
Task Force to Study College Readiness for Disadvantaged and Capable Students

Final Report

Annapolis, Maryland

December 2001

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December 2001

The Honorable Parris N. Glendening
Governor of Maryland

The Honorable Thomas V. Mike Miller, Jr.
President of the Senate

The Honorable Casper R. Taylor, Jr.
Speaker of the House

Gentlemen:

On behalf of the Task Force to Study College Readiness for Disadvantaged and Capable Students, I am pleased to submit the Task Force's Final Report. The 29-member Task Force was established in the fall of 2000 pursuant to Chapter 664 of the Laws of Maryland (2000). It was charged with developing a comprehensive strategy to ensure that disadvantaged and capable students have adequate opportunities to successfully matriculate and graduate from institutions of higher education.

The attached report outlines the work of the Task Force during the 2000 and 2001 interim and discusses recommendations regarding policy options and funding. There are 16 high priority recommendations, which if implemented, will significantly enhance Maryland's longstanding commitment to close the achievement gap among our students. It is our hope that action may be taken on these high priority items during the 2002 legislative session.

I wish to express my deep appreciation to the Task Force's subcommittee chairs: Delegate Howard P. Rawlings (Financial Aid), Dr. Nancy Grasmick (College Readiness), and Dr. Donald Langenberg (Teacher Preparation). Their commitment and extraordinary leadership were crucial to the accomplishment of our work. I wish to also thank the Task Force members for the time and effort that they devoted to the work of the Task Force, as well as the staff of the Maryland State Department of Education, University System of Maryland, Department of Legislative Services' Office of Policy Analysis, and the Maryland Higher Education Commission, all of whom provided outstanding support.

It has been an honor and a pleasure to participate in this important endeavor. I look forward to continuing our work to ensure educational opportunities for all Maryland's students.

Sincerely,

Karen R. Johnson, J.D.
Secretary of Higher Education
Task Force Chair



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Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

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Karen R. Johnson, J.D.
Secretary of Higher Education
Task Force Chair

Task Force to Study College Readiness for Disadvantaged and Capable Students

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Dr. J. Elizabeth Garraway
Mr. Kenneth A. Jones
Senator Delores Kelley
Senator Gloria Lawlah
Dr. Charlene R. Nunley
Delegate Paul G. Pinsky
Dr. Mary Pat Seurkamp

Teacher Preparation Subcommittee

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Ms. Andrea “Chris” Banks
Ms. Evelyn D. Chisholm
Dr. Catherine R. Gira
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Executive Summary

The Task Force to Study College Readiness for Disadvantaged and Capable Students met during the 2000 and 2001 interims to develop a comprehensive strategy to ensure that disadvantaged and capable students have adequate opportunities to successfully matriculate and graduate from institutions of higher education. The task force was given a two-year charge to examine current practices and make recommendations to enhance existing programs and to implement new programs to support the comprehensive strategy for college readiness developed by the task force, including academic preparation and support services for students; teacher preparation, recruitment and retention; and financial aid.

An interim report was presented to the Governor and General Assembly in January 2001. The task force has been working over the last year to implement and further examine recommendations from the interim report and address issues related to college readiness for disadvantaged and capable students.

The task force reviewed the findings and recommendations in *Miles to Go*; *Miles to Go: Maryland*; *The Road Taken: An Action Agenda for Achieving the Recommendations in Miles to Go: Maryland*; and House Bill 1091 as introduced in the 2000 session. For operational purposes, the task force was divided into three subcommittees that correspond to the three recommendation areas of *Miles to Go: Maryland*: College Readiness; Teacher Preparation; and Financial Aid.

Each subcommittee was responsible for preparing a report and final recommendations. The reports and recommendations were presented to the full task force for discussion and approval. Subcommittee report recommendations include implementation strategies, time frames, measurement tools, fiscal impacts, and possible funding sources. Individual subcommittee reports are included as part of this report. However, there were several recommendations that were central to all the subcommittees. Those recommendations are being presented as a full task force recommendation.

As the task force finalized its recommendations, it became clear that what was being recommended was viewed as a starting point to address the needs of disadvantaged and capable students. As programs are modified and implemented, the task force feels strongly that academic intervention programs and college outreach programs be expanded and incorporated into every year of a child's early, primary, and secondary education.

Recommendations

The overarching recommendation of the task force deals with the K-16 Leadership Council and data collection responsibilities. Great frustration was expressed with the lack of data available to fully assess the effectiveness of college readiness, teacher preparation, and financial aid programs. The K-16 Leadership Council brings together many of the necessary parties for data collection and sharing.

Three recommendations presented, one by the College Readiness Subcommittee and two by the Teacher Preparation Subcommittee, came together to form one overarching recommendation because of their relationship to one another and the K-16 Leadership Council. The overarching high priority recommendation is:

- Formalize the K-16 Leadership Council to develop a seamless system of education between all educational entities;
- Establish a statewide, independent K-16 Research and Development Institute; and
- Create a Maryland Clearinghouse for Educational Statistics, an educational data network to serve Maryland.

To assist the full task force in finalizing subcommittee recommendations, recommendations were prioritized by each individual subcommittee as high, moderate, and low. Overall, there are 17 high priority recommendations and 4 moderate priority recommendations totaling \$178.8 million. It is recommended that action be taken on the high priority recommendations during the upcoming legislative session and in the fiscal 2003 budget. The task force was very cognizant of the State's fiscal condition as it finalized recommendations. An effort was made to phase recommendations over up to five years to minimize the impact in any one year. The budgetary impact of the high priority recommendations totals approximately \$36 million in fiscal 2003.

College Readiness

High Priority Recommendations

- Fully fund the cost of administering the PSAT to every tenth grader and use the results diagnostically with specific interventions for students who are not performing at grade level.
- Promote intensive programs of study using guidance and counseling regarding college preparatory coursework and extra support targeted to students not on pace with college preparatory programs.
- Enhance professional development for teachers and principals through the application of best practices, portfolios of excellence, and curriculum development.
- Take action to fill the gap between high school and college requirements by: (1) enhancing the availability of more rigorous coursework and electives in high school; (2) increasing student access to counseling regarding college preparatory courses; (3) improving student, parent, and community awareness of the importance of academic achievement; and (4) attaining academic rigor in career/technology education.

Moderate Priority Recommendations

- Develop incentives for computer literate teachers to assist other teachers in the use of technology-based instruction in the classroom.

- Assist students in doing more effective research and utilizing critical thinking skills when using the Internet.

Teacher Preparation

High Priority Recommendations

- Develop a comprehensive retention plan to keep teachers of disadvantaged and capable students in the teaching profession.
- Develop a comprehensive recruitment plan to attract teachers who are prepared to teach disadvantaged and capable students.
- Enhance accountability to ensure that programs meet the needs of disadvantaged and capable students.
- Strengthen the content knowledge of teachers through high quality teacher preparation programs that incorporate strong arts and sciences components.

Moderate Priority Recommendations

- Allow use of in-state tuition rates for nonresident students who agree to teach in shortage areas or low-performing schools.
- Emphasize collaboration among institutions for teacher preparation and LEAs for professional development of teachers.

Financial Aid

High Priority Recommendations

- Increase need-based financial aid to all eligible students.
- Collect data to effectively analyze need-based and other financial aid programs to guide allocations for financial aid programs.
- Decentralize a portion of need-based aid programs and study further decentralization.
- Modify the current method of awarding the Educational Assistance Grant funds to address issues of equity, predictability, and timing of award.
- Guarantee funding levels for each need-based aid programs equal to 80 percent of the previous year's funding.
- Expand public education and outreach efforts of State Scholarship Administration to heighten awareness of disadvantaged and capable students of the availability of financial aid, including the types of aid available, the need to complete applications timely, and other familiarization techniques.
- Modify the current Guaranteed Access Program to include a "College Readiness" outreach effort that allows students to pre-qualify for need-based financial aid in the ninth or tenth grade.

- Develop an outreach component to the expanded Diversity Grant Program for graduates of Historically Black Colleges and Universities who pursue graduate and professional degrees in Maryland universities, as suggested in the Office for Civil Rights agreement.

Moderate Priority Recommendation

- Urge governing boards of institutions to commit funds equivalent to a reasonable portion of tuition and mandatory fee increases to institutional need-based financial aid.

Task Force to Study College Readiness for Disadvantaged and Capable Students

Background

In 1998, the Southern Education Foundation (SEF) issued *Miles to Go, A Report on Black Students and Postsecondary Education in the South*, which is an analysis of minority opportunities in higher education in the south. The document focuses on the status of African American students in public higher education in the 19 states that at one time operated dual systems of higher education. Subsequently, in 1999 the SEF Maryland Leadership Group issued *Miles to Go: Maryland*, the first state-specific publication that responds to the call for action that permeates the SEF *Miles to Go* document. *Miles to Go* indicates that Maryland has made significant strides, when compared to the other 18 states. However, Maryland has a long journey before reaching educational equity and equality for all students.

According to the SEF report:

African American students in Maryland are lost as they move throughout the educational pipeline -- seeping through at every seam, at the slightest of cracks. They graduate from high school at lower rates than do their white peers. Sixty-two percent of African Americans entering Maryland's high schools graduated four years later, while 80 percent of their white counterparts graduated in four years.

African Americans enter and graduate from colleges and universities at significantly lower rates than do whites. In 1996, 53 percent of African American high school graduates entered higher education institutions, while 61 percent of their white counterparts did. Of the white community college beginners in 1992 who subsequently transferred to baccalaureate degree granting institutions, 49 percent had earned bachelor's degrees by 1996. African American community college beginners were half as likely to transfer, and only 33 percent of those who transferred earned bachelor's degrees by 1996. Similar disparity characterizes graduation rates of white and African American baccalaureate institution beginners. Of the white baccalaureate institution beginners in 1990, 65 percent had earned bachelor's degrees by 1996. Of the African American baccalaureate institution beginners in 1990, only 40 percent had earned bachelor's degrees six years later.

This state of affairs has increasingly dire implications, for Maryland's demographic projections indicate a 39 percent increase in the minority college-age population but only a 25 percent increase in the white college-age population between 1995 and 2010. This shift in population means that minority achievement is and will remain central to the state's economic viability.¹

More recent statistics indicate that in Maryland's public high schools, the graduating class of 2008 will include a 48 percent minority population. When you consider whom Maryland's most economically disadvantaged citizens are, it is evident that students from minority groups are being left behind. According to the 2000 census, Maryland's statewide poverty rate is 8 percent for citizens of all racial/ethnic groups. However, certain race/ethnic groups represent a larger portion. Seventeen percent of African Americans, 11 percent of Hispanic Americans, and 5 percent of Caucasians live in poverty in Maryland. In addition, 12 percent of Marylanders living in poverty are 18 to 20 year olds.

Miles to Go: Maryland made the following recommendations, which were expanded upon in *The Road Taken*.

On college readiness:

- Move further toward creating a “seamless” system of education by mandating increased collaboration between K-12 and higher education.
- Require intensive reading, mathematics, and science programs for all elementary and secondary students.
- Require that all students in public high schools complete core college preparation coursework in order to graduate.
- Support funding for the Maryland Higher Education Commission's (MHEC) College Preparation Intervention Program.
- Provide support to Maryland's four-year institutions to develop on-site 2+2 programs at the state's community colleges.

On teacher preparation:

- Provide increased incentives and financial support to encourage outstanding and highly motivated students to pursue teaching as a career.

¹Southern Education Foundation (1999). *Miles to Go: Maryland*.

- Review the academic content of teacher preparation programs and mandate that teacher-preparation institutions provide high quality substantive offerings for their students.
- Develop best practices for teacher preparation including standards, collaboration between K-12 and higher education institutions, professional development schools, and other tested models and implement these in the State's teacher training institutions.
- Support the Maryland State Department of Education (MSDE) plan to increase qualifying scores on national examinations used for teacher certification.
- Strictly limit the number of uncertified teachers in each school district and the number of years an uncertified individual can teach in Maryland's public schools.

On financial aid:

- Provide for full funding of State need-based grant and scholarship programs, including the Educational Access Grants.
- Alleviate difficulties that students may encounter with application processes and deadlines such as allocating state funds for need-based aid directly to institutions to include in their award packages, as is done with federal Pell Grant monies.
- Develop multiple criteria for financial aid including, among others, need, merit, talent, family background, and high school attended. Ensure that new scholarship programs reflect these criteria.

Following the presentation of *Miles to Go: Maryland* to the General Assembly, the Maryland Partnership for Teaching and Learning K-16 (K-16 Leadership Council) was asked to prepare an implementation plan. Subsequently, the K-16 Leadership Council issued *The Road Taken: An Action Agenda for Achieving The Recommendations in Miles To Go: Maryland*.

Key legislators, including Delegate Howard P. Rawlings, Senator Gloria Lawlah, Delegate Sheila Hixson, and Delegate Nancy K. Kopp, introduced legislation at the 2000 session that would have codified the recommendations in *The Road Taken: An Action Agenda for Achieving The Recommendations in Miles to Go: Maryland*. As introduced, House Bill 1091 and its counterpart Senate Bill 391 established a College Readiness Program and College Readiness Financial Aid Program to eliminate the disparity in educational achievement of disadvantaged and capable students by improving teacher preparation, college readiness, and access to financial aid. The bill required the K-16

Leadership Council, MSDE, higher education institutions, and MHEC to do a number of things in these areas. The K-16 Leadership Council is an alliance of MSDE, MHEC, the University System of Maryland (USM), and their respective members and stakeholders, that works collaboratively to improve student achievement at all levels. The legislation included the provisions described below.

K-16 Leadership Council

- Develop a seamless system of education for disadvantaged students with local boards being encouraged to form regional alliances to address education inequities.
- Develop a bridge program that links State high school students with two- and four-year higher education institutions.

Maryland State Department of Education

- Develop a comprehensive plan for recruiting and retaining teachers.
- Require public school teachers to obtain a master's degree within seven years of being hired or lose certification.
- Establish a \$3,000 signing bonus for newly hired teachers graduating in the top 10 percent of their class.
- Provide summer instructional programs for students not meeting standards in reading and mathematics, expanding to science the following year.
- Expand certification for reading specialists who help students attain improved proficiency levels.
- Develop a program of early testing for high school students in which students can receive feedback based on early test scores and make adjustments in curriculum to close education gaps.

Higher Education Institutions

- Report on the quality of teacher education programs, if not reported MHEC is to require the institution to discontinue its program.

Maryland Higher Education Commission

- Develop a 2+2 program working with two-year and four-year higher education institutions to respond to teaching shortages in specific course content areas and in specific geographic areas.
- Fully fund the Maryland Teacher Scholarship Program in fiscal year 2001 to provide for 500 scholarships.
- Fund the Educational Excellence Award program to ensure that the award meets no less than 40 percent of the student's financial needs.
- Establish the College Readiness Financial Aid for Disadvantaged and Capable Students Program.

Due to the complex nature of the bill and the high fiscal impact, the General Assembly amended the bill to establish a Task Force to Study College Readiness for Disadvantaged and Capable Students. The task force was charged with developing a comprehensive strategy to ensure that disadvantaged and capable students have adequate opportunities to successfully matriculate and graduate from institutions of higher education by:

- examining current practices in the area of college readiness, including student academic preparation, support services for students, teacher preparation, recruitment and retention, and financial aid;
- reviewing the findings and recommendations in *Miles to Go, Miles to Go: Maryland, The Road Taken: An Action Agenda for Achieving the Recommendations in Miles To Go: Maryland* and House Bill 1091 as introduced in the 2000 session;
- strengthening K-16 connections, standards, competencies, assessments, professional development of educators, and community engagement in educational activities;
- developing appropriate indicators against which to measure the success of strategies;
- making recommendations to enhance existing programs and implement new programs to support the comprehensive strategy developed by the task force, including student academic preparation, support services for students, teacher preparation, recruitment and retention, and student financial aid; and

- making recommendations on the funding necessary to implement the comprehensive strategy developed by the task force, including, if appropriate, a multi-year timetable to phase in the recommendations.

Task Force Activities

The task force began meeting in October 2000. An interim report from the task force was prepared and presented to the Governor and General Assembly on January 1, 2001. Subsequent to the interim report, the task force met five times, beginning in May 2001, and continued to work in three subcommittees: College Readiness, chaired by State Superintendent of Schools Nancy Grasmick; Teacher Preparation, chaired by University System of Maryland Chancellor Donald N. Langenberg; and Financial Aid, chaired by Delegate Howard P. Rawlings).

At the May 2001 meeting, the task force reviewed the status of the interim recommendations, discussed issues from the 2001 legislative session that may impact the task force's work, and discussed subcommittee work plans. The task force was also briefed by The College Board on current initiatives impacting disadvantaged and capable students. Subsequent task force meetings were held to discuss recommendations from each subcommittee and draft the final report.

Each subcommittee held numerous meetings during the year to develop recommendations to ensure that Maryland students have adequate opportunities to successfully matriculate and graduate from institutions of higher education. To assist the subcommittees in developing recommendations, the task force established guiding principles.

- ***Remember the Task Force Charge*** -- as embodied in HB 1091.
- ***Stay Focused*** -- The target group is disadvantaged and capable students, defined in HB 1091 as: a student who, because of environmental and economic conditions or the lingering effects of historical patterns of discrimination, is not achieving scholastically up to his or her potential; a student who has to compensate for an inability to profit from a normal educational program; and a student attending public school who is at least in the sixth grade and no older than 22. The task force chose to focus on those students who have the potential to successfully complete a regular high school program who are disadvantaged due to language, culture, or economics.
- ***Look at Existing Programs First*** -- Look closely at improving existing programs before recommending the creation of new programs.

- **Prioritize** -- There are many good ideas, but limited resources. It will be impossible to fund every recommendation presented. Subcommittees need to prioritize.
- **Consider Fiscal Impact** -- Recommendations must include funding strategies. Due to limited resources, initiatives may need to be phased in. A funding strategy, including a phase-in approach where appropriate, must accompany each recommendation.
- **Justify Each Recommendation** -- There are many good ideas but without proper justification funding will be difficult.

Each subcommittee was responsible for preparing a report and final recommendations. The reports and recommendations were presented to the full task force for discussion and approval. Subcommittee report recommendations include implementation strategies, time frames, measurement tools, fiscal impact, and possible funding sources. Individual subcommittee reports are included as part of this report. However, there were some recommendations that were central to all the subcommittees. Those recommendations are being presented as a full task force recommendation.

Recommendations

As task force members began finalizing recommendations, it became clear that what was being recommended was viewed as a starting point to address the needs of disadvantaged and capable students. Task force recommendations impact students beginning with Pre-K through post-secondary education. Implementation of *Every Child Achieving*, the Maryland State Department of Education's (MSDE) academic intervention program, begins in Pre-K, through primary and secondary education to ensure every child is adequately prepared to succeed, whether in college or in the workforce. There are further recommendations for intervention beginning in seventh grade to educate students about college. Many recommendations focus on disadvantaged and capable high school students beginning in the ninth grade, to guarantee scholarship opportunities upon entrance to college. Others provide assistance to students to successfully complete college. As programs are modified and implemented, the task force feels strongly that academic intervention programs and college outreach programs be expanded and incorporated into every year of a child's early, primary, and secondary education. The importance of a college education must be taught early to ensure all students take advantage of educational opportunities afforded them.

K-16 Leadership Council

Three recommendations presented, one by the College Readiness Subcommittee and two by the Teacher Preparation Subcommittee, came together to form one overarching, high priority recommendation because of their relationship to one another and the K-16 Leadership Council. The recommendation is:

- Formalize the K-16 Leadership Council to develop a seamless system of education between all educational entities, align K-12 content standards and higher education admission standards, ensure that existing professional development programs support effective teaching of an aligned curriculum, and provide clear communication of higher education admission standards to secondary education students;
- Establish a statewide, independent K-16 Research and Development Institute to develop and implement a research agenda for issues affecting primary, secondary, and higher education as well as their interaction with workforce development; and,
- Create a Maryland Clearinghouse for Educational Statistics (MCES), an educational data network to serve Maryland.

The K-16 Leadership Council would be formalized through a Memorandum of Understanding (MOU) signed by the co-chairs. Formal development of the K-16 Leadership Council will ensure its continuation and identify each party's role. It is envisioned that the MOU will include oversight responsibility for the MCES and the K - 16 research agenda.

The K-16 Leadership Council is comprised of corporate, civic, and public and private education leaders who advise, counsel, reinforce, communicate, and support an agenda to improve student achievement at all levels. The council is co-chaired by the State superintendent of schools, the secretary of higher education, and the chancellor of the University System of Maryland, and draws members from the Maryland State Board of Education, MHEC, USM Board of Regents, local schools, college presidents, faculty, national education associations, and businesses. The council is supported by the K-16 Workgroup, a statewide group comprised of members also representing of business, community, public and private education representatives. The K-16 Leadership Council and Workgroup will provide oversight to a group charged with establishing a research agenda for the K-16 Research and Development Institute and developing the MCES.

Great frustration was expressed with the lack of data available to fully assess the effectiveness of college readiness, teacher preparation, and financial aid programs. Therefore, the full task force endorsed the recommendation to build a data network to

address questions by policy makers in Maryland and to evaluate programs. By linking information from MSDE, the local education agencies, the two-year and four-year colleges and universities, and the workplace, the data network would serve as a rich source of information to help explain and understand how changes in policy actually affect student achievement and Maryland's workforce capabilities.

The financial aid subcommittee also identified data limitations as an issue. It was found that comprehensive data was not available to determine institutional ability to adequately address the needs of low-income students or to analyze the effectiveness of programs. The Maryland Higher Education Commission (MHEC) will be collecting data to effectively analyze need-based and other financial aid programs to guide allocations for State financial aid programs. Although this data will flow into the MCES and research and development activities that occur, it was felt that for MHEC's purposes collection of appropriate data must begin immediately rather than waiting for MCES to address statewide data collection.

Subcommittees

To assist the full task force in finalizing recommendations to be presented to the Governor and General Assembly for implementation in fiscal 2003, each subcommittee was asked to prioritize their recommendations by priority: high, moderate, or low. Overall, there are 17 high priority recommendations, 4 moderate priority recommendations, and no low priority recommendations totaling \$178.8 million. It is recommended that action be taken on the high priority recommendations during the upcoming legislative session and in the fiscal 2003 budget. The task force was very cognizant of the State's fiscal condition as it finalized recommendations. An effort was made to phase recommendations over up to five years to minimize the impact in any one year. The budgetary impact of the high priority recommendations total approximately \$36 million in fiscal 2003.

In addition, the actions necessary to implement the recommendations were identified as: administrative, budgetary, and/or legislative. Budgetary action includes reallocation of existing resources and/or appropriation of new funds by the State, local governments, higher education, or other sources.

A summary of the recommendations by priority from each subcommittee is listed below. **Exhibits 1, 2 and 3** illustrate the fiscal impact of these recommendations. (Again, it is recommended that action be taken on high priority recommendations in the upcoming session and in the fiscal 2003 budget.) More specific detail of each recommendation, implementation strategies, fiscal impact, and justification is included in each individual subcommittee section of this report. These reports follow this section.

College Readiness

High Priority Recommendations

- Fully fund the cost of administering the PSAT to every tenth grader and use the results diagnostically with specific interventions for students who are not performing at grade level.
- Promote intensive programs of study using guidance and counseling regarding college preparatory coursework and extra support targeted to students not on pace with college preparatory programs.
- Enhance professional development for teachers and principals through the application of best practices, portfolios of excellence, and curriculum development.
- Take action to fill the gap between high school and college requirements by: (1) enhancing the availability of more rigorous coursework and electives in high school; (2) increasing student access to counseling regarding college preparatory courses; (3) improving student, parent, and community awareness of the importance of academic achievement; and (4) attaining academic rigor in career/technology education.

Moderate Priority Recommendations

- Develop incentives for computer literate teachers to assist other teachers in the use of technology-based instruction in the classroom.
- Assist students in doing more effective research and utilizing critical thinking skills when using the Internet.

Recommendation Under Consideration by K-16 Council and MHEC

- Report the mathematic courses needed to prepare for high school graduates to enroll in credit bearing college mathematics courses as developmental on the Student Outcome Achievement Report (SOAR).

Recommendation Already Implemented

- Fund the Hope Community College Transfer Scholarship and identify incentives for four-year institutions to develop 2+2+2 programs and clear, articulated programming between institutions.

Teacher Preparation

High Priority Recommendations

- Develop a comprehensive retention plan to keep teachers of disadvantaged and capable students in the teaching profession.
- Develop a comprehensive recruitment plan to attract teachers who are prepared to teach disadvantaged and capable students.
- Enhance accountability to ensure that programs meet the needs of disadvantaged and capable students.
- Strengthen the content knowledge of teachers through high quality teacher preparation programs that incorporate strong arts and sciences components.

Moderate Priority Recommendations

- Allow use of in-state tuition rates for nonresident students who agree to teach in shortage areas or low-performing schools.
- Emphasize collaboration among institutions for teacher preparation and LEAs for professional development of teachers.

Financial Aid

High Priority Recommendations

- Increase need-based financial aid to all eligible students.
- Collect data to effectively analyze need-based and other financial aid programs to guide allocations for financial aid programs.
- Decentralize a portion of need-based aid programs and study further decentralization.
- Modify the current method of awarding the Educational Assistance Grant funds to address issues of equity, predictability, and timing of award.
- Guarantee funding levels for each need-based aid programs equal to 80 percent of the previous year's funding.

- Expand public education and outreach efforts of State Scholarship Administration to heighten awareness of disadvantaged and capable students of the availability of financial aid, including the types of aid available, the need to complete applications timely, and other familiarization techniques.
- Modify the current Guaranteed Access (GA) Program to include a “College Readiness” outreach effort that allows students to pre-qualify for need-based financial aid in the ninth or tenth grade.
- Develop an outreach component to the expanded Diversity Grant Program for Historically Black Colleges and Universities to graduates who pursue graduate and professional degrees in Maryland universities, as suggested in the Office for Civil Rights agreement.

Moderate Priority Recommendation

- Urge governing boards of institutions to commit funds equivalent to a reasonable portion of tuition and mandatory fee increases to campus need-based financial aid.

Exhibit 1
College Readiness Subcommittee
High Priority Recommendations

	Priority	Current Funding FY 02	Recommended Increase FY 03	% Change	FY 03 Agency Request	Recommended Increases FY 04 - 07	Total Recommended Increases FY 03 - 07	% Change Total
A. Formalize K-16 Leadership Council (#1)	High							
1. Formalize structure through MOU		\$0	\$75,000	N/A	\$0	\$0	\$75,000	N/A
2. Align high school and college standards		\$0	\$0	N/A	\$0	\$0	\$0	N/A
3. Validate that curriculum meets core learning curriculum		\$0	\$0	N/A	\$0	\$0	\$0	N/A
4. Staff development to support aligned curriculum		\$0	\$0	N/A	\$0	\$0	\$0	N/A
Subtotals		\$0	\$75,000	N/A	\$0	\$0	\$75,000	N/A
B. PSAT, Diagnostic Review, Interventions (#2)	High							
1. Implement "Every Child Achieving"		\$19,100,000 ¹	\$0 ²	0.0%	\$70,500,000	\$0	\$0	0.0%
2. Diagnostic evaluation of students to provide interventions		Unknown ³	\$655,500	Unknown	\$655,500	\$100,000	\$755,500	Unknown
3. Inform students of "gatekeeping" courses		\$0	\$0	N/A	\$0	\$0	\$0	N/A
4. Guidance counselors to diagnostically interpret PSAT		\$0	\$130,000	N/A	\$0	\$0	\$130,000	N/A
Subtotals		\$19,100,000	\$785,500	4.1%	\$71,155,500	\$100,000	\$885,500	4.6%
C. Selection of College Preparation/Challenging Coursework (#3)	High							
1. Abolish traditional student tracking as recommended under "Every Child Achieving"		\$0	\$75,000	N/A	\$0	\$0	\$75,000	N/A
2. Virtual model to assist students not at grade level		\$0	\$400,000	N/A	\$0	\$0	\$400,000	N/A
3. Application of "High Schools That Work" objectives for demanding academics		Unknown ⁴	Indeterminate ⁵	Unknown	\$0 ⁶	\$0	Indeterminate	Unknown
4. Application of "High Schools That Work" graduation requirements		Unknown ⁴	\$2,200,000 ⁵	Unknown	\$0 ⁶	\$6,800,000	\$9,000,000	Unknown
5. Develop Statewide college readiness marketing strategy		\$0	\$50,000	N/A	\$0	\$50,000	\$100,000	N/A
6. Review methods for getting technology into classrooms		\$0	\$75,000	N/A	\$0	\$0	\$75,000	N/A
7. Align State programs on college readiness		\$0	\$75,000	N/A	\$0	\$0	\$75,000	N/A
8. Summer programs for H.S. students at colleges		\$0	\$350,000	N/A	\$0	\$1,400,000	\$1,750,000	N/A
9. Professional development for guidance counselors		Unknown ⁴	\$100,000 ⁵	Unknown	\$0 ⁶	\$3,000,000	\$3,100,000	Unknown
10. Expand Gear-Up program		\$2,700,000	\$400,000	14.8%	\$2,700,000	\$1,200,000	\$1,600,000	59.3%
11. Expand Technology Academies		\$1,930,000	\$160,000	8.3%	\$1,930,000	\$640,000	\$800,000	41.5%
12. Form guidance counselor networks		Unknown ⁴	\$1,500,000 ⁵	Unknown	\$0 ⁶	\$6,000,000	\$7,500,000	Unknown
Subtotals		\$4,630,000	\$5,385,000	116.3%	\$4,630,000	\$19,090,000	\$24,475,000	528.6%
D. Expansion of Reinventing Education Project (#4)	High	\$0	\$300,000	N/A	\$0	\$200,000	\$500,000	N/A
E. Eliminate Gap between H.S. and College Requirements (#5)	High							
1. Increase access to AP and honors courses and collegiate dual enrollment		Unknown ⁴	\$500,000 ⁷	Unknown	\$0	\$2,000,000	\$2,500,000	Unknown
2. Restructure professional development programs		\$10,400,000 ⁸	\$0	0.0%	\$10,400,000	\$0	\$0	0.0%
3. Implement "college ed" course for all 7th graders		\$0	\$470,000	N/A	\$0	\$930,000	\$1,400,000	N/A
4. Highlight rigorous coursework and academic achievement in college admissions		\$0	\$0	N/A	\$0	\$0	\$0	N/A
5. Evaluate career technology programs		\$5,600,000 ⁸	\$0	0.0%	\$5,600,000	\$0	\$0	0.0%
Subtotals		\$16,000,000	\$970,000	6.1%	\$16,000,000	\$2,930,000	\$3,900,000	24.4%
Totals		\$39,730,000	\$7,515,500	18.9%	\$91,785,500	\$22,320,000	\$29,835,500	75.1%

Notes:

¹ State aid designated for academic intervention is shown. Local funding also contributes to this strategy.

² The Commission on Education Finance, Equity, and Excellence has recommended an increase of \$1.1 billion annually in education aid by fiscal 2007, including a \$130 million increase in fiscal 2003. If these recommendations are implemented, local school systems could use the increased funding to implement the recommendations of "Every Child Achieving." If the Commission's recommendations are not funded, the Maryland State Department of Education has requested \$70.5 million for academic intervention, full-day kindergarten, strengthening the professional workforce, middle school task force implementation, and positive behavior interventions. The Subcommittee endorses the funding of the Commission's recommendations or MSDE's request.

³ Some local school systems fund or subsidize PSAT costs. The amount of FY 2002 local revenues devoted to this strategy is not available.

⁴ The amount of FY 2002 local school board revenues used to fund this strategy is not available.

⁵ This is a local school system cost that could possibly be funded with increases in State aid or local appropriations. Local school system revenues are estimated at \$7.1 billion for fiscal 2002. Direct State aid is expected to increase by approximately \$100 million in fiscal 2003, including \$71 million in unrestricted current expense aid.

⁶ MSDE has not requested additional funding specifically for this purpose. Local school systems, however, could be encouraged to spend a portion of mandated direct State aid increases for this strategy.

⁷ Cost is for the State to add on-line advanced placement and honors courses. The cost does not include expenses for local school systems to fund additional classroom courses.

⁸ Approximate FY 2002 State budget amount for MSDE headquarters in this category.

Exhibit 1 (Continued)
College Readiness Subcommittee
Moderate Priority Recommendations

	Priority	Current Funding FY 02	Recommended FY 03 Increase	% Change	FY 03 Agency Request	Recommended Increases FY 04 - FY 07	Total Recommended Increases FY 03 - 07	% Change Total
F. Computer Literacy (#6)	Moderate							
1. Teacher prep programs include computer programs		\$0	\$0 ¹	N/A	\$0	\$0	\$0	N/A
2. Establish instruction-based technology teacher mentoring		\$15,900,000 ²	\$620,000	3.9%	\$15,900,000	\$240,000	\$860,000	5.4%
3. Review data of instruction-based technology		\$0	\$50,000	N/A	\$0	\$50,000	\$100,000	N/A
4. Re-certification contingent on computer courses		\$5,400,000 ³	\$75,000 ⁴	1.4%	\$5,400,000	(\$50,000)	\$25,000	0.5%
<i>Subtotals</i>		<i>\$21,300,000</i>	<i>\$745,000</i>	<i>3.5%</i>	<i>\$21,300,000</i>	<i>\$240,000</i>	<i>\$985,000</i>	<i>4.6%</i>
G. Teach Students Effective Internet Research (#7)	Moderate	\$0	\$0	N/A	\$0	\$0	\$0	N/A
Totals		\$21,300,000	\$745,000	3.5%	\$21,300,000	\$240,000	\$985,000	4.6%

Notes:

¹ The University System of Maryland has instituted a technology fluency requirement for all universities in the system. The \$0 cost assumes this policy is sufficient to meet the recommendation and does not reflect the cost of adding a required course or required courses for teacher prep programs. Adding a required course would cost \$100,000 to \$500,000 or more per institution.

² State aid designated for teacher mentoring is shown. This funding is not specifically targeted to mentoring in instruction-based technology. An unknown amount of local funding also contributes to teacher mentoring programs.

³ Approximate FY 2002 State budget amount for MSDE headquarters in this category.

⁴ A one-time additional cost of \$75,000 would be required for FY 2003. Future years would only require an additional \$25,000 annually.

Exhibit 1 (Continued)
College Readiness Subcommittee
Recommendations Under Consideration or Implemented

	Priority	Current Funding FY 02	Recommended FY 03 Increase	% Change	FY 03 Agency Request	Recommended Increases FY 04 - FY 07	Total Recommended Increases FY 03 - 07	% Change Total
H. Alter SOAR Reporting Procedures (#8)	Under							
1. Raise number of students completing transitional courses in high school	Consideration	Unknown ¹	\$0	Unknown	\$0 ²	\$0	\$0	Unknown
2. Raise math standards	by K-16							
	Council	\$0	\$30,000	N/A	\$0	\$0	\$30,000	N/A
3. Middle school student math preparation		Unknown ¹	\$500,000	Unknown	\$0	\$2,500,000	\$3,000,000	Unknown
Subtotals		\$0	\$530,000	N/A	\$0	\$2,500,000	\$3,030,000	N/A
I. State Funding of Community College Transfer Scholarships (#9)	Implemented	\$322,330	\$0	0.0%	\$1,223,150	\$0	\$0	0.0%
Totals		\$322,330	\$530,000	164.4%	\$1,223,150	\$2,500,000	\$3,030,000	940.0%

Notes:

¹ The amount of FY 2002 local school board revenues used to fund this strategy is not available.

² MSDE has not requested additional funding specifically for this purpose. Local school systems, however, could be encouraged to spend a portion of mandated direct State aid increases for this strategy.

Exhibit 2
Teacher Preparation Subcommittee
High Priority Recommendations

	Priority	Current Funding FY 02	Recommended Increase FY 03	% Change	FY 03 Agency Request	Recommended Increases FY 04 - 07	Total Recommended Increases FY 03 - 07	% Change Total
A. Develop a comprehensive retention plan to keep teachers of disadvantaged and capable students in the teaching profession.	High							
1. Develop a State-supported professional development program that begins with induction and enhanced statewide mentoring, and extends to summer academies for teachers and school leaders. Such programs should be consistent with career ladder opportunities for teachers remaining in the classroom, and should emphasize training teachers and school leaders on how to teach disadvantaged and capable students.		\$17,900,000	\$2,000,000	11%	\$0	\$8,000,000	\$10,000,000	55.9%
2. As a key component of an induction program for new teachers, consider assigning a reduced workload to new teachers in their first year of teaching, particularly if they are teaching disadvantaged and capable students to allow them to work closely with mentors.		\$0	\$6,000,000	N/A	\$0	\$14,000,000	\$20,000,000	N/A
3. Establish a special task force to study the implementation of a differential pay scale and career ladders for teachers and principals, bonuses and optional 12-month contracts targeted to areas of subject area shortages where teachers will teach disadvantaged and capable students.		\$7,830,000	\$100,000	1.3%	\$7,709,000	\$0	\$100,000	1.3%
4. Support the Commission on Education Finance, Equity, and Excellence ("Thornton Commission") decision to fold the Governor's Teacher Salary Challenge Program into the foundation funding level.		\$85,221,000	\$0	N/A	\$73,354,770	\$0	\$0	N/A

¹The subcommittee assumes no additional cost will be incurred in endorsing this policy.

² This is a shared local/State expense that could possibly be funded with increases in State aid or local appropriations.

Exhibit 2 (Continued)
Teacher Preparation Subcommittee
High Priority Recommendations

	Priority	Current Funding FY 02	Recommended Increase FY 03	% Change	FY 03 Agency Request	Recommended Increases FY 04 - 07	Total Recommended Increases 03 - 07	FY % Change Total
5. Endorse the policy of limiting the number of uncertified teachers that a local education agency may place in a challenge or local reconstitution school while examining the reasons why teachers are uncertified and implement steps to remove unnecessary barriers to certification.		N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹
6. Endorse the development of opportunities for middle school certification, building on current elementary and secondary certification, including opportunities to assist in better preparing middle school teachers to teach disadvantaged and capable students.		N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹
7. Support Maryland's Initiative for New Teachers (MINT) program.		Minimal	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹
Subtotal		\$110,951,000	\$8,100,000	N/A	\$81,063,770	\$22,000,000	\$30,100,000	N/A
B. Develop a comprehensive recruitment plan to attract teachers who are prepared to teach disadvantaged and capable students.	High							
1. Align all teacher education programs (AAT, BA, and MAT) and prepare students to teach disadvantaged and capable students.		N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹
2. Endorse a statewide teacher job bank/recruiting website where all jobs are posted by region to recruit teachers into the most challenging schools. Allow applicants to post their resumes on the website. MSDE would coordinate the website and the LEAs would update the information on the website.		\$0	\$50,000	N/A	\$0	\$200,000	\$250,000	N/A

¹The subcommittee assumes no additional cost will be incurred in endorsing this policy.

² This is a shared local/State expense that could possibly be funded with increases in State aid or local appropriations.

Exhibit 2 (Continued)
Teacher Preparation Subcommittee
High Priority Recommendations

	Priority	Current Funding FY 02	Recommended Increase FY 03	% Change	FY 03 Agency Request	Recommended Increases FY 04 - 07	Total Recommended Increases 03 - 07	FY % Change Total
3. Recruit career changers into expanded MAT/RTC programs and qualified K-12 paraprofessionals into community college programs designed as alternative routes to certification, giving priority to teachers who agree to teach in low-performing schools in content shortage areas.		\$0	\$2,019,000	N/A	\$0	\$8,076,000	\$10,095,000	N/A
4. Provide supplemental need-based financial assistance to third- and fourth-year students who agree to teach disadvantaged and capable students in Maryland for a specified period of time.		\$0	\$500,000	N/A	\$0	\$2,000,000	\$2,500,000	N/A
6. Focus any recruitment efforts on increasing the quality of students entering teacher preparation programs. Ensure that these efforts focus on increasing the number of minority students entering teacher preparation programs.		\$0	\$300,000	N/A	\$150,000	\$2,800,000	\$3,100,000	N/A
7. Encourage institutions of higher education to assign a dedicated teacher candidate admissions recruitment counselor in the admissions office to ensure informed and effective recruitment of teacher candidates.		N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹
Subtotal		\$0	\$2,869,000	N/A	\$150,000	\$13,076,000	\$15,945,000	N/A

¹The subcommittee assumes no additional cost will be incurred in endorsing this policy.

² This is a shared local/State expense that could possibly be funded with increases in State aid or local appropriations.

Exhibit 2 (Continued)
Teacher Preparation Subcommittee
High Priority Recommendations

	Priority	Current Funding FY 02	Recommended Increase FY 03	% Change	FY 03 Agency Request	Recommended Increases FY 04 - 07	Total Recommended Increases FY 03 - 07	% Change Total
C. Enhance accountability to ensure that programs meet the needs of disadvantaged and capable students.	High							
1. Establish a statewide, independent K-16 Research and Development Institute.		\$0	\$250,000	N/A	\$0	\$500,000	\$750,000	N/A
2. Create a Maryland Clearinghouse for Educational Statistics, an educational data network to serve Maryland.		\$0	\$150,000	N/A	\$0	\$0	\$150,000	N/A
3. Establish a research agenda designed to answer practical policy questions.		N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹
4. Institute a rigorous teacher evaluation system to ensure that teachers and principals of disadvantaged and capable students are eligible for differential pay and career ladder promotions.		Unknown ²	Unknown ²	Unknown ²	Unknown ²	Unknown ²	Unknown ²	Unknown ²
5. Consider an annual report card from each LEA containing indicators of teacher quality. The report card should be tied to value-added student performance and serve as a feedback mechanism for informing teacher preparation programs of how well they are preparing teachers for the classroom.		N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹
6. Create accountability mechanisms for Associates of Arts in Teaching (AAT) degree programs consistent with TPIP, NCATE and Title II.		N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹

¹The subcommittee assumes no additional cost will be incurred in endorsing this policy.

² This is a shared local/State expense that could possibly be funded with increases in State aid or local appropriations.

Exhibit 2 (Continued)
Teacher Preparation Subcommittee
High Priority Recommendations

	Priority	Current Funding FY 02	Recommended Increase FY 03	% Change	FY 03 Agency Request	Recommended Increases FY 04 - 07	Total Recommended Increases 03 - 07	FY % Change Total
7. Consolidate multiple reporting requirements for NCATE, Title II and others so that more time can be devoted to accountability.		N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹
8. Encourage MSDE to accept all federally recognized accrediting organizations for colleges of education.		N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹
Subtotal		\$0	\$400,000	N/A	\$0	\$500,000	\$900,000	N/A
D. Strengthen the content knowledge of teachers through high quality teacher preparation programs that incorporate strong arts and sciences components.								
1. Consider changes in institutional reward structures to encourage faculty involvement in teacher preparation and outreach to K-12.	High	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹
2. Require teacher candidates to demonstrate the ability to use emerging technologies to improve teaching and learning.	High	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹	N/A ¹
Total		\$0	N/A	N/A	N/A	N/A	N/A	N/A
Total		\$110,951,000	\$11,369,000	N/A	\$81,213,770	\$35,576,000	\$46,945,000	N/A

¹The subcommittee assumes no additional cost will be incurred in endorsing this policy.

² This is a shared local/State expense that could possibly be funded with increases in State aid or local appropriations.

Exhibit 2 (Continued)
Teacher Preparation Subcommittee
Moderate Priority Recommendations

	Priority	Current Funding FY 02	Recommended Increase FY 03	% Change	FY 03 Agency Request	Recommended Increases FY 04 - 07	Total Recommended Increases 03 - 07	FY % Change Total
E. Allow use of in-state tuition rates for nonresident students who are enrolled in education areas of shortage and who agree to teach in those shortage areas or in low-performing schools in Maryland for a specified period of time.	Moderate	\$0	\$2,400,000	N/A	\$0	\$9,600,000	\$12,000,000	N/A
Subtotal		\$0	\$2,400,000	N/A	\$0	\$9,600,000	\$12,000,000	N/A
F. Emphasize collaboration among institutions for teacher preparation and LEAs for professional development of teachers in schools with disadvantaged and capable students.	Moderate	\$0	\$550,000	N/A	\$0	\$2,200,000	\$2,750,000	N/A
Total		\$0	\$5,350,000	N/A	\$0	\$21,400,000	\$26,750,000	N/A

¹The subcommittee assumes no additional cost will be incurred in endorsing this policy.

² This is a shared local/State expense that could possibly be funded with increases in State aid or local appropriations.

Exhibit 3

Financial Aid Subcommittee High Priority Recommendations

	Priority	Current Funding FY 02	Recommended Increase FY 03	% Change	FY 03 Agency Request	Recommended Increases FY 04 - 07	Total FY 03 - FY 07	% Change Total
A. Increase need-based financial aid to all eligible students	High							
1. Fund all EA eligible students meeting the March 1 deadline.		\$38,577,360	\$3,000,000	7.8%	\$7,882,297	\$0	\$3,000,000	7.8%
2. Decentralized Component - EA Grant		0	3,000,000	N/A		0	3,000,000	N/A
3. Increase EA Grant award amount to 40% of need and a maximum of \$3,000		reflected above	4,000,000	10.4%	reflected above	16,000,000	20,000,000	51.8%
4. Fund all Part-Time Grant eligible students		2,800,000	3,500,000	125.0%	2,200,050	14,000,000	17,500,000	625.0%
5. Increase funding for Professional Scholarship Program		202,500	1,000,000	493.8%	404,500	2,000,000	3,000,000	1481.5%
6. Expand Diversity Grant Program		180,000	1,500,000	833.3%	180,000	1,500,000	3,000,000	1666.7%
Subtotal		\$41,759,860	\$16,000,000	38.3%	\$10,666,847	\$33,500,000	\$49,500,000	118.5%
C. Collect data to effectively analyze need-based and other financial aid programs to guide allocations for financial aid programs (encompasses strategies 1 through 4)	High	\$0	\$80,000	N/A	\$0	\$0	\$80,000	N/A
Subtotal		--	\$80,000	--	--	--	\$80,000	--
D. Decentralize a portion of need-based aid Programs and study further decentralization	High							
1. Decentralized component - EA grant		--	Costs Identified in recommendation A			--	--	--
2. Decentralization of Professional Scholarship Program		--	Costs Identified in recommendation A			--	--	--
3. - 6. Develop allocation methodology, guidelines for awards, accountability and reporting mechanisms, and research and examine impact of decentralization		\$0	\$0	N/A	\$0	\$0	\$0	N/A

Exhibit 3 (Continued)
Financial Aid Subcommittee
High Priority Recommendations

Scholarship Programs	Priority	Current Funding FY 02	Recommended Increase FY 03	% Change	FY 03 Agency Request	Recommended Increases FY 04 - 07	Total FY 03 - FY 07	% Change Total
E. Modify the current method of awarding the Educational Assistance Grant funds to address issues of equity, predictability, and timing of award (encompasses strategies 1 through 3)	High	--	\$80,000			\$0	\$80,000	--
Subtotal			\$80,000			--	\$80,000	
F. Guarantee funding levels for each need-based aid programs equal to 80 percent of the previous year's funding	High	N/A	N/A	N/A	N/A	N/A	N/A	N/A
G. Expand public education and outreach efforts of SSA to heighten awareness of disadvantaged and capable students (encompasses strategies 1 through 7)	High	\$100,000	\$115,000	115.0%	\$115,000	\$0	\$115,000	115.0%
Subtotal		\$100,000	\$115,000	115.0%	\$115,000	--	\$115,000	115.0%
H. Modify GA program to include a "College Readiness outreach effort that allows students to pre-qualify for need-based financial aid in the 9th or 10th grade (encompasses strategies 1 through 6)	High							
1. GA College Readiness Outreach		\$1,550,000	\$1,200,000	77.4%	\$1,550,000	\$26,513,586	\$27,713,586	1788.0%
2. Scholarships		4,987,936	\$0	N/A	\$4,623,548	\$8,767,950	\$8,767,950	175.8%
Subtotal		\$6,537,936	\$1,200,000	77.4%	\$6,173,548	\$35,281,536	\$36,481,536	558.0%
I. Develop an outreach component to the expanded Diversity Grant Program for HBCU graduates who pursue graduate and professional degrees in MD universities	High	--	Costs Identified in Recommendation A			--	--	--
Total		\$48,397,796	\$17,475,000		\$16,955,395	\$68,781,536	\$86,256,536	178.2%

Exhibit 3 (Continued)
Financial Aid Subcommittee
Moderate Priority Recommendations

Scholarship Programs	Priority	Current Funding FY 02	Recommended Increase FY 03	% Change	FY 03 Agency Request	Recommended Increases FY 04 - 07	Total FY 03 - FY 07	% Change Total
B. Urge governing boards of institutions to commit funds equivalent to a reasonable portion of tuition and mandatory fee increases to campus need-based financial aid.	Moderate	N/A	N/A	N/A	N/A	N/A	N/A	N/A

College Readiness Subcommittee

Subcommittee Activities and Discussion Over the Last Year

The subcommittee engaged in discussions regarding the readiness of Maryland students to attend and graduate from institutions of higher education. In order to achieve equity for all students in Maryland, steps must be taken to be certain that disadvantaged and capable students, particularly minority and low-income students, are afforded adequate opportunities to successfully matriculate from institutions of higher education whether or not they decide to attend. The subcommittee defined disadvantaged students to include not only minority youth, but also students who live in homes where English is not spoken (including homes where non-standard English is spoken), students who do not have home Internet access, and students who had elementary school teachers who were unable to teach the basic skills.

In Maryland's public high schools, the graduating class of 2008 will include a 48 percent minority population. According to *Miles to Go: Maryland*, 62 percent of African Americans that enter Maryland high schools graduate in four years, while 80 percent of white students enter and graduate Maryland high schools in four years. Additionally, minority students at the baccalaureate level have a completion rate of 40 percent in six years while white baccalaureate level students have a 65 percent completion rate for the same time frame. The general "lack of readiness" among minority students is of particular concern to the economic future of Maryland.

Subcommittee Findings

The subcommittee considered a number of programs and recommended steps to ensure academic success for all Maryland students. These recommendations encompassed strategies for every level of education from pre-kindergarten through college.

Develop a Seamless System of Education

The connections between Maryland high schools, community colleges, and four-year institutions are not seamless. Maryland high schools need to work with higher education to determine the learning goals. Many students are not prepared for college level work because of the lack of alignment between high school and higher education standards.

High schools also need a system to share best practices with each other. This is part of what is necessary for on-going teacher development and education. In low-achieving schools, teachers, and administrators often lose sight of the standards. Technology in the schools is essential to leveling the playing field so examples of excellent student work can be accessible.

A seamless system of education would lessen the need for remediation of matriculating college freshmen. Some remedial math courses are actually transitional courses, meaning they provide a bridge between what is required for high school graduation and what is necessary before beginning college-level coursework. This gap between high school core learning goals and collegiate math is an example of the disconnect between secondary and postsecondary education and would be bridged in a seamless system.

Maryland's preK-12 academic intervention initiative is outlined in *Every Child Achieving: A Plan for Meeting the Needs of the Individual Learner*. One of the recommendations in the report addresses resource alignment between school systems and schools to ensure the readiness of students.

Develop Intensive Reading, Mathematics and Science Programs

Academic rigor is necessary so students can meet the State standards. Support must be given to those who are not meeting the expectations for their grade level. This is necessary for all students at all grade levels. *Every Child Achieving: A Plan for Meeting the Needs of the Individual Learner* named academic intervention as its number one priority. Students need the intervention in order to move towards more rigorous coursework.

The subcommittee determined that programs such as Gear-Up should be implemented and expanded. Gear-Up is a federally-funded program that increases the percentage of students, particularly African American students, enrolled in two- or four-year institutions of higher education. Beginning in the sixth grade, students are offered activities including tutoring programs, mentoring, college information workshops, test preparation, leadership and financial aid workshops, and parent enrichment activities. These activities are designed to reduce the obstacles of students enrolling in college. Gear-Up works with the students, schools, and parents to make sure that there are high expectations for students. Expansion of the program would allow for more students to receive the benefit of early intervention activities and assist them on the path toward college.

Students are often not aware that college admissions officers are cognizant of the rigor of courses, so students who do not take rigorous courses toward the end of their high school careers could be at a disadvantage in the college admissions process. The

subcommittee discussed the possibility of developing a marketing campaign to publicize the need for academic rigor at the high school level.

Minority and male students are often absent from the high level and advanced placement classes. Maryland is instituting a program to increase access to advanced placement and high-end courses throughout the State. Alternatives to the standard classroom setting, such as web-based learning and distance learning, are being considered.

Students need to be on a clear path toward college so they must be aware of the courses that are needed to graduate at a level that is on par with beginning college level work. Counselors must be supported so that they are able to correctly guide students on the best path toward high school graduation and college matriculation.

The subcommittee also discussed the need for additional master teachers in classrooms and staff development for teachers, including development through the use of distance learning. The challenge for schools is to ensure that teachers have the necessary skills to teach the most rigorous courses.

Require All Students to Complete the Core College Preparation Coursework in Order to Graduate

Historically, technical and vocational students were excluded for core college preparation classes. The subcommittee determined that students must be motivated to take more difficult courses in high school. Maryland has a program through the Southern Regional Education Board called *High Schools That Work* that blends traditional college-preparatory studies with quality career technical studies. The purpose of the program is to raise the career-bound students' academic and technical achievement. Increasing the number of participating high schools in Maryland will ensure that all high school students complete a demanding academic curriculum.

Differentiated diplomas should also be considered so those students who take the most rigorous courses can be rewarded with a merit endorsement.

Support Funding for MHEC's College Preparation Intervention Program

Students who are academically behind their peers should be identified as early as possible and provided with an intervention plan. *Every Child Achieving: A Plan for Meeting the Needs of the Individual Learner* recommends academic intervention for every student based upon State standards. Working with MSDE, MHEC's College Preparation Intervention Program partners higher education institutions with middle schools and high schools in the State to adequately prepare students for college.

Develop the Relationship Between Maryland's Four-year and Two-year Institutions

Students need to have a projected path from two-year institutions to four-year institutions. Dual admissions programs that encompass 2+2 programs will encourage students to continue the educational process through college graduation.

Implement the Advanced Placement Statewide Implementation Plan

Advanced Placement and high-end courses should be available to all students that choose to take them. Maryland's implementation plan would ensure that opportunities for traditionally under-represented students to take high-end learning courses would increase.

Increase State Professional Development Activities

Maryland has instituted Regional Professional Development Networks that pair jurisdictions regionally to deliver professional development activities. Additionally, high schools can request in-service technical assistance to prepare for the up-coming high school assessments. The subcommittee recommends increasing the professional development activities and expanding them to include guidance counselors.

Web-based Learning Report

Local jurisdictions need support and resources in order to provide web-based learning in the schools. A subcommittee will review web-based learning and determine what level of support and resources local jurisdictions need in order to provide web-based learning in the schools so that all students will be competitive in the emerging technical marketplace.

Montgomery College Remediation Program

This program is a partnership between Montgomery County Schools and Montgomery College and includes high school literacy and reading and math classes. These intervention programs are for students who fall into the mid-range of achievers. Teachers from high schools in Montgomery County work with curriculum specialists from the college to develop goals for the students. The subcommittee discussed the need for similar partnerships throughout the State.

Findings from the National Study of Community College Remedial Education

This report found that in order for alignment to occur between high schools and higher education, community colleges must create a coordinated, seamless transition from high school to college. New programs must be developed for deficient students so that they have a better chance of success and college continuation. Additionally, the report found that assessments must provide the basis for learning solutions and should be used diagnostically.

Commission on Education Finance, Equity and Excellence

This commission is reviewing funding for public primary and secondary education in Maryland. Changes recommended by the commission would enhance State aid for K-12 education and would make Maryland's school finance system more equitable. The subcommittee discussed the preliminary recommendations of the commission and endorses the commission's funding proposal as a means to achieve some of the subcommittee's recommendations.

State School Wiring

The Maryland State Department of Education (MSDE) and the Maryland Business Roundtable are working to ensure that there is one computer for every five students in all Maryland schools (currently there is one for every eight students). Additionally, all schools should be wired by the end of 2001. A subcommittee will review web-based learning in Maryland schools and make recommendations on the expansion of web-based learning.

State Content Standards

Maryland Learning Outcomes are defined in terms of content standards and grade cluster standards. Maryland's standards are aligned with national standards. Local jurisdictions can generate a tailored curricula based upon national and state standards. The subcommittee reviewed the standards and discussed the intervention strategies as outlined in *Every Child Achieving: A Plan for Meeting the Needs of the Individual Learner* so that all students are either meeting state standards or receiving the necessary support to bring them up to grade level.

Goal One

This workgroup is internal to MSDE and is reviewing all programs for improvement strategies, alignment, performance measures and evaluation systems. This group is looking at ways to achieve a more coordinated approach to the programs serving underrepresented youngsters.

Continuous Quality Improvement

This approach allows students and schools to pursue performance excellence based upon a foundation of Core Values and Concepts.

Subcommittee Recommendations

Recommendation A: The K-16 Leadership Council should be formalized and charged with: (1) developing a seamless system of education between all educational entities; (2) aligning K-12 content standards and higher education admission standards; (3) ensuring that existing professional development programs support effective teaching of an aligned curriculum; and, (4) providing clear communication of higher education admission standards to secondary education students.

Formalizing the K-16 Leadership Council would ensure that a permanent forum exists for communication between State leaders in primary, secondary, and higher education. The continued effectiveness of the group is contingent upon developing a formal structure with specific goals.

The subcommittee identified implementation strategies for this recommendation that focus upon its number one priority of aligning high school standards and college entrance standards.

The funding necessary for this recommendation is \$75,000 in the first year of implementation, \$80,000 in the second year, and \$85,000 in the third year. This funding would formalize the council with a Memorandum of Understanding, develop an action plan and create local K-16 Leadership Councils throughout the State.

Recommendation B: The State should fund the cost of administering the PSAT to every tenth grader. This information should be used diagnostically with specific interventions for students who are not performing at grade level.

The PSAT score sheet has recently been reformatted to provide detailed diagnostic feedback to students. The subcommittee believes the PSAT would be an invaluable assessment tool for all tenth graders. State funding of the test would ensure that every tenth grader in the State takes the exam. *Every Child Achieving: A Plan for Meeting the Needs of the Individual Learner* calls for interventions for students and the use of multiple assessments to determine student progress toward meeting performance standards.

The subcommittee recommends that this strategy be implemented immediately. Currently, some jurisdictions in Maryland fund the cost of the PSAT, but diagnostic use of the test outcomes is not consistent. Though the new Score Report Plus that every student receives from the College Board with his/her PSAT score is user friendly, the subcommittee concluded that counselors must be given additional training and time to work with teachers and administrators so the information can be used to provide interventions where necessary.

The costs to fund the PSAT fees for 56,000 students who will be in the tenth grade in the 2003 school year is \$476,000. Additional training costs, workshops and materials total approximately \$50,000 in the first year of implementation. Consultant fees and training for 136 schools is estimated at \$130,000 for the first year.

Recommendation C: All students should: (1) be given guidance regarding college preparation coursework; and, (2) be encouraged to choose the most challenging coursework. Extra support should be targeted to students who are not on pace to complete college preparatory curriculums.

The gap between high school and college requirements must be eliminated so students are encouraged to matriculate and graduate from higher education institutions. High academic standards must be the goal for all students including those students who indicate that extra academic support is necessary. The subcommittee studied *Every Child Achieving: A Plan for Meeting the Needs of the Individual Learner* and endorsed all of the recommendations, including the abolishment of traditional student tracking. The subcommittee also endorsed the *High Schools That Work* recommendation that students enrolled in career technology studies be required to complete the same demanding academic courses as students enrolled in college preparatory courses.

To further complete this recommendation, the subcommittee also determined that strategies to provide more college information to students and their parents are

necessary. These strategies include a marketing component, additional summer programs for high school students to get exposure to a college campus, and the expansion of programs such as Gear-Up that provide early intervention and assistance to move students onto the path toward higher education.

Lastly, the subcommittee decided that technology is necessary in all classrooms. This means expanding upon the knowledge base of teachers so that they are better able to utilize technological advances for the classroom. Technology Academies have trained principals to integrate technology and instruction. The subcommittee determined that the academies need to be expanded to include more principals, teachers, and guidance counselors.

The cost of the implementation strategies is approximately \$5.4 million.

Recommendation D: Professional development among teachers, principals, and guidance counselors should be through the application of best practices, portfolios of excellence, and curriculum development.

Continual professional development is necessary for teachers, principals, and guidance counselors in order to more equally measure high academic achievement among students. The subcommittee determined that expansion of existing professional development activities is essential for teachers, principals, and guidance counselors.

Maryland's Reinventing Education project, initially funded by IBM, enabled schools to access portfolios of excellence on-line. The subcommittee decided that expansion of this project is necessary in order to ensure that all schools share standards of excellence and best practices.

The cost to expand the Reinventing Education project is \$300,000 in the first year, \$50,000 in the second year, and \$50,000 in the third year.

Recommendation E: The gap between high school and college requirements should be eliminated by: (1) establishing more rigorous coursework and electives at the high school level; (2) increasing student access to counseling and advising regarding college preparation courses; (3) increasing student, parental, and community awareness about the importance of academic achievement; and (4) attaining academic rigor for students in career technology education.

Elimination of the gap between high school and college requirements is necessary to ensure that fewer students are enrolled in remedial courses during the freshman year of college. Academic rigor must be the goal for all students in order to ensure high academic standards. After review of the current Advanced Placement courses in the state, the subcommittee endorsed Maryland's Advanced

Placement Statewide Implementation Plan, which will increase the number of minority and underrepresented students in advanced placement and high-end learning courses.

The subcommittee also determined that the College Board's *CollegeEd* Project, a weekly course for seventh grade students that uses an interactive curriculum to educate students and their families about the value of higher education and helps students select the appropriate classes in high school to ensure their readiness for college, is a necessary step for all Maryland seventh graders. Maryland is one of five states being considered as a pilot site for this project. Students need to begin thinking about college as early as possible. *CollegeEd* will help students to make the correct choices so that they will be in the college preparatory track when they get to high school.

The subcommittee discussed the need for all students to receive a rigorous curriculum, even those students in career technology education programs. The subcommittee recommends evaluating current career technology programs in the state to assess the academic rigor of these programs. All students will have to take the upcoming High School Assessments and therefore all students must be prepared.

Recommendation F: Teachers who are computer literate should be encouraged and offered incentives (such as course or class release time) to assist other teachers in order to increase the use of instruction-based technology in the classroom.

Instruction-based technology can assist teachers in the enhancement of academic instruction. The subcommittee reviewed reports regarding the use of instruction-based technology in classrooms throughout the country. The subcommittee endorses the use of instruction-based technology so Maryland students will be competitive in the emerging technological economy.

The subcommittee established implementation steps such as including instruction-based technology as part of the requirement of teacher preparation programs. In addition, teacher re-certification would be contingent upon the completion of computer courses.

The costs of the revised State plan for technology in education will recommend the strategy to include computer courses in teacher preparation programs. These implementation costs will be borne by higher education. The estimated costs to establish instruction-based technology through teacher mentoring and review current instruction based technology usage are \$745,000.

Recommendation G: Students should be assisted in doing more effective research and utilizing critical thinking skills when using the Internet.

Student use of computers and the Internet is necessary in this age of technology. However, students should be given guidance so that proper research techniques are utilized and the Internet is not the substitute for actual investigation and analysis. The subcommittee determined that this recommendation is necessary given the misuse of the Internet by so many students in high school and higher education.

There are no added costs associated with this recommendation.

Recommendation H: Mathematics courses between Algebra I and Geometry, which are the levels needed for high school graduation in the State of Maryland, and College Level Algebra, which is the minimum general education level mathematics course for a bachelors degree in Maryland, should be reported on the SOAR as developmental courses. The current practice is to report these courses as remedial.

This recommendation is currently being considered by the Maryland Higher Education Commission (MHEC) and the K-16 Leadership Council. One of the implementation steps necessary to close the gap between high school and college courses set by the subcommittee is to raise the standards of mathematics courses in the State so that high school students enter college prepared for college level math. The estimated cost to implement this recommendation in year one is \$530,000.

Recommendation I: The State should fund the transfer scholarship program to provide grants for community college students who transfer to four-year institutions. There should be an identification of incentives for four-year institutions to develop 2+2+2 programs and clear, articulated programming between institutions.

This recommendation has recently been implemented as part of the Hope Scholarship Program. The subcommittee fully supports the steps necessary to assist community colleges and four-year institutions working together to help create a seamless, coordinated transition from high school to college.

College Readiness Subcommittee Recommendations

The College Readiness Subcommittee developed recommendations based upon recommendations previously established in *Miles to Go: Maryland*, a call to action generated by the Southern Education Foundation.

Miles to Go Recommendation:

Move further toward creating a “seamless” system of education by mandating increased collaboration between K-12 and higher education.

College Readiness Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
A. Recommendation: The K-16 Leadership Council should be formalized and charged with: (1) developing a seamless system of education between all educational entities; (2) aligning K-12 content standards and higher education admission standards; (3) ensuring that existing professional development programs support effective teaching of an aligned curriculum; and, (4) providing clear communication of higher education admission standards to secondary education students. Implementation Strategies: 1. Formal development of the K-16 Leadership Council and its member organizations through a Memorandum of Understanding signed by the State Superintendent of Schools, the Secretary of Higher Education, the Chancellor of the University System of Maryland, and private colleges and universities. 2. Restructuring of high school standards so they are aligned with college entrance standards. 3. Validation from school districts that the curriculum meets core learning goals.	High	K-16 Leadership Council 1. Administrative Action 2. Administrative Action 3. Administrative Action	1. \$75,000 -- year 1; \$80,000 --year 2; \$85,000 -- year 3 2. No additional costs 3. No additional costs

College Readiness Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
4. Staff development efforts should support effective teaching of an aligned curriculum. Time Frame: <i>As soon as possible.</i> Measurement Tools: ● Establishment of the structured group with an action plan. ● Alignment of high school and college standards. ● Additional partnerships between higher education and high schools. ● Creation of local K-16 Leadership Councils.			4. No additional costs

Miles to Go Recommendation:

Support funding for MHEC's College Preparation Intervention Program.

College Readiness Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
B. Recommendation: The State should fund the cost of administering the PSAT to every tenth grader. This information should be used diagnostically with specific interventions for students who are not performing at grade level. Implementation Strategies: 1. Recommendations as outlined in "Every Child Achieving." 2. Students must be evaluated diagnostically to provide interventions to assure student success. 3. Students must be informed about "gatekeeping" courses necessary for college.	High	MSDE 1-4. Legislative and Budgetary Action	\$476,000 to fund PSAT fees for 56,000 students. 1. \$51,400,000 -- year 1; \$12,500,000 -- year 2; \$12,500,000 -- year 3 2. \$655,500 -- year 1; \$250,000 -- year 2; \$250,000 -- year 3 3. No additional costs

College Readiness Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
4. Professional development for guidance counselors so that they are able to diagnostically interpret the PSAT.			4. \$130,000 -- year 1; \$130,000 -- year 2; \$130,000 -- year 3

Miles to Go Recommendation:

Require intensive reading, mathematics, and science programs for all elementary and secondary students.

College Readiness Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
C. Recommendation: All students should: (1) be given guidance regarding college preparation coursework; and, (2) be encouraged to choose the most challenging coursework. Extra support should be targeted to students who are not on pace to complete college preparatory curriculums. Implementation Strategies: 1. Implementation of recommendations for meeting State standards and academic intervention as outlined in “Every Child Achieving,” such as the abolishment of traditional tracking, must be assessed. 2. Development of an interactive virtual module as assistance for students not meeting grade expectations. 3. Application of “High Schools That Work” objectives for demanding academics and career or academic concentrations to all high school students. 4. Application of “High Schools That Work” graduation requirement recommendations to all high school students. 5. Development of a marketing strategy, including newsletters and a community college speakers bureau, to increase student and parental knowledge about the importance of students following a college preparatory curriculum beginning in middle school.	High	The Internet-based Learning Committee, local school systems, MSDE’s Goal One Work Group 1-12. Budgetary and Administrative Action	1. \$75,000 -- year 1; \$70,000 -- year 2; \$70,000 -- year 3 2. \$400,000 -- year 1 \$800,000 -- year 2 \$1.6 million -- year 3 3. Large indeterminate increases 4. \$2,200,000 -- year 1; \$7,230,000 -- year 2' \$7,230,000 -- year 3 5. \$50,000 -- year 1; \$100,000 -- year 2; \$100,000 -- year 3

College Readiness Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
6. Review methods to enhance the cost effectiveness of getting technology into the classroom. 7. Alignment and coordination of all State programs that focus upon college readiness. 8. Creation of additional summer programs for high school students at colleges. 9. Provide enhanced professional development for guidance counselors. 10. Programs such as Gear-Up should be expanded. 11. The Technology Academies should be expanded. 12. Develop a network of counselors in schools to assist students with information regarding college and guidance with other issues. Time Frame: <i>Immediate.</i> <i>Expansion of academies to all areas of the State by 2003.</i> Measurement Tools: ● Achievement of local and State performance standards. ● Increased number of classrooms using technology. ● Ability to offer programs to more students. ● Increase number of high school graduates accepted to institutions of higher education.			6. \$75,000 -- year 1; \$70,000 -- year 2; \$70,000 -- year 3 7. \$75,000 -- year 1; \$70,000 -- year 2; \$70,000 -- year 3 8. \$350,000 -- year 1; \$700,000 -- year 2; \$1,050,000 -- year 3 9. \$100,000 -- year 1; \$2,986,000 -- year 2; \$3,032,000 -- year 3 10. \$400,000 -- year 1; \$800,000 -- year 2; \$1,200,000 -- year 3 11. \$160,000 -- year 1; \$160,000 -- year 2; \$160,000 -- year 3 12. \$1,500,000 -- year 1; \$1,500,000 -- year 2; \$1,500,000 -- year 3
D. Recommendation: Professional development among teachers, principals, and guidance counselors should be through the application of best practices, portfolios of excellence, and curriculum development. Implementation Strategies: 1. Expansion of the “Reinventing Education” project.	High	MSDE 1. Budgetary and Legislative Action	Principal professional development in fiscal 2003 is estimated to be \$600,000. 1. \$300,000 -- year 1; \$50,000 -- year 2; \$50,000 -- year 3

College Readiness Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
Time Frame: <i>Ongoing.</i> Measurement Tools: - Enhanced teacher and principal professional development programs. - Increased number of schools using and sharing best practices.			

<i>Miles to Go</i> Recommendation:
Require that all students in Maryland public high schools complete the core college preparation coursework in order to graduate.

College Readiness Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
E. Recommendation: The gap between high school and college requirements should be eliminated by: (1) establishing more rigorous coursework and electives at the high school level; (2) increasing student access to counseling and advising regarding college preparation courses; (3) increasing student, parental, and community awareness about the importance of academic achievement; and (4) attaining academic rigor for students in career technology education. Implementation Strategies: - Increase access to AP and honors courses and collegiate dual enrollment courses. - Restructure professional development programs for teachers and guidance counselors to stress college readiness. - Implement “college ed” course for all seventh graders.	High	K-16 Leadership Council, MSDE’s Goal One Work Group, MHEC, University system, MICUA, local school systems - Administrative and Budgetary Action - Administrative Action - Administrative and Budgetary Action	\$500,000 -- year 1; \$500,000 -- year 2; \$500,000 -- year 3 - No additional costs \$470,000 -- year 1; \$920,000 -- year 2; \$1,400,000 -- year 3

College Readiness Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
4. Highlight the importance of rigorous high school coursework and academic achievement in the college admissions process. 5. Evaluate career technology programs in the State. Time Frame: <i>Immediate.</i> Measurement Tools: - Increased access and success in the number of students taking AP and honors courses. - Decreased number of students in higher education remedial courses. - Results of High school assessment scores.		4. Administrative Action 5. Administrative Action	4. No additional costs 5. No additional costs

Miles to Go Recommendation:

Require intensive reading, mathematics, and science programs for all elementary and secondary

College Readiness Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
F. Recommendation: Teachers who are computer literate should be encouraged and offered incentives (such as course or class release time) to assist other teachers in order to increase the use of instruction-based technology in the classroom. Implementation Strategies: - A requirement of teacher preparation programs in higher education should include computer courses. - Establish formal mentoring relationships between teachers to share knowledge regarding instruction-based technology.	Moderate	Internet-based Learning Committee, local school systems - Administrative Action - Budgetary and Legislative Action	The revised State plan for technology in education will recommend the strategy to include computer courses in teacher prep programs. Implementation costs will be borne by higher education. - No additional costs \$620,000 -- year 1; \$60,000 -- year 2; \$60,000 --- year 3

College Readiness Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
3. Review data of instruction-based technology use by computer literate teachers. 4. Teacher re-certification must be contingent upon completion of computer courses. Time Frame: <i>Ongoing.</i> Measurement Tools: Increased number of classrooms using technology.		3. Budgetary and Legislative action 4. Budgetary and Legislative Action	3. \$50,000 -- year 1; \$12,500 -- year 2; \$12,500 -- year 3 4. \$75,000 -- year 1
G. Recommendation: Students should be assisted in doing more effective research and utilizing critical thinking skills when using the Internet. Implementation Strategies: 1. Infused in the core learning goals. Time Frame: <i>Ongoing.</i> Measurement Tools: Ongoing.	Moderate	Schools 1. Administrative Action	Not applicable 1. No additional costs

Miles to Go Recommendation:

Require that all students in Maryland public high schools complete the core college preparation coursework in order to graduate.

College Readiness Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
H. Recommendation: Mathematics courses between Algebra I and Geometry, which are the levels needed for high school graduation in the State of Maryland, and College Level Algebra, which is the minimum general education level mathematics course for a bachelors degree in Maryland, should	<i>Currently under consideration.</i>	K-16 Leadership Council, MSDE, MHEC	

College Readiness Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
be reported on the SOAR as developmental courses. The current practice is to report these courses as remedial. Implementation Strategies: 1. Set program goals that raise the proportionate number of students who complete transitional courses in high school. 2. Develop a plan to incrementally raise the standards of mathematics in the State. 3. Ensure that all middle school students have the necessary preparation to proceed to the required math courses at the high school level. Time Frame: <i>Currently under consideration</i> by MHEC and the K-16 Council. Measurement Tools: ● Decreased number of students taking remedial math courses. ● Increased number of students taking four years of high school math. ● Increased number of students taking college general education courses in the first semester of college. ● Increased number of students taking algebra and geometry in middle school.		1. Administrative Action 2. Administrative Action 3. Budgetary and Administrative Action	1. No additional costs 2. \$30,000 3. \$500,000 -- year 1; \$625,000 -- year 2; \$625,000 -- year 3

Implemented Recommendation

Miles to Go Recommendation:

Provide support to Maryland's four-year institutions to develop on-site 2+2 programs at the state's community colleges. Cooperative initiatives of community colleges and four-year institutions, 2+2 programs encourage community college students to earn baccalaureate degrees through articulated curricula, dual admission, and other jointly offered support services to ensure that students move smoothly from one context to the other.

College Readiness Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
I. Recommendation: The State should fund the transfer scholarship program to provide grants for community college students who transfer to four-year institutions. There should be an identification of incentives for four-year institutions to develop 2+2+2 programs and clear, articulated programming between institutions. Implementation Strategies: 1. Legislation for community college transfer scholarships has passed HOPE Community College Transfer Scholarship). Encourage full use of the program. 2. Encouragement of dual enrollment programs between high school and college. 3. Convening of a task force of two-year and four-year institutions in order to reach consensus. Time Frame: <i>Recommendation has been implemented.</i> Measurement Tools: • Establishment of task force. • Use of the HOPE Community College Transfer Scholarship. • Additional programs between two- and four-year colleges.	Implemented	MSDE, legislature, K-16 Leadership Council, MHEC, MICUA 1. Administrative Action 2. Administrative Action 3. Administrative Action	Recent legislation implemented the Hope Community College Transfer Scholarship as part of the Hope Scholarship Program. 1. No additional costs 2. No additional costs 3. No additional costs

Summary and Status of 2000 Interim Report Recommendations

The College Readiness Subcommittee reviewed numerous reports and heard from experts in areas relevant to the development of priorities and recommendations based upon the recommendations outlined in *Miles to Go: Maryland*. These recommendations and areas of discussion included the development of a seamless system of education between high schools and institutions of higher education; development of intensive reading, mathematics and science programs so that all students have rigorous academic preparation; the requirement that all students complete the core college preparation coursework in order to graduate so that every student has the option of college whether or not they choose to pursue it; support funding for MHEC's College Preparation Intervention Program so that students receive the necessary interventions at the appropriate grade levels; and development of the relationship between Maryland's four-year and two-year institutions.

Other areas of discussion included: the Advancement Placement Statewide Implementation Plan and the need to expand to as many schools as possible through conventional and unconventional means; State Professional Development activities that focus not only upon principals and teachers, but school counselors as well; expansion of the Gear-Up Program so that all students receive early intervention and college preparatory activities; expansion of web-based learning to enable students and teachers to benefit from access to the internet and best practices from peers; and, the Montgomery County College Remediation Program, which is a partnership between the Montgomery County School System and the college that helps to prepare more students for higher education.

The subcommittee also discussed the report, *Findings from the National Study of Community College Remedial Education* that focuses upon remedial education among matriculating college freshmen; the Commission on Education Finance, Equity and Excellence, which is reviewing state school funding and making recommendations for changes; State school wiring and the need for all schools to have access to computers and the Internet; State content standards and the need for remediation of students who do not meet the standards for their grade level; and the PSAT and the need to fund the cost of the test and use the test diagnostically for all tenth graders in the State.

Based upon discussions and input from experts, the College Readiness Subcommittee developed a series of recommendations and implementation steps that were published in the task force's 2000 interim report. These recommendations are as follows:

- The relationship between higher education faculty and high school teachers is critical in the establishment of realistic achievement goals for students. The Maryland Partnership for Teaching and Learning K-16 is encouraged to explore

ways to be more effective in developing a seamless system of education between all educational entities.

- Specifically, a priority of the K-16 Leadership Council should be to work with the school districts and the higher education institutions to ensure that the K-12 content standards are in alignment with two-year and four-year institutions' admission standards so that students will be prepared for the demands of a college-level curriculum.
- Teachers who are computer literate should be encouraged and offered incentives (such as course or class release time) to assist other teachers in order to increase the use of instruction-based technology in the classroom.
- The Technology Academies should be expanded across the State to train K-12 teachers and administrators in the integration of instruction and technology.
- Programs such as Gear-Up that offer longitudinal assistance to students should be continued and expanded.
- Students should be assisted in becoming more discerning regarding information that is available through the Internet.
- All children should meet educational standards for their grade level and support should be made available for those who are not meeting grade expectations.
- Mathematics courses between Algebra I, which is the level needed for high school graduation in the State of Maryland, and College Level Algebra, which is the minimum general education level mathematics course for a bachelor's degree in Maryland, should be reported on the SOAR as transitional courses. The current practice is to report these courses as remedial.
- Intentional actions should be taken to move toward filling the gap between high school and college requirements.
- More rigorous coursework and electives should be expected at the high school level (e.g., Advanced Placement and honors courses). More students should be encouraged to take these courses.
- Students should be clearly advised at the high school level regarding what fundamental courses are needed in a specified time frame in order to be on the path toward college.
- Students, parents and the community should have a clear understanding regarding academic achievement and the establishment of student performance standards.

- Every child should be achieving at grade level prior to the tenth grade. The State should fund the cost of providing the PSAT to every tenth grader. This information should be used diagnostically with specific interventions for students who are not performing at grade level.
- There should be increased participation and enrollment in Advanced Placement courses.
- Attainment of academic rigor offered in college preparatory classes should be the goal for all students, including those in technical/vocational tracks. There should be a quality review of all technical/vocational courses to ensure high academic standards.
- Curriculum development/portfolios of excellence/best practices should be shared with schools. MSDE should be given resources to provide this information.
- The State should fund the transfer scholarship program to provide grants for community college students who transfer to four-year institutions.
- There should be identification of incentives for four-year institutions to develop 2+2 programs.
- There is a need for clear, articulated programs between two-year and four-year institutions.

These preliminary recommendations were used as the basis for further discussion and development of the final recommendations and strategies.

Resource Materials

Achievement Counts materials

Advanced Placement: A Statewide Implementation Plan

“Bridging the Remediation Gap,” *Education Week*, September 9, 1998

“City Schools Push Students Toward Advanced Placement,” *The Washington Post*, May 10, 2001

“College Now Taking Some 5,6 Years,” *The Baltimore Sun*, September 24, 2000

“Examples of Promising Practices,” *Education Week*

“FCC Gives County School System an Impressive Grade,” *Frederick News-Post*, March 19, 2001

“The Forgotten Majority,” *The American School Board Journal*, March 1998

“Gap in Achievement a Lingering Vexation,” *The Baltimore Sun*, March 7, 2001

“Getting Serious About High School,” *Education Week*, April 11, 2001

“Governors Seek Improvement and Innovation From Colleges,” *Education Commission of the States*, March 16, 2001

“Group Helps Troubled Schools Find Answers,” *Education Week*, May 12, 1999

“Helping Students Fill the College Gap,” *The Baltimore Sun*, December 13, 2000

“Higher Ed. Outreach Plan Targets At-Risk Calif. Youths,” *Education Week*, June 4, 1997

“High Schools Join Community College Push,” *Los Angeles Times*, October 31, 2000

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Teacher Preparation Subcommittee

Subcommittee Activities and Discussions Over the Last Year

The Teacher Preparation Subcommittee met numerous times during the last year to gain a better understanding of the challenge facing Maryland's public schools in their ability to recruit and retain the highest quality teachers for disadvantaged and capable students. Various experts, including deans of Maryland's colleges of education, teachers, principals and representatives from professional educator associations made presentations, offered information and assisted with the subcommittee's priority recommendations.

In addition to the expert contributions, and the examination of best practices from across the nation, the subcommittee acknowledged recommendations and priorities that emerged from the Leadership Maryland Forum for Policy Change held in July 2001. Leadership Maryland commissioned Westat, an independent research group, to study Maryland's efforts in recruiting and retaining qualified teachers in Maryland's public schools. That report formed the starting point for the work of the Forum, and informed the subsequent recommendations of this subcommittee. In addition, 18 recommendations emerged from the Policy Forum that addressed working conditions, teachers' salaries, teacher preparation in science and mathematics, retention and recruitment of minority teacher candidates, among others.¹

The subcommittee considered a number of issues related to teacher retention and recruitment, debating priorities, sources of data, and impact on stakeholders. By dividing one issue into two categories, retention and recruitment, the subcommittee was able to identify implementation strategies and prioritize those recommendations. After much discussion, the subcommittee determined that the most expeditious way of making sure that disadvantaged and capable students have "caring and qualified" teachers in their classrooms is to keep the excellent teachers that we already have, and provide for the professional development of current teachers to deepen their knowledge of the content they are teaching, provide them with a broader repertoire of pedagogical strategies to teach disadvantaged and capable students, and provide them with technological proficiency to use new tools to enhance teaching and learning. Most important is creating a professional working environment where teachers are treated like professionals and feel part of a learning community dedicated to improving student achievement.

Recruiting was a second important recommendation, with the recognition that even under the best circumstances, experienced teachers leave the profession. The goals

¹ Leadership Maryland Policy Forum document, "18 Issues," August 9, 2001.

for recruitment are targeted on increasing the pipeline, and supporting new teachers (both traditional and lateral entry) with strong induction programs during their first years of teaching. This pair of recommendations will keep good teachers by improving working conditions, providing strong professional development and support, improving salaries, creating career ladders that will have immediate payoffs for students, and recruiting new teachers to replenish the pipeline over several years.

Thus, the subcommittee identified retention of teachers as the first major issue and developed implementation strategies to address this recommendation. The second set of recommendations addressed recruitment of new teachers -- drawing on traditional and non-traditional candidates. In addition, the subcommittee was strongly supportive of creating a statewide vehicle for collecting data on the effectiveness of the recommended implementation strategies so that policy makers would have facts upon which to make strategic funding decisions. Finally, the subcommittee strongly endorsed the research findings confirming that the most successful teachers have a strong, deep knowledge of the content they are expected to teach. Arts and sciences faculty must be held accountable for the content knowledge of teachers -- through professional development of current teachers and the curriculum development and delivery for teacher candidates.

Subcommittee Recommendations

The recommendations outlined in this report aim to keep our best teachers in schools with disadvantaged and capable students, prepare new teachers with the skills they need to be successful, and recruit both traditional and non-traditional teacher candidates who have the promise and potential to teach all students to high standards.

A study conducted for the Leadership Maryland Forum on Policy Change by the Education Trust analyzes the State's Maryland School Performance Assessment Program (MSPAP) data, and demonstrates a clear relationship between low achieving students in Maryland and the quality of the teachers. According to the Education Trust report:

The data show that poor children get far less than their share of our best teachers. No matter how teacher quality is measured, poor and minority children get the short end of the stick: more uncertified teachers, fewer teachers teaching subjects they studied in college, and more with no prior experience at all.²

² Education Trust, *A Good Teacher for Every Child*, Washington, DC, p.4.

Following the recommendations for teacher preparation in *Miles to Go*, the subcommittee identified four major recommendation areas, with accompanying implementation strategies, that would ensure that all students in Maryland, including those considered "disadvantaged and capable," as defined in HB 1091, would have the opportunity to successfully matriculate and graduate from institutions of higher education.

Each of the *Miles to Go* recommendations is addressed by specific task force recommendations, but the subcommittee felt strongly that the task force recommendations be prioritized in a way that would first address the immediate issue of retaining current highly qualified classroom teachers who have the proven experience to raise student achievement, and then address the longer-term pipeline issue of recruiting and preparing new teachers for Maryland's schools. The recommendation matrix follows, along with the *Miles to Go* concordance.

Recommendation A: Improve teacher retention.

There is a "hole in the bucket." We are losing teachers in Maryland faster than we can replace them. If we retain our best teachers, more students will have access to qualified teachers. Research suggests two key retention strategies: professional development, including induction of new teachers; and improved working conditions, including increasing teacher salaries and providing for career ladders.

Professional Development

Induction provides extended preparation, emotional support, and professional development and leads to positive effects for new teacher retention and effectiveness. Fear of failure, especially in more urban districts, may be one of the most important determinants of the decision about where to teach (Kirby, Naftel, and Barendo, 1999).

According to nationally supported studies, teacher mentoring and professional development are key to retaining high quality teachers.³ High-quality professional development that focuses on specific teaching strategies does affect teaching practice. According to a three-year study on professional development from the U.S. Department of Education, this effect is stronger if the professional development is: (1) a reform rather than traditional type; (2) is sustained over time; (3) involves groups of teachers from the same school; (4) provides opportunities for active learning; (5) is consistent with other reforms and teachers' activities; and (6) is focused on specific content and teaching strategies.

³ Scholastic/CCSSO(2000), *Teacher Voices, 2000 Survey*, Scholastic, Inc., NY.

This recommendation seeks to develop a State-supported professional development program that begins with induction and mentoring, and extends to summer academies for teachers and school leaders. A key component of an induction program for new teachers includes assigning a reduced workload to new teachers in their first year of teaching, particularly if they are teaching disadvantaged and capable students. Such programs should be consistent with career ladder opportunities for teachers remaining in the classroom, and should emphasize training teachers and school leaders on how to teach disadvantaged and capable students.

Support is necessary to ensure that teachers in Maryland have access to:

- a coherent induction program with well-designed activities that train beginning teachers on curriculum, effective teaching practice, and behavior management issues;
- a formal, structured mentoring component that focuses on improving practice, provides mentors with training, and adequately compensates mentors;
- release time or reduced teaching loads for beginning teachers and mentors, that sufficiently provides observation opportunities for beginning teachers;
- sufficient and ongoing fiscal resources and political support to sustain programs;
- intensive summer programs for teachers and administrators; and
- continuation of the college and university participation in the first year teacher's induction.

Improved Working Conditions

A second basic way to reduce teacher attrition is to improve working conditions, including increasing teacher salaries, and offering differential pay for teachers in critical disciplinary and geographic shortage areas. While most teachers are likely to place high value on the moral rewards of teaching, they are concerned about the financial rewards and related benefits of their careers. Kirby, Naftel and Berends (Kirby, S.N., Naftel, S. and Berends, M., 1999. *Staffing at-risk School Districts in Texas: Problems and Prospects*. Santa Monica, CA: The Rand Corporation) researched the importance of teacher salary in reducing teacher attrition and concluded that adding \$1,000 to teacher salaries would decrease attrition by 3 percent for white and non-Hispanic teachers and by

5 percent to 6 percent for black and Hispanic teachers. Salary increases will be most effective when they are based on teacher effectiveness for professionals teaching capable and disadvantaged students in chronic geographic and subject matter shortage areas as identified by the annual *Maryland Teacher Staffing Report*.

The task force recommends that Maryland consider instituting a differential pay scale and career ladder for teachers and principals that includes bonuses and optional 12-month contracts. Other states have been addressing the teacher salary issue directly. Connecticut has the highest salary scale in the nation, one of the strongest induction programs, and the lowest attrition rate for the first three years of teaching. According to *Education Week's* annual review of the states, North Carolina "continues to deploy a powerful tool for improving the quality of its teaching corps and schools: money. The legislature approved more than \$350 million for fiscal 2000 to raise teacher salaries and provide cash bonuses. In return, new and veteran teachers are being asked to meet higher professional standards."⁴

The subcommittee recommends that consideration of a differential pay scale should be targeted at areas of geographic and subject area shortage where teachers teach disadvantaged and capable students. However, studies of teacher retention suggest that even if financial incentive packages attract new teachers, a coherent set of supports and benefits need to be in place for teachers to remain in urban schools and in the profession. Improving the working conditions of teachers is an important influence on minority candidates and teachers (Kirby, Naftel, and Berends, 1999). Smaller classes, assignment to classes the candidate is best prepared to teach, good support from colleagues and administrators, and adequate and safe parking are all important considerations for beginning teachers.

A number of initiatives are currently focused on improving the academic achievement of students in middle grades. Recognizing the various transformations that correspond with the move from elementary to middle to high school, recent education research has begun to examine effective strategies for improving instruction in the middle school developmental years.

In a 1998 study of middle school teachers, the Southern Regional Education Board found that in one state, two-thirds of the sixth grade math courses were taught by teachers with elementary education majors who may have had six or fewer credit hours of math training.⁵ Former U.S. Secretary of Education Richard

⁴ Education Week, *Quality Counts: Who Should Teach?*, January 13, 2000, p. 142.

⁵ Ibid.

Riley often explained the special effects of middle school mathematics on determining future academic achievement for students:

The key to understanding mathematics is taking algebra or courses covering Algebraic concepts by the end of the eighth grade . . . many students enter high school without a solid grounding in mathematics, closing doors very early for further education and better careers.⁶

According to the most recent National Assessment of Educational Progress (NAEP), eighth grade students in Maryland are similarly disadvantaged by not having enough qualified teachers teaching in their area of expertise.

Maryland Eighth Grade Math Students Taught by Math Majors

White Students	61%
African American Students	50%
Latino Students	51%
Non-title 1 Students	57%
Title 1 Students	47%

Source: National Center for Education Statistics, NAEP 1996, Summary Data Tables -- Teacher Data Tables, Washington, DC 1997

This recommendation seeks to encourage the State to develop opportunities for middle school certification that go beyond a piece-meal approach to middle school teacher preparation to create a comprehensive program that responds to the special needs of middle school students.

Recommendation A is designed to fix the hole. Experienced teachers are leaving schools with high numbers of disadvantaged and capable students more rapidly than the school districts can replace them. Prince George's County has a 51 percent retention rate of teachers after three years. Although there is no published data currently available, MSDE estimates that Baltimore City has a similarly high attrition rate. We also know that where there is a low teacher retention rate, it is more likely that students will have provisionally certified teachers, rather than fully certified teachers in their classrooms.

⁶ Riley, Richard (1997). Letter from the Secretary of Education, October 20, 1997, available at www.ed.gov.

The Percent of Teachers on Provisional Licenses 1999 through 2000

<u>Jurisdiction</u>	<u>Provisional Teachers (%)</u>
Allegany County (Lowest)	0.6%
Anne Arundel County	2.7%
Montgomery County	3.0%
Baltimore County	4.8%
Prince George's County	17.8%
Baltimore City (Higest)	22.8%
State Total	7.7%

Source: Maryland State Department of Education, May 2000

At this time, we do not know if teachers who leave these systems are leaving to teach in other places in or out of the State, or if they are leaving the profession entirely (the Maryland Center for Educational Statistics, proposed in recommendations C2 and C3, will address this issue). In addition to doing the necessary research to determine the nature of the retention problem, the subcommittee made several recommendations, based on research into best practices, MSDE teacher staffing reports, a Westat⁷ survey of Maryland teachers, and "A Good Teacher for Every Child,"⁸ a study of Maryland's teacher workforce.

Professional development, improved working conditions, and middle school certification should help the State retain teachers and help all students build a solid foundation that will assure their future academic success.

Recommendation B: Increase recruitment of highly qualified candidates into teacher preparation programs and into the profession.

Last year Maryland hired a total of 7,649 new teachers⁹, both beginners and experienced, an increase above last year's number of 7,329. A number of subject shortage areas continue to appear on the critical shortage list, including computer science, English for Speakers of Other Languages, Spanish, mathematics,

⁷ Westat (2001), *Recruiting and Retaining Qualified Teachers in Maryland's Public Schools*, Rockville, MD.

⁸ Education Trust (2000), *A Good Teacher for Every Child*, Washington, DC.

⁹ Maryland State Department of Education, *Maryland Staffing Report, 2001-2003*. This total reflects the 2000-2001 academic year, the most recent confirmed data.

earth/space science, physical science, physics, and special education, as well as two new areas (art and agriculture). There are also areas with surpluses: social sciences, early childhood education, music, elementary education, and English. In addition, all 24 school districts report difficulties in finding fully certified teachers, leading to all 24 being designated as geographic shortage areas.

The subcommittee determined that the second most important recommendation must be to increase the recruitment of highly qualified candidates into teacher preparation programs and into the profession. Even if we plug up the retention hole, we will still need teachers to fill slots that are created by smaller classes, longer kindergarten classes, and retiring teachers.

Maryland is not the only state facing a recruitment challenge. The nation as a whole anticipates a 2.2 million teacher shortfall over the next 10 years and the subcommittee learned much from other states which have been addressing similar issues.

The subcommittee defined the scope of recruitment efforts in three areas: pre-collegiate recruitment, collegiate recruitment (including community colleges), and recruitment of career changers and lateral entry candidates. The subcommittee also reviewed several model programs for recruiting high quality teachers.

Pre-collegiate Recruitment Efforts

Over half of all youth who enter teacher preparation programs make their decision to become a teacher before they enter college and often base their decisions upon experiences in clubs or volunteer activities (Metropolitan Life, 1990). Nationally, 60 percent of students participating in pre-collegiate recruitment activities were members of minority groups in 1994 (NPEAT, 2000). Pre-collegiate activities are promising ways to attract minority candidates (Recruiting New Teachers, 1996). Successful strategies for pre-collegiate teacher recruitment programs include:

- connectedness among K-16 institutions;
- apprenticeship-style activities, such as tutoring and practice teaching;
- adequate support for staff, including paid administrative support to work on the program and support participating teachers;
- clear entrance requirements and high expectations to send a clear message that teaching is a career for academically talented students;

- sufficient resources to support participating students as they enroll in college;
- resources for college matriculation, including visits to campuses, mentoring by students from colleges of education, assistance from college faculty, colleges, sponsored scholarships, and college credit for pre-collegiate coursework in education; and
- rigorous evaluation of program outcomes, including the percent of participants placed into teacher preparation programs, the percent who become certified, and the percent who enter teaching.

Collegiate Recruitment Efforts

Forty-seven percent of all undergraduates in Maryland attend public community colleges, and Maryland's teacher preparation programs recruit approximately 50 percent of their teacher candidates from community colleges. Community college transfers make up a significant number of minority teacher candidates at Maryland colleges and universities. These numbers reflect the national averages. Strategies for recruiting potential teacher candidates into community colleges and from there to teacher preparation programs include:

- recruit para-professionals (teacher's aides, classroom aides, school administrative support staff, and building support staff) into community college programs;
- create recruiting scholarships into community colleges for potential teacher candidates;
- create links between urban community colleges and teacher preparation institutions to open the teaching pipeline to significant numbers of minority students;
- support the Associate of Arts in Teaching (AAT) degree and financial aid packages tied to the AAT degree; and
- develop a pool of community college graduates who have gone on to complete teacher preparation programs to become recruiters.

In addition to the community college pipeline, the American Council of Education (ACE) recommendations reviewed by the subcommittee include aggressive recruitment of "late deciders," those students who might have chosen to be math and science majors, for example, who could be recruited into teaching through innovative flexible college and university certification programs.

Recruitment of Career Changers and Lateral Entry Candidates

Many urban districts have found that candidates from non-traditional pools (recent college graduates, career changers, school para-professionals, local bilingual residents, retired teachers) are promising sources of high quality teachers. To promote recruitment of these candidates, the subcommittee considered the following strategies:

- creating well-designed routes to certification for alternative candidates;
- addressing the financial barriers to changing careers, including financial aid packages, childcare services, and paid internships; and
- creating attractive para-professional pipelines for minority and bilingual candidates, including financial aid, and on-site delivery of courses.

Model Programs for Recruiting High Quality Teachers

In addition to defining the scope of recruitment efforts in the pre-collegiate, collegiate, career changers, and lateral entry candidates, the subcommittee reviewed a Council for Basic Education (CBE) report commissioned by the University System of Maryland on the best practices for recruiting high quality teachers.¹⁰ The report formed the basis for the subcommittee recruitment recommendations. The report highlighted model programs discussed below.

The South Carolina Center for Teacher Recruitment, including the Teacher Cadet program, South Carolina pro Team, and South Carolina Minority Access to Teacher Education Program. These programs target middle and high school students as candidates to fill the teacher pipeline. All three programs identify and recruit outstanding middle and high school students to participate in additional academic preparation helping them to develop leadership skills and orient them to the teaching profession. Their schools receive extra financial support and the students receive social, academic and career support services encouraging and easing their transition to college. All efforts are aimed at encouraging participants to explore and consider the teaching profession.

The North Carolina Teaching Fellow Program, an example of an outstanding minority recruitment program. The process includes promoting the program among outstanding high school seniors. Once selected, the candidates are

¹⁰ Council for Basic Education, *A Quality Teacher in Every Classroom: Best Practices for Attracting and Recruiting Prospective Teachers*, prepared for the University System of Maryland K-16 Outreach Committee, March 30, 2001.

enrolled in a four-year undergraduate teacher education program that emphasizes hands-on experiences in the classroom. The program emphasizes extensive opportunities to experience teaching across the state first hand. Substantial scholarships are awarded to the fellows who agree to teach after they complete the program.

A third category of recruitment programs includes those that offer opportunities to career changers and provisionally certified teachers. The **Texas Alternative Certification Program** and **CalState Teach** are two examples that are university-based programs requiring a combination of college coursework and field-based training. Other train teachers through teaching internships or some combination of both.

After reviewing these programs, the subcommittee recommended that Maryland establish a statewide teacher job bank/recruiting website where all jobs are posted by region to recruit teachers into the most challenging schools. A similar model was developed in several states. One example, California's The New Haven Unified School District in the San Francisco Bay Area, created a computerized applicant-tracking system that can be searched based on multiple criteria. For example, a principal could search for a teacher with special education credentials and 10 years of experience who also can coach women's basketball. The district also uses video technology to expand its interviewing capabilities -- holding interactive video conferences with applicants from around the world.¹¹ Recruiting New Teachers Inc., operates the National Teacher Recruitment Clearinghouse Web site -- www.recruitingteachers.org -- a one-stop source of information for recruiters, teachers seeking jobs, prospective teachers, and school districts seeking ways to retain teachers. The subcommittee recommends that Maryland establish an in-house version of this website.¹²

The subcommittee's recommendations draw on the most current national analysis of recruitment strategies, with particular attention to the Maryland context.

Recommendation C: Enhance accountability to ensure that programs meet the needs of disadvantaged and capable students

Even with the broad review of research and collection of best practices from across the country, the subcommittee was frequently stalled in its efforts to determine the most effective implementation strategies **due to a lack of reliable**

¹¹ U.S. Department of Education (2001), *Eliminating the Barriers to Improving Teaching*, Washington, DC. (p. 4).

¹² Ibid.

data. The subcommittee on teacher preparation shares the frustration of the other subcommittees of the task force in trying to collect reliable data on teacher retention, teacher preparation and its impact on student achievement, and the cost-effectiveness of our teacher preparation programs. The subcommittee determined that one of the essential requirements for monitoring the effectiveness of our programs is to invest in an accountability plan.

The subcommittee is recommending that the State establish a Maryland Center for Educational Statistics (MCES) and a companion Maryland Institute for Research and Development of Teaching and Learning (MIRDTL). Such a center would ensure that data would be shared among the agencies in ways that would support student learning by recruiting and retaining the highest quality teachers.

With these goals in mind, the subcommittee endorsed a recommendation to build a data network that would allow the K-16 segments and agencies to share data for the purposes of helping address the questions asked by policy makers in Maryland. The companion research institute would ask and answer practitioner questions by drawing on that data. By linking information from MSDE, the two-year and four-year colleges and universities, and the workplace, the data network would serve as a rich source of information to help explain and understand how changes in policy actually affect student achievement and the Maryland workforce capabilities.

Recommendation D: Strengthen academic content of teacher-preparation programs.

There are some recommendations regarding the improvement of teacher preparation programs that are so universally accepted that even those who agree on little else can agree on these: strong content knowledge, strong clinical experiences in schools, and a comfort level with emerging technologies that enable the teacher to enhance teaching and learning.

In 2000, ACE issued a report with recommendations for college and university presidents, entitled "To Touch the Future."¹³ The subcommittee drew the most prominent recommendations from that report. The ACE task force recommended that university presidents put teacher preparation at the center of their institutions, making it the focus of a revised faculty reward structure, a revised teacher preparation curriculum that integrates teacher education and arts and sciences outcomes, and a strong accountability component that will ensure that the systemic program revision becomes institutionalized.

¹³ American Council on Education (2000), *To Touch the Future*. Washington, DC.

A second generally agreed upon recommendation is that teacher preparation programs must be developed and designed in collaboration with schools. All major stakeholders agree that clinical training is a critical element of high quality teacher preparation programs. Maryland's model of clinical training emphasizes the collaboration between higher education and K-12 schools through the Professional Development School model. In a recent white paper on New Teacher Education Models for a New Century, the Carnegie Corporation states: "Effective teaching requires supervised practice and/or mentoring that follows teacher certification for at least two years."¹⁴ The subcommittee recommends emphasizing collaboration among institutions for teacher preparation and local education agencies (LEAs) for professional development in content areas for teachers in schools with disadvantaged and capable students and for creating the structures to enable this to occur.

Finally, the subcommittee recommends that teacher candidates be expected to demonstrate the ability to use emerging technologies to improve teaching and learning.

¹⁴ De Leon, Anne Grosso (2001). *Higher Education's Challenge: New Teacher Education Models for a New Century*, Carnegie Corporation of New York, NY, www.carnegie.org p. 6.

Task Force to Study College Readiness for Disadvantaged and Capable Students

Teacher Preparation Subcommittee Recommendations

Teacher Preparation Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
A. Recommendation: Improve teacher retention. Develop a comprehensive retention plan to keep teachers of disadvantaged and capable students in the teaching profession. Implementation Strategies: 1. Develop a State-supported professional development program that begins with induction and mentoring, and extends to summer academies for teachers and school leaders. Such programs should be consistent with career ladder opportunities for teachers remaining in the classroom, and should emphasize training teachers and school leaders on how to teach disadvantaged and capable students. 2. As a key component of an induction program for new teachers, consider assigning a reduced workload to new teachers in their first year of teaching, particularly if they are teaching disadvantaged and capable students to allow them to work closely with mentors.	High High High	MSDE LEAs 1. MSDE Higher Education Budgetary Action and Legislative Action 2. MSDE LEAs Budgetary Action and Legislative Action	Estimated cost and possible funding sources. 1. Fiscal 2003 recommended increase is based on \$2.0 million in general funds for Maryland Technology Academies and assumes the professional development program would incur similar costs. Fiscal 2004 through 2007 recommended increases are based on \$2.0 million per year for four years. 2. Fiscal 2003 recommended increase is based on rehiring 120 retired teachers at \$50,000 each to compensate for the reduced workload for new teachers. The teachers would be distributed to LEAs to teach classes of disadvantaged and capable students while new teachers are in professional

Teacher Preparation Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
3. Consider a differential pay scale and career ladders for teachers and principals, bonuses and optional 12-month contracts targeted to areas of subject area shortages where teachers will teach disadvantaged and capable students. 4. Support the Commission on Education Finance, Equity, and Excellence (“Thornton Commission”) decision to fold the Governor’s Teacher Salary Challenge Program into the foundation funding level. 5. Endorse MSDE policy to limit the number of years a teacher can stay on a provisional certificate, and require that all LEAs communicate that regulation to all teachers	High	3. MSDE, MST A, and affiliates Budgetary Action and Legislative Action 4. Legislative Action 5. Administrative Action	development. The State and local jurisdictions will be responsible for sharing the costs of the teachers. Fiscal 2004 through 2007 recommended increases assume that \$1.0 million less will be needed each year as the need for new teachers declines due to the benefits of a reduced workload and professional development early in their careers. 3. Fiscal 2003 recommended increase is based on conducting a study of the impact of implementing a differential pay scale and career ladders to teachers and principals, bonuses and optional 12-month contracts. Fiscal 2003 recommended increase is based on providing \$100,000 to prepare the study. 4. The subcommittee assumes no additional cost will be incurred in supporting the commission's decision to fold the Governor's Teacher Salary Challenge Program into the foundation funding level. 5. The subcommittee assumes no additional cost will be incurred in endorsing this policy.

Teacher Preparation Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
while reviewing pathways to initial certification and removing unnecessary barriers. 6. Endorse the development of opportunities for middle school certification, building on current elementary and secondary certification, including opportunities to assist in better preparing middle school teachers to teach disadvantaged and capable students. 7. Support Maryland's Initiative for New Teachers (MINT) program. Time Frame: The comprehensive retention plan should be phased-in over five years, becoming fully implemented by fiscal 2007. Measurement Tool: Annually assess the effects of the implementation strategies on student achievement and teacher retention rates.		6. Legislative Action 7. Administrative Action	6. The subcommittee assumes no additional cost will be incurred in endorsing the development of opportunities for middle school certification. 7. The subcommittee assumes no additional cost will be incurred in supporting MINT.
B. Recommendation: Increase recruitment of highly qualified candidates into teacher preparation programs and into the profession. Develop a comprehensive recruitment plan to attract teachers who are prepared to teach disadvantaged and capable students. Implementation Strategies: 1. Align all teacher education programs (AAT, BA, and MAT) and prepare students to teach disadvantaged and capable students.	High High	MSDE Institutions of Higher Education 1. MSDE Institutions of Higher Education Administrative Action	1. The subcommittee assumes the additional cost incurred in aligning all teacher education programs to prepare students to teach disadvantaged and capable students can be accomplished with existing resources.

Teacher Preparation Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
2. Endorse a statewide teacher job bank/recruiting website where all jobs are posted by region to recruit teachers into the most challenging schools. Allow applicants to post their resumes on the website. MSDE would coordinate the website and the LEAs would update the information on the website. 3. Recruit qualified career changers into expanded MAT/RTC programs and qualified K-12 paraprofessionals into expanded community college programs designed as alternative routes to certification, giving priority to teachers who agree to teach in low-performing schools in content shortage areas.	High	2. MSDE, LEAs Budgetary Action and Legislative Action 3. Budgetary Action and Legislative Action	2. Fiscal 2003 recommended increase is based on the costs needed to update the information on the website. Fiscal 2004-07 recommended increases are based on \$50,000 per year for four years. 3. Fiscal 2003 recommended increase is based on providing each of the 11 four-year public institutions having accredited teacher education programs and each of the 16 community colleges with \$75,000 to recruit qualified career changers and K-12 paraprofessionals into expanded programs for alternative routes to certification. The 12 independent institutions with teacher education and teacher certification programs will receive \$144,000 to be used to fund collaborative activities for generating interest in teacher education programs. Fiscal 2004 through 2007 recommended increases are based on \$75,000 per eligible school for each of four years.

Teacher Preparation Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
4. Provide supplemental need-based financial assistance to third- and fourth-year students who agree to teach disadvantaged and capable students in Maryland for a specified period of time. 5. Focus any recruitment efforts on increasing the quality of students entering teacher preparation programs. Emphasize recruitment efforts on increasing the number of minority students and those entering subject shortage areas in teacher preparation programs. 6. Encourage higher education institutions to assign a dedicated teacher candidate admissions recruitment counselor in the admissions office to ensure informed and effective recruitment of teacher candidates. Time Frame: Subject to appropriate funding, the above implementation strategies should be phased in over five years, becoming fully implemented by fiscal 2007.	High Moderate Moderate	4. MHEC Budgetary Action and Legislative Action 5. MHEC MSTA Institutions of Higher Education Budgetary and Administrative Action 6. Institutions of Higher Education Administrative Action	4. Fiscal 2003 recommended increase is based on 200 students qualifying for a \$2,500 award. Fiscal 2004 through 2007 recommended increases are based on \$500,000 per year for four years. 5. Fiscal 2003 recommended increase is based on MSDE's fiscal 2003 budget request for an initial cost of \$150,000 for Future Educator Clubs and an additional initial cost of \$150,000 for teacher cadet programs. Fiscal 2004 through 2007 recommended increases are based on MSDE's fiscal 2003 budget request for out years which are estimated at \$350,000 per Future Educator Club plus \$350,000 per teacher cadet program per year for four years. 6. The subcommittee assumes no additional cost will be incurred in encouraging institutions of higher education to assign a dedicated teacher candidate admissions recruitment counselor.

Teacher Preparation Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
3. Establish a research agenda designed to answer practical policy questions.	High	3. Administrative Action	3. The subcommittee assumes the cost incurred in establishing a research agenda can be absorbed within existing resources.
4. Institute a teacher evaluation system to ensure that teachers and principals of disadvantaged and capable students are eligible for differential pay and career ladder promotions.		4. MSDE, LEAs, MSTAs, and local affiliates Administrative Action	4. The subcommittee assumes the cost incurred in instituting a teacher evaluation system could possibly be funded with increases in State aid or local appropriations.
5. Consider an annual report card from each LEA containing indicators of teacher quality. The report card should be tied to value-added student performance and serve as a feedback mechanism for informing teacher preparation programs of how well they are preparing teachers for the classroom.		5. Administrative Action	5. The subcommittee assumes no additional cost will be incurred in considering an annual report card.
6. Create accountability mechanisms for Associates of Arts in Teaching (AAT) degree programs consistent with TPIP, NCATE and Title II.	High	6. Administrative Action	6. The subcommittee assumes no additional cost will be incurred in creating accountability mechanisms.
7. Consolidate multiple reporting requirements for NCATE, Title II, and others.		7. Administrative Action	7. The subcommittee assumes no additional cost will be incurred in consolidating multiple reporting requirements.
8. Encourage MSDE to accept all federally recognized accrediting organizations for colleges of education.	Moderate	8. Administrative Action	8. The subcommittee assumes no additional cost will be incurred in accepting all federally recognized organizations.
Time Frame: One-year phase-in for the MCES and Research and Development Institute, becoming fully implemented by fiscal 2004.			

Teacher Preparation Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
Measurements Tool: Through the K-16 R&D Institute, and drawing on the MCES, conduct employer satisfaction surveys and surveys of program graduates to determine the quality of their preparation for teaching disadvantaged and capable students (Reverse SOAR report back to colleges and universities).			
D. Recommendation: Strengthen academic content of teacher-preparation programs. Strengthen the content knowledge of teachers through high quality teacher preparation programs that incorporate strong arts and sciences components. - Consider changes in institutional reward structures to encourage arts and sciences faculty involvement in teacher preparation and outreach to K-12. - Require teacher candidates to demonstrate the ability to use emerging technologies to improve teaching and learning.	High High High	- Administrative Action - Administrative Action	- The subcommittee assumes no additional cost will be incurred in considering changes in institutional reward structures to encourage faculty involvement in teacher preparation and outreach to K-12. - The subcommittee assumes no additional cost will be incurred in requiring teacher candidates to demonstrate the ability to use emerging technologies to improve teaching and learning.

Teacher Preparation Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
E. Recommendation: Allow use of in-state tuition rates for nonresident students who are enrolled in education areas of shortage and who agree to teach in those shortage areas or in low-performing schools in Maryland for a specified period of time.	Moderate	MHEC Higher Education Institutions, including Community Colleges Budgetary and Legislative Action	Fiscal 2003 recommended increase is based on an estimated difference between out-of-state tuition and in-state tuition of \$4,800 multiplied by 500 students, approximately one-fourth of the 20 percent nonresident teacher candidate population. The subcommittee assumes that only one-fourth of the nonresident teacher candidates will commit to teaching in a shortage area in a low-performing school for a certain amount of time. Fiscal 2004 through 2007 recommended increases are based on \$2.4 million per year for four years.
F. Recommendation: Emphasize collaboration among institutions for teacher preparation and LEAs for professional development in content areas for teachers in schools with disadvantaged and capable students and for creating the structures to enable this to occur.	Moderate	Administrative Action	Fiscal 2003 recommended increase is based on providing \$50,000 for each of 11 new professional development schools (PDS) to accommodate the pipeline of new AAT students. Fiscal 2004 through 2007 recommended increases are based on \$50,000 per PDS per year for four years.

Miles to Go Recommendations:
Teacher Preparation

- Provide increased incentives and financial support to encourage outstanding and highly motivated students to pursue teaching as a career. (A3, A4, B1, B2, B3, B4, B5, B6, E)
- Review the academic content of teacher-preparation programs and mandate that teacher preparation institutions provide high-quality substantive offerings for their students. (D1, D2, F)
- Develop best practices for teacher preparation including standards, collaboration between K-12 and higher educational institutions, professional development schools, and other tested models and implement these in the State's teacher training institutions. (A1,A2,A6,A7, C1, C2, C3)
- Support the MSDE plan to increase qualifying scores on national examinations used for teacher certification. (Already implemented)
- Strictly limit the number of uncertified teachers in each school district and the number of years an uncertified individual can teach in Maryland's public schools. (A5, C4)

Summary and Status of 2000 Interim Report Recommendations

In its interim report published in December 2000, the Teacher Preparation Subcommittee reviewed existing recommendations in the public policy arena related to teacher preparation, recruitment and retention. The committee outlined a series of recommendations that would ensure that every student in Maryland, including those considered to be "disadvantaged and capable," as defined in HB 1091, have the opportunity to successfully matriculate and graduate from institutions of higher education.

Recent research has demonstrated that student learning depends most of all on the knowledge and skills of classroom teachers. Supply and demand data shows that the current distribution of teachers is uneven with critical shortages appearing in urban and rural districts that typically have large numbers of disadvantaged and capable students. In view of increased expectation for quality teachers and demands for more teachers, it is vitally important that public policies make teaching a more attractive profession. Every child in every school should have the opportunity to learn from a well-qualified teacher.

The research connecting teaching and learning is clear. The subcommittee reviewed relevant policy recommendations that address how Maryland can benefit from the wealth of existing research.

Relevant Recommendations from Existing Policy Documents

The Subcommittee Interim Report summarized relevant recommendations from existing policy documents as a starting point for committee deliberations. The major policy reports included three statewide studies, and two national task force reports. These recommendations all build on existing research. The subcommittee analyzed these reports, and developed its recommendations and implementation strategies based on best practices as described below.

Miles to Go Maryland and The Road Taken

In September 1999 the Southern Education Foundation Maryland Leadership Group made recommendations to support quality teacher preparation. The following recommendations come from that report:

- Provide increased incentives and financial support to encourage outstanding and highly motivated students to pursue teaching as a career.

- Review and revise the academic content of teacher preparation programs and implement disincentives when teacher-education institutions do not provide high quality substantive offerings to their students.
- Develop and disseminate best practices for preparation, including standards, collaboration between K-12 and higher education institutions, professional development schools, and other tested models and implement these in the State's teacher training institutions.
- Seek funding, through the K-16 Leadership Council, for a conference on minority achievement that includes treatment of college readiness, teacher preparation, and financial aid issues.
- Strictly limit the number of provisionally certified teachers in each school district and the number of years a provisionally certified individual may teach in Maryland's public schools.¹

2000 Maryland State Plan for Postsecondary Education

In June 2000 MHEC approved the 2000 Maryland State Plan, which included key recommendations in the area of teacher preparation.

Goal 5: Strengthen teacher preparation and improve the readiness of students for postsecondary education.

- Objective 5.1 Achieve the guiding principles and implement the recommendations of the Redesign of Teacher Education;
- Objective 5.2: Expand the number of certified teachers, particularly in critical shortage areas;
- Objective 5.3: Expand the number of programs for certified teachers that address current reforms in the Maryland school system;
- Objective 5.4: Collaborate with Pre-K partners to ensure that high school graduates are academically prepared to succeed in postsecondary education and the work force; and,
- Objective 5.5: Prepare every teacher education graduate of Maryland institutions to help all students succeed in an increasingly diverse education system.

¹MSDE has already limited provisional certification to one year.

OCR Partnership Report

In December 2000, the State of Maryland and the United States Department of Education, Office for Civil Rights (OCR), finalized a Partnership Agreement 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, the State and OCR have set forth commitments that the State and OCR anticipate will result in agreement that Maryland is in full compliance with its obligations under federal law.

- Maryland higher education institutions with teacher-preparation programs will implement or continue initiatives to ensure that teacher-education graduates are well prepared and that institutions identify strategies that will continue to enhance diversity in higher education.
- MHEC, USM, and MSDE will work collaboratively with OCR to host a conference in Spring 2001 on Teacher Preparation, focusing on preparing teachers to work effectively with children of diverse backgrounds and learning styles.
- Each public four-year institution offering a teacher education program leading to certification will identify several of strategies which, in its judgment will continue to enhance diversity in higher education through the strengthening of academic and teacher preparation programs and implement them beginning in the 2001-2002 academic year.

National Alliance for Business: *Teaching for Results Initiative*

At the 1999 National Education Summit in Washington, D.C. business leaders, governors, and educators promised to significantly increase investments in and accountability for teachers in order to create a system that enables teachers to meet the challenge of bringing all students to high standards. They offer recommendations in several categories:

- ***For Schools of Education***
 - Raise the bar for admission to teacher preparation programs.²

²Maryland already has raised requirements for admission to teacher preparation programs.

- Require all teacher candidates to complete an academic major and at least one minor.³
- Establish a performance-based licensing system.
- Require that all teacher preparation programs be accredited.⁴
- ***For Alternative Certification***
 - Raise the bar for admission to alternative certification programs.
 - Require that graduates of alternative certification programs pass performance-based licensing exams.
- ***For Beginning Teachers***
 - Require that all new teachers participate in an induction program.
 - Provide new teachers with reduced teaching loads and protected assignments.
- ***For Professional Development***
 - Increase the quality, time, and dollar investment in professional development.
 - Provide all teachers with the opportunity to earn National Board Certification.
- ***For Pay, Performance, and Evaluation***
 - Expand teachers' career opportunities by expanding professional roles through differentiated staffing and career ladders.
 - Increase salaries and tie pay to performance.
 - Deal with teachers on a year-round basis.

³This issue was considered in preparation of the Redesign, but the model may not be appropriate for early childhood or elementary education.

⁴The State of Maryland already requires teacher preparation programs to be accredited.

- Offer pay incentives to teachers who teach in shortage areas, hard-to-staff, and low-performing schools.
- Develop evaluation systems that are credible, fair, and based on standards of good teaching and student results.
- ***For an Employment Compact***
 - Affirm the professional status of teachers by moving to a new employment compact beyond traditional tenure.
- ***For a New Environment that Provides Teachers With the Freedom and Flexibility to Achieve Results***
 - Decentralize authority to give teachers the flexibility to design instructional programs that help all students meet high standards.
 - Decentralize budget decisions.
 - Decentralize personnel decisions.
 - Ensure administrators provide supportive leadership and a positive school environment.
 - Provide teacher with resources their status as professionals required.
 - Make teaching licenses portable so that teachers can move freely from one state to another.
 - Increase teacher mobility with a voluntary national pension plan.
 - Invest in a nationwide recruitment clearinghouse for teachers.

American Council on Education Presidential Task Force: *To Touch the Future: Transforming the Way Teachers are Taught*

According to the American Council on Education, university presidents are critical to helping to solve the teacher preparation challenge. While colleges and universities cannot solve all of education's problems, the education of the nation's teaching force will be improved dramatically if academic leaders move these matters closer to the center of the institutional mission and agenda. In 1999 the ACE Task Force on Teacher Education recommends that college and university presidents take these 10 action steps:

1. College and university presidents must take the lead in moving the education of teachers to the center of the institutional agenda.
2. Presidents need to clarify and articulate the strategic connection of teacher education to the mission of the institution.
3. Presidents should mandate a campus-wide review of the quality of their institutions' teacher education programs.
4. Presidents and governing boards should commission rigorous periodic, public, independent appraisals of the quality of their institutions' teacher education programs.
5. Presidents must require that education faculty and courses are coordinated with arts and sciences faculty and courses.
6. Presidents should ensure that their teacher education programs have the equipment, facilities, and personnel necessary to educate future teachers in the uses of technology.
7. Presidents of graduate and research universities have a special responsibility to be advocates for graduate education, scholarship, and research in the education of teachers.
8. College and university leaders should strengthen inter-institutional transfer and recruitment processes.
9. Presidents should ensure that graduates of their teacher education programs are supported, monitored, and mentored.
10. Presidents should speak out on issues associated with teachers and teaching and should join with other opinion leaders to shape public policy.

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Financial Aid Subcommittee

Subcommittee Activities and Discussions Over the Last Year

The subcommittee met numerous times during the last year to gain a better understanding of financial aid issues, how aid impacts students on Maryland campuses, and what factors in Maryland impact affordability and accessibility of financial aid programs for disadvantaged and capable students. To frame discussions, the subcommittee first developed a charge incorporating the long-term recommendation study areas from the task force's 2000 interim report, which are summarized on page 111. The subcommittee made it very clear that modification or improvement of existing programs would be considered first prior to proposing new programs. The subcommittee would also identify performance indicators for all proposals to measure effectiveness and consider fiscal impacts and multi-year funding approaches.

The Office for Civil Rights Partnership Agreement called for a study of the statewide process of administering financial aid. Issues of affordability were also raised in *Measuring Up 2000*, the 50 state report card released by the National Center for Public Policy and Higher Education, and in the long-term examination areas identified in the Task Force interim report. For these reasons, the Maryland Higher Education Commission sought funds in fiscal 2002 to hire a consultant to conduct a comprehensive review of Maryland's State financial aid programs to improve affordability and access to higher education as well as improve the administration of State financial aid. A contract was awarded to American Institutes for Research (AIR). The subcommittee decided to wait for the consultant's report, which was due August 30, 2001, to begin discussing specific recommendations. The scope of services included the long-term examination areas from the interim report. Specific legislative proposals from the 2001 session were also given to the consultants to consider as they conducted their review and formed recommendations.

The subcommittee considered a number of issues to better understand affordability and access, and how financial aid impacts a student's ability and decision to attend college. Examination of these issues aided the subcommittee in developing final recommendations.

Discussion of Maryland's "D" Grade in Affordability in *Measuring Up 2000*

The Department of Legislative Services' Office of Policy Analysis (OPA) conducted an analysis of the National Center for Public Policy and Higher Education's *Measuring Up 2000: The State-By-State Report Card for Higher Education* considering a methodology assessment prepared by the MHEC. MHEC's assessment notes that the report card's affordability methodology was hindered because it used national data to arrive at "state-specific" figures under the family ability to pay indicator and the exclusion of merit-based aid data from the strategies of affordability indicator. However, MHEC concludes that Maryland's score would not improve significantly even if the report card included their recommended adjustments because of the high tuition and fees at both public and private two-year and four-year institutions in the State. Conversely, it was California's high enrollment of students at its low-tuition community colleges which propelled it to an "A" grade.

The report card points out that only a small number of states graded well in allocating aid to low-income students. The report card also pointed out the need for comparable and precise information about the beneficiaries of need-based and non-need based financial aid. There is no doubt that merit-based scholarships such as the HOPE program assist some lower-income students but comparable data among the majority of all the states is not available. Student aid with financial need as the primary awarding criteria makes up approximately 52 percent of Maryland's total fiscal 2002 appropriation for State financial aid.

OPA noted that Maryland's affordability grade should be viewed as providing a "ballpark" view of the State's higher education access issues such as high tuition and fee levels and merit versus need-based financial aid as compared to other states. Future editions of this report card will not only benefit from feedback from various states but also from increased state-level reporting of affordability data such as unmet financial need, distribution of student aid, and undergraduate student loans.

Review of Institutional Financial Aid Data

To gain an understanding of how institutions use institutional aid dollars to provide need-based, merit-based, and other financial assistance, MHEC gathered this data by institution as reported on the S-5. Total undergraduate institutional aid for fiscal 2000 was broken down by number of awards, average award, and percent of dollars awarded to need-based, merit-based and other. Institutional Pell Grant information for fiscal 2000 was also gathered to estimate the percent of Maryland Pell Grant recipients of total institution headcount. The proportion of Pell Grant recipients at a college is a general indication of the proportion of institutional aid that should be awarded to financially needy students. However, as **Exhibit 4** and **Exhibit 5** show, the data on

Exhibit 4
Undergraduate Institutional Aid: Fiscal 2000

Institutions	Total		% Institutional Aid of Total	# of Awards Institutional Aid	Average Institutional Aid Award	Dollar Amount Institutional Aid		
	Aid	Institutional Aid				% Need	% Merit	% Other
Allegany	\$ 5,751,834	\$ 2,237,225	39%	2,309	\$ 969	2%	11%	87%
Anne Arundel	3,220,866	276,892	9%	670	413	0%	0%	100%
Baltimore City	10,556,115	996,328	9%	1,773	562	0%	13%	87%
Baltimore County	10,199,156	1,046,713	10%	2,036	514	1%	1%	99%
Carroll	632,281	46,593	7%	85	548	0%	0%	100%
Cecil	581,667	213,838	37%	461	464	0%	32%	68%
Chesapeake	1,422,670	151,200	11%	301	502	23%	26%	50%
Frederick	1,399,571	306,766	22%	695	441	31%	6%	64%
Garrett	841,892	188,944	22%	200	945	0%	0%	100%
Hagerstown	1,468,868	189,025	13%	293	645	0%	4%	96%
Harford	1,973,403	614,230	31%	1,961	313	0%	11%	89%
Howard	2,195,263	591,741	27%	762	777	90%	0%	10%
Montgomery	9,928,063	1,588,210	16%	2,283	696	37%	20%	44%
Prince George's	6,398,563	614,538	10%	675	910	0%	19%	81%
Southern Maryland	1,875,722	227,805	12%	352	647	23%	42%	36%
Wor-Wic	\$ 1,855,501	\$ 79,063	4%	134	590	0%	60%	40%
Average			16%		\$ 625			
UM, Baltimore	\$ 2,631,779	\$ 855,170	32%	381	\$ 2,245	98%	2%	0%
UM, College Park	49,543,460	16,707,675	34%	5,394	3,097	28%	66%	6%
Bowie State University	5,144,391	1,866,924	36%	841	2,220	68%	1%	31%
Towson University	55,384,580	8,890,450	16%	3,365	2,642	20%	63%	17%
UM Eastern Shore	7,324,890	2,390,210	33%	815	2,933	16%	41%	42%
Frostburg State University	6,663,348	1,558,258	23%	1,143	1,363	31%	44%	25%
Coppin State College	6,948,821	989,170	14%	334	2,962	1%	39%	60%
University of Baltimore	1,813,562	623,895	34%	437	1,428	8%	84%	8%
Salisbury State University	5,509,925	844,439	15%	533	1,584	15%	43%	41%
UM University College	4,428,927	774,712	17%	1,029	753	60%	24%	15%
UM Baltimore County	19,606,983	8,223,557	42%	2,066	3,980	11%	64%	25%
Morgan State University	20,651,360	8,850,387	43%	2,003	4,419	10%	68%	22%
St. Mary's College	\$ 3,401,114	\$ 1,641,008	48%	743	2,209	18%	77%	5%
Average			29%		\$ 2,841			
Baltimore Hebrew University	\$ 430,448	\$ 129,996	30%	122	\$ 1,066	93%	0%	7%
Baltimore International College	2,423,616	1,366,819	56%	941	1,453	43%	2%	56%
Capitol College	1,264,721	607,025	48%	178	3,410	10%	87%	3%
College of Notre Dame	5,832,826	3,916,090	67%	852	4,596	34%	39%	27%
Columbia Union College	3,118,037	2,282,713	73%	949	2,405	12%	24%	64%
Goucher College	11,677,487	10,161,464	87%	1,163	8,737	36%	63%	1%
Hagerstown Business College	1,106,259	20,101	2%	20	1,005	0%	0%	100%
Hood College	7,840,315	6,318,626	81%	889	7,108	60%	15%	25%
Johns Hopkins University	31,331,595	25,988,913	83%	2,433	10,682	87%	8%	4%
Loyola College	25,991,726	16,585,821	64%	2,109	7,864	43%	41%	16%
MD Institute of Art	6,653,806	5,954,894	89%	2,133	2,792	16%	73%	11%
Mt. St. Mary's College	11,714,738	9,892,569	84%	2,052	4,821	17%	63%	19%
Ner Israel Rabbinical College	1,135,819	884,861	78%	164	5,395	100%	0%	0%
St. John's College	4,311,810	3,568,833	83%	293	12,180	100%	0%	0%
Sojourner-Douglass	2,132,119	214,202	10%	203	1,055	89%	0%	11%
Villa Julie College	6,478,631	3,763,052	58%	1,002	3,756	10%	36%	54%
Washington College	10,844,176	9,361,923	86%	927	10,099	18%	73%	9%
Washington Bible College	430,444	143,957	33%	125	1,152	0%	4%	96%
Western Maryland College	16,685,226	13,519,341	81%	2,093	6,459	30%	56%	14%
Average			76%		\$ 6,150			

This data is compiled from the Form S-5-Financial Aid Instructions; Institutions submit this report to the Maryland Higher Education Commission annually. This report lists all financial aid awarded during the past fiscal year according to specific instructions provided by MHEC.

Need is defined as institutional grants.

Merit is defined as institutional high ability scholarships.

Other is defined as institutional athletic scholarships, other institutional scholarships, and tuition waivers.

Exhibit 5
Undergraduate Institutional Pell Grant Information: Fiscal 2000

Institutions	Tuition and Fees FY 2000	Total Pell Grant	Average Pell Grant	Average Pell Grant as a % of Tuition/Fees	Pell Grant Recipients	% Pell Grant Recipients of Total Headcount
Allegany	\$ 2,660	\$ 1,888,063	\$ 1,714	64%	1,101	43%
Anne Arundel	1,860	2,538,211	1,486	80%	1,707	14%
Baltimore City	1,800	7,905,529	1,662	92%	4,754	81%
Baltimore County	2,116	7,231,834	1,662	79%	4,351	44%
Carroll	2,475	300,477	1,365	55%	220	9%
Cecil	1,975	265,337	1,389	70%	191	14%
Chesapeake	2,080	784,015	1,457	70%	538	24%
Frederick	2,368	800,837	1,269	54%	631	15%
Garrett	2,410	565,221	1,479	61%	382	56%
Hagerstown	2,280	841,606	1,584	69%	531	21%
Harford	1,980	952,271	1,326	67%	718	15%
Howard	2,673	1,234,546	1,455	54%	848	16%
Montgomery	2,586	6,540,946	1,757	68%	3,722	18%
Prince George's	3,010	4,397,309	1,494	50%	2,943	24%
Southern Maryland	2,520	1,131,498	1,432	57%	790	14%
Wor-Wic	1,734	1,343,337	1,267	73%	1,060	51%
Average	\$ 2,283		\$ 1,487	65%	1,530	26%
UM, Baltimore	\$ 4,002	\$ 395,688	\$ 2,018	50%	196	26%
UM, College Park	4,939	9,527,997	2,020	41%	4,716	19%
Bowie State University	3,664	1,750,119	2,078	57%	842	27%
Towson University	4,520	3,664,478	1,872	41%	1,957	14%
UM Eastern Shore	3,833	2,650,670	2,187	57%	1,212	45%
Frostburg State University	3,956	2,244,375	2,009	51%	1,117	26%
Coppin State College	3,272	3,782,911	2,169	66%	1,744	54%
University of Baltimore	4,122	663,000	1,625	39%	408	21%
Salisbury State University	4,156	1,488,689	1,759	42%	846	15%
UM University College	5,520	2,433,815	1,365	25%	1,782	15%
UM Baltimore County	5,160	3,717,398	1,940	38%	1,916	22%
Morgan State University	3,874	5,300,455	2,105	54%	2,518	45%
St. Mary's College	7,175	368,599	1,919	27%	192	12%
Average	\$ 4,476		\$ 1,928	43%	1,496	22%
Baltimore Hebrew University	\$ 6,415	\$ 190,274	\$ 1,982	31%	96	50%
Baltimore International College	13,640	484,540	1,930	14%	251	53%
Capitol College	12,268	288,462	1,935	16%	149	21%
College of Notre Dame	14,930	541,096	1,629	11%	332	16%
Columbia Union College	13,305	463,630	1,797	14%	258	25%
Goucher College	20,485	286,419	1,866	9%	207	18%
Hagerstown Business College	4,226	961,662	1,885	45%	510	66%
Hood College	17,600	331,132	1,839	10%	180	20%
Johns Hopkins University	23,660	1,195,086	2,060	9%	580	11%
Loyola College	19,920	503,652	1,900	10%	265	8%
MD Institute of Art	18,710	405,181	2,046	11%	198	13%
Mt. St. Mary's College	16,720	333,511	1,783	11%	187	14%
Ner Israel Rabbinical College	5,500	79,663	2,343	43%	34	6%
St. John's College	23,490	209,014	1,971	8%	106	23%
Sojourner-Douglass	4,470	1,374,174	2,029	45%	677	80%
Villa Julie College	10,980	579,081	1,733	16%	334	16%
Washington College	20,200	279,081	2,022	10%	138	12%
Washington Bible College	6,480	158,779	1,784	28%	89	16%
Western Maryland College	18,650	596,233	1,898	10%	314	19%
Average	\$ 13,806		\$ 1,917	14%	258	18%

Source: Form S-5

institutional aid varies widely in the percent of funds awarded on the basis of need versus merit and other categories, from zero to two percent at several community colleges and one four-year institution, Coppin State College, to 98 to 100 percent at University of Maryland, Baltimore and St. John's College, respectively.

It was noted by some subcommittee members that needy students may receive merit aid. Data was not available to indicate the amount of merit aid received by needy students. Therefore, the subcommittee was not able to draw conclusions on institutional ability to adequately address the needs of low-income students on their campuses because student unit record is not available. This difficulty provided the impetus for several final subcommittee recommendations.

Review of Institutional Work/Study Data

The subcommittee also examined the amount of federal work/study dollars each institution receives and the amount of institutional work/study dollars (see **Exhibit 6**). The subcommittee discussed how work/study dollars could be used as a way to supplement financial assistance to low income students.

National Comparison of State Scholarship Aid

Numerous charts prepared by The College Board and National Association of State Student Grant and Aid Programs (NASSGAP) were reviewed. The national data depicts an increasing reliance on loans to pay for the cost of education. In constant dollars, the increase in tuition and fees overshadows any increases in median family income of those families with children in college. Over the last 10 years, tuition and fees at public four-year institutions has increased by 49 percent, while median family income of those families with children in college has increased by 6 percent. The state-by-state comparison charts provided a comparison of need-based aid programs and total grant aid awarded by state. Maryland's four-year tuition for in-state students at public institutions ranks seventh from the top among the 50 states and the District of Columbia. The State ranks eighteenth with regard to the amount of undergraduate state financial aid that is based on financial need. Among the seven states with the highest in-state tuition, Maryland falls exactly in the middle in terms of the amount of need-based it provides to its undergraduate students.

Exhibit 6
Undergraduate Institutional Work/Study Aid: FY 2000

Institutions	Student Employment	
	Federal Work/Study	Institutional Work/Study
Allegany	\$ 269,732	\$ 493
Anne Arundel	193,430	101,549
Baltimore City	766,795	-
Baltimore County	709,345	465,459
Carroll	43,488	-
Cecil	97,271	-
Chesapeake	45,679	-
Frederick	22,777	22,885
Garrett	51,108	51,014
Hagerstown	43,186	115,466
Harford	99,638	-
Howard	67,602	57,725
Montgomery	583,952	491,485
Prince George's	153,238	-
Southern Maryland	29,839	-
Wor-Wic	45,494	-
UM, Baltimore	\$ 108,231	\$ 36,076
UM, College Park	770,627	226,670
Bowie State University	232,614	-
Towson University	300,518	-
UM Eastern Shore	184,254	1,171,712
Frostburg State University	225,614	530,552
Coppin State College	307,003	-
University of Baltimore	107,513	35,834
Salisbury State University	98,192	22,629
UM University College	31,447	161,618
UM Baltimore County	109,507	36,499
Morgan State University	638,321	1,820,411
St. Mary's College	34,201	45,800
Baltimore Hebrew University	\$ -	\$ -
Baltimore International College	67,651	30,307
Capitol College	27,668	109,713
College of Notre Dame	97,346	192,172
Columbia Union College	60,351	-
Goucher College	197,622	356,593
Hagerstown Business College	21,150	6,950
Hood College	220,605	276,024
Johns Hopkins University	885,833	96,121
Loyola College	411,058	463,095
MD Institute of Art	197,136	126,695
Mt. St. Mary's College	207,366	136,923
Ner Israel Rabbinical College	24,285	13,004
St. John's College	298,217	152,094
Sojourner-Douglass	86,109	-
Villa Julie College	84,615	-
Washington College	218,099	-
Washington Bible College	37,713	88,254
Western Maryland College	690,642	98,475

Source: Form S-5-Financial Aid Instructions

Review of HB 1091 Incentive Accounts and Other Models

The subcommittee reviewed the College Readiness Financial Aid Program as proposed in HB 1091 as introduced and similar programs that have been created in Kentucky and Oklahoma. The purpose was to gain an understanding of how these programs are structured to determine the most appropriate way to structure a similar program in Maryland. The program proposed for Maryland is modeled on Oklahoma's program, the Oklahoma Higher Learning Access Program (OHLAP). OHLAP began enrolling students in 1997 and increased its enrollment by 100 percent in 2001, reaching an enrollment level that equates to about 10 percent of Oklahoma's 10th grade population.

Financial Aid Awards and Student Persistence

The University System of Maryland (USM) performed a study to examine the patterns of financial aid and retention among USM graduates. The study finds that financial aid is a factor in persistence. There appears to be a positive relationship between financial aid and retention. At all institutions, students receiving some form of aid advance at rates greater than students not receiving aid.

Since financial aid takes many forms -- grants, scholarships, loans, and work-study programs, aid appears to have its greatest positive impact on retention or persistence when future debt is not incurred. That is to say, student success is highest for students receiving aid other than loans. This also holds true when compared against students not receiving financial aid of any type. This was determined by testing retention rates for the different aid categories in several combinations (e.g., loans only versus financial aid other than loans).

In order to provide a basis for evaluating the findings of this study, the various combinations of student aid packages are placed on a "risk" continuum. Thus, what separates the different aid categories or aid combinations on the continuum is an assessment of the financial risk assumed by the student (i.e., indebtedness). Retention through the progression of aid combinations is displayed on an intra-institutional basis. As suggested above, in general, when debt is lessened persistence appears to improve. Not surprisingly, as students advance from one class level to another (e.g., junior to senior year) the willingness to accept greater financial risk, in the form of increased debt, also increases as the reward, meaning graduation, appears more likely.

Finally, in explaining various findings, as well as exceptions to findings, it appears useful to characterize institutions by the economic status of their students. Grant utilization was used as a proxy for financial need on an inter-institutional basis as a means of gaining insight into the financial aid context of the individual institutions. For

example, where financial need is greatest, and the use of need-based grants is highest, financial aid loans had the highest utilization.

The scope of this study was Maryland resident full-time undergraduate students at eight USM degree-granting institutions. Similar analyses by Morgan State University and St. Mary's College reached similar conclusions.

MHEC's Managing for Results (MFR) Performance Measures

The subcommittee reviewed MHEC's MFR as a basis for developing appropriate performance measures to measure the effectiveness of the implementation in the final subcommittee recommendations.

AIR Financial Aid Study

Earlier this year, MHEC contracted with the American Institutes for Research (AIR) to conduct a comprehensive review of the State's financial aid programs in response to issues regarding access to and affordability of higher education in Maryland that were: (1) identified in the Partnership Agreement with the Office of Civil Rights; (2) discussed by the Task Force on College Readiness for Capable and Disadvantaged Students; and (3) raised by the report *Measuring Up 2000: The State-by-State Report Card for Higher Education* published by the National Center for Public Policy and Higher Education.

The subcommittee met on September 19 to review the findings and recommendations made in AIR's report issued earlier that month entitled *Access and Affordability: Refocusing Financial Aid in Maryland*.

Dr. Rita Kirshstein presented the findings and recommendations included in the AIR report. Dr. Kirshstein discussed seven concerns identified in the AIR report regarding the effective delivery of State financial aid, including: (1) the proliferation of financial aid programs in Maryland, which has created confusion for prospective recipients and administrative burdens for the State Scholarship Administration (SSA); (2) inadequate funding and unnecessarily restrictive application deadlines; (3) inadequate information technology at the SSA; (4) inadequate outreach efforts directed towards younger and non-traditional students; (5) inadequate funding for graduation and professional students; (6) the need to strengthen recruitment and admissions for minority students; and (7) the need to change the name of the SSA to reflect the fact that merit-based scholarships are not the only type of financial aid available through the State.

The AIR report set forth thirteen recommendations for improving the State's financial aid system, including: (1) consolidate current programs -- at least to the extent of establishing consistent requirements, deadlines, and administration -- into the following five categories: need-based grants; merit-based grants; assistance contingent on service commitments; assistance for unique populations; and legislative scholarships; (2) administer programs that address workforce shortage areas as a single program and review them on a biennial basis to ensure that Maryland has identified the occupations where shortfalls are anticipated; (3) refrain from creating any new centrally administered State financial assistance programs; (4) establish goals for all existing programs and annually monitor the achievement of these goals; (5) increase the level of funding for State programs, focusing on need-based programs; (6) guarantee funding levels for all programs equal to 80 percent of the previous year's funding; (7) modernize the information technology supporting the SSA; (8) seriously consider decentralizing the administration of need-based programs; (9) modify the Guaranteed Access scholarship program to include an outreach effort that allows students to pre-qualify by applying in either the 9th or 10th grades and provide mentors for these students; (10) expand the public education and outreach efforts of the SSA; (11) increase the level of funding available to graduate and professional students by expanding a number of existing programs; (12) make funds available for Historically Black College and University (HBCU) graduates to pursue graduate and professional degrees in State universities and develop a program that helps to ensure the success of students who receive these funds; (13) change the name of the SSA to reflect the broad array of financial assistance programs available through the State.

Subcommittee Recommendations

From discussion of the AIR study and its other work, the subcommittee developed its final recommendations for consideration by the full Task Force. The recommendation matrix, containing additional information on the recommendations, follows the discussion of the recommendations below.

Office for Civil Rights (OCR) Partnership Agreement

Several recommendations address commitments made by the State in the Partnership Agreement with the U.S. Office for Civil Rights (OCR) signed in December 2000. Recommendations A,D, E, G, H and I address OCR commitments dealing with increased need-based financial aid, including aid for part-time students and professional/graduate students; expansion and outreach of professional/graduate scholarships for students attending HBCUs; set-aside of need-based funding at the campus level for students who apply after the March 1 deadline; creation of an outreach program for the Guaranteed Access Program that includes pre-qualification of eligible

students; and increased public education and outreach of the State's financial aid programs, particularly in communities in which students are traditionally underrepresented at the college level.

The subcommittee phased many of its recommendations over multiple years in order to make the recommended funding increases more manageable in any given year. However, consideration was given to recommendations that would also fulfill OCR commitments, and funding was accelerated or front-loaded when possible for those recommendations.

Recommendation A: Increase need-based financial aid to all eligible students.

Although funding for need-based aid has increased from approximately \$30 million in fiscal 1996 to \$47.5 million in fiscal 2002, or 63 percent of total State financial aid, all students who need financial assistance are not being reached as evidenced by the number of students placed on waiting lists for State need-based aid programs each year. The 63 percent increase in need-based aid was partially offset by the 37 percent increase in public four-year tuitions during this time. Maryland's commitment to need-based aid will continue to be tested as long as tuition keeps rising every year. In addition, Maryland is meeting only 35 percent of the demonstrated financial need of those students awarded funds. The State set a goal to reach 40 percent of every eligible student's financial need when the State's primary need-based aid program the Educational Excellence Award Program, which includes the Guaranteed Access Grant and the Educational Assistance Grant, was created in 1991.

This dilemma was raised in *Measuring Up 2000*, the 50 state report card prepared by the National Center for Public Policy and Higher Education. The center found that Maryland families are required to devote a large proportion of their family income, even after financial aid, to attend the state's public two- and four-year colleges and universities. This finding is true for both undergraduate and graduate students. The necessity for increased need-based aid has also been identified in *Miles To Go: Maryland, The Road Taken, An Action Agenda for Achieving the Recommendations in Miles To Go: Maryland*, the Office for Civil Rights (OCR) report, and the *2000 State Plan for Higher Education*. In addition, the AIR study recommended that the State increase funding for financial aid, focusing on need-based programs. The implementation strategies for this recommendation, listed in the recommendation matrix, are focused on each need-based aid program and designed to address the needs of low-income students.

Recommendation B: Urge the governing boards of all public and private two-year and four-year higher education institutions to develop and implement policies that demonstrate their commitment to keeping Maryland's colleges and universities accessible and affordable for all students, with particular attention on underserved

populations, by committing funds equivalent to a reasonable portion of tuition and mandatory fees increases to campus need-based financial aid.

Throughout subcommittee discussions, numerous institutions reported that low-income students had to be turned away because financial assistance was not available. In addition to State financial assistance, each institution has institutional aid that may be used to assist students in attending college. After reviewing institutional data on need-based undergraduate institutional aid as a percent of Educational & General (E&G) Expenditures, shown in **Exhibit 7**, it was found that the amount of need-based institutional aid varies significantly by institution. This recommendation asks institutions to examine their current policies and place an amount equivalent to a portion of additional revenue raised as a result of tuition and mandatory fee increases into need-based institutional aid.

Recommendation C: Collect the data to effectively analyze need-based and other financial aid programs to guide allocations for State financial aid programs.

As stated previously in the report, the subcommittee found that the comprehensive data was not available to determine an institution's ability to adequately address the needs of low-income students. In addition, data is not currently available to analyze the effectiveness of programs. Student unit record data should be available on the characteristics of financial aid applicants; the schools that students who are offered aid attend; the extent to which those awarded financial assistance accept the award and enroll in a Maryland college or reject the award and enroll in an institution outside the State; and the post-college activities of aid recipients, particularly those receiving workforce shortage/loan repayment awards. Without this type of information, it is impossible to evaluate the performance of programs. Feedback from this type of information is also vital for identifying ways to improve current practices and maximize program effectiveness.¹

Recommendation D: Decentralize a portion of need-based aid programs and study further decentralization.

Numerous times the subcommittee heard that State financial aid programs are not able to meet the needs of low-income students because of deadlines established for the Educational Assistance Grant. Institution representatives report that frequently low-income students tend to apply late for admission. In addition, the Professional Scholarship Program does not effectively meet the needs of students because it does not enable an institution's financial aid office to package awards

¹American Institutes For Research (2001). *Access and Affordability: Refocusing Financial Aid in Maryland*, September 2001. Washington, DC: p. 15.

Exhibit 7
Maryland Colleges and Universities
Undergraduate Institutional Financial Aid as % of Total E&G Expenditures: Fiscal 2000

Institution	Total E&G Expenditures¹	Total Undergraduate Institutional Aid	Total Undergraduate Institutional Aid as % of E&G Expenditures	Need-based Undergraduate Institutional Aid	Need-based Undergraduate Institutional Aid as % of E&G Expenditures
<i>Public Four-year</i>					
Bowie State University	\$ 44,974,216	\$ 1,866,924	4.2%	\$ 1,272,288	2.8%
Coppin State College	35,094,722	989,170	2.8%	9,565	0.0%
Frostburg State University	48,155,278	1,558,258	3.2%	483,466	1.0%
Morgan State University	105,006,888	8,850,387	8.4%	869,971	0.8%
St. Mary's College	29,408,996	1,641,008	5.6%	287,470	1.0%
Salisbury University	52,882,211	844,439	1.6%	129,650	0.2%
Towson University	149,969,944	8,890,450	5.9%	1,787,084	1.2%
University of Baltimore	48,114,161	623,895	1.3%	50,041	0.1%
UM Baltimore	507,656,111	855,170	0.2%	841,170	0.2%
UM Baltimore County	177,496,322	8,673,360	4.9%	866,051	0.5%
UM College Park	783,053,301	16,707,675	2.1%	4,691,077	0.6%
UM Eastern Shore	43,338,851	2,390,210	5.5%	393,120	0.9%
UM University College	90,592,919	774,712	0.9%	468,035	0.5%
<i>Private Four-year</i>					
Baltimore Hebrew University	2,360,651	129,996	5.5%	120,621	5.1%
Baltimore International College	7,267,591	1,366,819	18.8%	583,650	8.0%
Capitol College	7,828,380	607,025	7.8%	63,100	0.8%
College of Notre Dame	20,770,885	3,916,090	18.9%	1,329,289	6.4%
Columbia Union College	13,298,001	2,282,713	17.2%	280,278	2.1%
Goucher College	28,964,219	10,161,464	35.1%	3,659,181	12.6%
Hood College	24,542,353	6,318,626	25.7%	3,798,379	15.5%
Johns Hopkins University	1,343,910,000	25,988,913	1.9%	22,726,917	1.7%
Loyola College	73,967,664	16,585,821	22.4%	7,076,528	9.6%
Maryland Institute College of Art	22,537,253	5,280,386	23.4%	949,488	4.2%
Mount St. Mary's College	23,838,716	9,892,569	41.5%	1,715,446	7.2%
St. John's College	14,077,753	3,568,833	25.4%	3,568,833	25.4%
Sojourner-Douglass College	5,889,900	214,202	3.6%	189,617	3.2%
Villa Julie College	18,834,811	3,763,052	20.0%	371,050	2.0%
Washington College	19,627,722	9,361,923	47.7%	1,706,626	8.7%
Western Maryland College	29,280,000	13,519,341	46.2%	4,111,341	14.0%
<i>Community Colleges</i>					
Allegany College	21,296,662	2,237,225	10.5%	40,123	0.2%
Anne Arundel Community College	53,057,673	276,892	0.5%	-	0.0%
Baltimore City Community College	47,524,285	996,328	2.1%	-	0.0%
Community College of Baltimore County	106,751,960	1,046,713	1.0%	5,388	0.0%
Carroll Community College	11,952,291	46,593	0.4%	-	0.0%
Cecil Community College	12,241,540	213,838	1.7%	-	0.0%
Chesapeake College	12,560,896	151,200	1.2%	35,489	0.3%
College of Southern Maryland	27,592,672	227,805	0.8%	52,172	0.2%
Frederick Community College	23,314,166	306,766	1.3%	94,087	0.4%
Garrett Community College	7,851,211	188,944	2.4%	-	0.0%
Hagerstown Community College	17,215,877	189,025	1.1%	-	0.0%
Harford Community College	24,079,001	614,230	2.6%	-	0.0%
Howard Community College	33,872,652	591,741	1.7%	529,875	1.6%
Montgomery College	118,770,336	1,588,210	1.3%	583,127	0.5%
Prince George's Community College	58,219,741	614,538	1.1%	-	0.0%
Wor-Wic Community College	11,258,583	79,063	0.7%	-	0.0%

Note: 1 Includes restricted and unrestricted E&G expenditures.

Source: IPEDS Finance Survey, 2000, Maryland Higher Education Commission S-5 Reports.

with institutional aid. Under this recommendation, institutions would be exempt from the State deadlines, and would, therefore, be able to provide assistance throughout the year. Decentralization would also allow Maryland institutions to more effectively package State aid. Awards would be easier to modify to account for corrections to initial FAFSA information. The timing of aid decisions could be tied to the needs of a specific institution's student body. Just as it is crucial that aid be awarded as early as possible to four-year students, especially those considering both Maryland and non-Maryland institutions, it is also important for community colleges to reserve a proportionate level of state resources for students who typically decide to go to college later in the year.² In discussing decentralization, some members expressed concern that decentralization will limit student choice. The subcommittee recommended further study of decentralization to determine its impact on student choice and access by low-income students. In addition, it is the belief of the subcommittee that recommendation E will minimize the current reasons for decentralization.

Recommendation E: Modify the current method of awarding the Educational Assistance Grant funds to address issues of equity, predictability, and timing of awards.

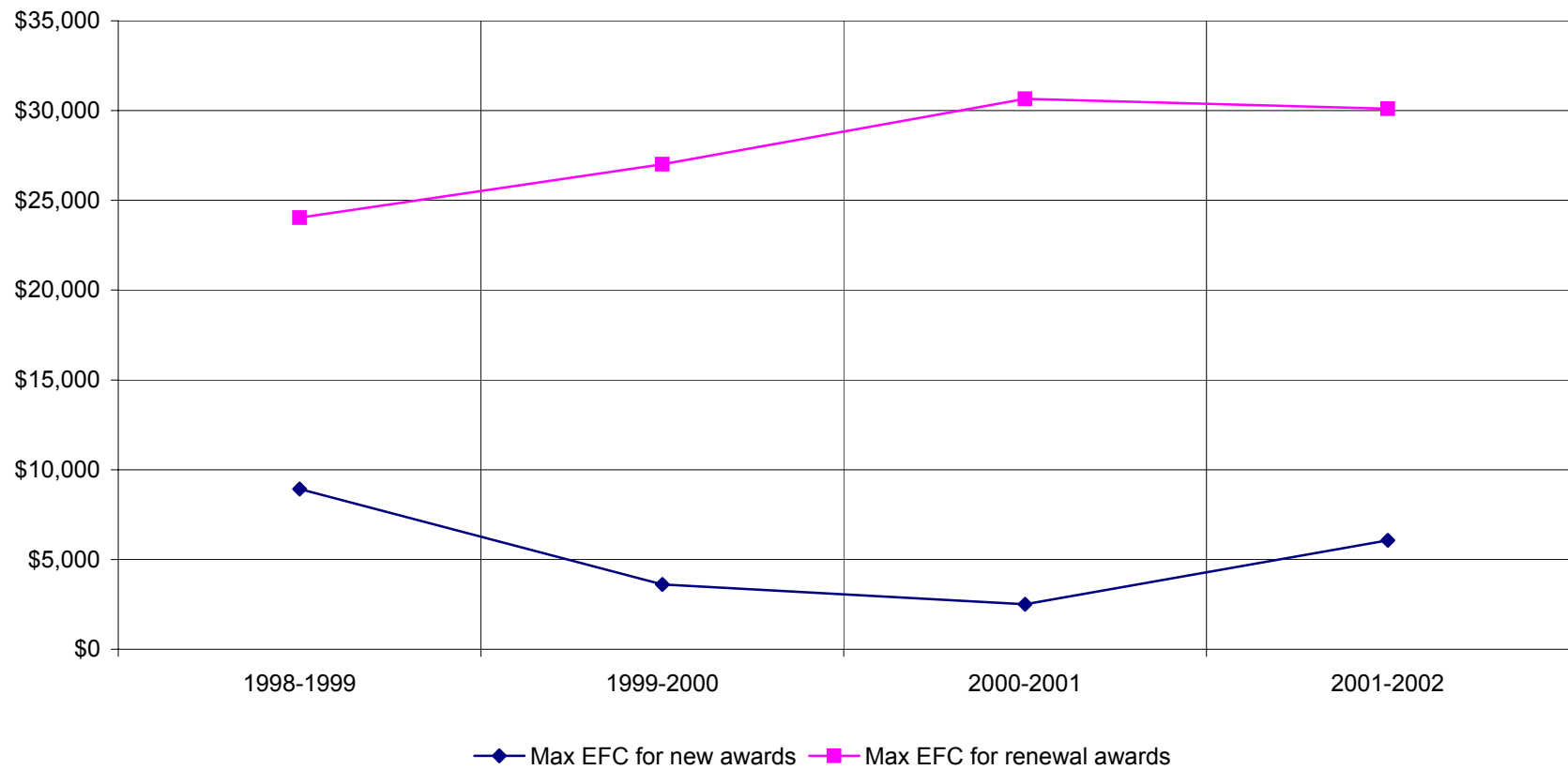
Under the current awarding process, the expected family contribution (EFC) reached in renewals and new awards vary from year to year. Since renewals have priority, the higher the EFC for renewals, the fewer new awards that can be made each year. This process makes it difficult for institutions to know what EFC will be funded in need-based aid programs. With better fund management and forecasting by MHEC, MHEC will be able to award amounts earlier. Institutions will also be aware earlier of EFC and award amounts reached, enabling them to better package State awards with federal and institutional financial aid. **Exhibit 8** illustrates the trend in maximum EFC for Educational Assistance Grants.

Recommendation F: Guarantee funding levels for all need-based aid programs equal to 80 percent of the previous year's funding.

Currently, the State budget cycle dictates the timing of awards. MHEC waits until the budget has been finalized and appropriations are set to make awards. Guaranteeing 80 percent of the previous year's funding would enable the State Scholarship Administration to make awards in a timely and meaningful manner.

²Ibid. p. 23.

Exhibit 8
Trend in Expected Family Contribution (EFC) for Educational Assistance Grants



Recommendation G: Expand the public education and outreach efforts of the State Scholarship Administration to heighten awareness of disadvantaged and capable students of the availability of financial aid, including the types of aid available, the need to complete applications timely, and other familiarization techniques.

Although MHEC currently performs outreach activities to inform students of financial aid opportunities, concern has been expressed that MHEC is not reaching all students that are eligible for assistance. In addition, participation in the Guaranteed Access Program, the program that provides assistance to Maryland's neediest students, has been low. Expanding outreach activities will enable the MHEC to identify and attract nontraditional students, students who may be older, who come from families who did not attend college, or who are recent immigrants. Given Maryland's workforce needs and the increasing diversity of its population, it will become even more important in the upcoming years to ensure that all residents become aware of higher education possibilities in the State.³

Recommendation H: Modify the current Guaranteed Access (GA) Program to include a "College Readiness" outreach effort that allows students to pre-qualify for need-based financial aid in the ninth or tenth grade.

According to the 2000 census, Maryland's statewide poverty rate is 8 percent for citizens of all racial/ethnic groups. However, certain race/ethnic groups represent a larger portion. Seventeen percent of African Americans, 11 percent of Hispanic Americans, and 5 percent of Caucasians live in poverty in Maryland. In addition, 12 percent of individuals between the ages of 18 and 20 live in poverty. This data point out the disproportionate financial needs of certain racial/ethnic groups in Maryland, and the greater likelihood of college-going age students to need financial assistance.

To succeed in college, students must have both adequate financial means and proper academic preparation. In some situations, students from low-income families feel that college is out of the question because they do not have the financial means to pay for it, or they have not taken the academic courses to prepare for college. This recommendation addresses the needs of this population by guaranteeing the financial means and helping to academically prepare students for college. The fiscal estimate for this recommendation, in **Exhibit 9**, is based on a five-year phase-in of the college readiness outreach effort, with 1,000 students enrolling in fiscal 2003 at a cost of \$1.2 million.

³ Ibid. p. 25.

Exhibit 9
College Readiness Outreach Effort
Fiscal Estimate

Participants	FY 03 1,000	FY 04 2,750	FY 05 4,500	FY 06 6,250	FY 07 8,000					
Counselors*	20	743,270	52	1,812,332	84	3,012,872	116	4,285,495	145	5,517,527
Local Admin (includes outreach)*	6	222,981	18	627,346	31	1,111,893	31	1,145,262	31	1,179,609
Marketing and Public Outreach		50,000		100,000		150,000		200,000		250,000
Student Mentors	44	220,000	187	935,000	330	1,650,000	330	1,650,000	330	1,650,000
Scholarships							299	2,063,698	934	6,704,252
		1,236,251		3,474,678		5,924,765		9,344,454		15,301,388

Projected Scholarship Costs	FY 08	11,346,800	Local share*	FY03	537,641
	FY 09	15,898,624		FY04	1,730,712
	FY 10	20,239,011		FY05	2,926,115
	FY 11	21,695,264		FY06	3,852,588
				FY07	4,750,960

*Reflects 50% State share of costs and 50% Local share, except for One Maryland counties 75% State share and 25% Local share.

Prepared by: Maryland Higher Education Commission and the Department of Legislative Services, November 2001.

Notes: Fiscal estimate assumes that each student will complete the program successfully.

Approximately 26,500 Free and Reduced Price Meal (FRPM) students in ninth and tenth grade.

Fiscal estimate assumes a 30% participation rate and assumes that GA enrollment will increase 20% annually under the current program.

Recommendation I: Develop an outreach component to the expanded Diversity Grant Program for HBCU graduates who pursue graduate and professional degrees in Maryland universities, as suggested in the Office for Civil Rights agreement.

As noted in the OCR Partnership Agreement, African Americans are less likely than others to enter higher education. Of the 1997 high school graduates, 35 percent of African Americans enrolled in postsecondary education in Maryland, while 44 percent of white students enrolled. In addition, African Americans receive approximately 24 percent of the baccalaureates, 14 percent of the master's degrees, 4 percent of the doctorates, and 12 percent of the first-profession degrees awarded by Maryland colleges and universities. This recommendation is designed to work with this population of students to further motivate them to complete their degree and to identify those that are potential graduate school candidates.

Task Force to Study College Readiness for Disadvantaged and Capable Students

Financial Aid Subcommittee Recommendations

The Financial Aid Subcommittee developed recommendations based upon recommendations previously established in *Miles to Go: Maryland*, a call to action generated by the Southern Education Foundation.

Miles to Go Recommendation:

Provide for full funding of State need-based grant and scholarship programs, including the Educational Assistance Grants.

Financial Aid Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
A. Recommendation: Increase need-based financial aid to all eligible students. Implementation Strategies: 1. Provide Educational Assistance (EA) Grant awards to all eligible full-time Maryland undergraduate students (those students meeting the March 1 deadline). 2. Provide dedicated new EA Grant funds for full-time Maryland Pell Eligible students who apply after the March 1 deadline or who have special circumstances. (See Rec. D for more info.) 3. Increase Educational Assistance Grant award amount to 40% of need and/or a maximum of \$3,000. 4. Increase funding for Part-Time Grant program to fund all eligible undergraduate students. 5. Increase funding for the Professional Scholarship program. (See Rec. D for more info.) 6. Expand the Diversity Grant Program for HBCU graduates to pursue graduate and professional degrees in Maryland. (See Rec. I for more info.)	HIGH	MHEC, higher education institutions, Governor, General Assembly 1. Budgetary Action 2. Budgetary Action 3. Budgetary Action 4. Budgetary Action 5. Budgetary Action 6. Budgetary Action	Items in this column are new funds unless otherwise noted. 1) \$3 million to address those on waiting list (on time applicants) 2) \$3 million 3) \$20 million 4) \$16+ million 5) \$3 million 6) \$3 million Total \$48 million

Financial Aid Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
Time Frame: 1. Fiscal 2003 -- \$3 million 2. Fiscal 2003 -- \$3 million 3. Phase-in over five fiscal years -- \$4 million each year; fiscal 2003 request \$4 million 4. Phase-in over five fiscal years -- \$3.5 million each year; fiscal 2003 request \$3.5 million 5. Phase-in over five fiscal years -- fiscal 2003 \$1 million, fiscal 2004 to 2007 \$0.5 million each year 6. Phase-in over three fiscal years -- fiscal 2003 \$1.5 million, fiscal 2004 to 2005 \$.75 million each year Measurement Tools: • Increase in the chance for college rate for students from low-income families. • Increase in the State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families. • Reduction in the percentage of income that poor families use to pay for tuition at lowest priced colleges. • Increase in the persistence rate of awardees. • Increase in the number of low-income students entering college. • Decrease in indebtedness of graduate students in the academic programs targeted by the Professional Scholarship program. • Increase in the number of disadvantaged and capable students pursuing graduate and professional degrees.			Total fiscal 2003 costs -- \$16 million
B. Recommendation: Urge the governing boards of all public and private two-year and four-year higher education institutions to develop and implement policies that demonstrate their commitment to keeping Maryland's colleges and universities accessible and affordable for all students, with	MODERATE	Higher education institutions, MHEC	Potential Increase in Institutional Need-based Aid

Financial Aid Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
particular attention on underserved populations, by committing funds equivalent to a reasonable portion of tuition and mandatory fees increases to campus need-based financial aid. Implementation Strategies: 1. MHEC coordinates a State policy that urges the governing boards of all public and private two-year and four-year higher education institutions to develop and implement policies that allocate funds equivalent to a reasonable portion of tuition revenue increases based on increases in tuition and mandatory fees to need-based financial aid. a. Define need-based institutional aid -- methodology for awarding is based on need. b. Determine percent of increase to be set aside. 2. Require annual reports to demonstrate institutions' commitment to accessibility and affordability that include revenue generated by tuition increase and funds identified for institutional need-based financial aid. Time Frame: Fiscal 2004. Measurement Tools: • Increase in the number of low-income students entering college. • Increase in the chance for college rate for students from low-income families. • Reduction in the percentage of income that low-income families use to pay for tuition at higher education institutions.		1. Administrative Action 2. Administrative Action	
C. Recommendation: Collect the data to effectively analyze need-based and other financial aid programs to guide allocations for State financial aid programs. Implementation Strategies: 1. Determine analyses needed to evaluate effectiveness of programs. (i.e., impact on decision to attend college,	HIGH	MHEC, MSDE, K-12, Higher education institutions 1. Administrative and Budgetary Action	\$80,000 for one additional staff person including salary, fringes, and equipment

Financial Aid Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
relationship of financial aid to tuition rates, graduation rates, persistence, application data, etc.) 2. Determine data needed to conduct comprehensive analyses of financial aid (i.e., S-5 data, unit record data, income, etc.). 3. Establish data collection mechanisms (i.e., establish protocols for public and private institutions to provide specifically requested data as needed in electronic format on a unit record basis). 4. Examine economic impact to the State due to increased access created by enhanced financial aid opportunities. (i.e., increase in graduates as it relates to work force needs). Time Frame: Fiscal 2003. Measurement Tools: ● Data readily available to effectively analyze higher education policy issues. ● Number of requests for educational data and analysis that are satisfactorily answered.		2. Administrative and Budgetary Action 3. Administrative and Budgetary Action 4. Administrative and Budgetary Action	

Miles to Go Recommendation:

Alleviate difficulties that students may encounter with application processes and deadlines such as allocating state funds for need-based aid directly to institutions to include in their award packages, as is done with federal Pell Grant monies.

Financial Aid Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
D. Recommendation: Decentralize a portion of need-based aid programs and study further decentralization. Implementation Strategies: 1. \$3 million of new Educational Assistance (EA) grant funds to be awarded by institutions to Maryland full-time undergraduate students who are Pell Eligible and apply after the March 1 deadline or who have special circumstances. ● Institutions will receive procedures to calculate EA awards in the same manner as the State Scholarship Administration and other guidelines so that awards are equitable and predictable among campuses. ● This limited decentralization of EA funds will provide institutions with flexible funds to address students who apply after the March 1 deadline or who have special circumstances. 2. Modify the Professional Scholarship Program to allow institutions to award grant funds directly to students enrolled in eligible graduate and professional programs based on demonstrated need within minimum and maximum award amounts set by the State (e.g., \$1,000 and \$5,000). ● Allow campuses to meet the needs of their students, since federal needs analysis considers all graduate students financially independent of their parents and thus in need;	HIGH	MHEC, Higher education institutions, General Assembly 1. Legislative Action 2. Legislative Action	1. Costs identified in Recommendation A 2. Costs identified in Recommendation A

Financial Aid Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
● Increase in the number of Maryland Pell eligible undergraduate students (who apply after the March 1 deadline) receiving EA Grants ● Compliance of institutions with guidelines for awarding EA and PS Grants ● Data is available and used to effectively analyze the part-time grant program and the impact of Maryland's financial assistance on a student's decision to attend college. ● Completed analysis of further decentralization of State need-based assistance and the part-time grant program with recommendations on how to structure programs to best meet student needs without impacting student choice.			
E. Recommendation: Modify the current method of awarding the Educational Assistance Grant funds to address issues of equity, predictability, and timing of awards. Implementation Strategies: 1. Improve equity between renewals and new awards. Currently the EFC reached in renewals and new awards varies each year depending on the amount of funds available (see Chart). The current process gives priority to renewals as long as they qualify for an award at any EFC level, while new applicants with lower EFCs are not funded. While variation is inevitable, greater equity in award distribution can be achieved by setting a minimum EFC that will be achieved in both renewals and new awards based on available funds. Any additional funds would then be allocated among renewals and new awards, with renewals given priority. 2. Improve predictability of EA awards -- Establishing better predictability of EA awards by the State will provide institutions with greater ability to package State awards with federal and institutional financial aid. Currently the EFC of students awarded varies from one year to the next making it difficult for institutions to estimate. Better fund	HIGH	1. Budgetary and Administrative Action 2. Budgetary and Administrative Action	Recommendation E and Implementation Strategies 3 through 6 above will be addressed by hiring one additional staff person to develop modeling and forecasting capabilities to determine allocation methodology, guidelines and accountability and reporting mechanisms. \$80,000 including salary, fringes, and equipment.

Financial Aid Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
management and forecasting by MHEC (see Rec. C) will allow MHEC to determine EFC levels reached and award amounts earlier. 3. Improve timing of awards. Better predictability will improve the timing of awards, which currently are made late in terms of affecting student decisions on college attendance, particularly for four-year institutions (awards to be made in mid- March instead of late April). Time Frame: Begin in fiscal 2003. Measurement Tools: • More students receive awards due to more equitable distribution of funds between new awards and renewals. • Institutions are better able to package awards with other types of aid to meet student needs. • Awards to student are made earlier in the year. • Students receive student aid information in a timely manner to influence decision about college attendance. • Study of effectiveness of the awarding method for the Educational Assistance Grant program following implementation of changes to address equity, predictability, and timing of awards.		3. Budgetary and Administrative Action	
F. Recommendation: Guarantee funding levels for each need-based aid program equal to 80 percent of the previous year's funding. Implementation Strategies: 1. Establish public policy through legislation and Maryland Higher Education Commission regulations that it is the intent of the State to guarantee minimum funding levels of need-based scholarship programs of at least 80 percent of the prior year's funding. Time Frame: By fiscal 2004.	HIGH	Governor, General Assembly 1. Administrative and Legislative Action	None

Financial Aid Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
Measurement Tools: • Awards are made to students earlier in the year. • Institutions are better able to package awards with other types of aid to meet student need.			
G. Recommendation: Expand the public education and outreach efforts of the State Scholarship Administration to heighten awareness of disadvantaged and capable students of the availability of financial aid, including the types of aid available, the need to complete applications timely, and other familiarization techniques. Implementation Strategies: 1. Change the name of the State Scholarship Administration to the Office of Student Financial Assistance to more accurately reflect the financial assistance available to college-bound students and to update the office's image. 2. Hire professional assistance to develop innovative marketing strategies that incorporate simplifying the message as recommended by AIR. 3. Develop engaging grade-appropriate materials that describe the types of financial aid available. 4. Develop materials to attract nontraditional and underrepresented students (e.g., students from families who do not attend college or who are recent immigrants.) 5. Increase education efforts to students and their parents about financial aid and the process through scholarship seminars, in-person briefings with financial aid directors, community groups and faith-based organizations, providing brochures and other material to guidance counselors, schools, and students, etc.	HIGH	MHEC, MSDE, higher education institutions, high schools, guidance counselors, community organizations, faith-based organizations 1. Legislative Action 2. Budgetary Action 3. Administrative and Budgetary Action 4. Administrative and Budgetary Action 5. Administrative and Budgetary Action	MHEC requested \$115,000 for fiscal 2003.

Financial Aid Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
6. Seek outside funding from foundations and other organizations for the development of marketing material and the coordination of all current outreach efforts. 7. Establish a clearinghouse for financial aid as recommended in the Office for Civil Rights agreement. (i.e., web-based, search mechanism that identifies scholarship by occupation, links to MHEC web site from high school and university web sites, fast web, etc.). Time Frame: Fiscal 2003. Measurement Tools: ● Increase in the number of nontraditional and underrepresented students that enter college. ● Increase in the number of scholarship presentations conducted in high-need communities. ● Increase in the number of parents participating in college and career planning workshops. ● Enhancement of the web-accessibility of scholarship information. ● Development of population specific publications to promote programs.		6. Administrative Action 7. Administrative Action	

Miles to Go Recommendation:

Develop multiple criteria for financial aid including, among other need, merit, talent, family background, and high school attended. Ensure that new scholarship programs reflect these criteria.

Financial Aid Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
H. Recommendation: Modify the current Guaranteed Access (GA) Program to include a “College Readiness” outreach effort that allows students to pre-qualify for need-based financial aid in the ninth or tenth grade.	HIGH	MHEC, MSDE, higher education institutions, local boards of education, high schools	Fiscal 2003 costs for pilot approximately \$1.2 million. Implementation over five years: Fiscal 2004 -- \$3.5 million; fiscal 2005 -- \$6 million;

Financial Aid Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
Implementation Strategies: 1. Allow students to prequalify for GA grant in ninth or tenth grade. 2. MHEC and MSDE collaboratively develop and administer the outreach program to be based in high schools. Additional guidance counselors placed in high schools (at about 1:50 ratio) would administer the program with local and State coordinators. 3. Provide committed mentors to work with students in a one-on-one basis. 4. Consider using students on work/study at Maryland institutions to mentor high school students to supplement efforts of professional mentors. 5. Consider using qualified high school juniors and seniors to act as peer mentors to students participating in the program to fulfill high school graduation requirement. 6. Explore linkages with and the availability of matching federal funds through TRIO or GEAR-UP programs. Time Frame: Pilot program in fiscal 2003 with up to 1,000 students participating in certain high schools in four counties (Allegany, Prince George's and Wicomico counties and Baltimore City). Develop implementation plan that provides for full implementation over five years (i.e., 2500 students participate in fiscal 2004; 4,000 in fiscal 2005; 6,000 in fiscal 2006; and 8,000 in fiscal 2007 based on 30 percent participation rate). Measurement Tools: • Increase in the number of disadvantaged and capable students who pass the High School Functional tests and the High School Assessment Tests. • Increase in the number of disadvantaged and capable students taking academically-challenging, college-preparatory curricula.		1. Legislative Action 2. Budgetary Action 3. Budgetary Action 4. Administrative Action 5. Administrative Action 6. Administrative Action	fiscal 2006 -- \$9.3 million; fiscal 2007 -- \$15.3 million. Full costs would not be reached until four years after maximum participation achieved (when students would begin college).

Financial Aid Subcommittee Recommendations	Priority	Responsibility	Costs and Possible Funding Source/s
• Increase in the number of students that successfully complete high school and go on to college. • Increase in the number of students receiving the Guaranteed Access grant. • Participation rate of at least 30 percent in the program over time.			

Summary and Status of 2000 Interim Report Recommendations

In its interim report published in December 2000, the Financial Aid Subcommittee made a series of short-term and long-term recommendations to ensure that every student in Maryland, including those considered to be “disadvantaged and capable”, as defined in HB 1091, have the opportunity to successfully matriculate and graduate from institutions of higher education.

The short-term recommendations and actions taken to achieve them are listed below.

- Additional funds be provided for the Educational Assistance Grant Program toward reaching the long-standing goal of the State to meet 40 percent of student need and achieving the statutory maximum award of \$3,000.

Funding for the Educational Assistance Grant program increased by \$2 million in fiscal 2002. Rather than increasing the award amount when there are still eligible students who are not receiving awards, it was decided that the additional funds should go toward aiding students on the waiting list. In addition, in fiscal 2001 the award amount was increased from 30 percent of need to 35 percent of need and the maximum award was increased to \$2,700. Budget language for the current budget year, fiscal 2002, was also adopted by the General Assembly to earmark \$2 million of the HOPE Scholarship appropriation for need-based aid. \$1 million of this amount will be added to the Educational Assistance Grant funds.

- Distribute financial aid information through direct mail to students and parents during the junior year and implement outreach activities for the Guaranteed Access Grant Program.

Legislation enacted during the 2001 General Assembly session, HB 823, allows the Maryland Higher Education Commission (MHEC) to access student records for the mailing of scholarship information. The bill takes effect October 1, 2001. The first mailing to high school juniors will take place in January 2002. Other outreach activities implemented include the presentation of scholarship information within schools that have a high number of students eligible for free and reduced price meals, supplying monthly public announcements to schools, mailings to nonprofit organizations such as faith-based and civic associations, public service announcement, brochures, and posters.

- Affirm commitments of OCR Partnership Agreement to review current statewide process of administering financial aid; expand pool of funds available for need-based financial assistance to part-time, full-time, and transfer students; explore establishing a first-professional and graduate scholarship program for high-achieving

students at HBCUs; and enhance the student financial aid administration at each of the HBCUs.

Funds have been included in the fiscal 2002 budget for a financial aid study that will look at the statewide process and many other aspects of financial aid. In the budget as introduced, funds for need-based financial aid increased by \$3 million, \$2 million for the EA program and \$1 million for Part-Time Grant. Budget language adopted by the General Assembly earmarked \$2 million of the HOPE scholarships for need-based aid, \$1 million will be placed in EA and \$1 million in the Part-Time Grant program. The total increase in need-based aid for fiscal 2002 was 6.5 percent. Overall, need-based aid is 52 percent of State financial aid provided. In addition, funding for the HOPE scholarships increased \$6.8 million or 57 percent. Although a new graduate and professional scholarship program was not enacted, this issue will be examined as part of the financial aid study. Funds have also been included in the budget for “best practices” studies at each of the four HBCUs to identify possible improvements in student financial aid administration.

The long-term recommendation study areas were developed to frame discussions over the past year to address access and affordability issues by enhancing existing programs, considering new strategies to support students, and determining funding necessary for implementation. The long-term recommendations focus on:

- Identifying students currently not well-served by State financial aid;
- Establishing equity and predictability in State financial aid;
- Addressing needs of part-time students;
- Examining relationship between cost of tuition and college going rate of disadvantaged students;
- Examining undergraduate vs. graduate/professional financial aid;
- Examining existing outreach activities;
- Identifying barriers to access caused by current process (deadlines, adequacy of percent of need met, income vs. expected family contribution); and
- Examining current levels of State financial aid.

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The College Board (2001). Table 1. Aid Awarded to Postsecondary Students in Current Dollars (in Millions), 1989-1990 to 1999-2000.

The College Board (2001). Table 2. Aid Awarded to Postsecondary Students in Constant Dollars (in Millions), 1989-1990 to 1999-2000.

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The College Board (2001). Table 6. Grant, Loan, and Work-Study Funding in Current and Constant Dollars (in Millions) and as a Percentage of Total Aid, 1989-1990 to 1999-2000.

The College Board (2001). Table 8. Total Aid, Loan Aid, and Grant Aid per Full-time Equivalent (FTE) Student in Constant Dollars, 1980-1981 to 1999-2000.

The College Board (2001). Table 7. Tuition and Fees, by Region and Institution Type, in Current Dollars, 1990-1991 to 2000-2001.

The College Board (2001). Table 7a. Tuition and Fees, by Region and Institution Type, in Constant Dollars, 1990-1991 to 2000-2001.

The College Board (2001). Table 8. Cost of Attendance at Four-year Public and Private Institutions as a Percentage Share of Family Income; Cost of Attendance; and Mean Family Income, in Constant Dollars, 1971-1972 to 2000-2001.

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National Association of State Student Grant and Aid Programs (NASSGAP). 31st Annual Survey Report 1999-2000 Academic Year. Table 8: Selected Need-Based Grant Program Characteristics, 1999-2000.

National Association of State Student Grant and Aid Programs (NASSGAP). 31st Annual Survey Report 1999-2000 Academic Year. Table 12: Estimated Grant Dollars Per Resident Population, 1999-2000, by State.

National Association of State Student Grant and Aid Programs (NASSGAP). 31st Annual Survey Report 1999-2000 Academic Year. Table 13: Estimated Grant Dollars Per Resident College-age Population, 1999-2000, by State.

National Association of State Student Grant and Aid Programs (NASSGAP). 31st Annual Survey Report 1999-2000 Academic Year. Table 14: Estimated Grant Dollars to Undergraduates in 1999-2000 Per Full-time Undergraduate Enrollment, by State.

National Association of State Student Grant and Aid Programs (NASSGAP). 31st Annual Survey Report 1999-2000 Academic Year. Table 15: Estimated Percentage of Full-time Undergraduates Receiving Grant Awards in 1999-2000, by State.

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