

(5) Prior to the payment of any funds under the provisions of this Act for the purposes set forth in Section 1(3) above, the grantee shall provide and expend a matching fund. No part of the grantee's matching fund may be provided, either directly or indirectly, from funds of the State, whether appropriated or unappropriated. No part of the fund may consist of in kind contributions. The matching fund may consist of real property or funds expended prior to the effective date of this Act. In case of any dispute as to the amount of the matching fund or what money or assets may qualify as matching funds, the Board of Public Works shall determine the matter and the Board's decision is final. The grantee has until June 1, 2002, to present evidence satisfactory to the Board of Public Works that a matching fund will be provided. If satisfactory evidence is presented, the Board shall certify this fact and the amount of the matching fund to the State Treasurer, and the proceeds of the loan equal to the amount of the matching fund shall be expended for the purposes provided in this Act. Any amount of the loan in excess of the amount of the matching fund certified by the Board of Public Works shall be canceled and be of no further effect.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect June 1, 2000.

Approved May 18, 2000.

CHAPTER 664

(House Bill 1091)

AN ACT concerning

Task Force to Study College Readiness for Disadvantaged and Capable Students – ~~College Readiness Program and College Readiness Financial Aid Program~~

FOR the purpose of creating ~~the a~~ Task Force to Study College Readiness Program and College Readiness for Disadvantaged and Capable Students; Financial Aid Program for disadvantaged and capable public high school students in the State; requiring each high school student to complete certain core college preparation courses after a certain date; requiring the State Department of Education and the K-16 Partnership to develop a program of those courses; requiring the Department and the Maryland Higher Education Commission to develop common placement tests and cutoff scores; requiring the K-16 Partnership and the Department to implement regional K-16 partnerships to improve the access of disadvantaged and capable students to higher education and develop and fund certain programs; requiring the Department, the K-16 Partnership, and the Commission to investigate and report on the impact of commonly used placement tests; requiring the Commission, the Department, and the governing boards of institutions of higher education to select placement tests that reflect Maryland public high school standards; requiring the Department to implement and fund programs to allow high school students to take placement tests early in