



Robert L. Ehrlich, Jr.
Governor

Michael S. Steele
Lt. Governor

Kevin M. O'Keefe
Chairman

Calvin W. Burnett
Secretary of Higher Education

June 19, 2006

Ms. Wendella P. Fox
Director, Philadelphia Office/OCR
United States Department of Education
The Wanamaker Building, Suite 515
100 Penn Square East
Philadelphia, PA 19107

RE: Partnership Agreement between the
State of Maryland and the Office for
Civil Rights

Dear Ms. Fox:

In late October 1999, the State of Maryland (the State) and the United States Department of Education, Office for Civil Rights (OCR), entered into a Partnership for the purposes of improving the educational opportunities for African Americans in Maryland's public institutions of higher education and ensuring compliance with the State's obligations under federal law. As part of the Partnership process, in December 2000, the Maryland Higher Education Commission (the Commission), as the designated agent for the State of Maryland, signed a Partnership Agreement with OCR. In the words of the Agreement, "this Agreement sets forth the commitments that the State and OCR anticipate will result in agreement that Maryland is in full compliance with its obligation under federal law, particularly Title VI of the Civil Rights Act of 1964 (42 U.S.C. Section 2000d, et seq.) (Title VI) and the standards set forth in *United States v. Fordice*, 505 U.S. 717 (1992) (*Fordice*) regarding Maryland's system of public higher education."

The Partnership Agreement expired on December 31, 2005. The data from our investigation indicates that Maryland has complied with all nine of the commitments made in the Partnership Agreement. We invite you to review our findings. We are confident that your review will also reach the conclusion that Maryland has satisfied its commitments and that there are no vestiges of a dual higher education system that once existed in the State.

As Chairman of the Commission and Secretary of Higher Education we are enclosing two reports and data from the Maryland Fiscal 2007 Operating and Capital budgets. These three documents contain detailed evidence that supports our conclusion, on behalf of the Commission, that the State of Maryland is in compliance with the nine commitments. The two reports were developed by two blue ribbon committees of leading

MARYLAND HIGHER EDUCATION COMMISSION

839 Bestgate Rd. • Suite 400 • Annapolis, MD 21401-3013

T 410.260.4500 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 • www.mhec.state.md.us



Maryland citizens and stakeholders among the higher education community (See Appendix C). The budget documents were taken from the fiscal 2007 Maryland Operating and Capital Budgets as passed by the Maryland General Assembly in April (See Appendix B, page 1). These three documents contain considerable data on how Maryland has met and, in many cases, exceeded its commitments as of Fall 2005. The report of Committee I reviews commitments 1-8 and the report of Committee II addresses commitment 9.

We recognize that we are incorporating in this letter further evidence that was not available to the two study committees at the time of their review but significantly affects our findings, particularly with regard to Commitment 9. We now have both the operating and capital budgets as passed by the General Assembly for Fiscal Year 2007 that clearly indicate Maryland's continuing commitment to equal educational opportunities for all Maryland's citizens and to the continuing enhancement of the State's historically black institutions (HBIs - Bowie State University, Coppin State University, Morgan State University, and University of Maryland Eastern Shore). While the Committees benefited from knowledge of early versions of the Governor's proposed budget, the budget was modified, and passed by the General Assembly including funds to significantly expand base operating budgets of the HBIs as well as to continue annual enhancement grants. This expansion of the base will be to the permanent benefit of the HBIs. (See Appendix B, page 3.)

This is significant because Fiscal Year 2002 was the first budget year following the December 2000 signing of the Agreement in which budgeting consideration could be given to the Partnership Agreement; since the signing occurred half-way through fiscal 2001, too late for appropriations to be made resulting from the Agreement. Therefore, fiscal 2007 marks the end of a five-year cycle of implementation of the commitments contained in the Agreement.

The Commitments and Maryland's Accomplishments

1. Strengthening academic and teacher preparation programs for African Americans

The segmental summaries contained in Chapter 3, *Report of Committee I*, document the many activities and programs undertaken by the State of Maryland to strengthen academic and teacher preparation programs. Specific programs and reforms include:

- the redesign of teacher education programs;
- the development of professional development schools;
- the development of the Associate of Arts in Teaching (AAT) degree at Maryland's community colleges; and
- the work of the K-16 Leadership Council.

There was one specific requirement under this commitment - to continue strategies to prepare teachers for diverse educational systems. The State has met this commitment. (A “check list” of the commitments and requirements is appended to this letter as Appendix A.)

2. Strengthening Partnerships with Elementary and Secondary School Stakeholders

In the segmental summaries for community colleges and for the University System of Maryland (USM) and especially in the activities of the K-16 Leadership Council, the *Report of Committee I* details the many initiatives of Maryland higher education to collaborate with public education K-12. The most important of these has been the Maryland Partnership for Teaching and Learning, K-16. Ongoing leadership to this collaboration has been provided by the K-16 Leadership Council, chaired jointly by the Secretary of Higher Education, the State Superintendent of Schools, and the Chancellor of the University System of Maryland, with members representing public education K-12, higher education, the business world, and the non-profit sector.

The K-16 Leadership Council has appointed task forces and committees to coordinate the State’s programs affecting all aspects of teacher and administrator certification and professional development, the alignment of high school curricula with the expectations of higher education for college freshmen courses, teacher recruitment and persistence, and other activities touching on both K-12 and higher education.

There were three specific requirements under this commitment. The State has satisfied all of these requirements. (See Appendix A, page 1.)

3. Strengthening Recruitment and Admissions

The overwhelming factor affecting Maryland higher education during the last decade has been the rapid and sustained increase in the number of African Americans enrolled in and graduating from Maryland’s public colleges and universities. Whereas African Americans account for around 27% of the Maryland population, in 2004 African Americans composed 26% of all enrollments at all levels in Maryland’s public higher education institutions. The enrollment of African Americans grew during the decade 1995 – 2004 by 39%; while the enrollment of all other students grew by only 10%.

The segmental summaries in Chapter 3 of the *Report of Committee I* indicate the efforts made by Maryland’s public colleges and universities to recruit minority and other race students. These efforts have encountered the obstacles of higher tuition and greater selectivity by both TWIs and HBIs. Maryland’s public four-year institutions are in this regard victims of their own success—having raised their quality over the past twenty years so that they attract a larger number of high-ability students from both inside Maryland and from outside the State’s boundary. The lower academic credentials of low-

income students in terms of standardized test scores (SATs) and high school preparedness (*e.g.*, the lower percentage of low-income students taking a college preparatory curriculum in high school) have been factors in suppressing the number of low-income students enrolling at the TWIs. We believe strongly that this suppression of enrollment is related to the socio-economic and educational context prevalent 1999 through 2005 and can find no evidence that it is a vestige of a dual higher education system.

It would appear that increasing tuition during these years also has had the effect of limiting the enrollment of low-income students at the public four-year institutions. In spite of these factors, the number of African Americans attending both HBIs and TWIs has grown rapidly in recent years, with the overall growth in enrollments being driven largely by increases in African American enrollments.

Financial aid plays a critical role in strengthening the recruitment and admissions process by expanding access and minimizing financial barriers to higher education. Many new initiatives have been implemented to achieve the commitment areas in the Partnership Agreement, including increases in need-based aid funding, as well as policy and administrative changes and enhanced outreach activities as described in the Committee I report.

Need-based financial aid increased by 66% from fiscal 2001 to fiscal 2006 from \$40.2 million to \$66.7 million. In the fiscal 2007 State operating budget, total student financial aid is set at \$109.6 million. Policy changes include the establishment of the Campus-Based Educational Assistance Grant, which provides flexibility to institutions to support first-time college-goers and low-income students who miss the March 1 deadline for the State's primary need-based grant programs. Expansion of the funding for the campus-based Part-time Grant program provides assistance to needy students who may not be able to enroll full-time due to financial constraints. Administrative changes were implemented to improve the timeliness of awards and streamline the awarding process.

The Campus-Based Educational Assistance Grant program was implemented in fiscal 2004 with carry-over funds. Increased funding in fiscal 2005 has enabled MHEC to incorporate this program into its base budget. The program was established to provide flexibility to state financial aid programs and remove obstacles associated with deadlines for first time college-goers and low-income students who may decide late in the financial aid process to go on to college. In fiscal 2004 and fiscal 2005, \$2 million was allocated to Maryland colleges and universities to assist these students.

Finally, outreach efforts were substantially increased through direct mail, workshops, web-based information and services, summer and after-school programs and other statewide initiatives. Emphasis was placed on increasing presentations at schools with 40% or more of their students eligible for free and reduced price meals. Publications were expanded to target students in middle school as well as to provide high school students and their parents with more specific information on the value of college

and how to prepare for it, as well as financial aid information. A month-by-month calendar was also developed; listing the activities to prepare and apply for college and a guide for choosing a school that best fits the student's goals.

There were twelve specific requirements under this commitment, and the State has fully met eleven of these requirements. The twelfth requirement, "other race enrollment," remains an area for continued attention for both four-year TWIs and HBIs, but the indisputable fact is that enrollment of African Americans in Maryland's public higher education sector mirrors the State's African American population nearly exactly (See Appendix A, pages 1-2).

4. Strengthening Retention and Graduation

Recognizing the need to improve student retention and graduation rates at Maryland's HBIs, the State of Maryland established the Access and Success Multi-Year Grant Program. The primary goal of the Access and Success Multi-Year Grant Program is to improve retention and graduation rates by enhancing the relationship between administration, enrollment management, and teaching and learning practices. As a result of the OCR Agreement, funding for this program has increased from \$2 million in fiscal 1999 to the current level of \$6 million for fiscal 2006, with equal distribution among the four HBIs (see Appendix B, page 3). Funding remains at the \$6 million in fiscal 2007, however the funds are being provided as direct appropriations of \$1.5 million to the operating budget of each HBI rather than as grants through the MHEC operating budget.

In analyzing Maryland's efforts in academic areas such as retention and graduation, the Commission has recognized that change in these areas is slow and that data based on a brief time period can be misleading. Since the Maryland/OCR Agreement lasted only 5 years and the review of this program was occurring in the fifth year, to limit the data to the years 2000—2004 would not provide a complete picture of enrollment trends. Therefore, the Commission used the longer period of 1995—2004/05 in order to establish trends over a 10-year period.

The six-year graduation rate of African Americans at Maryland public four-year colleges and universities has reached record levels in recent cohorts. Of the HBIs, the six-year graduation rate has increased slightly over the past four cohorts at Bowie State University (1.4%), Morgan State University (1.9%), and the University of Maryland Eastern Shore (1.7%), but remained essentially unchanged at Coppin State University. However, the second year retention rate of new full-time African American students declined in the past three cohorts. There were drops in the retention of African American students at HBIs between the first and second year of college - Bowie by 0.7%, Morgan by 3.8%, Coppin by 7.7%, and UMES by 10%. Continued attention must and will be given to the first-year experience of African-American students at the HBIs as well as at TWI campuses.

The problems inherent in improving retention rates have not prevented Maryland's TWIs from becoming national leaders in the number of degrees earned by African-American students. Maryland's public 4-year institutions rank extremely high nationally in the absolute number of degrees earned by African Americans at the bachelor's, master's, and doctoral levels. Likewise, Morgan State University has become a national leader among HBIs in the number of degrees earned by African Americans in several fields, especially engineering.

Because of the growth of graduate education for African Americans and the availability of the low-cost, high-quality alternative offered by community colleges, African Americans in Maryland have been achieving their higher education goals in record numbers. The number of associate degrees earned by African Americans at Maryland community colleges in 2004 (2,092) was up 62 percent from 1995 levels (1,291). In contrast, the number of associate degrees awarded to all other students declined by 4 percent from 1995 to 2005.

The number of bachelor's degrees awarded to African Americans at all institutions rose steadily from 3,279 in 1995 to 4,757 in 2004 or by 45% between 1995 and 2004, compared to an increase of 15% for all other students. There were increases in bachelor's degrees awarded to African Americans at all TWIs. Baccalaureates earned by African Americans at the State's flagship campus, UMCP, increased by 50 percent during this period (Table 28, Chapter 4, *Report of Committee I*).

The number of master's degrees earned by African Americans at all institutions doubled between 1995 and 2004 from 952 to 1,947 (105%). In comparison, the increase among all other students was only 35 percent. There were increases for African Americans at all of the TWIs (Table 29, Chapter 4, *Report of Committee I*).

There has been improvement also in the number of doctorates awarded to African Americans statewide between 1995 and 2004, with 51 earned by African Americans in 1995 and 77 in 2004 (a 51% increase). Among other students, there was a 19 percent increase in the number of doctorates received during this period (Table 30 in Chapter 4, *Report of Committee I*).

There were four specific requirements under this commitment. The State has satisfied all of these requirements (See Appendix A, page 3-4).

5. Improving Campus Climate and Environment

Improvements in campus climate for minority students were identified in Maryland's *2004 State Plan for Postsecondary Education* as a priority for the State's higher education system. As the segmental summaries in Chapter 3 of the *Report of Committee I* indicate, all campuses have taken steps to make their cultural climates welcoming and open. Each of the USM institutions has developed *diversity statements*

and/or *strategic goals for diversity*. The majority of the TWIs monitor their diversity initiatives and strategies via an Office of Diversity, with leadership coming from the President's Office. Sponsored activities include multicultural awareness programs, curriculum reforms, and performances in the arts.

There were three specific requirements under this commitment. The State has satisfied all of these requirements (See Appendix A, page 4).

6. Improving Diversity of Faculty/Staff and Governing/Advisory Boards

Maryland's public colleges and universities have improved the diversity of their faculty and staff. The efforts of the segments of higher education are detailed in Chapter III of the *Report of Committee I*. Growth of institutions has provided opportunities to add both full-time faculty and administrators; so there have been increases in both African Americans and non-African Americans in these positions. Maryland's community colleges have increased the number of African-American full-time faculty by 54.6 percent and the TWIs by 13.9 percent; while the HBIs have increased the number of other race full-time faculty by 10 percent. Similar trends occurred among the ranks of "executive/managerial" employees.

There were four specific requirements under this commitment. The State has satisfied all of these requirements (See Appendix A, pages 4-5).

7. Improving and Expanding 2+2 Partnerships

Maryland is a national leader in many areas of transfer and articulation. Discussions of segmental activities are detailed in Chapter 3, *Report of Committee I*. At the state level, Maryland developed a statewide articulation agreement for education programs with the introduction of the Associate of Arts in Teaching (AAT) program. The statewide guidelines for this program permit community colleges to offer a curriculum for education majors that is fully articulated with bachelor-level education programs at all public and independent colleges and universities in the State. The AAT program has promoted an increase in the number of African Americans entering the field of education by permitting them to begin the education program at a community college.

Beyond education, Maryland has statewide articulation agreements in the areas of nursing and technology. The Bachelor of Technology degree is built on associate-level technical programs. Maryland continues to develop statewide policies that further transfer and articulate programs between community colleges and four-year institutions. The State's regulations on general education require the acceptance by public 4-year institutions of general education courses taken at community colleges.

The University of Maryland University College (UMUC), an international leader in the field of distance learning, is in the process of articulating all of its bachelor degree

programs with community colleges throughout the State. This is providing access for community college graduates to bachelor's programs without leaving home. It reduces the cost of a bachelor's degree for many students.

There were five specific requirements under this commitment. The State has satisfied all of these requirements. (See Appendix A, pages 5-6.)

8. Avoiding unnecessary program duplication and expansion of mission and program uniqueness and institutional identity at the HBIs

By the adoption of clear, consistent, and unbiased policies of program review and approval and mission review, the State of Maryland has avoided the unnecessary and unreasonable duplication of academic programs that might harm the HBIs. By the denial of programs to TWIs and the approval of new programs and new degree levels (including multiple doctoral programs) for HBIs, the State has strengthened and enhanced the HBIs and greatly increased their competitiveness. Out of approximately 1,250 programs reviewed and acted upon by the Maryland Higher Education Commission from 2000 through 2005, only two programs were approved to which an HBI registered an objection. In both instances, the Commission found evidence that there was sound educational justification for the approval of the program. On the other hand, ten (10) programs were denied to traditionally white institutions (TWIs) because they might have duplicated programs at HBIs. By the insistence on distinctive and complementary missions for all campuses, the State has found a way to avoid unnecessary duplication while meeting the educational and workforce needs of the citizens of Maryland.

Using mission review and program review, the Commission has encouraged the development of the HBIs into fields of graduate study including master's and doctoral degree programs. Morgan State University received 5 new master's programs and 6 new doctoral programs during the period of the Partnership. Bowie State University introduced 3 new master's and one doctoral program. Coppin State University was approved to offer four new master's level programs. The University of Maryland Eastern Shore was authorized to offer 3 new master's and 4 new doctoral programs. In 1999, Morgan State University held the Carnegie Classification of "Master's Colleges and Universities I." In 2005, Morgan State University attained the status of "Doctoral/Research University—Intensive." Under the new 2005 Carnegie Classification system, the University holds the Basic Classification of "Doctoral/Research Universities."

There were five specific requirements under this commitment. The State has satisfied all of these requirements. (See Appendix A, page 6.)

9. Enhancing Maryland's Historically Black Colleges and Universities

Commitment 9 is different in two respects from commitments 1-8. First, commitment 9 deals with fiscal matters and matters of capital resources. Items of

enhancement funding are listed in commitment 9. A number of specific items lend themselves to a simple checklist of “achieved/not achieved.” Second, commitment 9 called upon the State of Maryland to enhance the HBIs so they became “comparable and competitive” with the TWIs.

Maryland has clearly met the specific commitments required by commitment 9 by providing the additional funding specified and completing the capital projects listed in the Agreement. Also, all HBI campuses received facility enhancements that augmented the specific projects listed in the Agreement, among these were projects to enhance campus environments with respect to the physical characteristics of landscape, ambiance and appearance as well as the availability, quality and adequacy of facilities necessary to support the missions and programs of the institutions.

The State has made a good faith effort to achieve the broader goal of ensuring that HBIs are “comparable and competitive” with TWIs. A total of \$56.4 million in additional State funds for operating enhancements and grant funding was provided to the HBIs from fiscal 2002 to fiscal 2006 to meet the objectives in Commitment 9. All of the specific commitments in 9(a)(1)-(3), 9(a)(4), 9(a)(5), 9(b)(c) and (d) were met. Further, a total of \$330 million has supported capital development for HBIs between fiscal 2002 and 2006. The HBIs are receiving \$37.6 million in capital funding in fiscal 2007, and the five-year State Capital Improvement Plan (CIP) for fiscal 2007 includes a projected \$256 million in additional capital development between fiscal 2008 and 2011 (See Appendix B, pages 4, 5 and 6).

It is important to recognize that these enhancements were provided during a period in which Maryland, like many other states, was experiencing a recession. In the spring of 2001, the national economy was weakening and it was determined later in the year that the country had been in a recession. This recession lasted through November of 2001. In the summer of 2001, revenue collections in Maryland began to slow and lagged projections through fiscal 2002 and 2003. Further, Fiscal Year 2002 General Fund Revenue actually declined by \$298 million compared to Fiscal Year 2001. This slowdown continued until the spring of 2004, when revenue collections began to improve.

As a result of the economic recession, there was a structural deficit in the Maryland operating budget between fiscal 2003 and 2005 that resulted in reductions in state funding to most state agencies, including public and private colleges and universities. Yet even during this difficult fiscal period, Maryland fulfilled its commitments to special funding for the State’s HBIs in terms of enhancement funds, funds for special retention efforts, increases in base operating budgets, and capital projects. While many public colleges and universities experienced reductions to state general fund appropriations, appropriations to historically black institutions were either protected from deep reductions, or were provided increases in funding during that time. These expenditures are indicated in Tables 2a and 2b in Chapter 7 of the *Report of*

Ms. Wendella P. Fox

June 19, 2006

Page 10

Committee II. Since Fiscal Year 2005, as State revenues recovered, the State of Maryland has invested heavily in the HBIs.

In fact, State general fund appropriations to HBIs increased by seven percent (7%) between fiscal 2001 and fiscal 2006, while the overall funding average increase for Maryland public colleges and universities was only 1.8 percent.

When the State operating budget for fiscal 2007 is taken into account the full extent of Maryland's commitment to its HBIs can be seen (see Appendix B, page 1). The fiscal 2007 budget contains significant increases to the HBI institutional operating budgets totaling \$35 million in increases from the fiscal 2006 levels. These increases include \$2 million in institutional- based financial aid (\$500,000 at each of the HBIs), \$3.8 million for debt service at Coppin State University, and movement into the base operating budgets of the HBIs of a \$6 million "Access and Success" grant previously appropriated annually for retention efforts. In addition, the fiscal 2007 budget also contains \$4.9 million in enhancement funding for the HBIs, \$204,687 in State funds to match donations from private sources under the Private Donation Incentive Program, and \$100,000 to support a consultant to work with the HBIs to improve the first-year experience of new students at those campuses. The budget also includes an increase of \$16.5 million in statewide need-based aid programs. Further, funds are also provided to support a freeze on resident undergraduate tuition and fees at the fiscal 2006 levels at four-year public colleges and universities, including the HBIs.

The task of determining that the HBIs are "comparable and competitive" with the State's TWIs in all facets of their operations and programs resists simple assessment, since the language of the commitment lacks clear and measurable specificity. What is beyond question or dispute, however, is the fact that the increases in the HBI operating budgets in the fiscal 2007 budget will complete the five-year Partnership process of bringing the HBIs into parity with the TWIs in terms of "guideline funding" appropriated. Maryland funds its public four-year institutions based on guidelines, which derive a target funding level based on a national set of peer institutions. Historically, all institutions, excluding the University of Maryland University College (UMUC), have been funded at between 51% and 110% of the 75th percentile of their national peer-based funding guidelines.

The fiscal 2007 budget, as adopted, improves the funding guideline attainment for fiscal 2007 for all Maryland public four-year institutions, excluding UMUC, UMBI, and UMCES, over previous years. Five institutions have funding guideline attainment below 90% and seven institutions have funding guideline attainment at or above 90%. All four of the HBIs have funding guideline attainment at 90% or above (See Appendix B, page 2).

There were ten specific requirements under this commitment. The State has satisfied all of these requirements (See Appendix A, pages 7-8).

Continuing Commitments by the State of Maryland

The efforts undertaken by the State of Maryland, in response to the Partnership entered into with the United States Department of Education, Office for Civil Rights (OCR), were executed to meet both the letter and spirit of the Partnership Agreement. The results of these efforts fully satisfy the Commitments set forth in the Agreement. These successes notwithstanding, the State of Maryland remains committed to the principle that our institutions of higher education, both TWIs and HBIs, will continue to be strengthened to meet both the current and future needs of all our students. The State of Maryland's commitment to monitor, examine, and address issues of access, enrollment, retention, and graduation of African Americans at the State's institutions of higher education and the fiscal status of the HBIs will not cease with the expiration of the Partnership. While the State is committed to the continued advancement of all of the commitments, there are several areas that merit special mention.

The Commission will monitor the State's continuing commitment to equality of access to higher education and to the continued enhancement of its historically black institutions. As part of this role, the Commission will prepare annual reports to the Governor and the General Assembly concerning the progress of the State in the following areas.

Teacher Recruitment

The State of Maryland has an ongoing need to increase the number of highly qualified teachers in the State. Therefore the activities of the State related to teacher recruitment and retention will continue. The K-16 Leadership Council's Highly Qualified Teacher Committee and the Maryland State Department of Education (MSDE) will develop middle school programs for initial certification at both the undergraduate and post-baccalaureate levels throughout the State. In addition, we will continue to promote our AAT programs in the community colleges, partnership programs between our four-year institutions and the K-12 sector, and the development of Master's of Arts in Teaching programs. These programs are popular with career changers who have a bachelor's degree in a non-teaching discipline and want to transition into the teaching profession. It is fully expected that the Maryland Partnership for Teaching and Learning, K-16 will continue their emphasis on teacher preparation and improving student access to college. Research has indicated the use of professional development schools in the training of new teachers increases the retention of those teachers. Maryland is committed to increasing the number of PDSs as the primary mode for new teacher education.

Strengthening Recruitment, Retention and Graduation

Greater selectivity and higher tuition costs by both TWIs and HBIs have challenged some of the efforts made to recruit and admit other-race students. The impact has resulted in a decline of African American freshmen at some of the State's TWIs, even though the total number of African Americans in the overall student body continues to

grow. This does not mean that fewer African Americans are benefiting from higher educational opportunities - just that they are seeking alternative routes to achieve their degrees. Much of the growth of community colleges is in minority enrollment. In addition, both the four-year and the six-year graduation rates are lower for African Americans than for other students, essentially remaining unchanged over the study period. Therefore, more needs to be done by both TWIs and HBIs to recruit minority students out of high school and to increase the retention and graduation of those students.

The State is committed to continuing its various K-16 partnership activities, especially those that emphasize preparing students for college. In addition, the State will continue to affirm the importance of the first-year experience for at-risk minority students as well as the importance of advising at-risk students throughout their postsecondary learning experience. These activities will be addressed through both policies and targeted funding.

Improving Campus Climate and Environment

The community colleges, the University System of Maryland, and St. Mary's College of Maryland have put in place effective programs to ensure that their campus environments are welcoming, student-friendly, and accommodate the needs of students of all races. Progress in meeting the facility needs of HBIs has been substantial. For example, at Morgan State University a new student center is to be completed by mid-2006. In addition, a new library, which the State has funded, will also be completed in 2006. These should help Morgan address many of its facilities challenges. Finally, the State is developing the Coppin campus in line with recommendations made in the 2001 report of the task force headed by Dr. John Toll. This is a major, multi-year commitment.

Improving Diversity of Faculty/Staff and Governing/Advisory Boards

The State of Maryland's institutions of higher education have improved the diversity of their full-time faculty and executive/managerial staff over the last 10 years at both TWIs and HBIs. Even though turnover among faculty is low, growth at the institutions has provided the institutions with the opportunity to bring more diversity to the faculty and administrative ranks. The latest enrollment projections indicate that the total headcount enrollment at the State's public colleges and universities will increase 23 percent by 2013. As our institutions continue to grow in order to accommodate this demand, it will provide them with more opportunity to diversify the faculty and administrative ranks at their institutions.

Affordability and Financial Aid

Maryland has experienced the same higher education trends that have occurred nationally over the last two decades. Funding for higher education has increased, but the cost of higher education has outpaced corresponding increases in state appropriations,

forcing students to bear the brunt of these costs through tuition increases. This has greatly impacted student access to higher education, especially for low-income students.

To address this issue, the State of Maryland has substantially increased funding for need-based financial aid and has adopted policies to moderate tuition increases. Funding for State need-based aid increased by 66% from fiscal 2001 to fiscal 2006. To further address this concern, the General Assembly recently passed a \$173 million increase in higher education funding for fiscal year 2007. Included in the amount is a \$16.5 million increase for State need-based aid, a \$2 million increase for need-based financial aid specifically for HBIs, and \$100,000 to attract and retain more students at HBIs. In addition, the \$126 million funding increase for the University System of Maryland, which includes both TWIs and HBIs, will ensure that resident undergraduate tuition will not increase for Fall 2006.

MHEC looks forward to continuing its efforts in this area by advocating for additional need-based aid funding and through the development of a postsecondary funding model that addresses the relationship between state appropriations, tuition levels, and financial assistance.

Funding of Historically Black Institutions

As stated previously, increases in the fiscal 2007 HBI operating budgets will create parity between HBIs and TWIs in terms of percentage of "guideline funding" appropriated. This move is significant because it expands the normal base operating budgets of the HBIs - rather than providing them with annual appropriations of enhancement funds that may not be renewed. It will be incumbent on the Commission to monitor the budgets of the HBIs to assure that this expansion of the base continues. This will be done. The Commission was concerned that Bowie State University lagged behind other public four-year institutions in attaining its full guideline funding. However, both the Governor and the General Assembly have addressed this concern by providing and adopting \$3.9 million in additional funding to Bowie through the fiscal 2007 Supplemental Budget 1, bringing them up to 90 percent of funding guideline attainment.

The State is committed to capital improvements as needed by the HBIs to support their academic programs and to improve and maintain their competitiveness. The Commission will monitor those facilities projects that have already been approved by the Governor and General Assembly and will also monitor the needs of the HBIs on an ongoing basis.

Summary and Further Steps

Maryland has fulfilled its commitments under its 2000 Partnership Agreement with the Office for Civil Rights. In many ways, the State has even exceeded what was required of it. In addition, Maryland has shown its continued commitment to equal access


Ms. Wendella P. Fox
June 19, 2006
Page 14

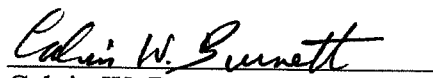
to higher education for all and to the continued development of Maryland's historically black institutions.

The Maryland Higher Education Commission recognizes that there is sincere concern on the part of advocates of higher education in Maryland about the State's fulfillment of its ongoing commitment in the areas mentioned above. Therefore, the Maryland Higher Education Commission will undertake the development of measurable indicators on areas required to achieve parity among the TWIs and HBIs. These measures should be specific and appropriate benchmarks to address these areas while taking into consideration the differing roles and missions of institutions and those areas that are not caused primarily by factors external to the institutions and the policy-making bodies of the State. These measures may include, but are not limited to, funding guideline attainment, capital projects, square footage of academic facilities per FTES, retention and graduation rates, and other measurable indicators of the State's progress. The Maryland Higher Education Commission will publish annual reports to the Governor and General Assembly, reporting on the continued progress on the established benchmarks. Such annual reports will allow all concerned parties to have factual information on the results of the State's investments in higher education and the achievement of equal access to higher education for all.

Therefore, Maryland looks forward to a review of its accomplishments by the U.S. Department of Education Office for Civil Rights. We anticipate that this review will result in a certification that Maryland has fulfilled its obligations under Federal law.

Sincerely,


Kevin M. O'Keefe
Chairman
Maryland Higher Education Commission


Calvin W. Burnett
Secretary of Higher Education
State of Maryland

**The Partnership Agreement Between the State of Maryland/
U.S. Department of Education, Office for Civil Rights**

Checklist of Commitments by the State of Maryland

Commitment 1: Strengthening Academic and Teacher Preparation Programs

1 Requirement

Teacher Preparation

Implement or continue “several” strategies to prepare teachers for diverse educational systems from:

1. 2000 Maryland State Plan for Postsecondary Education, Goal 5, Objective 5.5
2. *The Road Taken: An Action Agenda for Achieving the Recommendations in Miles To Go: Maryland*
3. HB 1091 Task Force recommendations.

Responsible party: All 4-year institutions with teacher preparation programs

Timeline: Begin implementation in 2001-02 academic year.

Commitment 2: Strengthening the Partnership with Elementary and Secondary School Stakeholders

3 Requirements

1. K-16 Partnership

Task: Continue development of K-16 Partnership to address needs of African-American students, including higher ed. preparation.

Responsible party: MHEC, with all public colleges and universities, K- 16 Leadership Council, MSDE and local school systems

Timeline: Ongoing

2. Support School System College Entrance Preparation Activities

Task: Collaborate with school systems in initiate to prepare students for 4-year college, consistent with HB 1091 recommendations

Responsible party: MHEC, with USM, community colleges, MSDE, K-16 Leadership Council

Timeline: Ongoing.

3. School System Collaboration

Task: Collaborate with a specific school system or group of schools in diversity enhancement projects

Responsible party: Each public 4-year institution

Timeline: Initiate collaborations by 2001-02 academic year

Commitment 3: Strengthening Recruitment and Admissions

12 Requirements

1. Continue and expand African American recruitment and admission activities

Task: Implement “several” recruitment and admission activities, including outreach to minority community, social and religious venues.

Responsible party: Each public 4-year institution

Timeline: Implement in 2001-02 academic year.

2. Monitor recruitment and admissions

Task: Monitor initiatives in *Commitment 3.1.* and other recruitment and admissions efforts

Responsible party: MHEC

Timeline: Report to OCR by Aug. 15, 2001.

3. Self-evaluation of recruitment and admissions

Task: Ongoing self-evaluation of recruitment and admissions initiative effectiveness

Responsible party: All public institutions, with MHEC assistance.

Timeline: None

4. Information exchange on best practices

Task: Establish formal opportunity for information exchange among institutions on effective strategies.

Responsible party: MHEC

Timeline: None

5. Review of Financial Aid Administration

Task: Review financial aid processes to identify ways to heighten awareness of African American students.

Responsible party: MHEC

Timeline: Report to OCR by August 15, 2001

6. Improve access to financial aid

Task: Facilitate implementation of activities such as clearing house, parent education on application process, increased need-based aid, flexible application deadlines.

Responsible party: MHEC, with MSDE

Timeline: None.

7. Expand need-based aid

Task: Increase current \$44 million need-based aid pool

Responsible party: “State”

Timeline: None

Appendix A

8. Improve aid application process

Task: Improve application process and deadlines to remove obstacles

Responsible party: "State"

Timeline: None.

9. Study decentralization of aid eligibility determination

Task: Study feasibility and other states' best practices with regard to decentralization of need-based aid eligibility determination to individual institutions

Responsible party: "State"

Timeline: Study sent to OCR by December 1, 2001.

10. Explore scholarship program for HBCU students' professional and graduate study

Task: Explore establishing first-professional and graduate scholarship program for high-achieving HBCU students.

Responsible party: "State"

Timeline: To begin 2002-03 academic year.

11. Partnership to prepare HBCU students for professional and graduate study

Task: Identify high-achieving HBCU students and implement strategies to prepare for professional and graduate study

Responsible party: HBCUs partnered with other Maryland institutions

Timeline: None

12. Corrective action for any decline in "other race" enrollment

Task: Immediately address any decline in enrollment at undergraduate, professional or graduate level:

a. One year: Institution must identify strategies to correct

b. Two years: Institution must submit action plan to MHEC for approval

Responsible party: Each institution, MHEC

Timeline: Annual

Commitment 4: Strengthening Retention and Graduation

4 Requirements

1. Implement retention programs

Task: Each institution to implement "several" programs and activities to improve student retention and graduation; MHEC to report to OCR on public 4-year institution activities

Responsible party: Each public college and university, MHEC

Timeline: Implement in 2001-02 academic year; MHEC report to OCR in August 2001.

Appendix A

2. Develop retention assessment standards

Task: Develop retention assessment standards, including risk factors, to assess effectiveness of retention programs for African American students and recommend adjustments

Responsible party: MHEC, with public institutions

Timeline: None

3. Exchange of best practice information

Task: Annual formal opportunity for institutions to exchange information and hear experts on best practices in retention

Responsible party: MHEC, with public institutions

Timeline: Annual

4. Retention and graduation report to OCR

Task: Report retention and graduation data, and each institution's retention program plan, to OCR

Responsible party: MHEC

Timeline: Annual, at completion of academic year.

Commitment 5. Improving Campus Climate and Environment

3 Requirements

1. Continue and expand activities to improve campus atmosphere

Task: Implement programs to promote welcoming, non-hostile campus atmosphere, including marketing and advertising, to attract African Americans to TWIs and whites to HBC

Responsible party: Each institution

Timeline: August, 2001 and ongoing

2. Enhance community relations

Task: Take steps to enhance campus/community relations, including activities to foster positive student/campus police relations and campus administration/local police relations

Responsible party: Each institution

Timeline: August 2001 and ongoing

3. Report activities to OCR

Task: Report activities implemented by public 4-year institutions

Responsible party: MHEC

Timeline: August 2001

Commitment 6: Improving Diversity of Faculty/Staff and Governing/Advisory Boards

4 Requirements

1. Ensure compliance with fair employment standards

Task: 1. Ensure compliance with State's Equal Opportunity Program (Title 5, Personnel and Pensions Art.) and COMAR 17.04.08.

Task: 2. Appoint Fair Practices Officers and Equal Employment Opportunity officers "as required".

Responsible party: Public 4-year institutions

Timeline: None

2. Continuous evaluation of recruitment procedures

Task: Continue regular evaluation of recruitment procedures to increase diversity of faculty and staff.

Responsible party: Public 4-year institutions

Timeline: Ongoing

3. Expanded advertisement of faculty and administrator vacancies

Task: Expand efforts to widely advertise faculty and upper administrator vacancies.

Responsible party: All institutions

Timeline: None

4. Strengthen support for new professional employees

Task: Strengthen and expand orientation, mentoring, and provision of information regarding diverse cultural opportunities for new employees, especially other race faculty and administrators.

Responsible party: All institutions

Timeline: None

Commitment 7: Improving and Expanding 2 plus 2 Partnerships and Articulation

5 Requirements

1. Expand collaborations between 2-year institutions with large African American populations and 4-year institutions.

Task: Expand collaborations in curriculum, faculty and student services, staff and dual admission when feasible

Responsible party: MHEC, public institutions

Timeline: Begin implementation in 2001-02, and ongoing

Appendix A

2. Implement articulation agreements

Task: Identify and implement articulation agreements and other actions to facilitate transition from 2- to 4-year institutions.

Responsible party: MHEC, public institutions

Timeline: Ongoing

3. Transition information

Task: Provide information to public institutions on transition and degree-completion rates of African American community college beginners.

Responsible party: MHEC

Timeline: Ongoing

4. Identify effective practices

Task: Identify activities that succeed in facilitating transition and enhance institutional diversity through 2 plus 2 collaboration.

Responsible party: Public 4-year institutions

Timeline: None

5. Report to OCR

Task: Report to OCR on public 4-year institutions' transition programs

Responsible party: MHEC

Timeline: August 15, 2001

Commitment 8: Avoiding Unnecessary Program Duplication and Expansion of Mission and Program Uniqueness and Institutional Identity at HBCUs

5 Requirements

1. Mission Statement Revision

Task: Revise institution mission statements to:

- Ensure compliance with State Plan
- Support future high demand programs at HBCUs
- Do not promote racial identifiably at an institution
- Provide mission statements to OCR

Responsible party: All public institutions; MHEC

Timeline: October, 2000 completion

2. MHEC review of new programs

Task: Review for approval of new programs to assure no unnecessary duplication without sound educational justification

Responsible party: MHEC

Timeline: Ongoing, with annual reports to OCR on results

Appendix A

3. Evaluating effects of program collaborations

Task: Review proposed collaborations between TWIs and HBCUs for impact on racial diversity, and evaluate actual impact of approved collaborations.

Responsible party: Unclear

Timeline: Ongoing

4. Implement high demand and other programs at HBCUs to promote competitiveness.

Task: Approve and implement new programs at HBCUs to promote competitiveness, consistent with available resources.

Responsible party: "State"

Timeline: Ongoing

5. Review of off-campus programs

Task: Ensure that programs offered away from an institution's main campus do not unnecessarily duplicate programs at HBCUs without educational justification.

Responsible party: MHEC, USM and public 4-year institutions

Timeline: Ongoing

Commitment 9. Enhancing Maryland's Historically Black Colleges and Universities

10 Requirements

1. Enhance HBCU campus environments to ensure parity with TWIs

Task: Ensure that facilities and campuses are physically comparable as to:

Landscape, ambiance, appearance

Availability and quality of facilities to support mission

Access to public transportation

Security enhancements

Responsible party: "State"

Timeline: "Expeditious completion"

2. Operating and capital budget enhancements

Task: Include HBCU operating and capital funding enhancement proposals into annual budget process, including special enhancement funding as appropriate.

Responsible party: "State"

Timeline: Initial enhancement proposals due March 2001, annual thereafter.

3. Initial Enhancements (2001-02)

Task: 1. For 2001-02, provide enhanced funding for strategic plan development and institutional development

2. Immediately increase Access and Success funding, to double \$3,000,000 by FY 2003

2. Amend Private Donation Incentive Program to match \$2 in State funds for every \$1

Appendix A

raised privately for HBCUs.

Responsible party: "State"

Timeline: Complete in 2001-02

4. Implement Strategic Plan initiatives

Task: Implement initiatives arising out of HBCUs' strategic plans, including enhancements in:

Admissions management programs and strategies

Student financial aid administration

Institutional development program, including public, governmental, alumni and community relations

Responsible party: HBCUs

Timeline: Begin in 2002-03 and ongoing

5. Reports on Enhancements to OCR

Task: Report to OCR with updates on HBCU operating enhancements on Jan. 31, April 30 and August 15 annually, including program descriptions and funding amounts.

Responsible party: MHEC

Timeline: Ongoing

6. Initial Capital Enhancements

Task: Commit to expeditious completion of the following:

- Bowie: Campus Site Development

Science Building

- UMES: Food Science and Technology Center

Social Studies, Education and Health Science Building

Physical Plant Building

Waters/Somerset Hall renovations

- Morgan: Communications Center

Research Facility w. greenhouse

Montebello site improvements

- Coppin: Projects to be submitted by USM Regents by March, 2001.

Responsible party: "State"

Timeline: Ongoing

7. Additional capital funding requests

Task: Governor to request funding for additional capital projects to ensure HBCU/TWI comparability; subject to General Assembly approval.

Responsible party: Governor

Timeline: Annual

8. Reports on Enhancements to OCR

Task: Report to OCR with updates on HBCU capital enhancements on January 31, April 30 and August 15 annually, including construction status, appropriations and final costs and notice of

Appendix A

construction schedule changes within 45 days.

Responsible party: MHEC

Timeline: Ongoing

9. Coppin Revitalization

Task: Independent study leading to comprehensive strategic plan for ensuring comparability with TWIs, to include:

Enhanced mission and programs

- Capital needs

- Safety, security, comfort and convenience enhancements

- Additional academic programs

- Steps to ensure broader mix of students

OCR to receive report and recommendations

Responsible party: USM

Timeline: Report complete by September 2001

10. Enhance Boards of Visitors

Task: Ensure high caliber Boards of Visitors at HBCUs

Responsible party: HBCU presidents

Timeline: Ongoing

Appendix B. Operating and Capital Budgets

Maryland Public Colleges and Universities General Fund History: FY 2001 - FY 2007

Segment	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	% Change FY 2001-2007	% Change FY 2006-2007
Bowie State University ³	\$ 21,310,546	\$ 22,724,961	\$ 21,885,449	\$ 20,712,299	\$ 21,006,128	\$ 22,194,416	\$ 30,853,472	45%	39%
Coppin State University	18,623,000	20,513,150	19,755,345	18,693,564	19,068,318	20,731,914	30,583,290	64%	48%
UM Eastern Shore	22,474,219	23,564,429	22,693,902	21,432,854	21,829,549	23,242,923	28,759,839	28%	24%
Morgan State University	47,911,951	52,034,605	51,088,274	48,187,846	48,859,634	51,868,549	62,856,549	31%	21%
HBI Total	\$ 110,319,716	\$ 118,837,145	\$ 115,422,970	\$ 109,026,563	\$ 110,763,629	\$ 118,037,802	\$ 153,053,150	39%	30%
Frostburg State University	26,568,603	28,659,702	26,302,434	24,408,849	24,838,529	26,345,153	29,353,290	10%	11%
Salisbury University	28,100,148	29,499,698	27,324,561	25,442,364	25,995,091	27,477,370	32,454,555	15%	18%
Towson University	64,180,595	68,062,130	62,464,002	57,824,041	58,945,915	62,908,312	74,495,628	16%	18%
Comprehensive TWI Total	\$ 118,849,346	\$ 126,221,530	\$ 116,090,997	\$ 107,675,254	\$ 109,779,535	\$ 116,730,835	\$ 136,303,473	15%	17%
St. Mary's College of Maryland	13,474,825	14,721,919	13,853,271	13,682,871	13,977,883	14,592,910	15,906,000	18%	9%
University of Baltimore	23,475,571	24,473,622	22,507,996	20,904,051	21,297,219	22,632,855	26,495,950	13%	17%
UM, Baltimore	139,483,705	153,139,494	141,678,389	132,174,751	133,497,622	145,209,868	160,977,506	15%	11%
UM Baltimore County	66,473,513	75,817,613	70,168,162	65,417,441	66,376,510	70,252,597	78,637,162	18%	12%
UM, College Park	333,110,408	359,338,977	330,499,300	306,130,518	310,281,793	327,532,890	372,560,220	12%	14%
UM University College	13,512,375	16,928,490	15,552,233	14,469,494	14,633,278	15,139,806	17,820,225	32%	18%
Public Total	\$ 818,699,459	\$ 889,478,790	\$ 825,773,318	\$ 769,480,943	\$ 780,607,469	\$ 830,129,563	\$ 961,753,686	17%	16%

Notes:

- 1) Includes COLA Adjustments.
 - 2) Includes estimated COLA Adjustments.
 - 3) The FY 2007 Allowance for Bowie State University assumes \$2,828,469 added to the institutional operating budget through a FY 2007 supplemental appropriation and \$1,100,000 transferred from the HBI Enhancement Grant in the MHEC Educational Grants budget to the institutional operating budget.
- Sources: Maryland State Operating Budget Books, FY 2006 Fiscal Digest, Department of Budget and Management, Department of Legislative Services, and Maryland Higher Education Commission FY 2007 Operating Budget Request FY 2007 Budget Bills and Conference Committee Report.

Appendix B. Operating and Capital Budgets

Maryland Public Colleges and Universities FY 2007 Operating Funding Guidelines

Institution	Funding Guideline ³	Appropriation ⁴	Attainment	Funding needed to Achieve 100% of Guideline
Bowie State University ¹	\$ 34,332,181	\$ 30,853,472	90%	\$ 3,478,709
Coppin State University	28,297,457	30,583,290	108%	-
UM Eastern Shore	28,672,247	28,759,839	100%	-
Morgan State University	69,115,528	62,856,549	91%	6,258,979
Subtotal				\$ 9,737,688
Frostburg State University	33,508,015	29,353,467	88%	4,154,548
Salisbury University	31,561,191	32,454,555	103%	-
Towson University	77,807,912	74,495,628	96%	3,312,284
Subtotal				\$ 7,466,832
University of Baltimore	18,510,836	26,495,950	143%	-
UM, Baltimore	218,256,883	160,977,506	74%	57,279,377
UM Baltimore County	97,922,037	78,637,162	80%	19,284,875
UM, College Park	451,715,649	372,560,220	82%	79,155,429
UM University College ²	50,955,609	17,820,225	35%	33,135,384
Subtotal				\$ 188,855,065
Total	\$ 1,140,655,545	\$ 945,847,863	83%	\$ 206,059,585

Notes:

- 1) Assumes the following:
 FTE enrollment of 4,259 for FY 2007,
 Tuition and fee revenue of \$239,311,337 net of \$2,159,758 for European operations,
 \$2,828,469 added to the institutional operating budget through a FY 2007 supplemental appropriation, and
 \$1,100,000 transferred from the HBI Enhancement Grant in the MHEC Educational Grants budget
 to the institutional operating budget.
 - 2) Represents Stateside tuition revenue for UMUC.
 - 3) Uses tuition revenue discounted for freeze in resident undergraduate tuition for FY 2007.
 - 4) Includes estimated COLA adjustment for FY 2007.
- Sources: Maryland State Operating Budget Books, Maryland Higher Education Commission,
 Department of Budget and Management, University System of Maryland, NCEES IPEDS Peer Analysis System

Appendix B. Operating and Capital Budgets

Maryland's Historically Black Institution Enhancement Funds: FY 2002-2006 and FY 2007

Institution	FY 2002-2006					FY 2007 Allowance					
	HBI Enhancement Grant	Investment Technology	Access and Success	PDIP Funds	Other ¹	Total Enhancement Funds	HBI Enhancement Grant ²	Access and Success	PDIP Funds	Other ¹	Total Enhancement Funds
<i>Historically Black Institutions</i>											
Bowie State University	\$ 3,676,751	\$ 400,000	\$ 7,125,000	\$ 439,059	\$ 735,000	\$ 12,375,810	\$ 1,243,730	\$ -	\$ 106,410	\$ 25,000	\$ 1,375,140
Coppin State University	8,281,586	400,000	7,125,000	1,293,828	698,475	17,798,889	691,921	-	98,277	25,000	815,198
UM Eastern Shore	3,573,615	400,000	7,125,000	755,629	-	11,854,244	1,264,160	-	-	25,000	1,289,160
Morgan State University	4,968,047	400,000	7,125,000	1,920,598	-	14,413,645	1,700,189	-	-	25,000	1,725,189
Total	\$ 20,500,000	\$ 1,600,000	\$ 28,500,000	\$ 4,409,114	\$ 1,433,475	\$ 56,442,589	\$ 4,900,000	\$ -	\$ 204,687	\$ 100,000	\$ 5,204,687

Notes:

- 1) Other includes:
 - \$350,000 provided to Bowie State University for Master Plan Development in FY 2002,
 - \$385,000 for Bowie State University in FY 2006 for business incubator project at School of Business through DBED,
 - \$198,475 to Coppin State University for Information Technology in FY 2002, and
 - \$500,000 to Coppin State University for Revitalization Recommendations in FY 2005.
- 2) FY 2007 HBI Enhancement Grant provided for consultant on Recruitment and Retention.
 - \$100,000 grant provided for consultant on Recruitment and Retention.
 - \$100,000 grant provided for consultant on Recruitment and Retention.
 - Debt service of \$494,117 to UMES, and \$347,231 to MSU for a total of \$841,348, and
 - HBI Enhancement Grant funding of \$4,058,652 distributed through MHEC methodology as approved by the Budget Committee Chairmen in prior years.

Sources: Department of Budget and Management; Maryland Higher Education Commission

Appendix B. Operating and Capital Budgets

Maryland's Historically Black Institution State Authorizations for Capital Projects: FY 2002 - FY 2006

Institution/Project	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2002-2006
	Authorization	Authorization	Authorization	Authorization	Authorization	Total
Bowie State University						
*Campuswide Site Improvements	\$ 2,700,000	\$ 1,300,000	\$ -	\$ -	\$ -	\$ 4,000,000
*New Science Building	1,200,000	-	-	-	-	1,200,000
Center for Business & Graduate Studies	-	550,000	949,000	17,550,000	2,000,000	21,049,000
New Fine and Performing Arts Building	417,429	487,000	414,000	487,000	378,000	1,500,000
Facilities Renewal Projects	4,317,429	2,337,000	1,363,000	18,037,000	3,878,000	21,833,429
BSU Total	\$ 4,317,429	\$ 2,337,000	\$ 1,363,000	\$ 18,037,000	\$ 3,878,000	\$ 29,932,429
Coppin State University						
Miles Connor Administration Building Renovation	\$ 1,500,000	\$ -	\$ -	\$ 1,829,000	\$ -	\$ 3,329,000
New Dining Facilities	3,500,000	1,500,000	-	-	-	5,000,000
Lutheran Hospital Site Acquisition/Demolition	800,000	-	-	-	-	800,000
Grace Jacobs Building, Elevator Addition and Upgrade	-	-	-	3,375,000	-	3,375,000
New Physical Education Complex/Acquisition	-	-	-	2,704,000	-	2,704,000
Telecommunications/Information Technology Upgrade	3,500,000	2,500,000	1,250,000	2,500,000	3,983,000	6,687,000
Northwest Business Center Property Acquisition	-	-	8,000,000	-	-	8,000,000
Campuswide Utilities/Security System Improvements	-	-	285,000	9,440,000	-	9,725,000
New Health & Human Services Building	687,714	1,100,000	3,750,000	359,000	47,587,000	52,437,000
Facilities Renewal Projects	9,987,714	5,459,000	13,590,000	20,207,000	51,849,000	101,092,714
CSU Total	\$ 9,987,714	\$ 5,459,000	\$ 13,590,000	\$ 20,207,000	\$ 51,849,000	\$ 101,092,714
University of Maryland, Eastern Shore						
*Renovate Waters Dining/Somerses Halls	\$ 7,145,000	\$ 587,000	\$ -	\$ -	\$ -	\$ 7,732,000
*New Food Science & Technology Center	4,450,000	1,300,000	-	-	-	5,750,000
Utilities Upgrade & Site Improvements	-	390,000	6,100,000	3,063,000	-	6,490,000
*New Social Science, Education & Health Science Building	21,600,000	5,365,000	4,729,000	-	-	34,757,000
*New Physical Plant/Central Receiving Bldg	6,850,000	972,000	458,000	-	-	8,280,000
Facilities Renewal Projects	483,429	714,000	479,000	564,000	438,000	2,678,429
UMES Total	\$ 40,528,429	\$ 9,328,000	\$ 11,766,000	\$ 3,627,000	\$ 438,000	\$ 65,687,429
Morgan State University						
*New Communications Center & Bridge	\$ 1,192,000	\$ 18,414,000	\$ -	\$ -	\$ 718,000	\$ 20,324,000
Northwood Shopping Center Acquisition/Demolition	300,000	-	-	5,700,000	-	6,000,000
New Center for Built Environmental Studies	-	-	-	-	-	-
Lillie Carroll Jackson Museum Renovation	2,750,000	5,810,000	-	-	-	8,560,000
*Science Research Building with Greenhouse	-	4,110,000	-	-	-	4,110,000
Steam Boiler Replacement & Central Heating Plant	2,252,000	-	2,275,000	696,000	200,000	5,423,000
Campuswide Site Improvements	1,962,000	-	48,968,000	-	2,952,000	53,882,000
New Library	-	-	-	-	920,000	920,000
*Montebello E-Wing/Old Power Plant Demolition	-	-	7,703,000	489,000	510,000	8,702,000
Campuswide Utilities Upgrade	-	-	900,000	1,367,000	23,124,000	25,391,000
Banneker Hall Renovation/Telecommunication Infra.	-	-	59,846,000	8,252,000	28,424,000	133,312,000
MSU Total	\$ 8,456,000	\$ 28,334,000	\$ 59,846,000	\$ 8,252,000	\$ 28,424,000	\$ 133,312,000
Total HBIs	\$ 63,289,572	\$ 45,458,000	\$ 86,565,000	\$ 50,123,000	\$ 84,589,000	\$ 330,024,572

Note(s): *Projects outlined in the OCR agreement.
Includes all funding sources (GO, ARB, GF, and SF).
Sources: Capital Improvements Authorized by the General Assembly 1997 through 2006; Maryland Capital Budget Books

Appendix B. Operating and Capital Budgets

State Capital Funding for Higher Education: FY 2007

Institution	Authorization
<i>Historically Black Institutions</i>	
Bowie State University	\$ 2,725,000
Coppin State University	21,328,000
University of Maryland Eastern Shore	-
Morgan State University	13,554,704
Total HBIs	\$ 37,607,704
<i>All Other Public Institutions</i>	
Frostburg State University	2,700,000
St. Mary's College of Maryland	9,650,000
Salisbury University	51,289,000
Towson University	45,235,000
University of Baltimore	-
University of Maryland, Baltimore	9,200,000
University of Maryland Baltimore County	4,950,000
University of Maryland Biotechnology Institute	-
University of Maryland Center for Environmental Science	391,000
University of Maryland, College Park	20,715,000
University of Maryland University College	13,815,000
University System of Maryland Office	16,000,000
Total Other Institutions	\$ 173,945,000
Total All	\$ 211,552,704

Note: Includes all funding sources (GO, ARB, GF). Funds shown for USM Office are for construction of the Shady Grove Educational Facilities I, II, and III in Montgomery County, Hagerstown Educational Facility, and for capital facilities renewal Systemwide.
Source: FY 2007 Capital Budget Bills and Conference Committee Report.

Appendix B. Operating and Capital Budgets

Maryland's Four-Year Public Colleges and Universities Capital Improvement Program: FY 2008 - FY 2011

Institutions	FY 2008	FY 2009	FY 2010	FY 2011	Total
Historically Black Institutions					
Bowie State University	\$ -	\$ 48,700,000	\$ 7,400,000	\$ 2,000,000	\$ 58,100,000
Coppin State University	107,600,000	9,200,000	4,300,000	75,350,000	196,450,000
University of Maryland Eastern Shore	-	-	3,000,000	3,300,000	6,300,000
Morgan State University	15,800,000	46,850,000	13,000,000	6,300,000	81,950,000
Total HBIs	\$ 123,400,000	\$ 104,750,000	\$ 27,700,000	\$ 86,950,000	\$ 255,850,000
All Other Public Institutions					
Frostburg State University	\$ -	\$ -	\$ -	\$ 4,950,000	\$ 4,950,000
St. Mary's College	1,750,000	5,700,000	3,450,000	20,000,000	30,900,000
Salisbury University	5,750,000	-	27,250,000	2,000,000	35,000,000
Towson University	15,500,000	5,900,000	62,850,000	8,950,000	93,200,000
University of Baltimore	-	-	-	-	-
University of Maryland, Baltimore	-	2,350,000	2,850,000	49,400,000	54,600,000
University of Maryland Baltimore County	3,450,000	-	59,500,000	7,850,000	70,800,000
University of Maryland Biotechnology Institute	-	-	-	-	-
University of Maryland, College Park	25,500,000	2,450,000	2,900,000	8,850,000	39,700,000
University of Maryland Center For Env. Science	7,000,000	1,050,000	1,000,000	7,600,000	16,650,000
University of Maryland University College	-	-	-	-	-
USM Office	15,000,000	15,000,000	15,000,000	15,000,000	60,000,000
Total Other Institutions	\$ 73,950,000	\$ 32,450,000	\$ 174,800,000	\$ 124,600,000	\$ 281,200,000
Total All	\$ 197,350,000	\$ 137,200,000	\$ 202,500,000	\$ 211,550,000	\$ 537,050,000

Source: Maryland FY 2007 Capital Budget Book

Appendix C

Formal Meetings Pertaining to The Final Report of the State of Maryland Concerning the Agreement between Maryland and the Office of Civil Rights

Date and Time	Location	Attendees	Length	Subject
Aug 25, 2005 10:00 AM	MHEC main conference room	OCR Committee 1 Work Group (14 individuals)	2 hours	Work schedule Data collection Campus reports
October 18, 2005 10:00 AM	MHEC main conference room	OCR Committee 1 (15 members) and the Work Group (29 individuals total)	2.5 hours	Review Draft 1 of Committee 1 Report to OCR
November 7, 2005 2:00 PM	MHEC main conference room	OCR Committee II, All members, staff, and interested parties	2.5 hours	Welcome, Review of Commitment 9, Review data and institutional requests, discuss Committee process.
November 10, 2005 2:00 PM	MHEC main conference room	OCR Committee 1 and the Work Group (29 individuals)	2.5 hours	Review Draft 2 of Committee 1 Report to OCR
November 28, 2005 2:00 PM	MHEC main conference room	OCR Committee II, all members, staff, and interested parties	2.5 hours	Review and discuss: new information and analysis; Morgan's status and New Carnegie Classifications
December 19, 2005 1:00 PM	MHEC main conference room	OCR Committee II, all members, staff, and interested parties	4 hours	Met with college presidents from Coppin and UMES to review information, data and enhancement requests
December 20, 2005 1:00 PM	MHEC main conference room	OCR Committee II, all members, staff, and interested parties	4 hours	Met with college presidents from Morgan and Bowie to review information, data, and enhancement requests
January 16, 2006 12:45 PM	MHEC main conference room	OCR Committee II, all members, staff, and interested parties	3 hours	Overview of Agreement by Attorney General's Office, review and discussion of draft report, development of recommendations
January 23, 2006 1:00 PM	Anne Arundel Community College	OCR Committees I & II, work groups, staff, and interested parties	3 hours	Review first draft of the Final Report (a consolidated draft)