

# BOARD OF EDUCATION OF HARFORD COUNTY

## INFORMATIONAL REPORT

### PRESENTATION OF SENATE BILL 740

NOVEMBER 7, 2016

#### Background Information:

On May 16, 2013, Senate Bill 740 (SB 740) was passed by the General Assembly of Maryland into law. Also labeled the *College and Career Readiness and College Completion Act* (Appendix A), the law defines College and Career Readiness (CCR) and establishes the fiscal obligations for LEAs and their local community colleges with regard to dual enrollment. An additional goal of the legislation was to ensure that at least 55% of Maryland adults age 25 through 64 would hold at least an associate's degree by the year 2025.

Specifically, §7-205.1 of the Education Article of the Annotated Code of Maryland (COMAR) states:

Beginning with the 2015-2016 school year, all students shall be assessed using acceptable college placement cut scores no later than 11<sup>th</sup> grade to determine whether the student is ready for college-level, credit-bearing course work in English Language Arts, Literacy, and Mathematics...[and] the Department [Maryland State Department of Education], in collaboration with local school systems and public community colleges, shall develop and implement transition courses or other instructional opportunities to be delivered in the 12<sup>th</sup> grade to students who have not achieved college and career readiness by the end of the 11<sup>th</sup> grade. The implementation of transition courses or other instructional opportunities...shall include an assessment or reassessment of the student after completion of the course; and may not preclude or replace enrollment in a course otherwise required for graduation from high school.

The Law also establishes definitions for dual enrollment. Cited in Appendix A, §18-14A-01, a dually enrolled student is “a student who is dually enrolled in a secondary school in the State and; an institution of higher education in the State” (p. 12). In addition, the Law states, “For each dually enrolled student who is in a public school in the county, the county board shall pay up to a maximum of four courses in which the student is enrolled while a student in a public secondary school in the State (Senate Bill, 740 §18-14A-04, p. 13).

The Maryland State Department of Education formed state-wide committees comprised of stakeholders from LEAs and higher education to provide guidance for the implementation of the law.

#### Discussion:

In December 2015, a group of central office and school-based administrators and counselors was formed to analyze SB 740 and determine resources, tools, and communication needs for the school

system. The committee is co-chaired by the Coordinator of Accelerated Learning and Intervention and a high school principal. The SB 740 Committee worked over the last school year to:

- Review guidance documents (Appendices B and C) developed by the Maryland State Department of Education;
- Develop a comprehensive communication plan, which included a parent-friendly Frequently Asked Questions (FAQ) document (Appendix D), parent letter which was sent home to each high school student (Appendix E), and HCPS initiated phone message (Appendix F);
- Revise the flow-chart of coursework and student progression in Mathematics (Appendix G) and English (Appendix H);
- Outline the graduation requirements for all students across the system and share these requirements with principals, assistant principals, department chairs, and counselors as necessary (Appendix I);
- Allocate resources to support school counselors during the summer months to schedule students in the appropriate transition courses;
- Create a database for school counselors to input CCR data in order to update a student's CCR status; and
- Work in partnership with Harford Community College to support student achievement.

The SB 740 Committee continues to meet on a regular basis to provide ongoing, current updates to principals, assistant principals, school counselors, and department chairs to support students so they may achieve CCR status.

## **Executive Summary of Documents Senate Bill 740**

### **Appendix A: Chapter 533, Senate Bill 740 (SB 740)**

This document is Senate Bill 740, enacted into Maryland law, July 1, 2013.

### **Appendix B: Harford County Public Schools (HCPS) Progression for Graduation Assessment Requirements**

This document outlines graduation assessment requirements by graduating class and cohort.

### **Appendix C: Maryland State Department of Education (MSDE) Document 2A: College Career Readiness (CCR) Act of 2013 Assessment and Transition Course Options**

This document outlines the various state-approved assessment and cut-score options through which high school students can acquire CCR status. Each student must demonstrate CCR through one English/Language Arts option and one mathematics option.

### **Appendix D: HCPS Mathematics Course Sequence**

This document outlines the HCPS high school mathematics course sequence. If a student does not meet CCR status through one of the aforementioned options in Appendix C, his/her transition course would be the next course in the sequence.

### **Appendix E: HCPS English Language Arts (ELA) Flow Chart**

This document outlines the ELA coursework for HCPS high school students.

### **Appendix F: MSDE Document 2B: CTE Program Certification Chart for CCR**

This document outlines the various state-approved assessment and cut-score options through which high school students enrolled in a Career Technology Education Program (CTE) can acquire CCR status. Each student must first attempt to demonstrate CCR through one ELA option and one mathematics option. If unsuccessful, a student may re-assess using an ELA or mathematics option outlined in Appendix C, or he/she may choose to demonstrate CCR status through one of the options from the CTE Program Certification Chart.

### **Appendix G: HCPS SB 740 Frequently Asked Questions (FAQ) Document**

This document, housed on [www.hcps.org](http://www.hcps.org), is a document that outlines the specifics surrounding SB 740 in a parent friendly, FAQ format. The FAQ is updated in real-time, as modifications to the specific assessment and graduation requirements are made from MSDE.

### **Appendix H: HCPS Parent Notification Letter: SB 740**

This document was sent home to each high school student in Spring 2016 notifying parents/guardians of the requirements of Senate Bill 740.

### **Appendix I: HCPS Blackboard Connect Call Script**

This document is the script for the Blackboard Connect call to every high school student via phone on April 1, 2016.

## Chapter 533

(Senate Bill 740)

AN ACT concerning

### College and Career Readiness and College Completion Act of 2013

FOR the purpose of requiring the State ~~Department~~ Board of Education to establish certain ~~mathematics course curriculum and graduation requirements for certain students; requiring students to enroll in a college preparation curriculum except in a certain circumstance;~~ requiring the State Department of Education to make a certain assessment of ~~all students in the 11th grade~~ certain students by a certain school year; requiring the Department, in collaboration with ~~a certain association~~ certain local school systems and certain community colleges, to develop and implement certain courses for the 12th grade by a certain school year; providing that the implementation of certain courses must include a certain assessment and may not preclude or replace certain requirements; requiring certain students to enroll in a mathematics course in each year of high school; requiring the Department to adopt certain regulations; stating certain goals of the State; stating a certain duty of the Maryland Higher Education Commission; requiring the Commission, in collaboration with certain institutions of higher education, to develop and implement ~~a certain course numbering system and~~ certain credit transfer agreements by certain dates and certain incentives for certain students to obtain certain degrees under certain circumstances; requiring the Commission, in collaboration with certain institutions of higher education, to create a certain statewide communication campaign to identify certain individuals; requiring the Commission to develop and implement a certain incentive plan for certain individuals and certain institutions of higher education; requiring the Commission to submit ~~a certain report by a certain date~~ certain reports by certain dates; requiring certain students to file a degree plan with certain institutions of higher education by a certain time; requiring a degree plan to be developed in consultation with a student's certain academic advisor and to follow a certain pathway to a degree; requiring certain institutions of higher education to develop and implement a certain block scheduling pathway system with certain benchmarks for certain students; ~~requiring certain institutions of higher education to consider implementing certain block scheduling;~~ requiring certain institutions of higher education to provide certain financial assistance to certain students; beginning on a certain date, establishing a standard number of credits required for certain degrees at certain institutions of higher education except under certain circumstances; authorizing the ~~Commission~~ governing board of a public institution of higher education, in consultation with the Commission, to establish additional exceptions to the standard number of credits required for certain degrees; clarifying eligibility for a certain grant program for certain

students; ~~beginning on or before a certain date~~, prohibiting certain institutions of higher education from charging dually enrolled students tuition; requiring each county board of education to provide a certain amount of funding to certain institutions of higher education for dually enrolled students; *requiring a county board to pay a certain amount for a certain number of courses for a certain dually enrolled student under certain circumstances*; authorizing county boards to charge a ~~student activities~~ fee to dually enrolled students not to exceed a certain amount; requiring a county board to consider certain information when setting fees; requiring the county board to waive a certain fee for certain students; *requiring certain county boards to offer make certain students aware of the opportunity to dually enroll under certain circumstances*; *requiring the Maryland Longitudinal Data System Center to submit a certain annual report*; requiring the Governor's P-20 Leadership Council of Maryland to monitor implementation of certain college strategies; requiring the Council to submit certain reports by certain dates; requiring the Department to develop, in consultation with certain institutions of higher education, a certain plan to improve college and career counseling; requiring the Department to *conduct a certain study and to submit a certain report by a certain date* ~~submit a certain report by a certain date~~ *certain reports by certain dates*; requiring the Commission to submit certain data to the Department of Legislative Services *and to submit certain reports* by certain dates; *requiring the Segmental Advisory Council to submit a certain report by a certain date*; *expressing a certain legislative intent*; defining certain terms; and generally relating to college *and career* readiness and college completion in the State.

BY repealing and reenacting, without amendments,

Article – Education

Section 1-101(a), (d), (f), and (l), 10-101(a), (c), (h), and (m), and 24-801(a)

Annotated Code of Maryland

(2008 Replacement Volume and 2012 Supplement)

BY adding to

Article – Education

Section 7-205.1, 11-105(b)(9), 11-209, 15-113 through 15-116, 18-14A-04, ~~18-14A-05, 24-703.1~~, and 24-801(m)

Annotated Code of Maryland

(2008 Replacement Volume and 2012 Supplement)

BY repealing and reenacting, with amendments,

Article – Education

Section 10-205, 11-207, 18-14A-01 through 18-14A-04, and 24-801(i)

Annotated Code of Maryland

(2008 Replacement Volume and 2012 Supplement)

Preamble

WHEREAS, The United States is one of the most well-educated countries in the world with 42% of adults age 25 to 64 years having attained a postsecondary degree; and

WHEREAS, Many countries have surpassed the United States in the percentage of young adults with a postsecondary degree; and

WHEREAS, By 2018, two-thirds of all jobs in Maryland will require some postsecondary education; and

WHEREAS, Governor Martin O'Malley has set the goal that at least 55% of Maryland's adults aged 25 to 64 years will hold at least an associate's degree by 2025; and

WHEREAS, Nearly two-thirds of high school graduates who enroll in a community college and one-quarter of high school graduates who enroll in a four-year institution require remediation; now, therefore,

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Laws of Maryland read as follows:

### Article – Education

1–101.

(a) In this article, unless the context requires otherwise, the following words have the meanings indicated.

(d) “County board” means the board of education of a county and includes the Baltimore City Board of School Commissioners.

(f) “Department” means the State Department of Education.

(l) “State Board” means the State Board of Education.

**7–205.1.**

**(A) THE STATE BOARD SHALL ESTABLISH HIGH SCHOOL CURRICULUM AND GRADUATION REQUIREMENTS FOR ALL PUBLIC SCHOOLS IN ACCORDANCE WITH THIS SECTION.**

~~**(B) ALL STUDENTS SHALL ENROLL IN A COLLEGE PREPARATION CURRICULUM IN HIGH SCHOOL UNLESS A PARENT OF A STUDENT CHOOSES TO ENROLL THE STUDENT IN A NONCOLLEGE PREPARATION CURRICULUM.**~~

~~(C)~~ **(B)** **(1)** BEGINNING WITH THE ~~2014-2015~~ *2015-2016* SCHOOL YEAR, ALL STUDENTS SHALL BE ASSESSED ~~IN THE~~ USING ACCEPTABLE COLLEGE PLACEMENT CUT SCORES NO LATER THAN 11TH GRADE TO DETERMINE WHETHER THE STUDENT IS READY FOR COLLEGE-LEVEL CREDIT-BEARING COURSE WORK *IN ENGLISH LANGUAGE ARTS, LITERACY, AND MATHEMATICS.*

**(2)** **(I)** ~~THE~~ SUBJECT TO SUBPARAGRAPH (II) OF THIS PARAGRAPH, THE DEPARTMENT, IN COLLABORATION WITH LOCAL SCHOOL SYSTEMS AND PUBLIC COMMUNITY COLLEGES, SHALL DEVELOP AND IMPLEMENT, BY THE ~~2015-2016~~ *2016-2017* SCHOOL YEAR, TRANSITION COURSES OR OTHER INSTRUCTIONAL OPPORTUNITIES TO BE DELIVERED IN THE 12TH GRADE TO STUDENTS WHO HAVE NOT ACHIEVED COLLEGE AND CAREER READINESS BY THE END OF THE 11TH GRADE.

**(II)** THE IMPLEMENTATION OF TRANSITION COURSES OR OTHER INSTRUCTIONAL OPPORTUNITIES REQUIRED UNDER SUBPARAGRAPH (I) OF THIS PARAGRAPH:

**1.** SHALL INCLUDE AN ASSESSMENT OR REASSESSMENT OF THE STUDENT AFTER COMPLETION OF THE COURSE; AND

**2.** MAY NOT PRECLUDE OR REPLACE ENROLLMENT IN A COURSE OTHERWISE REQUIRED FOR GRADUATION FROM HIGH SCHOOL.

~~(D)~~ **(C)** **(1)** ~~EACH~~ BEGINNING WITH THE 9TH GRADE CLASS OF 2014, AND SUBJECT TO PARAGRAPH (2) OF THIS SUBSECTION AND SUBSECTION ~~(D)~~ (E) OF THIS SECTION, EACH STUDENT SHALL ~~COMPLETE~~ ENROLL IN A MATHEMATICS COURSE IN EACH YEAR OF HIGH SCHOOL THAT THE STUDENT ATTENDS HIGH SCHOOL.

**(2)** THE DEPARTMENT SHALL ADOPT REGULATIONS THAT ESTABLISH THE MATHEMATICS AND MATH-RELATED COURSES THAT FULFILL THE REQUIREMENTS OF THIS SUBSECTION, WHICH MAY INCLUDE MATH-RELATED CAREER AND TECHNOLOGY PROGRAM COURSES.

~~(2)~~ ~~(I)~~ ~~THE MINIMUM LEVEL OF MATHEMATICS COMPETENCY THAT EACH STUDENT WHO IS ENROLLED IN A COLLEGE PREPARATION CURRICULUM IN HIGH SCHOOL SHALL ACHIEVE IS IN ALGEBRA II.~~

~~(II)~~ ~~IF A STUDENT ENROLLED IN A COLLEGE PREPARATION CURRICULUM IN HIGH SCHOOL HAS ACHIEVED COMPETENCY IN ALGEBRA II BEFORE THE SENIOR YEAR, THE STUDENT SHALL ENROLL IN A NONTRIVIAL~~

~~MATHEMATICS COURSE, INCLUDING TRIGONOMETRY, PRECALCULUS, CALCULUS, STATISTICS, OR COLLEGE ALGEBRA.~~

~~(2)~~ **(D) IT IS THE GOAL OF THE STATE THAT ALL STUDENTS ACHIEVE MATHEMATICS COMPETENCY IN ALGEBRA II.**

~~(D)~~ **(E) A STUDENT WHO IS ENROLLED IN A CREDIT-BEARING MATHEMATICS TRANSITION COURSE UNDER SUBSECTION (B)(2) OF THIS SECTION:**

**(1) SUBJECT TO ITEM (2) OF THIS SUBSECTION, SHALL BE CONSIDERED TO MEET THE REQUIREMENTS OF SUBSECTION (C) OF THIS SECTION; AND**

**(2) MAY NOT BE CONSIDERED TO MEET THE REQUIREMENTS OF SUBSECTION (C) OF THIS SECTION IF OTHER CREDIT-BEARING COURSES REQUIRED FOR GRADUATION HAVE NOT BEEN MET.**

10-101.

(a) In this division the following words have the meanings indicated.

(c) “Commission” means the Maryland Higher Education Commission.

(h) (1) “Institution of higher education” means an institution of postsecondary education that generally limits enrollment to graduates of secondary schools, and awards degrees at either the associate, baccalaureate, or graduate level.

(2) “Institution of higher education” includes public, private nonprofit, and for-profit institutions of higher education.

(m) “Public senior higher education institution” means:

(1) The constituent institutions of the University System of Maryland;

(2) Morgan State University; and

(3) St. Mary’s College of Maryland.

10-205.

**(A) IT IS THE GOAL OF THE STATE THAT AT LEAST 55% OF MARYLAND’S ADULTS AGE 25 TO 64 WILL HOLD AT LEAST AN ASSOCIATE’S DEGREE BY THE YEAR 2025.**

**(B) IT IS THE GOAL OF THE STATE THAT ALL DEGREE-SEEKING STUDENTS ENROLLED IN A PUBLIC COMMUNITY COLLEGE EARN AN ASSOCIATE'S DEGREE BEFORE LEAVING THE COMMUNITY COLLEGE OR TRANSFERRING TO A PUBLIC SENIOR HIGHER EDUCATION INSTITUTION.**

**[(a)] (C)** Institutions of higher education should utilize educational resources to provide the greatest possible benefit to the citizens of the State and to foster economic development.

**[(b)] (D)** In each region of the State, institutions of higher education should cooperate to assure an effective and efficient education system.

**[(c)] (E)** In developing missions and programs, the Maryland Higher Education Commission and each governing board and its constituent institutions shall consider the role, mission, and function of other public senior higher education institutions, particularly those institutions offering unique programs and services in the same geographical region.

11-105.

**(b) (9) THE COMMISSION HAS STATEWIDE COORDINATING RESPONSIBILITIES FOR INSTITUTIONS OF HIGHER EDUCATION TO ENSURE THE STATE ACHIEVES THE GOALS ESTABLISHED UNDER § 10-205 OF THIS ARTICLE.**

11-207.

(a) The Commission shall:

(1) Establish procedures for transfer of students between the public segments of postsecondary education;

(2) Recommend cooperative programs among segments of postsecondary education to assure appropriate flexibility in the higher education system; and

(3) In conjunction with the governing boards, establish standards for articulation agreements.

~~**(B) THE COMMISSION, IN COLLABORATION WITH THE PUBLIC INSTITUTIONS OF HIGHER EDUCATION, SHALL DEVELOP AND IMPLEMENT A COMMON COURSE NUMBERING SYSTEM AT ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION BY JULY 1, 2015.**~~

~~**(B)**~~ **(B)** THE COMMISSION, IN COLLABORATION WITH THE PUBLIC INSTITUTIONS OF HIGHER EDUCATION, SHALL DEVELOP AND IMPLEMENT A

**STATEWIDE TRANSFER AGREEMENT WHEREBY ~~ALL~~ AT LEAST 60 CREDITS OF GENERAL EDUCATION, ELECTIVE, AND MAJOR COURSES THAT A STUDENT EARNS AT ANY COMMUNITY COLLEGE IN THE STATE TOWARD AN ASSOCIATE'S OF ART OR ASSOCIATE'S OF SCIENCE DEGREE SHALL BE TRANSFERRABLE TO ANY PUBLIC SENIOR HIGHER EDUCATION INSTITUTION IN THE STATE FOR CREDIT TOWARD A BACHELOR'S DEGREE BY JULY 1, 2016.**

**~~(D)~~ (C) THE COMMISSION, IN COLLABORATION WITH THE PUBLIC INSTITUTIONS OF HIGHER EDUCATION, SHALL DEVELOP AND IMPLEMENT A STATEWIDE REVERSE TRANSFER AGREEMENT WHEREBY ~~ALL~~ AT LEAST 30 CREDITS THAT A STUDENT EARNS AT ANY PUBLIC SENIOR HIGHER EDUCATION INSTITUTION IN THE STATE TOWARD A BACHELOR'S DEGREE ARE TRANSFERRABLE TO ANY COMMUNITY COLLEGE IN THE STATE FOR CREDIT TOWARD AN ASSOCIATE'S DEGREE BY JULY 1, 2016.**

**(D) THE COMMISSION AND EACH PUBLIC INSTITUTION OF HIGHER EDUCATION SHALL DEVELOP AND IMPLEMENT INCENTIVES FOR STUDENTS TO OBTAIN AN ASSOCIATE'S DEGREE BEFORE ENROLLING IN A PUBLIC SENIOR INSTITUTION OF HIGHER EDUCATION.**

**[(b)] ~~(E)~~ (F)** The Commission may recommend procedures and guidelines for consideration by the governing boards of institutions of postsecondary education on:

- (1) Improvement and coordination of student financial assistance programs; and
- (2) Other subjects of general interest and concern to the higher education community in the State.

**11-209.**

**(A) IN THIS SECTION, "NEAR COMPLETER" MEANS AN INDIVIDUAL WHO HAS COMPLETED SOME COLLEGE CREDITS BUT DOES NOT HAVE A COLLEGE DEGREE AND IS NO LONGER ATTENDING AN INSTITUTION OF HIGHER EDUCATION.**

**(B) THE COMMISSION, IN COLLABORATION WITH INSTITUTIONS OF HIGHER EDUCATION, SHALL CREATE A STATEWIDE COMMUNICATION CAMPAIGN TO IDENTIFY NEAR COMPLETERS IN THE STATE AND TO ENCOURAGE NEAR COMPLETERS TO RE-ENROLL IN AN INSTITUTION OF HIGHER EDUCATION TO EARN A DEGREE.**

**(C) THE COMMUNICATION CAMPAIGN SHALL:**

**(1) MAKE USE OF A VARIETY OF MARKETING MEDIA, INCLUDING BILLBOARDS, BROCHURES, AND ELECTRONIC RESOURCES;**

**(2) PROVIDE A CENTRALIZED CONTACT POINT FOR NEAR COMPLETERS TO GET INFORMATION ABOUT AND ASSISTANCE WITH RE-ENROLLING; ~~AND~~**

**(3) MAKE READILY AVAILABLE CONTACT INFORMATION FOR EACH PUBLIC INSTITUTION OF HIGHER EDUCATION IN THE STATE; AND**

**~~(3)~~ (4) FOCUS ON NEAR COMPLETERS WHO:**

**(I) EARNED A MINIMUM GRADE POINT AVERAGE OF 2.0 ON A SCALE OF 4.0 WHILE IN COLLEGE; AND**

**(II) 1. EARNED AT LEAST 45 CREDIT HOURS IF THE INDIVIDUAL ATTENDED A COMMUNITY COLLEGE; OR**

**2. EARNED AT LEAST ~~70~~ 90 CREDIT HOURS IF THE INDIVIDUAL ATTENDED A SENIOR HIGHER EDUCATION INSTITUTION.**

**(D) (1) THE COMMISSION SHALL DEVELOP AND IMPLEMENT A PLAN THAT WOULD PROVIDE AN INCENTIVE TO:**

**(I) A NEAR COMPLETER TO RE-ENROLL AND EARN A DEGREE; AND**

**(II) A COLLEGE TO IDENTIFY AND GRADUATE NEAR COMPLETERS.**

**(2) THE INCENTIVE PLAN SHALL USE ALL AVAILABLE RESOURCES, INCLUDING ~~ENDOWMENT~~ INSTITUTIONAL FUNDS, PRIVATE SECTOR FUNDS, AND STATE FUNDS.**

**(E) THE COMMISSION AND INSTITUTIONS OF HIGHER EDUCATION MAY IMPLEMENT OTHER NEAR COMPLETER INITIATIVES IN ADDITION TO THE CAMPAIGN AND INCENTIVE PLAN REQUIRED UNDER THIS SECTION.**

**(F) BY DECEMBER 1, 2013, THE COMMISSION SHALL SUBMIT A REPORT, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, TO THE GENERAL ASSEMBLY ON THE DETAILS OF THE STATEWIDE COMMUNICATION CAMPAIGN AND THE INCENTIVE PLAN, INCLUDING THE EXPECTED TIMELINE FOR IMPLEMENTATION.**

15-113.

(A) IN THIS SECTION, "DEGREE PLAN" MEANS A STATEMENT OF THE COURSE OF STUDY REQUIREMENTS THAT AN UNDERGRADUATE STUDENT ENROLLED IN A PUBLIC ~~SENIOR~~ HIGHER EDUCATION INSTITUTION MUST COMPLETE TO GRADUATE FROM THE INSTITUTION.

(B) EXCEPT AS PROVIDED IN SUBSECTION (C) OF THIS SECTION, EACH UNDERGRADUATE STUDENT ENROLLED IN A PUBLIC SENIOR HIGHER EDUCATION INSTITUTION SHALL FILE A DEGREE PLAN WITH THE INSTITUTION AS SOON AS PRACTICABLE BUT NOT LATER THAN BY THE COMPLETION OF ~~45~~ 30 45 CREDIT HOURS OF COURSE WORK.

(C) EACH UNDERGRADUATE STUDENT WHO TRANSFERS TO A PUBLIC SENIOR HIGHER EDUCATION INSTITUTION WITH AT LEAST 45 CREDIT HOURS OF COURSE WORK SHALL FILE A DEGREE PLAN WITH THE INSTITUTION DURING THE STUDENT'S FIRST SEMESTER AT THE INSTITUTION.

(D) EACH DEGREE-SEEKING UNDERGRADUATE STUDENT ENROLLED AT A COMMUNITY COLLEGE SHALL FILE A DEGREE PLAN WITH THE INSTITUTION ON ENTERING THE INSTITUTION.

~~(D)~~ (E) A DEGREE PLAN FILED UNDER THIS SECTION SHALL:

(1) (I) ~~BE~~ BE DEVELOPED IN CONSULTATION WITH AN ACADEMIC ADVISOR IN THE STUDENT'S DEGREE PROGRAM; OR

(II) IF AN ACADEMIC ADVISOR IS NOT AVAILABLE IN THE STUDENT'S DEGREE PROGRAM, ANY ACADEMIC ADVISOR AT THE INSTITUTION; AND

(2) FOLLOW A PATHWAY TO A DEGREE AS REQUIRED UNDER § 15-114 OF THIS SUBTITLE.

15-114.

~~(A)~~ (A) EACH PUBLIC INSTITUTION OF HIGHER EDUCATION IN THE STATE SHALL:

~~(1) DEVELOP A BLOCK SCHEDULING PATHWAY SYSTEM WHEREBY A DEGREE-SEEKING STUDENT IS AUTOMATICALLY ENROLLED IN COURSES FOR THE FIRST YEAR OF ENROLLMENT OR IS ENROLLED IN COURSES~~

~~CONCURRENTLY WITH THE FILING OF A DEGREE PLAN UNDER § 15-113 OF THIS SUBTITLE, WHICHEVER IS LATER;~~

(1) DEVELOP A PATHWAY SYSTEM WHEREBY PUBLIC INSTITUTIONS OF HIGHER EDUCATION ESTABLISH GRADUATION PROGRESS BENCHMARKS FOR EACH ACADEMIC MAJOR AND FOR THE GENERAL EDUCATION PROGRAM FOR STUDENTS WHO HAVE NOT DECLARED A MAJOR;

(2) REQUIRE THE ~~BLOCK-SCHEDULE~~ PATHWAY FOR EACH FIRST-TIME DEGREE-SEEKING STUDENT TO INCLUDE CREDIT-BEARING MATHEMATICS AND ENGLISH COURSES IN THE FIRST 24 CREDIT HOURS OF COURSES; AND

(3) REQUIRE THE ~~BLOCK-SCHEDULE~~ PATHWAY FOR EACH DEGREE-SEEKING STUDENT ENROLLED IN A DEVELOPMENTAL COURSE IN MATHEMATICS, READING, OR ENGLISH TO INCLUDE THE CREDIT-BEARING COURSE IN MATHEMATICS, READING, OR ENGLISH CONCURRENT WITH OR IN THE SEMESTER IMMEDIATELY FOLLOWING COMPLETION OF THE DEVELOPMENTAL COURSE.

(B) (1) THE BENCHMARKS ESTABLISHED IN SUBSECTION (A)(1) OF THIS SECTION SHALL SPECIFY THE CREDIT AND COURSE CRITERIA THAT INDICATE SATISFACTORY PROGRESS TOWARD A DEGREE.

(2) ACADEMIC UNITS SHALL ESTABLISH SCHEDULES FOR REGULAR PERIODIC REVIEWS OF STUDENT PROGRESS.

(3) STUDENTS WHO ARE IN DANGER OF FALLING BEHIND THE PROGRAM BENCHMARKS SHALL BE REQUIRED TO CONSULT WITH AN ACADEMIC ADVISOR BEFORE REGISTRATION.

~~(B) EACH PUBLIC INSTITUTION OF HIGHER EDUCATION SHALL CONSIDER IMPLEMENTING BLOCK SCHEDULING BASED ON THE TIME OF DAY TO ASSIST FULL-TIME STUDENTS OR PART-TIME STUDENTS WITH WORK OR FAMILY COMMITMENTS TO ACHIEVE A COLLEGE DEGREE.~~

15-115.

EACH PUBLIC SENIOR HIGHER EDUCATION INSTITUTION SHALL DEDICATE A PORTION OF INSTITUTIONAL FINANCIAL AID TO PROVIDE FINANCIAL ASSISTANCE TO RESIDENT UNDERGRADUATE STUDENTS THAT TRANSFER WITH AN ASSOCIATE'S DEGREE FROM A COMMUNITY COLLEGE IN THE STATE.

15-116.

(A) (1) EXCEPT AS PROVIDED IN PARAGRAPH (2) OF THIS SUBSECTION, THE STANDARD NUMBER OF CREDITS REQUIRED FOR A BACCALAUREATE DEGREE FROM A PUBLIC SENIOR HIGHER EDUCATION INSTITUTION IS 120 CREDIT HOURS.

(2) THE STANDARD NUMBER OF CREDITS REQUIRED UNDER PARAGRAPH (1) OF THIS SUBSECTION DOES NOT APPLY IF:

(I) THE DEGREE PROGRAM IS DEFINED AS A 5-YEAR BACCALAUREATE PROGRAM;

(II) PROFESSIONAL ACCREDITATION REQUIRES A HIGHER NUMBER OF CREDIT HOURS OR REQUIRES COURSE WORK THAT CANNOT BE COMPLETED IN 120 CREDITS; OR

(III) CERTIFICATION REQUIREMENTS RESULT IN A NEED FOR CREDIT HOURS IN EXCESS OF 120.

(B) (1) EXCEPT AS PROVIDED IN PARAGRAPH (2) OF THIS SUBSECTION, BEGINNING WITH FALL 2015, THE STANDARD NUMBER OF CREDITS REQUIRED FOR AN ASSOCIATE'S DEGREE FROM A PUBLIC COMMUNITY COLLEGE IS 60 CREDIT HOURS.

(2) THE STANDARD NUMBER OF CREDITS REQUIRED UNDER PARAGRAPH (1) OF THIS SUBSECTION DOES NOT APPLY IF:

(I) THE DEGREE PROGRAM IS DEFINED AS MORE THAN A 2-YEAR ASSOCIATE'S DEGREE;

(II) PROFESSIONAL ACCREDITATION REQUIRES A HIGHER NUMBER OF CREDIT HOURS OR REQUIRES COURSE WORK THAT CANNOT BE COMPLETED IN 60 CREDITS; OR

(III) CERTIFICATION REQUIREMENTS RESULT IN A NEED FOR CREDIT HOURS IN EXCESS OF 60.

(C) ~~THE COMMISSION~~ GOVERNING BOARD OF A PUBLIC INSTITUTION OF HIGHER EDUCATION, IN CONSULTATION WITH THE COMMISSION, MAY APPROVE ADDITIONAL EXCEPTIONS TO THE CREDIT HOUR REQUIREMENTS UNDER SUBSECTIONS (A) AND (B) OF THIS SECTION.

18-14A-01.

(a) **(1)** In this section[, “dually] **THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.**

**(2)** **“DUALY enrolled student”** means a student who is dually enrolled in:

**[(1)] (I)** A secondary school in the State; and

**[(2)] (II)** An institution of higher education in the State.

**(3)** **“FULL-TIME EQUIVALENT ENROLLMENT”** HAS THE MEANING STATED IN **§ 5-202 OF THIS ARTICLE.**

**(4)** **“GRANT”** MEANS THE EARLY COLLEGE ACCESS GRANT.

~~**(5)** **“LOCAL SHARE OF THE FOUNDATION PROGRAM”** HAS THE MEANING STATED IN **§ 5-202 OF THIS ARTICLE.**~~

**(B)** **THERE IS AN EARLY COLLEGE ACCESS GRANT THAT PROVIDES FINANCIAL ASSISTANCE TO DUALY ENROLLED STUDENTS IN THE STATE.**

**[(b)] (C)** In cooperation with institutions of higher education in the State, the Commission shall [establish and] administer [a grant program for dually enrolled students] **THE GRANT.**

**[(c)] (D)** A recipient of [an early college access] A grant shall:

(1) [Be a resident of the State;

(2) Be a [dually enrolled] student **DUALY ENROLLED IN THE STATE;** and

**[(3)] (2)** Demonstrate financial need according to criteria established by the Commission.

**[(d)] (E)** For courses completed under the [program] **GRANT**, a recipient [of an early college access grant] is not required to receive credit from a secondary school and an institution of higher education at the same time.

18-14A-02.

(a) Funds for the [Early College Access] Grant [Program] shall be allocated by the Commission to an institution of higher education based on the number of dually enrolled students receiving credit for courses completed at the institution.

(b) Funds for the [Early College Access] Grant [Program] shall be as provided in the annual budget of the Commission by the Governor.

18-14A-03.

The Commission shall:

(1) Establish guidelines for AWARDING the [awarding of early college access grants] GRANT to dually enrolled students; and

(2) Adopt any other guidelines or regulations necessary for the administration of this subtitle.

18-14A-04.

(A) ~~A BEGINNING ON JANUARY 1, 2014, A~~ A PUBLIC INSTITUTION OF HIGHER EDUCATION MAY NOT CHARGE TUITION TO A DUALY ENROLLED STUDENT.

(B) ~~(1) FOR SUBJECT TO SUBSECTION (D) OF THIS SECTION, FOR EACH DUALY ENROLLED STUDENT WHO IS ENROLLED IN A PUBLIC SCHOOL IN THE COUNTY, THE COUNTY BOARD SHALL PAY THE PUBLIC INSTITUTION OF HIGHER EDUCATION FOR EACH COURSE UP TO A MAXIMUM OF FOUR COURSES IN WHICH THE STUDENT IS ENROLLED WHILE A STUDENT IN A PUBLIC SECONDARY SCHOOL IN THE STATE:~~

~~(1) (I) FOR A PUBLIC SENIOR INSTITUTION OF HIGHER EDUCATION, 75% OF THE COST OF TUITION; AND~~

~~(2) (II) FOR A COMMUNITY COLLEGE, THE LESSER OF:~~

~~(1) (I) 1. THE AMOUNT CALCULATED IN SUBSECTION (C) OF THIS SECTION 5% OF THE TARGET PER PUPIL FOUNDATION AMOUNT ESTABLISHED UNDER § 5-202(A) OF THIS ARTICLE; OR~~

~~(2) (II) 2. THE 75% OF THE COST OF TUITION.~~

~~(2) FOR EACH COURSE IN EXCESS OF FOUR IN WHICH A DUALY ENROLLED STUDENT IS ENROLLED, THE COUNTY BOARD SHALL PAY:~~

(I) FOR A PUBLIC SENIOR INSTITUTION OF HIGHER EDUCATION, 90% OF THE COST OF TUITION; AND

(II) FOR A COMMUNITY COLLEGE, THE LESSER OF:

1. 5% OF THE TARGET PER PUPIL FOUNDATION AMOUNT ESTABLISHED UNDER § 5-202(A) OF THIS ARTICLE; OR

2. 90% OF THE COST OF TUITION.

(3) IF THERE IS AN AGREEMENT BEFORE JULY 1, 2013, BETWEEN A PUBLIC SCHOOL AND A PUBLIC INSTITUTION OF HIGHER EDUCATION IN WHICH THE PUBLIC INSTITUTION OF HIGHER EDUCATION CHARGES LESS THAN 75% OF THE COST OF TUITION TO A DUALY ENROLLED STUDENT, THE COUNTY BOARD SHALL PAY THE COST OF TUITION UNDER THE EXISTING AGREEMENT.

~~(C) FOR EACH DUALY ENROLLED STUDENT, THE ANNUAL AMOUNT THAT A PUBLIC INSTITUTION OF HIGHER EDUCATION RECEIVES FROM A COUNTY BOARD IS CALCULATED AS FOLLOWS:~~

~~(1) DIVIDE THE LOCAL SHARE OF THE FOUNDATION PROGRAM BY THE FULL-TIME EQUIVALENT ENROLLMENT OF THE COUNTY;~~

~~(2) DIVIDE THE QUOTIENT CALCULATED IN ITEM (1) OF THIS SUBSECTION BY THE TOTAL NUMBER OF COURSES IN WHICH THE STUDENT IS ENROLLED IN HIGH SCHOOL AND THE PUBLIC INSTITUTION OF HIGHER EDUCATION; AND~~

~~(3) MULTIPLY THE QUOTIENT CALCULATED IN ITEM (2) OF THIS SUBSECTION BY THE NUMBER OF COURSES IN WHICH THE STUDENT IS ENROLLED AT THE PUBLIC INSTITUTION OF HIGHER EDUCATION.~~

~~(D)~~ (C) (1) (I) A COUNTY BOARD MAY CHARGE A DUALY ENROLLED STUDENT A ~~STUDENT ACTIVITIES~~ FEE NOT TO EXCEED ~~50%~~ 90% OF THE AMOUNT PAID UNDER SUBSECTION ~~(B)~~ (B)(1) OF THIS SECTION.

(II) A COUNTY BOARD MAY CHARGE A DUALY ENROLLED STUDENT A FEE NOT TO EXCEED 100% OF THE AMOUNT PAID UNDER SUBSECTION (B)(2) OF THIS SECTION.

(2) A COUNTY BOARD SHALL CONSIDER THE FINANCIAL ABILITY OF STUDENTS WHEN SETTING FEES.

**(3) A COUNTY BOARD SHALL WAIVE THE FEE FOR STUDENTS WHO ~~DEMONSTRATE FINANCIAL NEED~~ ARE ELIGIBLE FOR FREE AND REDUCED PRICE MEALS.**

**(D) IF THERE IS AN AGREEMENT BETWEEN A PUBLIC SCHOOL AND A PUBLIC INSTITUTION OF HIGHER EDUCATION IN WHICH A PUBLIC SCHOOL AGREES TO PAY FOR MORE THAN FOUR COURSES AT A PUBLIC INSTITUTION OF HIGHER EDUCATION FOR A DUALY ENROLLED STUDENT, THE PUBLIC SCHOOL SHALL PAY FOR THE NUMBER OF COURSES UNDER THE AGREEMENT.**

**18-14A-05.**

**EACH COUNTY BOARD SHALL ~~OFFER~~ MAKE ALL HIGH SCHOOL STUDENTS WHO MEET MUTUALLY AGREED ON ENROLLMENT REQUIREMENTS AWARE OF THE OPPORTUNITY TO DUALY ENROLL UNDER THIS SUBTITLE.**

[18-14A-04.] ~~18-14A-05.~~ 18-14A-06.

An institution of higher education that receives State funds under this subtitle shall provide the Commission with an annual audit of the use of the funds.

**24-703.1.**

**THE CENTER SHALL REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY ON OR BEFORE DECEMBER 15 OF EACH YEAR, DISAGGREGATED BY LOCAL SCHOOL SYSTEM, REGARDING:**

**(1) THE NUMBER OF STUDENTS WHO ARE DUALY ENROLLED UNDER TITLE 18, SUBTITLE 14A OF THIS ARTICLE; AND**

**(2) THE NUMBER AND COURSE NAME OF THE COURSES IN WHICH A STUDENT UNDER ITEM (1) OF THIS SECTION DUALY ENROLLS AT THE HIGH SCHOOL AND AT THE PUBLIC INSTITUTION OF HIGHER EDUCATION.**

**24-801.**

(a) In this section, "Council" means the Governor's P-20 Leadership Council of Maryland.

(i) The Council shall investigate ways to improve education, advance workforce creation, and make the State more competitive through some or all of the following strategies:

- (1) Ensuring that all students have the basic, critical thinking, and technical skills necessary to succeed in the modern workplace;
- (2) Reducing dropout rates and increasing retention and graduation rates in high school and college;
- (3) Improving student achievement and closing student achievement gaps;
- (4) Improving teaching quality;
- (5) Improving teacher retention;
- (6) Strengthening and expanding educational leadership programs;
- (7) Redesigning career and technology education programs to meet college expectations and employer needs;
- (8) Expanding the availability of career and technology programs and high school centers;
- (9) Strengthening STEM programs at the high school and college levels;
- (10) Connecting high school expectations and college expectations with employer needs;
- (11) Creating pathways for all students to obtain college degrees;
- (12) Providing teachers the resources and professional training they need to help students reach higher standards;
- (13) Expanding opportunities for continuous learning;
- (14) Aligning high school graduation requirements with college readiness requirements;
- (15) Improving the connections between the pre-kindergarten, primary, secondary, and higher education systems;
- (16) Creating programs and incentives to encourage mutually beneficial relationships between schools, school systems, higher education, and the business community; [and]
- (17) **ENSURING COLLEGE AND CAREER READINESS AND COLLEGE COMPLETION STRATEGIES ARE IMPLEMENTED; AND**

(18) Any other strategies requested by the Governor or General Assembly.

**(M) BY DECEMBER 1, 2014, AND EVERY 2 YEARS THEREAFTER, THE COUNCIL SHALL REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY ON THE PROGRESS OF IMPLEMENTING COLLEGE AND CAREER READINESS AND COLLEGE COMPLETION STRATEGIES ESTABLISHED IN § 7-205.1, TITLE 11, SUBTITLE 7A, §§ 15-113 THROUGH 15-116, AND TITLE 18, SUBTITLE 14A OF THIS ARTICLE.**

SECTION 2. AND BE IT FURTHER ENACTED, That:

(a) The State Department of Education shall develop a plan, in consultation with institutions of higher education, to improve college and career counseling that is provided to students in middle and high schools.

(b) The plan developed under subsection (a) of this section should:

(1) identify best practices used in the State and nationally; and

(2) include recommendations for a competitive grant program that would be used to implement these best practices across the State as well as recommendations for implementing the College Readiness Outreach Program established under § 18-303.1 of the Education Article.

(c) The Department shall submit the plan to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly by October 1, 2013 to ensure appropriate funding for the plan may be considered for inclusion in the fiscal year 2015 operating budget.

SECTION 3. AND BE IT FURTHER ENACTED, That, on or before December 1, ~~2013~~ 2014, the State Department of Education shall report to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly, regarding:

(1) the feasibility of the award of a Maryland high school diploma regardless of whether a student has completed the minimum requisite credits or 4 years of high school if the student:

(i) is assessed as college *and career* ready under § 7-205.1 of the Education Article, as enacted by Section 1 of this Act; and

(ii) meets the student service and other assessment graduation requirements established in regulations; and

(2) if found to be feasible under item (1) of this section, an implementation plan for the award of a Maryland high school diploma regardless of whether a student has completed the minimum requisite credits or 4 years of high school.

SECTION 4. AND BE IT FURTHER ENACTED, That:

(1) On or before December 31, 2013, the Maryland Higher Education Commission Segmental Advisory Council shall submit a report to the Governor and, in accordance with § 2–1246 of the State Government Article, to the Senate Budget and Taxation Committee, the Senate Education, Health, and Environmental Affairs Committee, the House Appropriations Committee, and the House Committee on Ways and Means regarding Maryland’s academic course articulation data system and academic course transferability between institutions of higher education in the State.

(2) The report required under paragraph (1) of this section shall include:

(i) a review of the online articulation data system currently in use, known as The Articulation System for Maryland Colleges and Universities (ARTSYS), and whether improvements to the transparency and user–friendly functionality of ARTSYS can be accomplished in a timely manner;

(ii) a review of whether there is an alternative articulation data system available and, if so, what would be the cost and schedule of implementation of the alternative system;

(iii) an analysis of any gaps and deficiencies in the articulation of academic course equivalencies amongst segments of higher education;

(iv) recommendations to establish a course articulation system that is transparent and user–friendly for students and administrators at institutions of higher education; and

(v) recommendations on how to maximize degree credit transferability in a cost– and time–efficient manner.

SECTION 5. AND BE IT FURTHER ENACTED, That, on or before December 1, 2013, the Maryland Higher Education Commission shall report to the Governor and, in accordance with § 2–1246 of the State Government Article, the General Assembly, regarding obstacles and barriers, if any, toward facilitating the sharing of student information among institutions of higher education in the State in furtherance of the communication campaign required under § 11–209 of the Education Article.

SECTION 6. AND BE IT FURTHER ENACTED, That:

(1) On or before December 31, 2017, the Maryland Higher Education Commission, in collaboration with the State Board of Education, the University System of Maryland, Morgan State University, St. Mary's College of Maryland, and the Maryland Association of Community Colleges shall report to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly regarding the academic, enrollment, and financial impacts of being a dually enrolled student under Title 18, Subtitle 14A of the Education Article.

(2) The report required under paragraph (1) of this section shall include:

(i) information disaggregated by local school system and by public institution of higher education; and

(ii) the identification of obstacles to expanded participation in dual enrollment.

SECTION ~~7~~ 7. AND BE IT FURTHER ENACTED, That, by December 1 of each year, the Maryland Higher Education Commission shall submit to the Department of Legislative Services de-identified data in compliance with the federal Family Educational Rights and Privacy Act that is collected from institutions of higher education and submitted to Complete College America.

*SECTION 8. AND BE IT FURTHER ENACTED, That the State Department of Education, in collaboration with the county boards of education and the Maryland Higher Education Commission, and with input from other stakeholders, shall study the transition courses required under Section 7-205.1 of the Education Article as enacted by Section 1 of this Act and examine the development, content, and implementation of transition courses to be delivered to students in the 12th grade who are not college and career ready at the end of 11th grade. The study shall include the alignment of transition courses with the Common Core State Curriculum as well as whether the courses should be credit-bearing and should be considered to meet the requirements for high school graduation. The study shall determine the appropriate assessment to be used to determine college and career readiness and include the number of credits toward graduation that students have accumulated upon entering 12th grade in each local education agency. The study shall also address how students' level of college and career readiness will be reflected on high school transcripts. It is the intent of the General Assembly that separate high school diplomas not be established. A report including any recommendations shall be submitted to the Governor and, in accordance with § 2-1246 of the State Government Article, the Senate Education, Health, and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Ways and Means Committee, and the House Appropriations Committee no later than December 15, 2013.*

Ch. 533

2013 LAWS OF MARYLAND

SECTION ~~4~~ ~~8~~ 9. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2013.

**Approved by the Governor, May 16, 2013.**

## HCPS Progression for Graduation Assessment Requirements

Year Entered HS	2013-2014	2014-2015	2015-2016	2016-2017
	Current Grade 12	Current Grade 11	Current Grade 10	Current Grade 9
English*	Participate in PARCC English 10	Participate in PARCC English 10	Meet Qualifying Score PARCC English 10*	Meet Qualifying Score PARCC English 10*
Mathematics**	Participate in PARCC Algebra I or HSA **	Participate in PARCC Algebra I or HSA**	Meet Qualifying Score PARCC Algebra I <u>or</u> Participate in PARCC Algebra I or HSA**	Participate or Meet Qualifying Score PARCC Algebra I**
Biology	During the 2016-17 school year, students enrolled in Biology for the first time are only required to participate, not pass the High School Assessment.			
Government	All students are required to pass the Government High School Assessment or Bridge Plan for Academic Validation.			

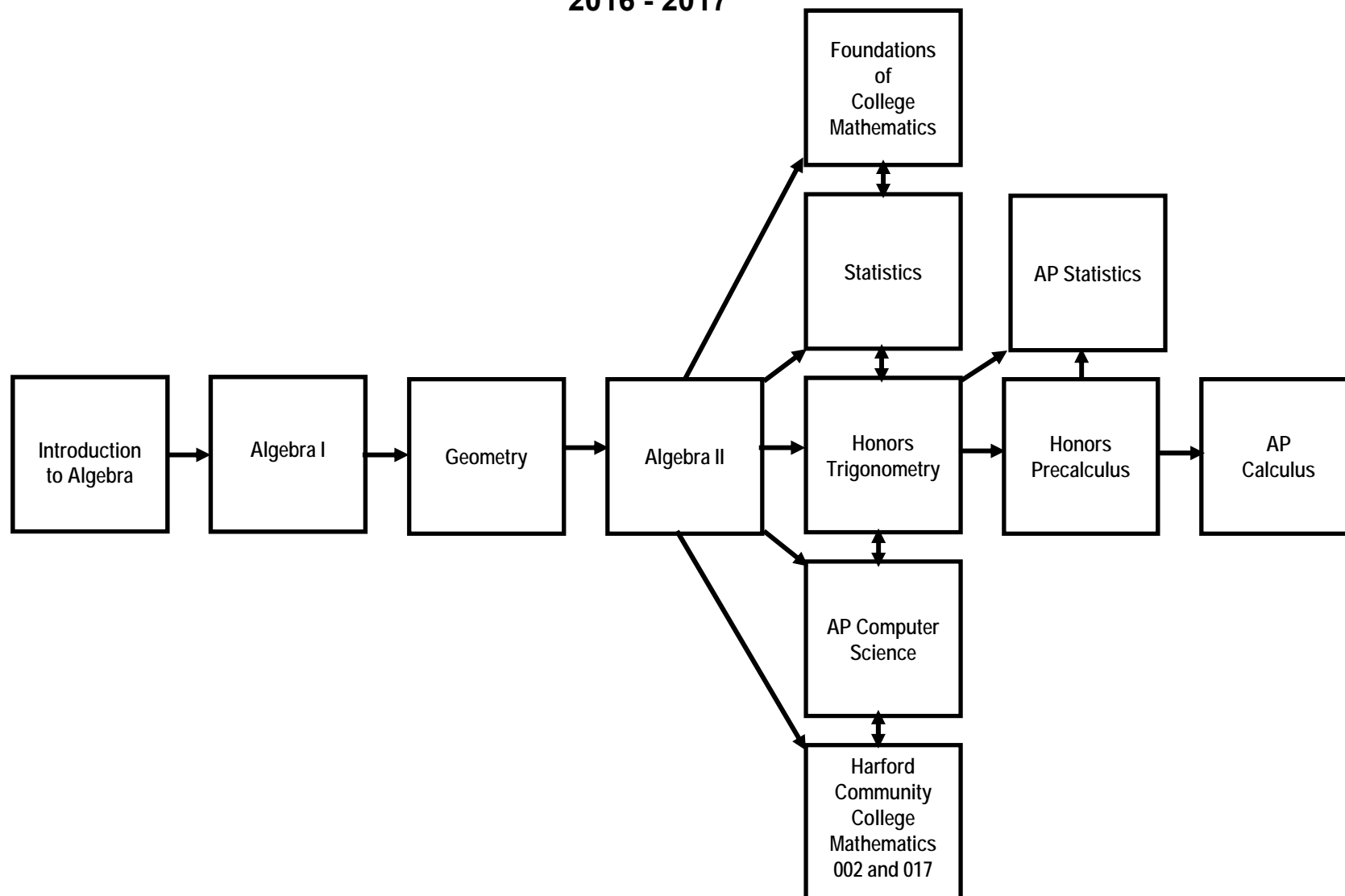
\*Any student who participated in the PARCC English 10 or HSA English prior to the SY 2016-17 regardless of grade/age, has met the graduation requirement for English 10. **Beginning in the 2016-2017 school year, all students who take English 10 for the first time will need to meet the qualifying score (based on the first time enrolled in course) on the PARCC English 10 to meet the graduation requirement.\*\***

\*\*Any student who participated in the PARCC Algebra I or HSA Algebra prior to the SY 2016-17 regardless of grade/age, has met the graduation requirement for Algebra I. **Beginning in the 2016-2017 school year, all students who take Algebra I for the first time will need to meet the qualifying score (based on the first time enrolled in course) on the PARCC Algebra I to meet the graduation requirement.\*\***

Attachment 2A: CCR-CC Act of 2013 Assessment and Transition Course Options (Applicable to students taking CCR assessments in the 2016-2017 school year)

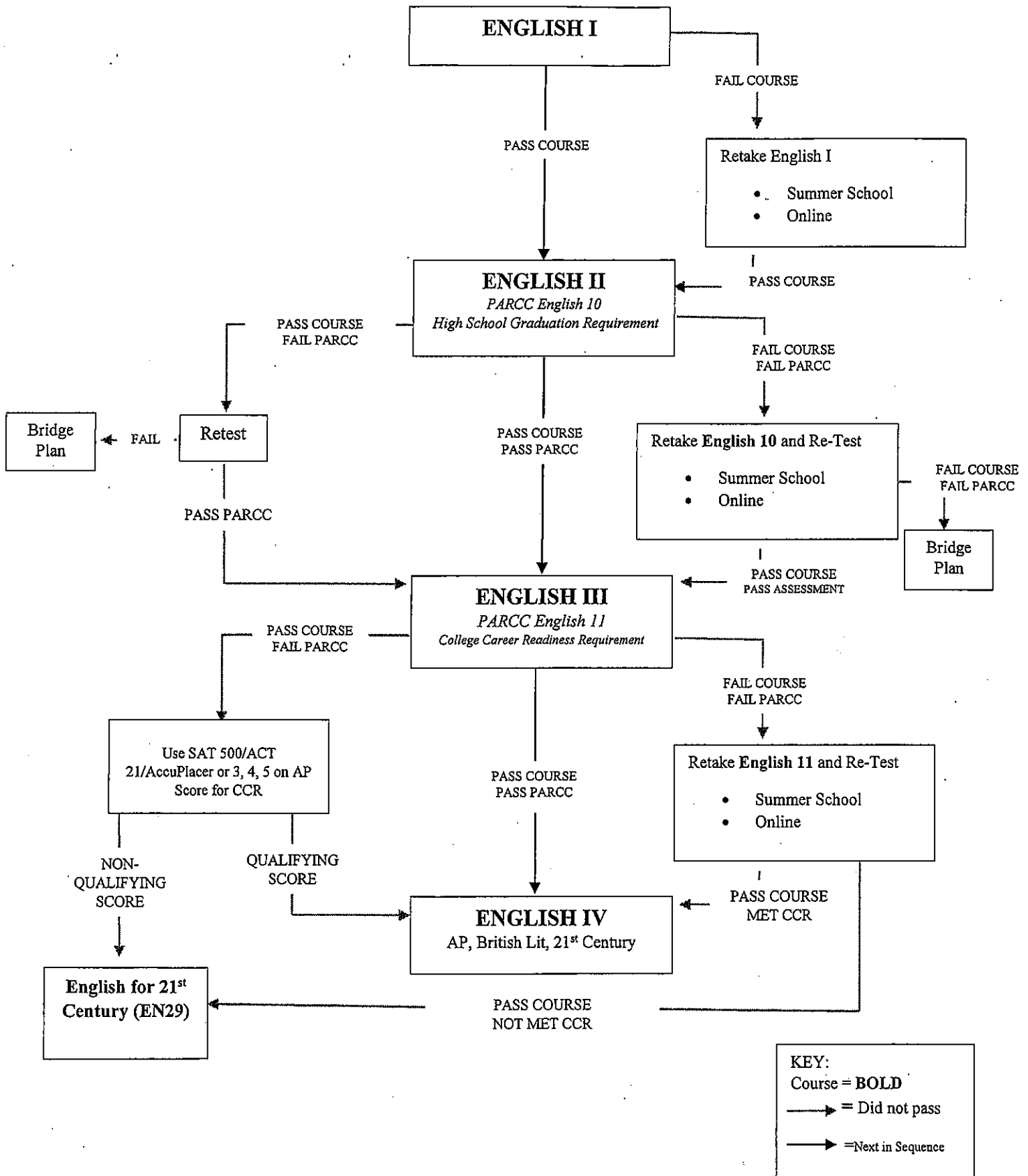
	11th Grade Assessment Options						Can replace CCR Assessment or Senior Coursework	Senior Year Coursework	Senior Year Re-Assessment Options
	PARCC	SAT	ACT	AP	IB	Accuplacer	Dual Enrollment	If a student is not determined college and/or career ready by the end of 11th grade, he/she will:	Students who complete senior year transition courses or other instructional opportunities will be reassessed at the end of their senior year using one of the following:
<b>English Language Arts (ELA)</b>	English 11 score of level 4 or 5  English 10 score of level 4 or 5 satisfies the CCR determination (pending further research)	Score of 500 or greater Evidence-based Reading and Writing (EBRW) Section	Score of 21 or greater Average of English Test & Reading Test	English Language & Composition or English Literature & Composition Exam Score of 3, 4, or 5	Lang A: Lit SL or HL or Lang A: Lang & Lit SL or HL Grade 4 or above on one or more	Reading 79+ and Writing 6+ and Sentence Skills 90+	Admission to and enrollment in a Maryland IHEs appropriate ELA college credit bearing course.	Complete an ELA transition course or an additional ELA "instructional opportunity" (online, hybrid, module, etc.) in preparation for reassessment OR Enroll in a transition course articulated with a community college. These articulated college courses include, but are not limited to, Developmental English courses approved by the community college as sufficient preparation for college.	Summative Course Assessment (externally validated by local community college) OR PARCC 11 OR SAT/ACT OR Accuplacer OR AP Test OR IB Test
<b>Mathematics*</b>	Algebra II score of 4 or 5  Geometry (pending further research) ** Please see below	Score of 500 or greater Mathematics Section	Score of 21 or greater on Mathematics Test	Calculus AB Calculus BC Statistics Exam Score of 3, 4, or 5	Math Studies Math SL Math HL Further Math Grade 4 or above on one or more	College Level Mathematics test score of 45+	Admission to and enrollment in a Maryland IHEs appropriate math college credit bearing course.	Complete a math transition course or an additional math "instructional opportunity" (online, hybrid, module, etc.) in preparation for reassessment OR Enroll in a transition course articulated with a community college.	Summative Course Assessment (externally validated by local community college) OR PARCC 11 OR SAT/ACT OR Accuplacer OR AP Test OR IB Test
<b>Local Agreements</b>	LEAs may use alternate CCR assessment options if an agreement exists between the LEA and a local community college that allows students to take college-level credit-bearing mathematics or ELA coursework using different metrics.								
<b>Career/Tech Programs (CTE)</b>	CTE students who are not designated college and career ready by the end of the 11th grade must be reassessed by the end of the senior year. Reassessment options include all of the CCR Assessment Options listed above for ELA and mathematics, as well as Career and Technology Education (CTE) Program Technical Skills Assessments that lead to a license, or an industry certification or early college credit.							An appropriate transition course or other instructional opportunity in conjunction with the completion of a State Approved CTE Program of Study (see Attachment 2B)	A Technical Skill Assessment recognized by MDE leading to a license, or an industry certification, or early college credit is an option for CTE students only.
<b>Notes</b>	*If a student is determined "college ready" in mathematics prior to 11th grade, all CCR requirements have been met for mathematics; however, students entering the 9th grade in the 2014-2015 school year shall enroll in a mathematics course in each year of high school that the student attends, up to a maximum of 4 years of attendance, unless in the 5th or 6th year a mathematics course is needed to meet a graduation requirement. **For the 2016-2017 school year, LEAs may use the PARCC Geometry assessment as a means to satisfy the CCR assessment requirement for 11th grade students taking Geometry. Please note that a score of 4 or 5 on the PARCC Geometry assessment does not indicate readiness for college-level credit-bearing mathematics coursework.								

# MATHEMATICS COURSE SEQUENCE 2016 - 2017



- Students entering Grade 9 may enroll in Introduction of Algebra, Algebra I, Geometry, or Algebra II, depending on the mathematics courses completed in middle school.
- College and Career Readiness is determined by the end of 11<sup>th</sup> Grade.
- AP Computer Science may be taken concurrently with Trigonometry, Precalculus, or AP Calculus, but will not satisfy the CCR transition course requirement nor the University of Maryland System admission requirement.
- AP Statistics may be taken concurrently with Precalculus, AP Calculus, or AP Computer Science.

HARFORD COUNTY PUBLIC SCHOOLS  
PROPOSED COURSE FLOW FOR ENGLISH



**ATTACHMENT 2B: Maryland Career and Technology Education Programs of Study  
CCR-CCA of 2013 - Technical Skill Assessment Chart by Career Clusters**

**NOTE:** These assessments only apply to students who are completing a Career and Technology Education (CTE) State Program of Study. This document will be continuously updated as new information becomes available. All costs listed are estimated and are subject to change.

Career Cluster	Maryland CTE Programs of Study	Industry-Recognized Certification, License and/or Early College Credit			Websites for Program Information (Additional Accommodations Information)	Testing Procedures/ Accommodations	Maryland Certification Costs	
		Program	Teacher	Student			Program	Student
Arts, Media & Communication (AMC)	Printing Technologies (PrintED)	PrintED accreditation in eight areas: Digital File Preparation & Output; Graphic Design; Offset Press Operations/ Bindery & Finishing; and Screen Printing	Teacher is certified through the program. The program accreditation fee also covers the teacher.	Students pass the Graphic Communications assessment and one other from the following list: <ul style="list-style-type: none"> <li>Advertising and Design;</li> <li>Digital File Preparation/Digital File Output; or</li> <li>Offset Press Operations/Binding and Finishing</li> </ul>	<a href="http://www.gaeerf.org">www.gaeerf.org</a> The Graphic Arts Education and Research Foundation administers the PrintED program.  For information on Skill Connect Assessments for PrintED contact: <a href="http://www.workforceread.vsystem.org">www.workforceread.vsystem.org</a>	Online exam given at the end of the course.	\$1,800.00 accreditation fee covers accreditation process and first-five years. Recertification fee is \$1,000 for five years.	End-of-Course PrintED/Skill Connect exams: \$10 per exam for students who are Skills USA members. Non-member fee is \$20.00. Two exams are required.  Total Costs: Members: \$20 Non-members: \$40
	Interactive Media Production (IMP)	N/A	N/A	There are six certifications in Adobe Creative Suite. Students pass one of the following exams: Dreamweaver, Flash Illustrator, InDesign, Photoshop, or Premiere Pro.	<a href="http://www.adobe.com/support/certification/ace_certify.html">http://www.adobe.com/support/certification/ace_certify.html</a> Certiport: Form needed for accommodations, one week prior to test.  For form go to: <a href="http://www.certiport.com/TestCandidates/ExamPolicy/Accommodations">http://www.certiport.com/TestCandidates/ExamPolicy/Accommodations</a>	Online exam given at the end of 3 <sup>rd</sup> or 4 <sup>th</sup> course, dep. on student prep/ readiness.		\$57.65-\$120/exam Price Determined By Type Of Exam

**ATTACHMENT 2B: Maryland Career and Technology Education Programs of Study  
CCR-CCA of 2013 - Technical Skill Assessment Chart by Career Clusters**

Career Cluster	Maryland CTE Programs of Study	Industry-Recognized Certification, License and/or Early College Credit			Websites for Program Information (Additional Accommodations Information)	Testing Procedures/ Accommodations	Maryland Certification Costs	
		Program	Teacher	Student			Program	Student
Business Management & Finance (BMF)	Business Management	College-Level Examination Program (CLEP) <b>OR</b> AP Economics	Program includes AP courses in Economics	Pass the CLEP Management Assessment <b>OR</b> Pass both of the AP Economics Exams (credit varies by college)	<a href="http://apcentral.collegeboard.org">http://apcentral.collegeboard.org</a>  <a href="http://apcentral.collegeboard.com/home">http://apcentral.collegeboard.com/home</a>	CLEP exams are taken at end of the related course	N/A	CLEP \$77 per exam; colleges may add an administrative fee. School system may also provide the exam on-site with approval from CLEP.
		College-Level Examination Program (CLEP) <b>OR</b> AP Economics	Program includes AP courses in Economics	Pass the CLEP Accounting Assessment <b>OR</b> Pass both of the AP Economics Exams (credit varies)	<a href="http://apcentral.collegeboard.org">http://apcentral.collegeboard.org</a>  <a href="http://apcentral.collegeboard.com/home">http://apcentral.collegeboard.com/home</a>	The college Board - AP credit by exam  Accommodations applied in advance. ( <a href="http://www.collegeboard.com/clep">www.collegeboard.com/clep</a> or 800-257-9558 ext. 0)	N/A	AP exam cost is \$92 per exam
BMF	Marketing	College-Level Examination Program (CLEP) <b>OR</b> AP Economics	Program includes AP courses in Economics	Pass the CLEP Marketing Assessment <b>OR</b> Pass both of the AP Economics Exams (credit varies)	<a href="http://apcentral.collegeboard.org">http://apcentral.collegeboard.org</a>  <a href="http://apcentral.collegeboard.com/home">http://apcentral.collegeboard.com/home</a>		N/A	MOS/Certiport cost determined by school purchase plan for a site license or through bulk purchase of vouchers (costs range from \$25 - \$55 per exam)
BMF	Administrative Services	Microsoft Office 2010 or 2013 Word and Excel	Program includes AP courses in Economics	Pass both the Microsoft Office Word and Excel Exams to earn the MOS certification	<a href="http://microsoft.com/learning/mcp/officespecialist/default.aspx">microsoft.com/learning/mcp/officespecialist/default.aspx</a>	Microsoft Office Specialist (MOS) certification exams accommodations applied for through Certiport.	N/A	

**ATTACHMENT 2B: Maryland Career and Technology Education Programs of Study  
CCR-CCA of 2013 - Technical Skill Assessment Chart by Career Clusters**

Career Cluster	Maryland CTE Programs of Study	Industry-Recognized Certification, License and/or Early College Credit			Program Information (Additional Accommodations Information)	Testing Procedures/ Accommodations	Maryland Certification Costs	
		Program	Teacher	Student			Program	Student
Construction & Development (CD)	Construction Design and Management (CDM)	Maryland Center for Construction Education and Innovation (MCCEI)	MSDE/MCCEI sponsored training at Towson University	Pass Autodesk's AutoCAD certification assessment	<a href="http://www.autodesk.org">www.autodesk.org</a>	Accommodations applied for through Certipoint.	N/A	Autodesk / Certipoint cost determined by school purchase plan for a site license or through bulk purchase of vouchers (costs range from \$25 - \$55 per exam)
		National Center for Construction Education and Research (NCCER)	Instructor Certification Training Program (ICTP)	Pass the National Center for Construction Education and Research (NCCER) – Core: Intro Craft Skills and Level I of trade area	<a href="http://new.nccer.org">new.nccer.org</a>	In school testing by teacher – paper or online  Accommodations provided through school-based testing	Must register through an NCCER Sponsor.  Teacher certification (ICTP) may cost up to \$400 per instructor.	\$25 per NCCT – Core and Level I
CD	Construction Maintenance: - Welding - HVAC/R - Mech/Mtn	National Center for Construction Education and Research (NCCER)	Instructor Certification Training Program (ICTP)	Pass the National Center for Construction Education and Research (NCCER) – Core: Intro Craft Skills and Level I of trade area	Note: incorporated into the NCCER program are the standards for American Welding Society (AWS) Entry Level certification.	In school testing by teacher – paper or online  Accommodations provided through school-based testing	Teacher certification (ICTP) may cost up to \$400/instructor.	\$25 per NCCT – Core and Level I
Consumer Services, Hospitality & Tourism (CSHT)	Food & Beverage Management (ProStart)	N/A	Trainer must be Serv Safe Certified	Pass the Level I and Level II end-of-course exams, complete the 400 hour work-based	<a href="http://www.nraef.org/prostart">www.nraef.org/prostart</a>  <a href="http://www.mhcf.org">www.mhcf.org</a>	Two End-of-course assessments (EOC)	N/A	ProStart EOC=\$18/exam (\$36 for both exams)

**ATTACHMENT 2B: Maryland Career and Technology Education Programs of Study  
CCR-CCA of 2013 - Technical Skill Assessment Chart by Career Clusters**

Career Cluster	Maryland CTE Programs of Study	Industry-Recognized Certification, License and/or Early College Credit			Websites for Program Information (Additional Accommodations Information)	Testing Procedures/ Accommodations	Maryland Certification Costs	
		Program	Teacher	Student			Program	Student
CSHT	Culinary Arts	Program must be accredited by the American Culinary Federation (ACF)	N/A	learning (WBL) experience, and submit the WBL competency checklist to the Maryland Restaurant Association to earn the National ProStart Certificate of Achievement  Certified Junior Culinarian (CJC): Pass NOCTI written with at least a 70% and pass NOCTI practical with at least a 75%. Students must take both the written and performance tests.	<a href="http://www.acfchefs.org/AM/Template.cfm?Section=Accreditation&amp;Template=/CM/HTMLDisplay.cfm&amp;ContentID=14829">www.acfchefs.org/AM/Template.cfm?Section=Accreditation&amp;Template=/CM/HTMLDisplay.cfm&amp;ContentID=14829</a>	End-of-program assessment	\$1,200 (initial certification fee) \$200 annual fee to be submitted with annual report \$550 renewal fee (every year) First renewal after 3 years then every 5 years @ \$550).	ACF NOCTI Online Written = \$19 Online Written and Practical = \$23 Paper Written = \$26 Paper Written and Practical = \$30 CJC Certificate: \$35
CSHT	Hospitality Tourism Management Program	N/A	Certified Hospitality Instructor (CHI)	To earn the Certified Hospitality Tourism Management Professional (CHTMP) certification, students must pass the end of course assessments for the	<a href="http://www.ahlei.org/Programs/High-School-Program-(HTML)/">www.ahlei.org/Programs/High-School-Program-(HTML)/</a>	Two end of course assessments	N/A	All costs for assessments and the CHTMP certification are included in the cost of the students' workbooks. Each book is \$50/book

**ATTACHMENT 2B: Maryland Career and Technology Education Programs of Study  
CCR-CCA of 2013 - Technical Skill Assessment Chart by Career Clusters**

Career Cluster	Maryland CTE Programs of Study	Industry-Recognized Certification, License and/or Early College Credit			Websites for Program Information (Additional Accommodations Information)	Testing Procedures/ Accommodations	Maryland Certification Costs	
		Program	Teacher	Student			Program	Student
				HTMP Year 1 and Year 2 courses, complete the 100 hour work-based learning (WBL) experience, and complete the requirements outlined in the WBL competency checklist.				student / year. Two tests = \$100
CSHT	Careers in Cosmetology	N/A	Senior Cosmetology License	The MD State Board of Cosmetology requires students to pass both theory and practical exams to be licensed.	<a href="http://www.dlir.state.md.us/license/cos/cosexam.shtml">www.dlir.state.md.us/license/cos/cosexam.shtml</a>	Teacher scheduled	N/A	Practical & Theory = \$79 Practical = \$49 Theory = \$49 License = \$25
CSHT	Barbering	N/A	Master Barber License	The MD State Board of Barbers requires students to pass both theory and practical exams to be licensed.	<a href="http://www.dlir.state.md.us/license/barbers/barberexam.shtml">www.dlir.state.md.us/license/barbers/barberexam.shtml</a>	Teacher scheduled	N/A	Practical & Theory = \$79 Practical = \$49 Theory = \$49 License = \$50
Environmental, Agricultural & Natural Resources (EANR)	Horticulture Services	N/A	Certified Prof. Hort. Pesticide Applicator	Pass the Certified Professional Horticulturalist (CPH) assessment	<a href="http://mnlga.org">http://mnlga.org</a>	Contact MD Dept. of Agriculture	Teacher certification \$125 for MNLGA members, \$195 for non-members	\$35 per test
EANR	CASE-- Curriculum for		Instructor must attend	Program still under development	<a href="http://www.case4learning.org">http://www.case4learning.org</a>	End-of-program assessments are being	\$285/teacher for online account;	\$15 per test

**ATTACHMENT 2B: Maryland Career and Technology Education Programs of Study  
CCR-CCA of 2013 - Technical Skill Assessment Chart by Career Clusters**

Career Cluster	Maryland CTE Programs of Study	Industry-Recognized Certification, License and/or Early College Credit			Program Information (Additional Accommodations Information)	Testing Procedures/ Accommodations	Maryland Certification Costs	
		Program	Teacher	Student			Program	Student
Health & Biosciences (HB)	Agricultural Sciences Education		CASE Institutes for each course they will teach	nationally – no certification or postsecondary credit identified at this time	One test per course offered: AFNR, Principles of Agriculture-Animal, Principles of Agriculture-Plant, Food, Science & Safety, and Plant & Animal Biotechnology	developed by CASE	currently, MSDE provides a statewide license	Costs may vary by state
	Environmental Studies			Complete the program with a satisfactory grade--determined by Towson University (TU ) for 3 credits in Environmental Biology awarded by TU	Information found on Towson University Blackboard site; access restricted to trained teachers	End of program testing	Pending	Pending
HB	Academy of Health Professions (AHP)		Must be a Registered Nurse (RN)	Pass the teacher-developed Certified Nursing Assistant assessment	<a href="http://www.mbon.org/main">http://www.mbon.org/main</a>	Teacher developed and administered	N/A	CNA Background Checks: State Level: \$18 Federal Level: \$24 Fingerprinting: \$20 Certification: Initial: \$20 Renewal (every 2 years): \$40
	AHP/GNA	Specialty Course - Certified Nursing Assistant (CNA) portion must be approved by the MD Board of Nursing (MBON)	Must be an RN	Pass the National Nurse Aid	<a href="http://www.mbon.org/main">http://www.mbon.org/main</a>	In house test, provide accommodations, in-house. Contact: MBON	N/A	GNA (NNAAP) Test (written and

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		Program	Teacher	Student			Program	Student
HB	AHP/ Pharm Tech	Assistant (GNA)		<p>Assessment Program (NNAAP) administered through the American Red Cross.</p> <p>Students must first hold the CNA certificate in order to be eligible to take the GNA exam</p>	<p><a href="http://www.pearsonvue.com/md/nurseaides/">http://www.pearsonvue.com/md/nurseaides/</a> - copy of GNA handbook</p>		<p>skills); \$105</p> <p>(Plus the cost of the CNA Certification – see above)</p>	
		<p>Specialty Course - Pharmacy Technician (AHP specialty course)</p> <p>Program must be approved by the MD Board of Pharmacy (if not using nationally recognized exams)</p>		<p>Pass one of the following:</p> <ul style="list-style-type: none"> <li>Exam for the Certification of Pharmacy Technician (ExCPT) through the National HealthCareers Association (NHA)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Pharmacy Technician Certification Board (PTCB)</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.passassured.com">www.passassured.com</a></li> <li><a href="http://www.dhmh.state.md.us/pharmacyboard/">www.dhmh.state.md.us/pharmacyboard/</a></li> <li><a href="http://www.ptcb.org">www.ptcb.org</a></li> <li><a href="http://www.nhanow.com">www.nhanow.com</a></li> </ul>	<p>\$250/student seat license</p>	<p>ExCPT exam = \$105 or PCTB exam = \$129</p> <p>(Passing scores for either exam are accepted by the MD Board of Pharmacy.</p> <p>ExCPT can be taken by high school students.</p> <p>PCTB requires a high school diploma or equivalent prior to sitting for the exam).</p> <p>\$45 application fee DHMH. Background Checks: State Level: \$18 Federal Level:</p>	

**ATTACHMENT 2B: Maryland Career and Technology Education Programs of Study  
CCR-CCA of 2013 - Technical Skill Assessment Chart by Career Clusters**

Career Cluster	Maryland CTE Programs of Study	Industry-Recognized Certification, License and/or Early College Credit			Websites for Program Information (Additional Accommodations Information)	Testing Procedures/ Accommodations	Maryland Certification Costs Costs may vary by state	
		Program	Teacher	Student			Program	Student
HB	AHP/CCMA	Specialty Course – Certified Clinical Medical Assistant		Pass the National HealthCareers CCMA Certification assessment	<a href="http://www.nahnw.com">www.nahnw.com</a>		\$24 Fingerprinting: \$20	\$149 to take the CCMA exam - students who pass are awarded a provisional certificate until graduation from high school
HB	AHP/Dental Assisting	Program must be approved by the MD Board of Dental Examiners		Pass the Dental Assisting National Board of Radiation Health and Safety (RHS) and the MD General Exams (MDG). Certified to expose radiographs and in General Chairside procedures.	<a href="http://www.dhmrh.md.gov/dental">www.dhmrh.md.gov/dental</a> <a href="http://www.dentalassisting.com">www.dentalassisting.com</a>		\$175 for the Radiation Health and Safety (RHS) exam \$200 for MD General Chairside Exam Students should take both examinations	
HB	PLTW Biomedical Science		BA degree(s) and at least two (2) college semesters of biology with lab experiences	Students are eligible to earn college credit from other PLTW affiliate colleges and universities with a score of 6 or better any of the end-of-course exams.  Students are also eligible to earn 4 college credits from	<a href="http://www.pltw.org">www.pltw.org</a> <a href="http://www.stevenston.edu/academics/schools/school-sciences/stem-initiatives/project-lead-the-way/">http://www.stevenston.edu/academics/schools/school-sciences/stem-initiatives/project-lead-the-way/</a>		College certification process as set forth by PLTW and MSDE	Fees are associated with the award of credit.

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Career Cluster	Maryland CTE Programs of Study	Industry-Recognized Certification, License and/or Early College Credit			Websites for Program Information (Additional Accommodations Information)	Testing Procedures/ Accommodations	Maryland Certification Costs	
		Program	Teacher	Student			Program	Student
Human Resource Services (HRS)	Fire Science (Maryland Fire and Rescue Institute - MFRI)	All programs should be affiliated with the Maryland Fire and Rescue Institute (MFRI)	MFRI instructors	<p>Stevenson University for BIO 113 and BIO 113L by doing the following:                      Completing the program, earning a GPA of 3.0 or higher in all courses, and receiving a score of 7 or better on the PLTW end-of-course assessments.</p>	<p>Paper and pencil and practical experience</p> <p>Practical test and paper and pencil test</p>	N/A	<p>If program is affiliated with MFRI there is no cost to the student</p>	
				<p>Pass one of the following assessments:                      • EMT,                      • EMR,                      • Fire Fighter I,                      • Firefighter II (must pass Firefighter I first),                      • Rescue Tech – Site Operations,                      • Rescue Technician – Vehicle and Machinery Extrication, or                      • Haz-Mat Material Operations</p> <p>The following colleges offer credit:                      Anne Arundel, Cecil, College of Southern Maryland, Frederick,</p>				

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		Program	Teacher	Student			Program	Student
			Early College Credit					
HRS	Teacher Academy of Maryland	N/A	<ul style="list-style-type: none"> <li>- Must hold a MD Profess. Certificate</li> <li>- Hold a MA degree, MA equivalent or have 18 hrs toward MA</li> <li>- Three years of teaching and Recommendation from principal and/or supervisor</li> </ul>	Prince George's, and UMUC.  Pass: <ul style="list-style-type: none"> <li>• ParaPro exam with a score of 455</li> <li><b>OR</b></li> <li>• Praxis CORE (passing scores are: Reading – 156, Writing – 162, and Mathematics – 150)</li> <li><b>OR</b></li> <li>• SAT with a combined math and verbal (critical reading) score of 1100</li> </ul>	<a href="http://www.ets.org">www.ets.org</a>  <a href="http://www.ets.org">www.ets.org</a>	Online test  Paper and pencil to meet ADA requirements  National test	N/A	\$55 (ParaPro)  \$90 for individual Praxis subtest or \$150 for combined test.  Additional fees may apply.
			<ul style="list-style-type: none"> <li>- Spatial Technology and Remote Sensing (STARS)</li> </ul>	Pass: the Spatial Technology and Remote Sensing (STARS) assessment to earn Geographic Information System (GIS) certification  <b>OR</b> ESRI ArcGIS Certification	<a href="http://mset.org/stars-certify.php">http://mset.org/stars-certify.php</a>  <a href="http://www.esri.com/training/main/certification/desktopEntry10-3">http://www.esri.com/training/main/certification/desktopEntry10-3</a>	On line examination taken at the end of the program of study, within the Information/Communications Technology Pathway	N/A	\$150/student
HRS	Homeland Security & Emergency Preparedness	Early Childhood Education	Child Development Associate	Child Development Associate (Candidates do not receive a pass or fail)	<a href="http://www.cdacouncil.org">http://www.cdacouncil.org</a> Council for Professional	Prior to submitting the CDA application, a candidate with a documented disability	Students work-based learning experience must be in a licensed	\$425/student (Some financial support may be available from

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		Program	Teacher	Student			Program	Student
Information Technology (IT)	Database Academy (Oracle)	Oracle Academy	Oracle Certified Associate (OCA I)	score on the CDA Exam and Verification Visit. Rather, the Council comprehensively evaluates how Candidates score in each of the thirteen CDA Functional Areas on the CDA Exam and during the CDA Verification Visit to make a credentialing decision)	Recognition	should submit the special accommodations request form with to the Council	child care facility	the Child Care Career and Professional Development Fund through MSDE)
		Cisco Academy	Teacher is certified through the Cisco program.	Pass the OCA I exam Advanced students may also complete OCA II	<a href="http://academy.oracle.com">http://academy.oracle.com</a>	Online exam given at the end-of-course.	\$500 per year, per instructor, per course	<ul style="list-style-type: none"> <li>OCA I - \$95 w/ a 40% discount</li> <li>OCA II - \$125 w/ a 40% discount</li> </ul>
IT	IT Networking Academy	Cisco Academy	Teacher is certified through the Cisco program.	Pass either the: <ul style="list-style-type: none"> <li>CompTIA A+ <b>OR</b></li> <li>Cisco C-CENT</li> </ul> Advanced students may also complete: <ul style="list-style-type: none"> <li>Cisco CCNA (or)</li> <li>CompTIA Network+</li> </ul>	<a href="http://learning/netacad/index.html">www.cisco.com/web/learning/netacad/index.html</a> <a href="http://partners.comptia.org">http://partners.comptia.org</a>	Online exam given at the end-of-course.	Must be registered with Cisco Regional Training Center	CCENT & CCNA \$125.00 (\$62.50 with voucher) A+ (\$80) Network+ (\$125)
IT	IT – Software-	Computer Science and Cyber	Program includes two AP courses	Pass one of the AP Computer Science Exams	<a href="https://apstudent.collegeboard.org/apcourse/ap-computer-">https://apstudent.collegeboard.org/apcourse/ap-computer-</a>	The college Board - AP credit by exam	N/A	AP exam cost is \$93 per exam.

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		Program	Teacher	Student			Program	Student
		Security	and alignment to industry certification through Microsoft	(Postsecondary credit varies by college) <b>OR</b> Pass one of the Microsoft Technology Associate (MTA) – Developer Pathway Certification exams: <ul style="list-style-type: none"> <li>• Software Development Fundamentals (Exam 98-361)</li> <li><b>OR</b></li> <li>• Windows Development Fundamentals (Exam 98-362)</li> </ul>	<a href="http://www.microsoft.com/learning/mta">http://www.microsoft.com/learning/mta</a>  <a href="http://www.microsoft.com/learning/mta">http://www.microsoft.com/learning/mta</a>	Microsoft Technology Associate (MTA) certification exams may be offered at any time  Accommodations applied for through Certipoint.	Program	Student
								Certipoint cost determined by school purchase plan for a site license or through bulk purchase of vouchers (costs range from \$25 - \$55 per exam)
IT	PLTW Computer Science	Computer Science and Cyber Security		Pass the AP Computer Science Principles Exam (Postsecondary credit varies by college)	<a href="https://apstudent.collegeboard.org/apcourse/ap-computer-science-principles">https://apstudent.collegeboard.org/apcourse/ap-computer-science-principles</a>	The College Board - AP Computer Science Principles	N/A	AP exam cost is \$93 per exam.
Manufacturing & Engineering Technology (MET)	Project Lead The Way (PLTW) Pathway to Engineering	College Certification Process	Training Institute - 80 hr./ course at a PLTW Affiliate Institution	Students can earn Transcribed Engineering Technology credit through the Rochester Institute of Technology for passing the end-of-course exam with a	<a href="http://www.pltw.org">http://www.pltw.org</a>	End of Course Exam	\$200-300/school certification visit	UMBC – \$5 fee for the credit by exam

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		Program	Teacher	Student			Program	Student
				<p>stanine score of 6/9 or better on any of the following PLTW courses: IED, POE, DE, CIM, and CEA.</p> <p>Students are also eligible to earn college credit from UMBC for ENES 100 by doing the following: Pass five of the PLTW Engineering Courses, including IED, POE, &amp; EDD. Receive a Stanine score of 6/9 or better on the PLTW end of course exams, and submit the EDD portfolio to UMBC for review.</p>				<p>RIT = \$225 per course for students with a stanine score of 6 or better on the PLTW end-of-course assessments.</p>
<b>MET</b>	<b>MET-NIMS</b>	<b>NIMS Accreditation and Credentialing Process</b>	<b>NIMS Accreditation is optional; however, if a program goes through the process, then teachers must be credentialed in the four areas that</b>	<p>Students pass the Measurement, Materials &amp; Safety exam and one of the following:</p> <ul style="list-style-type: none"> <li>• Job Planning, Benchmark &amp; Layout</li> <li>• Manual Milling Skills I</li> <li>• Turning Operations: Turning Between</li> </ul>	<a href="https://www.nims-skills.org/web/nims/home">https://www.nims-skills.org/web/nims/home</a>	All areas except Measurement, Materials and Safety (MMS) have both a performance and a theory exam. MMS only has a theory exam.	<p>\$1500 + \$40 Lifetime Registration fee for each teacher</p>	<p>Two tests are required. Only the theory exam has a cost associated with it. Students pay a one-time registration fee of \$40.</p> <p>Students from accredited programs pay</p>



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		Program	Teacher	Student			Program	Student
		Service Excellence (ASE)		<ul style="list-style-type: none"> <li>• Electrical/ Electronic Systems,</li> <li>• Engine Performance,</li> <li>• Engine Repair,</li> <li>• Automatic Transmission/ Transaxle,</li> <li>• Manual Drive Train and Axles, <b>OR</b></li> <li>• Heating and Air Conditioning.</li> </ul> <p>Developed by ASE in partnership with AYES, NATEF, and SkillsUSA Transcribed credit at CCBC, Montgomery College and Penn College of Technology</p>			no cost	
TT	Autobody Collision Repair Technician	National Automotive Technology Education Foundation (NATEF) Automotive Service Excellence (ASE)	Automotive Service Excellence (ASE)	<p>Pass one of the following ASE Student Certification exams:</p> <ul style="list-style-type: none"> <li>• Painting and Refinishing <b>OR</b></li> <li>• Structural Analysis and Damage Repair.</li> </ul> <p>Developed by ASE in partnership with AYES, NATEF, and</p>	<p><a href="http://www.NA3SA.com">www.NA3SA.com</a> <a href="http://www.natef.org">www.natef.org</a> <a href="http://www.aves.org">www.aves.org</a></p>	<p>At end-of-course</p> <p>Contact Wanda Bloomer at NATEF. 800-362-0544 three weeks prior</p> <p>In-house accommodations can be provided.</p> <p>NA3SA is built with extended time.</p>	<p><u>NATEF Estimated costs:</u> Initial: \$1,269 Recertification \$917</p>	\$30 per student per academic year. The fee allows for two tests during the testing windows.

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		Program	Teacher	Student			Program	Student
TT	Auto body/ Collision Repair Technician			SkillsUSA Transcribed credit available at Penn College of Technology				
		I-CAR (Inter-Industry Conference on Auto Collision Repair)		Pass the I-CAR Platinum exam. Transcribed credit available at Penn College of Technology	<a href="https://www.i-car.com/Home/Career-Technical-Schools">https://www.i-car.com/Home/Career-Technical-Schools</a>		\$1,100/school	\$50/student for I-CAR account; \$100 end-of-program exams (2)
TT	Medium-Heavy Truck	National Automotive Technology Education Foundation (NATEF) Automotive Service Excellence (ASE)	Automotive Service Excellence (ASE)	Pass the Diesel Engines ASE Student Certification exam  Developed by ASE in partnership with AYES, NATEF, and SkillsUSA Transcribed credit available at Penn College of Technology	<a href="http://www.NA3SA.com">www.NA3SA.com</a> <a href="http://www.natef.org">www.natef.org</a> <a href="http://www.ayes.org">www.ayes.org</a>	Contact Wanda Bloomer at NATEF. 800-362-0544 three weeks before the test  In-house accommodations can be provided.  NA3SA is built with extended time.	NATEF Estimated Costs: Initial: \$1,269 Recertification \$917	\$30 per student per academic year. The fee allows for a single attempt at any or all tests in a series.

## Frequently Asked Questions

### 1 What is Senate Bill 740?

The College and Career Readiness and College Completion Act of 2013 (CCR-CCA, 2013; or the Act), also known as Senate Bill 740 (SB740), established a number of requirements designed to increase college or career readiness, as well as degree completion in Maryland. The Act includes several initiatives that impact secondary education in Maryland. These initiatives include:

- a. **Assessments of College and Career Readiness (CCR)** in English Language Arts (ELA) and Mathematics;
- b. **Transition Courses** for students who have not demonstrated College and Career Readiness;
- c. **Enrollment** in a mathematics course each year that a student attends high school, and;
- d. **Tuition Reduction** for students dually enrolled in high school and an Institute of Higher Education (IHE).

Each Maryland local education agency has been charged by Maryland State Department of Education (MSDE) to develop a plan for the aforementioned initiatives to ensure that students are college or career ready.

### 2 What are the College and Career Readiness (CCR) assessment requirements?

By the end of grade 11, each student must take an English assessment and a mathematics assessment to determine the student's readiness for college and career.

Students may demonstrate College and Career Readiness in English and mathematics by earning a state-established score on state-approved assessments:

English CCR Assessment and Scores	Mathematics CCR Assessments and Scores
<ul style="list-style-type: none"> <li>● <b>PARCC English 10 or PARCC English 11:</b> Level 4 or 5</li> <li>● <b>ACT:</b> 21 or greater composite/average of the English and Reading Test Scores</li> <li>● <b>SAT:</b> 500 or greater on Evidence-Based Reading and Writing (EBRW) section.</li> <li>● <b>AccuPlacer:</b> 79+ on Reading, 6+ on Writing and 90+ on Sentence Skills</li> <li>● <b>Assessment Placement (AP) Assessment:</b> 3, 4, 5 on English Language and Composition or Literature and Composition</li> <li>● <b>International Baccalaureate (IB) Assessment:</b> 4 or higher on Lang A: Lit Standard Level (SL) or Higher Level (HL), Lang. A: Lang &amp; Lit. SL or HL</li> <li>● <b>Career or Technology Education (CTE) option</b> to be determined by MSDE</li> </ul>	<ul style="list-style-type: none"> <li>● <b>PARCC Algebra II:</b> Level 4 or 5</li> <li>● <b>ACT:</b> 21 or greater on Mathematics Test</li> <li>● <b>SAT:</b> 500 or greater on Mathematics section</li> <li>● <b>AccuPlacer:</b> 110+ on Elementary Algebra or 45+ on College Algebra</li> <li>● <b>Assessment Placement (AP) Assessment:</b> 3, 4, 5 on AP Calculus AB, BC, AP Statistics or AP Computer Science</li> <li>● <b>International Baccalaureate (IB) Assessment:</b> 4 or higher on Math Studies, Math Standard Level (SL), Math Higher Level (HL), or beyond</li> <li>● <b>Career or Technology Education (CTE) option</b> to be determined by MSDE</li> </ul>

Additional details regarding CCR assessment options are available at the following link:

**MSDE 2A: Local School Systems' Options of Implementing the CCR and CC Act of 2013**

### 3 Which CCR assessments will Harford County Public Schools administer?

Harford County Public Schools will administer the PARCC English 10 or PARCC English 11 and PARCC Algebra II assessments.

If a student is enrolled in Geometry as a junior, he/she will take the PARCC Geometry assessment.

### 4 What happens if a student is not college and career ready by the end of grade 11?

SB740 requires all students not demonstrating college and career readiness by the end of grade 11 must enroll in a transition course(s) during their senior year. Transition courses are aligned with the Maryland College and Career Ready Standards and must provide an assessment opportunity allowing students to demonstrate their English and mathematics readiness for college and career. In HCPS, students will enroll in English and/or mathematics transition courses that address CCR content standards and move each student forward in their established program of study. Transition courses will satisfy SB740 course requirements and Harford County graduation requirements.

English	Mathematics
● English for the 21 <sup>st</sup> Century	● Next course in student's program of study

Additional details regarding course sequence is available at the following links:

[HCPS English Language Arts Flow Chart](#)  
[HCPS Mathematics Flow Chart](#)

### 5 Must all students participate in CCR Assessments?

At this time, yes. SB740 requires that all students be assessed for College and Career Readiness by the end of Grade 11.

### 6 Must all students take the PARCC English 10, PARCC English 11 and the PARCC Algebra II assessments?

At this time, students must take PARCC English 10 as a requirement for graduation. With regard to PARCC English 11 and PARCC Algebra II, students achieve CCR status by earning a qualifying score on PARCC or other state-approved CCR assessments. Grade 11 students who have not provided documentation that attests to the student's achievement of CCR status prior to the school system's PARCC testing dates, and are scheduled to take another state-approved CCR assessment by the end of their Grade 11 school year, may elect to be excused from PARCC English 11 and/or PARCC Algebra II testing. Students and parents should confer with school counselors to determine the best assessment option. If the student does not earn the qualifying score on the state-approved assessment of their choice, the student will be enrolled and need to complete the HCPS transition course for the respective content (English or mathematics) and will need to reassess in the course during his/her senior year.

Additional details regarding the College and Career assessment options and passing scores are available at the following link:

[MSDE 2A: Local School Systems' Options of Implementing the CCR and CC Act of 2013](#)

Information accurate as of September 2016

## 7 Must all students enrolled in Algebra II participate in the PARCC Algebra II assessment?

At this time, yes.

**Exception:** Students who have earned CCR status by earning a qualifying score on one of the other state-approved CCR assessments and for whom documentation that attests to the student's achievement of CCR status is on file with HCPS prior to the PARCC test dates.

## 8 Must all Grade 11 students enrolled in Geometry participate in the PARCC Geometry assessment?

At this time, yes.

**Exception:** Students who have earned CCR status by earning a qualifying score on one of the other state-approved CCR assessments and for whom documentation that attests to the student's achievement of CCR status is on file with HCPS prior to the PARCC test dates.



## 9 Must students enrolled in a career or technology program (CTE) earn CCR status?

At this time, yes.

Students enrolled in a CTE program must take an English assessment and a mathematics assessment by the end of grade 11 to determine their readiness for college and career. If unsuccessful, CTE students may meet CCR status through a state-approved CTE assessment.

## 10 Must all students enroll in a mathematics course each year that they are in high school?

At this time, yes. Under the Code of Maryland Regulations (COMAR), "students entering the 9th grade class of 2014-2015 school year, each student shall enroll in a mathematics course in each year of high school that the student attends, up to a maximum of 4 years of attendance, unless in the 5th or 6th year a mathematics course is needed to meet a graduation requirement" (Source: [COMAR](#)).

As HCPS transitions to new state requirements, there may be exceptions to SB 740 and graduation requirements for students. These are listed in the following chart:

*continued*

Information accurate as of September 2016

Year Student Entered Grade 9	Year Student Graduates	Mathematics Course Requirements	SB740 College and Career Readiness Designation	Exceptions
2016-2017	2020	At least 1 mathematics course for each year of high school*	Yes	<ul style="list-style-type: none"> <li>If student does not meet CCR designation, student must enroll in a transition mathematics course during his/her senior year. Please see University System of Maryland (USM) Undergraduate Admission Policies explanation below.</li> </ul>
2015-2016	2019	At least 1 mathematics course for each year of high school*	Yes	
2014-2015	2018	At least 1 mathematics course for each year of high school*	Yes	
2013-2014	2017	4 mathematics credits prior to graduation	Yes	<ul style="list-style-type: none"> <li>If student does not meet CCR designation, student must enroll in a transition mathematics course during his/her senior year. Please see University System of Maryland (USM) Undergraduate Admission Policies explanation below.</li> </ul>
2012-2013	2016	4 mathematics credits prior to graduation	No	<ul style="list-style-type: none"> <li>Students not graduating with their cohort (5th and 6th year seniors) are "grandfathered" under their original cohort requirements. However, students may need another year of mathematics to meet graduation requirements. Please see University System of Maryland (USM) Undergraduate Admission Policies explanation below.</li> </ul>

\*A minimum of one mathematics course must be completed each year in grades 9, 10, 11 and 12.

### Mathematics Requirement Explanations:

- HCPS Mathematics Requirement:** All students are **required** to have four mathematics credits by their senior year in order to graduate. This requirement exceeds that of MSDE and COMAR. All graduation requirements can be found in the [Student Education Planning Guide](#).
- University System of Maryland (USM) Undergraduate Policy:** To be considered a viable candidate for admission to an institution that is part of the USM, students must successfully complete a mathematics course in each year of high school. Mathematics credits must include Algebra I, Geometry, and Algebra II. If Algebra II is taken prior to the 12th grade, the 12th grade mathematics course must utilize non-trivial Algebra (AP Computer science does not count as a course which contains non-trivial algebra). Students can do so by taking a course during their senior year that is intensive in algebra and expands on algebra foundations developed during Algebra II.
- Maryland State Scholars:** To be eligible for The Maryland State Scholars Course of Study, graduates of HCPS must have:
  - 4 credits in English;
  - 4 credits of Math to include: Algebra I, Geometry, Algebra II;
  - 3 credits of Lab Science to include: Biology, Chemistry, and Physics (preferred). Rigorous lab science substitutions for Physics may be selected from the following list of courses: Bio-Chemistry, Anatomy & Physiology, Microbiology, Forensic Science, AP Physics, AP Biology, AP Chemistry, or AP Environmental Science; Cumulative 2015 year-end weighted GPA is 3.0 or greater;
  - 2 or more credits in consecutive World Language courses.

Information accurate as of September 2016



## 11 Will the CCR status be noted on a student's transcript?

At this time, no; however, the Maryland State Board of Education is discussing a variety of ways to communicate individual student achievement.

## 12 Are CCR assessment requirements the same as graduation requirements?

At this time, no. The CCR assessments are in addition to the required graduation assessments for PARCC Algebra I, American Government, Biology, and PARCC English 10.

Additional details regarding Maryland State graduation assessment requirements are available at the following link:

[HCPS Graduation Assessment Requirements](#)

## 13 Can a student graduate (earn a Maryland diploma) if he/she has not demonstrated mastery of CCR content?

At this time, yes. Students may graduate without achieving CCR status.

## 14 Where can students and parents obtain additional information about CCR assessments and designation?

Building administrators and school counselors can support students and parent/guardian(s) with answers to questions regarding these assessments.

Additional details regarding CCR assessments, standards, and/or designation is available at the following link: [Maryland State Department of Education](#)

## 15 What is "dual enrollment?" Of whom can questions be directed about dual enrollment?

Maryland law defines a dually enrolled student as a "student who is dually enrolled in: (1) a secondary school in the State; and (2) an institution of higher education in the State." (CCR-CCA, 2013).

HCPS has established a partnership with Harford Community College, which provides students with an opportunity to be dually enrolled in HCPS for high school and HCC for college coursework. School counselors can provide additional information regarding dual enrollment.

Additional information regarding dual enrollment is available at the following link:

[Maryland State Department of Education](#)

Information accurate as of September 2016

March 30, 2016

Dear Parents/Guardians,

The purpose of this letter is to inform you about a recently passed law, Maryland Senate Bill 740 (SB740). SB 740 states: “by the end of grade 11, each student must take an English assessment and a mathematics assessment to determine the student’s readiness for college or career.” These College and Career Readiness (CCR) assessments are in addition to the required graduation assessments for Algebra I, American Government, Biology, and English 10.

According to SB 740, all students who are in grade 11 must be assessed if they are currently enrolled in English 11 and/or Geometry. Additionally, the law requires that students in any grade currently enrolled in Algebra II must be assessed to determine their readiness for college or career. To meet this requirement, Harford County Public Schools has elected to administer the state-approved PARCC English 11, PARCC Geometry, and PARCC Algebra II assessments to students. Some students may be exempt from these assessments if they have previously met the CCR designation through another state-approved assessment such as: SAT, ACT, Accuplacer, IB assessment, or AP exam. Please see the chart included with this letter for more detailed information about the approved state assessments for CCR and qualifying scores.

Assessments for these courses will not deny your child graduation; however, should your child not achieve the qualifying scores on these assessments, he/she will need to enroll in required course work during their senior year of high school. In the coming weeks, your child’s school will

provide information as to whether he/she has previously met the CCR designation or will need to participate in the respective PARCC course assessment.

For more information regarding SB 740, please visit [www.hcps.org](http://www.hcps.org) or contact your child's school administrator or school counselor.

### **STATE APPROVED COLLEGE AND CAREER READINESS ASSESSMENTS**

Students may demonstrate College or Career Readiness in English and mathematics by earning the state-established qualifying score on one or more of the following state-approved assessments.

CCR Assessments	English Scores	Mathematics Scores
PARCC	<ul style="list-style-type: none"> <li>English 11 Level 4 or 5</li> </ul>	<ul style="list-style-type: none"> <li>Algebra II Level 4 or 5</li> </ul>
ACT	<ul style="list-style-type: none"> <li>English and Reading Test Score of 21 or greater average</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics Test Score of 21 or greater</li> </ul>
SAT	<ul style="list-style-type: none"> <li>EBRW section 500 or greater</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics section 500 or greater</li> </ul>
AccuPlacer	<ul style="list-style-type: none"> <li>79+ on Reading</li> <li>6+ on Writing</li> <li>90+ on Sentence Skills</li> </ul>	<ul style="list-style-type: none"> <li>110+ on Elementary Algebra</li> <li>45+ on College Algebra</li> </ul>
AP Assessment	<ul style="list-style-type: none"> <li>English Language and Composition or Literature and Composition Score of 3, 4, or 5</li> </ul>	<ul style="list-style-type: none"> <li>AP Calculus AB, BC, AP Statistics or AP Computer Science Score of 3, 4, or 5</li> </ul>
IB Assessment	<ul style="list-style-type: none"> <li>Lang A: Lit SL or HL, Lang A: Lang &amp; Lit. SL or HL Score of 4 or higher</li> </ul>	<ul style="list-style-type: none"> <li>Math Studies, Math SL, Math HL, or beyond Score of 4 or higher</li> </ul>

Sincerely,



Joseph A. Schmitz  
*Executive Director of Middle and High School Performance*



Dr. Susan P. Brown  
*Executive Director of Curriculum, Instruction, and Assessment*

Maryland, G. A. (2013, May 31). [mgaleg.maryland.gov](http://mgaleg.maryland.gov). Retrieved March 24, 2016, from General Assembly of Maryland:  
[www.mgaleg.maryland.gov/webmga/frmMain.aspx?pid=billpage&stab=01&id=sb0740&tab=subject3&ys=2013RS](http://www.mgaleg.maryland.gov/webmga/frmMain.aspx?pid=billpage&stab=01&id=sb0740&tab=subject3&ys=2013RS).

**Harford County Public Schools  
Blackboard Connect Script  
Senate Bill 740**

**April 1, 2016**

Good evening. This is Harford County Public Schools with an important announcement. This week, current 9th, 10th and 11th grade students received a letter explaining Maryland Law, Senate Bill 740. The law impacts students who are currently in grade 11 and are enrolled in English 11 and/or Geometry, as well as any student who is currently enrolled in Algebra II regardless of grade level. Senate Bill 740 requires these students to be assessed by the end of grade 11 to determine whether they meet College and Career Ready standards. These assessments are in addition to and do not affect the required graduation assessments.

The letter provides an overview of Senate Bill 740 assessment requirements including alternate assessment options, as well as a link to a Frequently Asked Questions document. This information can now be accessed on the school system website, [www.hcps.org](http://www.hcps.org), through the Maryland College and Career Ready Standards and PARCC button on the left side of the homepage. Should you have questions regarding this information or your child's status, please contact your child's school administrator or school counselor.

You can also visit the HCPS website, your child's Edline page, or follow the HCPS Facebook or Twitter pages for continued updates. We appreciate your continued support as we acclimate to these new requirements. Thank you.