprofit or community-based organizations with demonstrated success in academic tutoring or mathematics enrichment.

MD Labor must (1) develop standards for the program, including minimum instructional hours, curriculum alignment with State standards, and teacher qualifications; (2) establish performance indicators to evaluate program effectiveness; and (3) provide technical assistance to CCPS.

#### *Funding*

MD Labor must award grants to CCPS to operate the program. MD Labor must also prioritize the use of available funding for the program and distribute funding to the local school system based on the number of eligible students. Funds may be used for teacher stipends, instructional materials and technology, and program evaluation and data collection.

#### *Eligible Students*

Eligible students under the bill are (1) a student in grades 9 through 11 who scored below a proficient level on the most recent State assessment in mathematics or (2) a student who attends a public school in which fewer than 90% of student achieved a proficient level in mathematics as determined by the most recent State assessment.

## *Reports*

CCPS's annual report must include information on the number of students supported by the program, attendance and completion rates, proficiency levels in mathematics before and after participation, and the effectiveness of interventions used in the program.

### **Current Law:**

#### *General Requirements for Instruction*

With the advice of the State Superintendent of Schools, the State Board of Education (SBE) establishes basic policy and guidelines for the program of instruction for public schools. Subject to State law and the regulations, bylaws, policies, and guidelines established by SBE, each local board of education must establish the curriculum guides and courses of study for schools in its jurisdiction. Policies, rules, and regulations for the graduation of students from Maryland public schools are established by local boards of education and SBE.

SBE and the State Superintendent of Schools must assist each local board of education to establish educational goals and objectives that conform to statewide educational objectives for subject areas, including reading, writing, mathematics, science, and social studies. With the assistance of its local board, each public school must survey current student achievement in reading, language, mathematics, science, social studies, and other areas to assess its needs.

#### *Mathematics Instruction*

According to regulations, each local school system must provide an instructional program in mathematics each year for all students, prekindergarten through grade 8. Each local school system must also offer a program in mathematics in grade 9 through grade 12 such that each student must enroll in a mathematics course in each year of high school that the student attends, up to a maximum of four years of attendance, unless in the fifth or sixth year a mathematics course is needed to meet a graduation requirement. The comprehensive instructional program in mathematics must provide for the diversity of student needs, abilities, and interests at the early, middle, and high school learning years. Current regulations also establish specific standards of knowledge that students must demonstrate in prekindergarten through grade 5, grades 6 through 7, and for high school students. For additional detail, see The Maryland State Department of Education's (MSDE's) latest [PreK- 12 Mathematics Policy](#).

## *College and Career Readiness Standard*

SBE was required to adopt a college and career readiness (CCR) standard as specified in English language arts, mathematics, and, when practicable, science. MSDE was required to develop and begin to implement a plan to publicize the standards by January 1, 2022.

It is the goal of the State that students enrolled in public school meet the CCR standard before the end of grade 10 and no later than the time the student graduates from high school. It is also the goal of the State that each student enrolled in public school, regardless of the student's race, ethnicity, gender, address, socioeconomic status, or the language spoken in the student's home, have equitable access to CCR and meet the CCR standard at an equal rate.

Each student must be assessed no later than grade 10 by a method adopted by SBE to determine whether the student meets the CCR standard. Meeting the CCR standard initially required a student to achieve the equivalent of a score of 4 or 5 in the mathematics and English portions of the Partnership for Assessment for College and Career Readiness grade 10 assessments, on the Maryland Comprehensive Assessment Program (MCAP) grade 10 assessments, or any successor assessments. Statute required MSDE to conduct an empirical study of the interim CCR standard to determine whether the standard adequately measured students' readiness for college or careers. After completion of the required empirical study, the CCR standard was required to reflect the results of the study.

On January 23, 2024, SBE adopted a new CCR standard, informed by the study's results. Proficiency under the new CCR standard can be demonstrated in two ways. The first method is for a student who has earned a high school grade point average (GPA) of 3.00 or higher. Such a student must also earn a grade of A, B, or C in Algebra I, or score proficient or above on the Algebra I MCAP. The second method entails a student scoring proficient or above on both the English Language Arts 10 and the Algebra I MCAP.

These standards were expanded in the State board's adoption of a March 2025 [CCR Standard Policy Document](#). The policy document specifies that, beginning with the graduating class of 2030-2031, the Math Mastery option of the CCR standard is altered to define math mastery as at least either (1) earning a final course grade of A, B, or C in *both* Algebra I and II; (2) scoring proficient or above on the integrated Algebra statewide assessment; or (3) earning a final course grade of A, B, or C in an Advanced Mathematics Pathways course in which integrated Algebra is a prerequisite. The updated policy document also outlines a number of alternative CCR measures students may meet to be considered CCR ready, including meeting either:

- earning a one-year high school GPA of 3.00 or higher in their 11th grade or 12th grade year (with a grade of A, B, or C in a high school level math course);
- earning an A, B, or C in two dual enrollment or dual credit courses (one math and one English language arts course);
- meeting performance thresholds on at least two advanced academics (Advanced Placement or International Baccalaureate programs) at any points in the student’s high school career (one math and one English language arts, science, or social studies);
- meeting College and Career Readiness Benchmarks on the SAT, PSAT, or ACT;
- obtaining a score of “at Target” on both the math and English language arts Dynamic Learning Maps Alternate Assessments (for students determined eligible in accordance with the student’s individualized education program teams);
- earning silver or better on the ACT WorkKeys National Career Readiness Certificate assessment;
- earn a State-approved Industry-Recognized Credential, aligned with a career and technology education or Comprehensive Arts pathway;
- completing a high school level of a registered apprenticeship program; or
- earning a score of at least 50 on the Armed Services Vocational Aptitude Battery.

**State Expenditures:**

*Grants for Pilot Program*

General fund expenditures increase significantly to cover the cost of grants to CCPS for the pilot program for teacher stipends, instructional materials and technology, and program evaluation and data collection. Given the October 1, 2026 effective date for the bill, this analysis assumes that the first round of grant funding is distributed in fiscal 2027 to cover costs associated with a pilot program in summer 2027. Although the bill instructs MD Labor to prioritize the use of available funding for the program, MD Labor advises that the agency is operating without additional funding available to direct towards the program. The program is therefore only able to make grant awards in fiscal 2027 to the extent funding is included in the State budget for fiscal 2027. Otherwise, initial awards may be delayed to fiscal 2028.

No high school in Charles County currently has 90% or more of students achieving a proficient level in mathematics on the latest Maryland Comprehensive Assessment Program (MCAP) test results, according to the [Maryland Report Card](#). Thus, all students attending the seven public high schools in CCPS are eligible to participate in the program. However, participation in the pilot program is not mandatory for all eligible students and the bill does not specify a minimum or maximum enrollment required for the pilot program.

Potential costs to implement a pilot program therefore vary depending on the size of the program ultimately implemented by CCPS.

Assuming a 5% participation rate among the roughly 9,200 grade 9 through 12 students enrolled in CCPS as of September 30, 2025, the pilot program would serve approximately 460 students. CCPS advises that it currently pays summer school teachers a rate of \$35 per hour and that its current summer school programs have a class size of 25 students. Therefore, assuming the program meets four hours a day for five days a week for the six weeks specified in the bill (120 total hours), staffing costs to hire 19 teachers total \$79,800.

MD Labor further estimates a cost of \$500 per student to accommodate the cost of online licenses for credit recovery courses and print materials. Total instructional materials and technology costs covered by grants total \$230,000.

MD Labor also anticipates CCPS may require one full-time staff person at a cost of \$75,000 annually to prepare reports. However, this analysis assumes the bill's reporting requirements for CCPS are absorbable with existing resources since they largely represent descriptive data about the program and MD Labor staff is required to provide technical support.

In total, grant expenditures under the above assumptions total \$309,800 for fiscal 2027. Future years expenditures reflect an assumed 1% inflation rate associated with covered program costs.

*MD Labor Staffing Costs*

General fund expenditures increase by \$99,736 in fiscal 2027, which accounts for the bill's October 1, 2026 effective date. This estimate reflects the cost of hiring one grant manager at MD Labor to administer the program and provide support to CCPS as required. It includes a salary, fringe benefits, one-time start-up costs, and ongoing operating expenses. As the pilot program terminates in 2040, this analysis assumes one regular position is appropriate given the long implementation window.

Position	1.0
Salaries and Fringe Benefits	\$90,595
Operating Expenses	<u>9,141</u>
<b>Total FY 2027 State Staffing Expenditures</b>	<b>\$99,736</b>

Future year expenditures reflect a full salary with annual increases and employee turnover as well as annual increases in ongoing operating expenses.

**Local Fiscal Effect:** As discussed above and *under one set of assumptions*, CCPS revenues increase by \$309,800 beginning fiscal 2027 for costs associated with teacher stipends and instructional materials and technology. This analysis assumes CCPS can handle the bill's data reporting requirements with existing resources and support from MD Labor.

*Additional Expenditures*

CCPS advises that, outside of teacher stipends, instructional materials and technology, and program evaluation and data collection costs potentially covered by grant funding from MD Labor, the school system likely faces significant additional costs associated with running a pilot program under the bill. Specifically, CCPS advises that the county is responsible for significant additional expenditures associated with transporting students to and from the summer pilot program. Additionally, MSDE estimates that CCPS could face meaningful additional costs associated with providing meals to students in the pilot program and additional administrative personnel at the district level to coordinate implementation of the program. CCPS expenditures therefore may increase significantly beyond the revenues available from the grant to implement the pilot program.

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**Additional Information**

**Recent Prior Introductions:** Similar legislation has not been introduced within the last three years.

**Designated Cross File:** None.

**Information Source(s):** Maryland Department of Labor; Maryland State Department of Education; Charles County Public Schools; Department of Legislative Services

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