

SB 893_ Maryland Educator Shortage Act of 2023.pdf

Uploaded by: Alexa Thomas

Position: FAV



PSSAM
Public School Superintendents' Association
OF MARYLAND

Mary Pat Fannon, Executive Director
1217 S. Potomac Street
Baltimore, MD 21224
410-935-7281
marypat.fannon@pssam.org

BILL: SB 893
TITLE: Maryland Educator Shortage Act of 2023
DATE: March 7, 2023
POSITION: Support
COMMITTEE: Senate Education, Energy, and the Environment Committee
CONTACT: Mary Pat Fannon, Executive Director, PSSAM

The Public School Superintendents' Association of Maryland (PSSAM), on behalf of all twenty-four public school superintendents, **supports** Senate Bill 893.

This omnibus bill addresses many challenges in the recruitment and retention of Maryland public school teachers. Highlights include loosening restrictions on alternative early childhood education and the creation of a Maryland Educator Recruitment, Retention, and Diversity Dashboard. Additional provisions reflect the Legislature's intent for Maryland to join the Interstate Teacher Mobility Compact to ease certification for teachers coming to Maryland from other states with high-quality certification processes. The Teaching Fellows for Maryland program shifts to the MSDE from the Maryland Higher Education Commission, and the legislation alters some qualifications for applicants and recipients of the Teaching Fellows. Additionally, the Grow Our Own Educators Scholarship Program is codified to provide scholarships to individuals who pledge to fulfill a certain service obligation as a full-time teacher in the State, and a new Educator Internship Stipend Program is established to provide stipends to student teachers in internships working directly with students.

Teacher shortage is a significant problem in Maryland, one we share with school districts across the nation. As we know, teacher support and teacher quality directly impact educational achievement for students. Systems and schools plagued by the lack of qualified teachers, teacher turnover, and lack of diversity in the workforce all negatively impact student learning. According to a State Board of Education presentation in July of 2022,

“Research indicates that the cost of separation, recruitment, hiring, and training has been estimated to cost between \$9,000 and \$21,000 per teacher. While teacher vacancies

continue to increase, total enrollment in Maryland's Educator Preparation programs has declined by 33%.”

This pipeline shortage is critically important and portends that our shortage will continue in the near-term.

Teacher diversity is also a challenge in Maryland. The teaching workforce has remained predominantly white, while the student demographics have grown much more diverse. From the above referenced MSDE presentation,

“Over the past 10 years, less than 30% of Maryland teachers were teachers of color. Studies show that increased diversity amongst teachers and broader sets of school professionals benefit student test-score performance and leads to improved school behaviors.”

An important research outcome is the fact that alternative preparation programs are more diverse than traditional colleges of education. This legislation is well positioned to help bring more alternative preparation programs to the State.

This legislation will complement and supplement the tenets of the Blueprint for Maryland's Future. The Blueprint includes the creation of career ladders based on merit, as well as salary incentives for highly trained teachers, and incentives for teaching in low-performing schools. One commonly held notion is that the best teacher “attraction,” is a strong “retention” effort. Sadly, Maryland's retention statistics are bruising in that almost half of new teachers with five year or less tenure, resign voluntarily.

We thank the Moore Administration and legislative leaders who have contributed to and promoted these innovative and research-based solutions to the teacher shortage crisis in Maryland. For these reasons, PSSAM **supports** Senate Bill 893 and urges a favorable report.

SB0893_Maryland Educator Shortage Act of 2023am.pdf

Uploaded by: Angela Martin

Position: FAV



3/6/2023

Re: Support of HB 1219/SB 0893 – Maryland Educator Shortage Act of 2023

Dear Honorable Chair Feldman and Members of the Senate Education, Energy, and the Environment Committee:

I am writing on behalf of the Maryland Community Action Partnership (MCAP) to urge your support of HB 1219/SB 0893 – Maryland Educator Shortage Act of 2023.

The Maryland Community Action Partnership (MCAP) is a statewide non-profit organization comprised of Maryland's 17 Community Action Agencies, which collectively serve every Maryland county. Together, we work toward eradicating homelessness and poverty to realize our vision of ensuring that all Maryland individuals and families are stable, economically secure, and live in safe and thriving communities.

MCAP supports HB 1219/SB 0893 because of the significant impact that the recruitment and retention of high-quality educators has on all Maryland students, especially on the children with low-income that our organizations serve.

If passed, the bill would:

- Set targets for the recruitment and retention of teachers in teacher preparation programs, including requiring the State Department of Education to create a dashboard for educator recruitment, retention, and diversity.
- Require the State to join the Interstate Teacher Mobility Compact to create reciprocity among participating states and reduce barriers to license portability and employment.
- Establish the Grow Our Own Educators Scholarship Program and Fund to provide scholarships to individuals who pledge to work full-time as a teacher in the State.
- Reform the Teaching Fellows for Maryland program, transfer its administration to the Department, expand eligibility, and require greater publicity of the program to HBCUs and students who are members of under-represented groups.
- Establish the Educator Internship Stipend Program, which provides stipends of up to \$20k for student teachers participating in an internship or practicum as an undergraduate or graduate student leading to a teaching certificate.

It is MCAP's position that this legislation will positively impact the ability to recruit and retain highly qualified educators, which in turn will improve the access to education for all Maryland students. Access to quality education is a key component to tackling poverty, and this bill takes a critical step towards ensuring that all students have the best possible educational opportunities and outcomes.

If there is any additional information that I can provide for you as you consider this bill, I would be happy to help. You can contact me at amartin@maryland-cap.org, or by calling 205-757-0764.

Sincerely,

A handwritten signature in black ink, appearing to read "Angela Martin", with a long horizontal flourish extending to the right.

Angela Martin, Executive Director

SB893 Maryland Educator Shortage Act of 2023 .pdf

Uploaded by: Anna Yates

Position: FAV

**Senate Bill 893
Maryland Educator Shortage Act of 2023
Education, Energy, and the Environment Committee**

March 7, 2023

Favorable

Chair Feldman, Vice-Chair Kagan, and Members of the Education, Energy, and the Environment Committee,

Thank you for the opportunity to share our thoughts on Senate Bill 893. St. Mary's College of Maryland supports efforts to enhance the pipeline of students into teacher accreditation programs. The College's Master of Arts in Teaching (MAT) program typically enrolls 25 to 30 students per year and is highly regarded for producing well qualified, excellent teachers. In recent years, however, attracting students into the program has been challenging for various reasons, including difficulties in participating in the State's Teaching Fellows Scholarship program, the lack of funding for student teacher internships, and the increasing prevalence of school systems hiring teachers directly out of undergraduate programs, who are not yet credentialed, on a provisional basis.

The College supports the Bill's proposed change in criteria for awarding the Teaching Fellows for Maryland Scholarship, specifically the elimination of the GRE scoring requirement for a master's degree student. St. Mary's College does not require MAT program applicants to take the GRE because our faculty can effectively assess an applicant's potential to succeed based on their academic record. Eliminating the requirement for a prospective master's degree student to take the GRE not only lowers barriers for students to enter a master's program, but also expands the opportunity for students to receive a scholarship.

Thank you for your consideration and continued support of St. Mary's College of Maryland.



Tuajuanda C. Jordan, PhD
President

The
**NATIONAL
PUBLIC
HONORS**
College



SB0893 Maryland Educator Shortage Act of 2023 FAV.

Uploaded by: Cecilia Plante

Position: FAV



TESTIMONY FOR SB0893 Maryland Educator Shortage Act of 2023

Bill Sponsor: President

Committee: Education, Energy, and the Environment

Organization Submitting: Maryland Legislative Coalition

Person Submitting: Cecilia Plante, co-chair

Position: FAVORABLE

I am submitting this testimony in favor of SB0893 on behalf of the Maryland Legislative Coalition. The Maryland Legislative Coalition is an association of individuals and grassroots groups with members in every district in the state. We have over 30,000 members across the state.

Maryland has a teacher shortage that is reaching crisis proportions. Many factors have led to this shortage over time, but none more effectively than the Covid pandemic. Teaching is not a high-paying occupation and it has become much more fraught with the possibility of getting Covid, and then getting long-Covid, the frustrations over masking and also having to deal with parents who have become increasingly demanding.

This bill attempts to find a solution to this crisis by attacking the problem from several angles. One of the things it does that our members find creative and forward-thinking is to offer scholarships that would then require the recipient, after graduation, to work in a high-needs school or in a grade level or content area that is experiencing a shortage of teachers.

Another important facet of this legislation is for Maryland to join the Interstate Teacher Mobility Compact. The purpose of the Interstate Teacher Mobility Compact is to facilitate the licensure of teachers across the member states, which would help Maryland hire to teachers from surrounding states.

There are several other aspects of this legislation that our members find appealing, such as a dashboard to show where the shortages are and some demographics about what is causing the shortage. We find this legislation necessary to the state's ability to effectively teach our future generations and to meet the goals set out in the Blueprint.

The Maryland Legislative Coalition supports this bill and we recommend a **FAVORABLE** report in Committee.

SB893_MSEA_Bost_FAV.pdf

Uploaded by: Cheryl Bost

Position: FAV

**Testimony SUPPORT of Senate Bill 893
Maryland Educator Shortage Act of 2023**

**Senate Education, Energy, and the Environment Committee
Senate Budget and Taxation Committee
March 7, 2023**

**Cheryl Bost
President**

The Maryland State Education Association strongly supports Governor Moore's Educator Shortage Act, Senate Bill 893, which seeks address the shortage of educators and inadequate pipeline to supply their ranks. This bill is one of MSEA's top 2023 legislative priorities to help address the educator shortage and excessive workloads.

MSEA represents 75,000 educators and school employees who work in Maryland's public schools, teaching and preparing our almost 900,000 students so they can pursue their dreams. MSEA also represents 39 local affiliates in every county across the state of Maryland, and our parent affiliate is the 3 million-member National Education Association (NEA).

This session has created exciting and important opportunities for educators to partner with legislative leaders to build on the legislature's strong record of commitment to our public schools with policies to meet this moment and ensure that no Marylanders are left behind. Educators are focused on helping students excel after the pandemic yet are doing so in the face of excessive workload issues which are exacerbated by staffing shortages in every school building. The pipeline of educators continues to be insufficient while challenging working conditions and years of inadequate pay make it hard to retain the outstanding professionals whom students and families depend on. At the same time, many of our students require more support and services than ever.

The bill would achieve several goals that are important for ensuring public schools are fully staffed and providing needed resources to students, including establishing a paid internship program for aspiring educators. Aspiring educators are pre-service teachers, folks who are in undergraduate or graduate programs working towards getting their teaching certificates. Across the county, teacher preparation programs are experiencing declines in enrollment. A study conducted by American Association of Colleges for Teacher Education shows that at least 20 percent of institutions reported an 11 percent drop in undergraduate enrollment while surveys showed that pay and



working conditions are the top reasons why prospective college students are choosing other career paths. The cost of student loans is another large factor impacting students moving into the teaching profession. Financial investments in future educators could be the difference in turning the tide against recruitment and retention issues within the profession, especially for teacher candidates of color. When pursuing their teaching certificate, students are required to do a teaching internship, many of us know this as “student teaching.” During that year, undergraduate or graduate students are paying tuition and fees at their institute of higher education, working full-time in the public schools without pay, and unable to take another job. This is a huge financial barrier to students and frequently acts as a deterrent to getting into the education field. Like in the Educator Shortage Act, eight other states offer some form of compensation or tuition assistance for teacher candidates.

Governor Moore’s bill builds off of some local success from Western Maryland. Washington County used Maryland Leads federal grant money to pilot paid teacher apprenticeships and stipends for mentors. Under an agreement between Frostburg State University, the Washington County Teachers Association, and Washington County Public Schools, MAT teacher-candidates received \$30,000 for SY22-23 if they agreed to return to teach in a Western Maryland county for 5 years. Mentor teachers for the MAT program received \$5,000 stipends, and mentor teachers for a student teaching program received \$1,000 stipends.

The Educator Shortage Act would also set targets for the recruitment and retention of teachers in teacher preparation programs, including requiring the Maryland State Department of Education (MSDE) to create a dashboard for educator recruitment, retention, and diversity. Further, it requires the state to join the Interstate Teacher Mobility Compact to create reciprocity among participant states and reduce the barriers to license portability and employment.

In addition, the bill reforms the Teaching Fellows for Maryland program, expands eligibility, and directs MSDE to publicize the program at HBCUs and to students who are members of groups that are under-represented among teachers. The Teaching Fellows for Maryland scholarship was designed under the Blueprint for Maryland’s Future to strengthen the teacher pipeline by providing financial incentives for future educators. Aspiring educators in undergraduate or graduate programs who commit to teach in a Maryland school after graduation can receive tuition, room, and board for up to 4 years, increasing equity and access to the profession. Unfortunately, the program requirements have proven too narrow, and the program has received inadequate promotion. The Maryland Higher Education Commission has awarded fewer scholarships than the allocated funding allows, just as pre-service teachers are leaving



preparation programs due to untenable financial pressures unique to the teaching profession. This bill would broaden the requirements and help improve the teaching pipeline.

Finally, the bill establishes the Grow Our Own Educators Scholarship Program and Fund, which includes a four-year service requirement in a public school or pre-k program and scholarships for tuition and mandatory fees. Grow Your Own programs are flourishing around the country as a way increase the number of educators in the pipeline. The beauty of these programs is that they are designed to harvest promising teacher candidates from school systems who are already working in our schools as Education Support Professionals. These are people who are already dedicated to their community and students, and need help transitioning to the teaching ranks. This is also a proven strategy to help diversity the teaching profession.

Along with full funding of the Blueprint for Maryland's Future, the Maryland Educator Shortage Act helps to make progress on the educator shortage that school systems across the state are struggling with. Financial investments in future educators could be the difference in turning the tide against recruitment and retention issues within the profession, while also focusing efforts to build a diverse teaching force.

MSEA strongly urges a favorable report of Senate Bill 893.

SB 893__FAV_MSCCA pdf.pdf

Uploaded by: Christina Peusch

Position: FAV



**Caring For Maryland's Most
Important Natural Resource™**

Maryland State Child Care Association

2810 Carrollton Road
Annapolis, Md. 21403
Phone: (410) 820-9196
Email: info@mscca.org
www.mscca.org

The Maryland State Child Care Association (MSCCA) is a non-profit, statewide, professional association incorporated in 1984 to promote the growth and development of child care and learning centers in Maryland. MSCCA has over 5000 professionals working in the field of early childhood education. We believe children are our most important natural resources and work hard to advocate for children, families and for professionalism within the early childhood community.

Testimony in Favor
SB 893 Maryland Educator Shortage Act of 2023
March 7, 2023
Submitted to: Education, Energy and Environment Committee

The Maryland State Child Care Association enthusiastically support SB 893. We applaud the administration and many sponsors for recognizing, as well as addressing numerous educator workforce shortages and barriers impacting our state, our children, our families and our education system, especially early childhood .

The Blueprint for Maryland's Future is investing in our youngest citizens. In order to accomplish a Mixed-Delivery Pre-K system, involving both public schools and private community-based childcare providers, will be needed to accommodate the number of students. In order to attain the goals set by the *Blueprint* for mixed delivery, it is imperative to understand the unintended consequences and also the numerous barriers for private providers to achieve the current codified requirements including the teacher state prek-3 certification requirements.

The AIB, MSDE and sponsors understand and support the need to create alternative pathways to be inclusive of community-based providers/programs along with addressing the critical workforce shortages. SB 893 will address ways to achieve the goals of the Blueprint and takes steps to overcome barriers and inequities without sacrificing quality or closing businesses to participate, which hurts parents who need care for birth to five in Maryland. Child care providers cannot afford to lose their three and four year olds to public schools, however not all are willing nor can equitably participate in the expansion of public pre-k. More unintended consequences include less access and affordability for infant and toddler care, more child care providers closing businesses and more unlicensed/illegal child care which leads to poor outcomes for children.

Blueprint Pillar 1 has many important goals including a substantial increase in the supply of early childhood education teachers, funding for both public-school and community-based pre-K, and measurables including reducing or eliminating achievement gaps. The Accountability and Implementation Board created a report that offers recommendations related to Pillar 1 and recognizes some of the barriers for a true mixed delivery system for prekindergarten in Maryland—requiring that all providers, both public and private, meet certain standards to receive public funding.

MSCCA is concerned as the Blueprint, especially related to Pillar 1 is implemented and we are still recovering from a pandemic. Many businesses are all struggling with a critical workforce shortage. Public schools are adjusting qualifications and soliciting in any way they can to fill teacher shortages. Child care is also struggling. Maryland lost over 800 child care programs since 2020, about 10%, and although many jobs have recovered, child care has lagged behind. Maryland is second highest in the country for loss of child care jobs at an alarming 25.5%, according to the June 2022 jobs report. (<https://communitychangeaction.org/wp-content/uploads/2022/06/June-9-State-by-State-Analysis-of-Changes-in-the-Child-Care-Sector-Over-the-Pandemic.pdf>)

Recovery of jobs in the child care industry specifically has been slower than most other industries. According to Bureau of Labor and Statistics in October 2022 figures show that employment in the child care sector is still 8.5% lower than February 2020. This is a shortage of approximately 88,000 jobs. The slow recovery in child care sector is due to numerous factors including closures and other pandemic related issues as well as a workforce leaving for better compensating jobs. The persistent shortages in child care has a ripple impact across the economy. Child care is an economic and equity imperative and essential to everyone, even if you do not have children or your children are adults.

We applaud the goals for mixed delivery, and you say you need child care providers to reach the Blueprint Pillar 1 goals, however there were only 90 applicants for the prek grants and of the 90 less than 30 were awarded. This number doesn't come close to meeting the 70/30 minimum split (or the final recommendations of 50/50 split) to deliver prek. Barriers include teacher certification requirements, lack of an equitable alternative pathway to certification which must include better and equitable alternatives for educators especially related to credit for prior learning models as well as create new an equitable eligibility system for community-based providers of public pre-k to stay in their programs and businesses for practicum/residency requirements. Other barriers include lack of resources to successfully write for and administer very complex pre-k grants and funding flaws. Funding barriers to a true mixed delivery system must be considered. The pre-k grant is flat funded, with a per child rate across the state. No other early childhood program is flat funded. The cost of living, and the cost of operating a business, varies across the state. The total cost of quality childcare has not been considered based on these differentials. The amount currently offered might fully fund a program in Western Maryland, but will probably not break even for a program in the central part of the state, yet both programs receive the same dollar amount per slot.

Maryland should consider other states alternatives as they adjust and consider the importance of essential child care. This school year Boston UPK will launch a new **per classroom funding formula** to ensure high quality learning environments for students. The new funding formula and rate will provide financial and operational stability to child care providers, empower them to implement high quality programming and ensure teachers at community sites receive pay commensurate with staff in district run schools. Providing per classroom instead of per pupil funding will provide stability for child care providers who have been greatly impacted by COVID. Boston mixed delivery model ensures family choice and that there is no wrong door for families looking for high quality prek experience. [\\$20 Million Investment to Expand Boston's Universal Pre-K Program | Boston.gov](#)

The interesting data from MSDE is that we already meet numerous requirements for Pillar 1. Maryland EXCELS reports there are 1,283 levels 3,4, and 5 programs participating therefore plenty to meet the 70/30 recommended split. Additionally, according to MSDE's database 1,993 child care teachers have bachelor's degrees, 403 with masters degrees, 14 with doctorates and 66 with foreign degrees. We should easily be able to meet the mixed delivery goals and avoid waivers in Blueprint, which will become the norm, but cannot if we don't make equitable changes including; expanding and creating provisional alternative pathways, giving credit for prior learning, credit for experience in the field, stackable credentials, timelines to achieve certification or equivalencies/alternatives for pre-k teacher certification, alignment of the current credentialing system with college credit, recognition and respect of competencies and work experience, as well as sustainable funding formulas to be competitive.

Greater emphasis on **equitable, fully funded**, alternative pathways and supports that meet the needs of Early Childhood professionals currently working in the field is needed. This means considering multiple entry points: EC professionals may be starting with a H.S. diploma, an A.A. degree, or a Bachelor's or Master's degree. Each of these professionals needs a pathway to certification if we are to meet the demand for teachers.

Examples of Needed Pathways and Supports Include:

Apprenticeships, competency-based education models, stackable and portable course work and credits, course work that meets the needs of teachers whose primary language is not English, remedial course work for those who need it prior to enrolling in college-level courses, and coaching and support to ensure persistence in higher education.

The ECE field needs bold and innovative approaches, like SB 893 to address the workforce crisis AND approaches that meet the needs of the Birth to age 5 workforce that is currently employed across the state. We recommend and appreciate includes legislative language that mandates the development of innovative approaches to certification in Maryland to ensure that the vision of a mixed delivery system is realized, and that further degradation of the childcare infrastructure is averted.

If more licensed child care businesses close due to the loss of four year old's and a portion of income eligible three year old's because we cannot compete with public schools in prek arena for teachers, how will this impact goals to increase supply of teachers and reduce achievement gaps when infants toddlers twos and some three year old's will have less access to high quality child care, be forced into unlicensed or informal care which is proven to have poor kindergarten readiness outcomes? We are already losing our teachers to Amazon, Target, Washington DC child care jobs which are paying 15k bonuses as well as parity with public prek teachers and no teacher certification requirements. More unintended consequences will include higher infant toddler tuition which parents can barely access and afford now. We

lost our kindergarteners when preschool for all rolled out and we pivoted the best we could, however we cannot survive without 3- and 4-year-olds.

The public prek grant parameters specify that if a program is not 85% enrolled by December 31, funding will be diminished by the number of unfilled slots. This is a burdensome penalty placed on community providers. It is my understanding that funding for public schools is not reduced if their enrollment targets are not met, so why are community providers penalized for this? A program that applies for this grant in good faith and commits to hold childcare slots open for income eligible children will incur the same fixed operating costs regardless of whether they are fully enrolled or not. Just like public schools, a community program must continue to pay the full salary and benefits of the lead and assistant teachers, they still pay the full amount of rent and facility maintenance costs, they still pay the full amount of water, gas, and electric regardless of how many children are enrolled. The difference for the community provider is that once the program commits to enrolling a certain number of income eligible children, they must leave those slots open and cannot give them away to a full tuition paying family.

The grant also stipulates that MSDE will provide support with recruitment to help community-based programs fill those committed slots. However, the only support MSDE has provided has been to suggest talking with the LEA or putting fliers up in the community. For a program that has already taken these steps, and paid for advertising, and reached out to as many community partners as possible to spread the word about the prekindergarten slots available at their program, yet still is unable to find eligible children to enroll, they not only are NOT receiving support from MSDE, but the program is also penalized and has money taken away that they can't afford to lose.

Additionally, there are costs associated with this grant that are not accounted for regarding teacher certification. To begin with, finding certified teachers is a challenge everywhere. According to University of Maryland, College Park in the School of Education, adjunct faculty, Randi Albertsen, over the past 2 years, the capacity of incoming students in her class has been 25, yet she has not had more than 12 potential teachers enrolled. People just are not choosing to go into this field.

The current system to participate in public prekindergarten expansion as a mixed delivery system as it exists places a much higher burden on the childcare community, with barriers to participation at every turn. If the state intends to implement the Blueprint to fidelity, then it needs to create a more equitable, accessible system for community-based providers.

SB 893 takes necessary steps to begin to address the critical workforce shortages, acknowledges and addresses equity issues including recruitment and retainment of diverse educators, forges alternative pre-k pathways and focuses on viable solutions to numerous problems which have very real unintended consequences for children, families, education and essential child care.

MSCCA recommends a favorable committee report on SB 893.

2023-03-07 SB 893 OAG (Support).pdf

Uploaded by: Hannibal Kemerer

Position: FAV

ANTHONY G. BROWN
Attorney General



CANDACE MCLAREN LANHAM
Chief of Staff

CAROLYN A. QUATTROCKI
Deputy Attorney General

STATE OF MARYLAND
OFFICE OF THE ATTORNEY GENERAL

FACSIMILE NO.
(410) 576-7036

WRITER'S DIRECT DIAL NO.
(410) 576-6584

March 7, 2023

TO: The Honorable Brian Feldman
Chair, Education, Energy, and the Environment Committee

FROM: Hannibal G. Williams II Kemerer
Chief Counsel, Legislative Affairs, Office of the Attorney General

RE: SB 893 Maryland Educator Shortage Act of 2023 (Support)

The Office of the Attorney General urges the Education, Energy, and the Environment Committee to report favorably on Senate Bill 893. This bill, introduced at the request of Governor Moore, would comprehensively overhaul the teacher recruitment and retention process. This would include Maryland becoming a member of the Interstate Teacher Mobility Compact, which will reduce the barriers to license reciprocity among states. Additionally, the bill would establish a non-lapsing Grow Our Own Educators Scholarship Program and Fund, as well as an Educator Internship Stipend Program to help fund the education and training of future educators. The bill also proposes to alter the qualifications for the Teaching Fellows for the Maryland Program, direct the Maryland State Department of Education (MSDE) to publicize the program at historically Black colleges and universities throughout the state, and alter the qualifications for early childhood education certification obtained through an alternative preparation program. Finally, the bill would require MSDE to establish goals for the recruitment and retention of teachers in educator preparation programs throughout the state, and establish a Maryland Educator Recruitment, Retention, and Diversity Dashboard.

Without a doubt, Maryland is facing a teacher shortage.¹ Not only have there been high rates of turnover, but the number of individuals completing teacher education programs are also in decline.² Indeed, enrollment in educator preparation programs in Maryland has been

¹ Tim Tooten, *Maryland State Education Leaders Seek Long-Term Solution to Teacher Shortages*, WBAL (Aug. 23, 2022), <https://www.wbal.com/article/teacher-shortage-maryland-long-term-solution-board-of-education/40970229#>.

² MD. STATE BD. OF EDUC., *Maryland's Teacher Workforce: Supply, Demand, and Diversity* (July 26, 2022) at 2, 22, <https://www.marylandpublicschools.org/stateboard/Documents/2022/0726/TabGBlueprintAndDataDeepDiveTeacherPipelineAndDiversity.pdf>.

decreasing over the past decade, even before the pandemic exacerbated the issue.³ Currently, Maryland’s educator preparation programs do not produce enough educators to fill the rising vacancies across the state.⁴ To combat this, some school districts began waiving certification rules to keep teacher positions filled.⁵ Recruiting and retaining qualified teachers is vital to ensuring Maryland’s students meet educational goals, as this instability threatens students’ abilities to learn.⁶

Additionally, the educator workforce in Maryland is predominantly white.⁷ However, more diverse teaching has shown to improve student performance and behavior.⁸ Alternative preparation programs are typically more diverse than traditional programs and are an avenue to diversifying the workforce, and thus are deserving of additional attention.⁹ Senate Bill 893 will help eliminate financial barriers to teaching, and allow Maryland to encourage aspiring educators—particularly educators of color—to enter and remain in the profession.¹⁰

With the urgent need for qualified teachers across the state, Maryland should make teacher recruitment and retention a top priority. For the foregoing reasons, the Office of the Attorney General urges a favorable report on Senate Bill 893.

cc: Committee Members

³ *Id.* at 31.

⁴ *Id.* at 22.

⁵ Tooten, *supra* note 1.

⁶ MD. STATE BD. OF EDUC., *supra* note 2, at 2.

⁷ *Id.* at 48.

⁸ *Id.*

⁹ *Id.* at 19, 48.

¹⁰ *Id.* at 61.

SB 893.Educator Shortage Act.pdf

Uploaded by: John Woolums

Position: FAV



621 Ridgely Avenue, Suite 300, Annapolis, Maryland 21401
410-841-5414 · 800-841-8197 · Fax: 410-841-6580 · MABE.org

BILL: Senate Bill 893
TITLE: Maryland Educator Shortage Act of 2023
DATE: March 7, 2023
POSITION: SUPPORT
COMMITTEE: Education, Energy, and the Environment and Budget and Taxation
CONTACT: John R. Woolums, Esq.

The Maryland Association of Boards of Education (MABE), representing all of the state's local boards of education, supports Senate Bill 893 which features key initiatives to make bold and innovative progress to alleviate critical teacher and educator shortages in Maryland's public schools.

MABE has consistently supported efforts by the General Assembly to assist local school systems in addressing the critical shortages of highly qualified teachers, principals, and other staff in every school and the classrooms of all students across the State. At this time, Maryland is experiencing critical shortages across all of the educational and related services professional fields; a critical shortage of the staff needed to deliver and support student learning and to administer schools as educational leaders.

The Governor's Educator Shortage Act includes major initiatives to expand the alternative teacher certification program to include educators in prekindergarten programs, create a new Maryland Educator Recruitment, Retention, and Diversity Dashboard, have Maryland join the Interstate Teacher Mobility Compact, reform the Teachers Fellows for Maryland scholarship program, and codify the Grow Our Own Educators Scholarship Program and Educator Internship Stipend Program. Through these programs, Maryland should be able to make meaningful progress toward recruiting and retaining high-quality and diverse educators from PreK through 12th grade. Importantly, Senate Bill 893 closely aligns with the Blueprint for Maryland's Future provisions related to educator compensation and professionalism which are also intended to reduce the teacher shortage across the state.

MABE firmly believes that the role of a full complement of qualified staff will be pivotal to the successful implementation of Blueprint for Maryland's Future. The Blueprint features major expansions of full-day prekindergarten, student behavioral health services, college readiness courses, and career and technical education programs. Passage of Senate Bill 893 will certainly advance the statewide effort to recruit, educate, and retain the professional educators essential to meet these objectives.

All local boards of education value the essential role of the educators and staff persons who work for the public school system as the keys to educating and meeting the needs of our students. Unfortunately, Maryland continues to experience a major teacher shortage due to a number of factors including the low number of teacher candidates graduating from Maryland's universities, the number of potential teachers entering the profession, and the competitiveness of working condition and salaries. Again, MABE greatly appreciates that the Blueprint addresses these issues by mandating minimum salaries of \$60,000 for teachers, providing raises for teachers based on National Board Certification, and reducing the amount of time teachers are obligated to be in classrooms. However, the Blueprint also mandates dramatically expanded full-day prekindergarten programs offered by public schools and private providers. Therefore, MABE appreciates that Senate Bill 893 directly addresses the challenges to recruit and educate more early educators to meet these demands.

For these reasons, MABE urges a favorable report on Senate Bill 893.

SB 893_MFN_FAV_Weeldreyer.pdf

Uploaded by: Laura Weeldreyer

Position: FAV



Testimony Concerning SB 893
“Maryland Educator Shortage Act of 2023”
Submitted to the Senate Education, Energy, and the Environment and
Budget & Taxation Committees
March 7, 2023

Position: Favorable

Maryland Family Network (MFN) supports SB 893, which would among other things adjust the requirements for early childhood education (ECE) teacher certification obtained through an alternative preparation program and would establish competency-based certification criteria for pre-K providers. In these ways, the legislation would help address significant barriers to fulfilling the Blueprint for Maryland’s Future’s ambitious and critically important goals for pre-K expansion.

MFN has worked since 1945 to improve the availability and quality of child care and early childhood education, as well as other supports for children and families in Maryland. We have been active in state and federal debates on child care policy and are strongly committed to ensuring that children, along with their parents, have access to high-quality, affordable programs and educational opportunities.

The Blueprint states that pre-K teachers shall hold State ECE teaching certification or a bachelor’s degree in any field while they pursue alternative certification beginning in the 2025–26 academic year. Increasing the number of high-quality ECE providers and educators is essential to the Blueprint’s expansion of full-day pre-K for all 4-year-olds and for 3-year-olds from low-income households. The Blueprint mandates a public-private delivery system in which schools partner with high-quality, community-based ECE programs. The importance of public-private delivery is four-fold: it allows school systems to focus funds on instruction rather than enormous new capital costs; it better meets the wrap-around care needs of working parents; it incentivizes the expansion of quality for all children served in the community-based programs, not just the pre-K population; and it avoids undermining the affordability of child care for children birth through age 3.

The proposed adjustments to alternative certification will enable childcare providers to meet certification requirements while maintaining their jobs and keeping their programs operational. This will also help increase the diversity of ECE educators. The establishment of competency-based certification criteria will not diminish quality standards but rather give providers and the State new and necessary flexibility in determining that the standards are met.

MFN urges the Committee’s favorable consideration of SB 893.

Montgomery County Community Action Board Testimony

Uploaded by: Leslie Frey

Position: FAV



Montgomery County Community Action Board Testimony
SB893: Maryland Educator Shortage Act of 2023
March 7, 2023
SUPPORT

TO: The Honorable Brian Feldman, Chair; The Honorable Cheryl Kagan, Vice Chair; and Members of the Education, Energy, and the Environment Committee
FROM: Dr. Jeffery Johnson, Chair, Montgomery County Community Action Board

The Montgomery County Community Action Board, the County's local, state, and federally designated anti-poverty group, strongly supports SB893. This bill would provide more opportunities to expand our teaching workforce, including new opportunities for preschool teacher certification, an area of particular concern for our board as the governing body for Montgomery County's Head Start program.

Early Care and Education continues to be a key priority for our board. Expanding access to high-quality and affordable preschool is critical for Maryland families and this is why our board has tracked the progress of the Blueprint plan so closely. Adding additional PreK spots across the state is an important goal, but our board has maintained that a mixed delivery system that includes public and private providers is the best option. The Blueprint's extensive requirements for PreK teachers' certification though means that many child care providers in private centers and family child care homes, including those with decades of experience and extensive State required training, have little or no opportunity to qualify as certified prekindergarten teachers, resulting in their exclusion from these expansions. SB893 addresses a significant obstacle in this process by allowing providers to complete an alternative teacher preparation program, which will allow experience, stackable credentials, and an on-site practicum leading to certification. In addition, the on-site practicum for teachers is key to their economic well-being because they will not experience a loss of income during this time and the child care system will remain stable, retaining teachers during this on-site practicum. The increase of prekindergarten educators means an expansion of prekindergarten seats for many children across the state.

As advocates for the low-income community, we recognize that the state’s teacher shortage is a serious problem and one that disproportionately impacts schools with higher percentages of students living in poverty, resulting in less experienced teachers working in high poverty schools.¹ According to a Montgomery County evaluation, *Higher-need schools have lower average teacher compensation and a higher percent novice teachers than lower-need schools.*² This is problematic because less experienced teachers may be less equipped to address some of the challenges of working in high-needs schools, such as supporting students who have experienced trauma, effectively educating a larger number of English Language Learners, and supporting students who may face serious day-to-day challenges like food insecurity. SB893 can help to address this issue by increasing the overall teacher workforce in the state. Proposals in this bill, including adding Maryland to the Interstate Teacher Mobility Compact, expanding the Teaching Fellows for Maryland scholarship program, and establishing the Grow Our Own Educators scholarship program, can all help to address a serious need in the state.

It is also important to note that SB893 provides additional financial support to teachers. This change is particularly important in areas like Montgomery County, where the cost of living is so high. According to the Maryland Community Action Partnership’s latest report, the Montgomery County Self-Sufficiency Standard for a household with one adult, one preschooler, and one school age child is \$116,864, a huge amount that would pose many challenges for new teachers.³

The Community Action Board applauds Governor Moore’s efforts to support Early Care and Education and to address critical educational needs in the state through SB893. We ask the Committee for a favorable report.

¹ <https://www.bcf.org/wp-content/uploads/2020/09/BCF-Education-Trust-Report.pdf>

² <https://www.montgomeryschoolsmd.org/uploadedFiles/learning-journey/Board%20Report%20-%20All%20sections%20v28%209%2030.pdf>

³ <https://maryland-cap.org/the-maryland-2023-self-sufficiency-standard-calculator/>

SB 893 (HB 1219) Support.pdf

Uploaded by: Maddie Long

Position: FAV



**Testimony in support of
Senate Bill 893: Maryland Educator Shortage Act of 2023**

**Education, Energy, and the Environment Committee
Position: Favorable**

March 7, 2023

Strong Schools Maryland is a network of education advocates dedicated to ensuring the full funding and faithful implementation of the Blueprint for Maryland's Future. **Strong Schools Maryland urges a favorable vote on Senate Bill 893: Maryland Educator Shortage Act of 2023.**

The Blueprint for Maryland's Future envisions a World-Class system of public schools for our state's students. This includes a statewide teacher workforce that is racially diverse, of the highest quality, and that has the autonomy to conduct deep work, as their many years of education, preparation, and certification suggest they deserve.

This bill supports the vision of the Blueprint's second pillar through setting targets for the recruitment and retention of teachers in teacher preparation programs. It also expands opportunities and removes barriers to confront the shortage of educators and the inadequate pipeline to supply Maryland teachers. We implore this committee to build Maryland's teaching capacity and work to elevate the teaching profession to fulfill the promises of the Blueprint.

For these reasons, we urge a favorable report on Senate Bill 893.

*For more information, contact Maddie Long:
maddie@strongschoolsmaryland.org*

Anne Arundel County_FAV_SB893.pdf

Uploaded by: Peter Baron

Position: FAV



March 7, 2023

Senate Bill 893

Maryland Educator Shortage Act of 2023
Senate Education, Energy, and the Environment Committee

Position: FAVORABLE

The Maryland Educator Shortage Act of 2023 would take important steps to address persistent staffing shortages in our schools and strengthen the pipeline of future educators.

Like other counties across the state and the nation, Anne Arundel has struggled with ongoing educator shortages affecting job categories across public schools, making it difficult for educators to meet their students' needs. Since I first took office four years ago, Anne Arundel County has added 531 teaching positions, 71 social-emotional learning positions, and 249 special education positions to Anne Arundel schools to keep up with the growth in our student population and reduce class sizes. We have also restored annual step and cost of living raises to help recruit and retain our talented and dedicated workforce.

This bill will build on the work we are doing in Anne Arundel County by implementing several improvements to attract and retain educators. These changes include:

- Creating stipends for aspiring teachers completing their teaching internship
- Establishing a Grow Your Own Scholarship Program to provide financial support to non-certified staff and education support professionals who want to become teachers
- Joining Maryland in the Interstate Teacher Mobility Compact to make it easier to attract teachers from other states
- Redesigning and publicizing the Teaching Fellows of Maryland scholarship program at HBCUs
- Creating a state dashboard on educator recruitment, retention, and diversity

I ask for a **FAVORABLE** report on SB 893 in order to end the staffing shortage and support our next generation of educators.

MEC_SB893_Favorable.pdf

Uploaded by: Rick Tyler, Jr.-Chair

Position: FAV



Maryland Education Coalition



Ellie Mitchell & Rick Tyler, Jr. – Co-Chairs

Web site - www.marylandeducationcoalition.org

Email – md.education.coalition@gmail.com

March 7, 2023

SB893- Maryland Educator Shortage Act of 2023
Education, Energy, and the Environment Committee
Chair: Senator Brian Feldman
POSITION: FAVORABLE

The Maryland Education Coalition (MEC) was originally founded over 40 years ago and comprises over twenty diverse statewide organizations and individual advocates (see below). Our members include former state or local administrators, educators, lawyers, social workers, psychologists, artists, musicians, parents, and community and business leaders. We advocate for adequate funding, equitable policies, and transparent accountability statewide for the estimated 900,000 students in Maryland’s schools. (More [Here](#))

Teachers make schools. Simply put, without teachers, there is no instruction. And yet, across the country, education is at a crossroads with historic teacher shortages. In Maryland alone, more than 5,500 left the profession last year, and the pipeline is also shrinking. Total enrollment in Maryland teacher preparation programs has declined by 33% since 2012. ([Maryland State School Board, June 2022](#)). Every district in Maryland is impacted; however, teacher shortages are more likely to occur in schools with high concentrations of poverty, and teachers of color are more likely to leave the profession, complicating further the existing diversity gap. While there are promising elements focused on teachers in the Blueprint for Maryland’s future, we also need new and innovative solutions now to address the current and future teacher cliff.

Senate Bill 893 takes proactive and positive steps to recruit, train, and support new and diverse teachers, set goals, and carefully track progress and challenges. The Maryland Educator Recruitment, Retention, and Diversity Dashboard is important for transparency and accountability. We also agree that Maryland should join the Interstate Teacher Mobility Compact.

MEC is particularly encouraged and enthusiastic about the Teacher Fellows for Maryland, Grow Our Own Educators and Education Internship Stipend Scholarship programs. These initiatives will provide clear incentives for students to pursue degrees and careers in education, increase the number of students from Maryland who stay and become educators in our state, and improve the diversity of teachers by making education careers more desirable and accessible. MEC also supports the focus on providing standards and accountability for education training programs and alternative pathways to teacher certification.

We applaud the Speaker and the co-sponsors for acting on this urgent crisis. The Maryland teacher shortage has educational and economic implications, making the investment proposed in Senate Bill 893 both reasonable and cost-effective in the long term.

Therefore, MEC urges the Ways and Means Committee to provide a favorable report for Senate Bill 893 (Maryland Educator Shortage Act of 2023). With each day that passes when more teachers leave and fewer people sign up to become educators, the more we put our children at risk of never receiving an effective education.

ACLU of MD, Arts Education in Maryland Schools, Arts Every Day, Attendance Works, CASA, Children’s Behavioral Health Coalition, Free State PTA, Decoding Dyslexia of Maryland, Disability Rights Maryland, League of Women Voters of MD, Let Them See Clearly, Maryland Coalition for Gifted & Talented Ed, Maryland Alliance for Racial Equity in Education, Maryland Coalition for Community Schools, Maryland Down Syndrome Advocacy Coalition, MSC-NAACP, Maryland Out of School Time Network, Maryland School Psychologists’ Association, Parent Advocacy Consortium, Public Justice Center, School Social Workers of MD, Strong Schools Maryland, Kalman R. Hettleman, David Hornbeck, Rick Tyler, Jr., Sharon Rubinstein

LBCMD Support Letter - SB 893 - Priority Bill.docx

Uploaded by: Ufuoma Agarin

Position: FAV



March 3, 2023

Chairman Brian J. Feldman,
Education, Energy, and the Environment Committee
2 West Miller Senate Office Building
Annapolis, Maryland 21401

Dear Chairman Feldman and Members of the Committee:

The Legislative Black Caucus of Maryland offers **favorable** support for Senate Bill 893– Maryland Educator Shortage Act of 2023. **This bill is on the 2023 legislative priority agenda of the Black Caucus.**

In effect, this legislation will require the State Department of Education to establish specific goals for the recruitment and retention of teachers in teacher preparation programs; transfer the administration of the Teaching Fellows for Maryland program to the Department and alter the qualifications for the program; establish the Grow Our Own Educators Scholarship Program and Fund to provide scholarships to individuals who pledge to work full-time as a teacher in the State; and establish the Educator Internship Stipend Program.

As it stands, there is a need to employ and retain educators in the State of Maryland. The implementation of the bill is critical to our efforts to employ more educators, in support of ensuring Maryland’s students, across the entire state and in all communities, are provided with a quality education. For these reasons, the Legislative Black Caucus of Maryland strongly supports Senate Bill 893.

Legislative Black Caucus of Maryland

SB893_FWA_DEANS COUNCIL.pdf

Uploaded by: Andy Clark

Position: FWA



3300 Metzert Road, Adelphi, MD 20783

MICUA

Maryland Independent College
and University Association

140 South Street, Annapolis, MD 21401

Support with Amendments

Senate Education, Energy, and the Environment Committee *Senate Bill 893 - Maryland Educator Shortage Act of 2023*

Christy Graybeal, Co-Chair, Maryland Education Deans Council, graybeal@hood.edu

Rhonda Jeter, Co-Chair, Maryland Education Deans Council, rjeter@bowiestate.edu

March 7, 2023

Thank you for the opportunity to provide testimony in support, with amendments, of [Senate Bill 893](#) - the Maryland Educator Shortage Act of 2023. The Maryland Education Deans Council, representing all twenty-one (21) Education Deans and Directors at the University System of Maryland (USM), Maryland Independent College and University Association (MICUA) institutions, Morgan State University, and St. Mary's College of Maryland, is strongly supportive of this bill. We are committed to attracting, retaining and graduating the most highly qualified, diverse teacher candidate pool possible.

We have several suggestions for ensuring a smooth, efficient and effective pipeline for preparing Maryland's teachers:

- 1) 6-120. Alternative Preparation programs for pre-kindergarten and early childhood educators should require that all candidates hold a Bachelor's Degree in Early Childhood/Elementary Education. Teaching our youngest and most vulnerable children should require the same high standards as any other educator, and candidates who hold certification as early childhood educators can teach up to third grade, so they need to be fully prepared with both early childhood and early elementary education skills. A potential alternative path to certification for prekindergarten teachers might be to provide an extended or special conditional certificate to employed prekindergarten teachers that would allow additional time for this group to pursue certification.
- 2) 6-121. Maryland State Department of Education (MSDE) should analyze and report on teacher shortage areas by region and grade level/content area, and MSDE should set targets for reducing and eliminating the teacher shortages in the State. However, we strongly disagree that MSDE should set targets for institutions of higher education (IHE). Rather, the State should provide funding to address the teacher shortages as defined by MSDE, in collaboration with Maryland higher education institutions. Once the IHE has "claimed" a goal, funding can be provided for the institution to meet that goal. MSDE

should assess how IHEs are meeting their targets, and require an action plan from those which have not fulfilled the expectation.

- 3) 18-2201. We understand that placing the Teaching Fellows for Maryland and Grow Your Own scholarship programs at MSDE is a policy decision. However, it is important that MSDE have a structure in place to implement an application and award process. Moving the funds to MSDE may create confusion for teacher candidates as IHEs and eligible students and their families already know how to access State scholarships through the Maryland College Aid Processing System (MDCAPS, the Maryland scholarship access point). Also, we recommend removing the “top 25%” of the high school graduating class as a requirement for the scholarship. That disadvantages students who attend small schools, and there is no evidence basis for that requirement. The 3.0 GPA requirement is evidence-based.
- 4) 18-2801. The Maryland Education Deans Council strongly supports the Educator Internship Stipend Program. We see no need for any reference to a high school GPA or a high school class rank (top 25%) since students eligible for the internship stipend will have successfully completed two or three years of college, and high school GPA and rank are less relevant than college success. We also recommend that the program be fully funded, not pro-rated. Every eligible teacher candidate should receive an internship stipend.

For these reasons, the Maryland Education Deans Council requests a favorable report of SB 893 with amendments.

University System of Maryland Institutions

Bowie State University	University of Maryland,	University of Maryland
Coppin State University	Baltimore County	Eastern Shore
Frostburg State University	University of Maryland,	University of Maryland
Salisbury University	College Park	Global Campus
Towson University		

Maryland Independent College and University Association Institutions

Goucher University	Notre Dame of Maryland	McDaniel College
Hood College	University	Mount St. Mary’s University
Johns Hopkins University	Maryland Institute College of	Stevenson University
Loyola University Maryland	Art	Washington College

Other Maryland Public Institutions

Morgan State University
Saint Mary’s College of Maryland

SB 893 Maryland Educaator Shortage Act of 2023.pdf

Uploaded by: Dawana Sterrette

Position: FWA

BALTIMORE CITY PUBLIC SCHOOLS

Brandon M. Scott
Mayor, City of Baltimore

Johnette A. Richardson
Chair, Baltimore City Board
of School Commissioners

Dr. Sonja Brookins Santelises
Chief Executive Officer

**Testimony of the
Baltimore City Board of School Commissioners
Support with Amendment
Senate Bill 893
Maryland Educator Shortage Act of 2023**

March 7, 2023

The Baltimore City Board of School Commissioners supports Senate Bill 893 as another manner in which local school boards can support the mission of the Blueprint for Maryland's Future and find qualified teachers during a very significant teacher shortage.

As many know, Maryland is an import state for teachers. The state university's and colleges do not produce enough teachers and there is an active and ongoing recruiting process outside of the state to fill positions, especially in the critical shortage areas of special education, mathematics and even science. Prekindergarten teachers and prekindergarten paraprofessionals are another area in which there are not enough individuals to support the ongoing needs for school districts in light of the Blueprint requirements.

An area in which the City School Board would like to amend the legislation deals with the ability to recruit and maintain teacher assistants in prekindergarten. The Blueprint for Maryland's Future legislation requires pre-kindergarten teaching assistants to have a Child Development Associate (CDA) certificate or an Associates degree by the 2025/26 school year. At present, approximately 75% of City School's paraprofessionals do not meet this qualification, although more than 70% have at least 10 years' experience. In order to ensure individuals with significant experience successfully working in these roles are not displaced from their positions if they are unable or disinclined to meet these new requirements, the legislature should modify the Blueprint law to include alternative approaches for pre-K paraeducators, commensurate with their years of experience.

For the forgoing reasons, the Baltimore City Board of School Commissioners supports, with amendment, Senate Bill 893 and urges a favorable report.

Dawana Merritt Sterrette, Esq.
Director, Legislative and Government Affairs
dsterrette@bcps.k12.md.us
443-250-0190

Melissa Broome
Director, Policy and Legislative Affairs
mcbroome@bcps.k12.md.us
443-525-3038

MANSEF Testimony SB 893 - Support with amendment.p

Uploaded by: Dorie Flynn

Position: FWA



SUPPORT WITH AMENDMENT

Senate Bill 893:

Maryland Educator Shortage Reduction Act of 2023

OFFERED ON BEHALF OF

The Maryland Association of Nonpublic Special Education Facilities
(MANSEF)

BEFORE THE

Senate Education, Energy and the Environment Committee
March 7, 2023

The Maryland Association of Nonpublic Special Education Facilities (MANSEF) offers this testimony in SUPPORT WITH AMENDMENT of SB 893 on behalf of the 70 special education schools across Maryland currently serving approximately 3500 publicly funded school children. Our member schools employ over 1500 teachers, clinicians, and administrators.

The State is facing a critical shortage of teachers, and this is also applicable to the special education placement schools. Our members are required to comply with COMAR 13A.09.10.

SB 893 is necessary to advance the State's efforts to increase the teacher workforce. Every aspect of this bill overlaps and impacts on the recruitment and retention efforts of our members. While the many initiatives outlined will help alleviate some of challenges facing public schools, so, too, are those challenges faced in the special education programs. Therefore, MANSEF respectfully offers to amend the bill to ensure equity and fairness by including the special education placement schools to safeguard that those individuals wishing to teach our most vulnerable students have the same opportunities as their public school counterparts.

The *Individuals with Disabilities Education Act* (IDEA) mandates a "continuum of alternative placements to meet the needs of children with disabilities for special education and related services." Specifically, the Code of Federal Regulations cite: "instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions." (34 CFR 300.115 and 34 CFR 300.39). The MANSEF special education schools are an extension of the public schools and fulfill an essential function in meeting students' particular educational needs.

The current workforce shortage must be addressed for us to continue to meet the high expectations of IDEA and the expectations entrusted to us by local education agencies. In response to the critical shortage of teachers, MANSEF is partnering with the Community College of Baltimore County (CCBC) to create an alternative teacher education program. This program would support conditional/provisional teachers employed by MANSEF member schools as they complete the required Maryland State Department of Education (MSDE) coursework to earn their Standard Professional Certification.

It is for these reasons that MANSEF respectfully requests that special education placement schools approved under COMAR 13A.09.10 be included in any and all initiatives undertaken by the Department to ensure all children are receiving the most appropriate educational experience.

Dorie Flynn
Executive Director
MANSEF
410-938-4413
mansef@aol.com

SB 893 - Maryland Educator Shortage Act of 2023.pd

Uploaded by: Kenya Campbell

Position: FWA



A Union of Professionals
AFT-Maryland

5800 Metro Drive, Suite 100 • Baltimore, MD 21215-3226
410/764-3030 • fax: 410/764-3008
md.aft.org

Kenya Campbell
PRESIDENT

LaBrina Hopkins
SECRETARY-TREASURER

**Written testimony submitted to the Maryland Senate Education, Energy
and Environment Committee
SB 893 - Maryland Educator Shortage Act of 2023
March 8, 2023**

SUPPORT WITH AMENDMENTS

Chair Feldman and members of the committee, on behalf of the 20,000 members of the American Federation of Teachers – Maryland (AFT-MD), including our local affiliate, the Baltimore Teachers Union (BTU), we ask for a favorable report with amendments on SB 893 - Maryland Educator Shortage Act of 2023.

This Administration bill would among other things, change alternative teacher preparation programs and require them to set recruitment goals; transfers administration of the Teaching Fellows for Maryland scholarship to the Maryland State Department of Education (MSDE); and establishes the Grow Our Own Educators Scholarship Program.

AFT-MD supports this legislation with two amendments.
Page 20, line 27, change to “a minimum stipend of \$20,000.

The repayment of the scholarship needs an exception along with the medical exception. The amendment would read on Page 18, line 23, insert the following after “medical reasons” - “, or if the recipient’s individual contract to teach is not renewed by the local board. If a recipient is required to repay the scholarship, the amount of payment shall be pro-rated based on the number of years that the recipient completed their service obligation.”

Many teachers on probation (which is 3 years) often have their contracts non-renewed for no fault of their own and they have little to no recourse in challenging the non-renewal. These teachers should not be required to repay the entire scholarship.

Again, AFT-MD supports this important legislation with these two amendments. We ask for a favorable report on SB 893. Thank you.

BTU Testimony SB893.pdf

Uploaded by: Nathan Ferrell

Position: FWA



AFT 340 AFL-CIO
Seton Business Park
5800 Metro Drive, 2nd Floor
Baltimore, MD 21215-3209

Testimony in Support of Senate Bill 893
Maryland Educator Shortage Act of 2023
Education, Energy and the Environment
March 7, 2023
1:00pm

The Baltimore Teachers Union supports Senate Bill 893 with amendments, which would require the State Department of Education to establish specific goals for the recruitment and retention of teachers in teacher preparation programs. The bill would also transfer the administration of the Teaching Fellows for Maryland program to the Department of Education from the Higher Education Commission, and would alter the qualifications for the program. The bill also establishes the Grow Our Own Educators Scholarship Program and Fund to provide scholarships to individuals who pledge to work full-time as a teacher in the State, and the Educator Internship Stipend Program, which provides stipends to teacher preparation candidates who are completing their internships in student teaching.

The Baltimore Teachers Union represents 8,280 teachers, paraprofessionals, counselors, clinicians, librarians, secretaries, community school site specialists, bus transportation aides, and many more school-based and central office support staff. We are 4 out of 5 workers in Baltimore City Public Schools, serving 75,595 students and their families. Our national union, the American Federation of Teachers, has over 1.7 million members in the United States and its territories.

The Baltimore Teachers Union believes in the importance of addressing the Maryland educator shortage. The BTU supports the intentions of this bill to make sure that we have more applicants to fill vacancies. We also believe that recruitment efforts are supported by the establishment of a diversity dashboard which helps monitor statewide goals for recruitment and retention efforts. The BTU supports the establishment of a Grow Your Own Educators Scholarship Fund and leveraging the possibilities of the Interstate Teacher Mobility Compact to make it easier for certificate holders from outside Maryland to come and teach.

Although the BTU supports SB 893, we encourage the committee to understand that proposals on this bill do not reflect comprehensive or holistic solutions to educator shortages in Maryland. The structures and supports in this bill only affect pipelines into the teaching workforce. Even so, there seem to be fundamental components missing.

The Bill's Grow Your Own Program does not appear to be built with existing Paraprofessionals and School Related Personnel in mind as essential teacher candidates. We find the obligation to repay the Grow Our Own Educators Scholarship if the recipient does not fulfill the service obligation deeply troubling. It is possible the individual is non-renewed by a county board through no fault of their own (a county board can do that for the first three years of employment)

and the individual will have to repay the scholarship. SB 893 should make it easier for PRSPs and ESPs to enter the profession and not penalize them with financial burden due to actions outside of their control.

On Page 18, line 23, we suggest inserting the following **amendment** after “medical reasons”

“, or if the recipient’s individual contract to teach is not renewed by the local board.” “If a recipient is required to repay the scholarship, the amount of payment shall be prorated based on the number of years that the recipient completed their service obligation.”

Additionally, the bill adds further requirements for Pre-K paraeducators, which could have the effect of worsening educator shortages. In its current form, the SB 893 requires Pre-K teaching assistants to hold a Child Development Associate (CDA) certificate or an associate’s degree. **We encourage an amendment** that includes a clear pathway for existing educators to meet the new requirements or be grandfathered in.

We currently do not have comprehensive data or robust data collection systems to gather exit survey data. Nor do we have data collection around retention factors for schools across the state. The bill does not address what tools are needed to address educator burnout and shortages related to licensed educators leaving because the profession is not sustainable for many.

The Baltimore Teachers Union believes that resourced schools and school communities are places where educators are retained and are able to grow in the profession and are best positioned to support our students. We encourage listening to educators to understand the pain points that cause people to exit. The Baltimore Teachers Union looks forward to working with this committee and the bill sponsors in order to ensure that comprehensive and holistic solutions are adopted in order to improve Maryland’s educator shortage.

It is for these reasons that the BTU supports Senate Bill 893 with amendments and urges a favorable report.

SB0893_testimony-20230306.pdf

Uploaded by: Franklin Welch

Position: UNF

SB0893: UNFAVORABLE

Government-run schools have failed in Maryland. Education is a family decision. Need evidence? Compare home-schooled and private school students' placement and competency to public school students (across the board; without cherry-picking). More funding for a broken system will not help. Use the funding to allow families to choose.

SB893_TeacherShortages_KennedyKriegerLOI.pdf

Uploaded by: Emily Arneson

Position: INFO



Kennedy Krieger Institute

Bradley L. Schlaggar, MD, PhD
President and CEO
Zanvyl Krieger Faculty Endowed Chair

*A comprehensive resource
for children with disabilities*

March 7, 2023

The Honorable Brian Feldman
Chairman, Senate Education, Energy and Environment
2 West Miller Senate Office Building
Annapolis, MD 21401

Re: Letter of Support on Senate Bill 893 - Maryland Educator Shortage Act of 2023

Dear Chairman Feldman,

Kennedy Krieger Institute applauds the introduction of the Maryland Educator Shortage Act. We appreciate this proactive step to attract talented and diverse individuals into the teaching profession. Maryland has seen staffing shortages in its schools which predate the pandemic. In 2022, as Maryland's schools emerged from the depths of the pandemic, 9.1% of the state's educators had left the profession, and school systems across Maryland reported hundreds of vacancies. Vacancies, which create a challenge during any school year, at the present level compound significantly the challenges for Maryland students, especially those most at risk for sustained learning loss, because of the pandemic-related disruption to their education.

Senate Bill 893 would create opportunities for individuals to meet this demand through alternative and traditional channels. Unlike initiatives undertaken in other states, this legislation would not eliminate or reduce the quality in educator preparation programs to place adults in classrooms. Instead, it would provide a framework to empower the State Department of Education and build upon existing programs in higher education, establishing a data-driven mechanism to monitor the success in recruiting, training, and placing qualified and diverse educators in classrooms. Further it would allow credentialed educators from elsewhere to be more easily recruited and retained in Maryland's schools.

Kennedy Krieger is home to four (soon-to-be-five) nonpublic schools, presently serving nearly 500 publicly funded students from across Maryland. Our schools are committed to providing comprehensive, innovative special education and related services for children, adolescents, and young adults with a wide range of learning, social, emotional, behavioral, physical, neurological, and developmental disabilities. Recruiting and retaining educators is essential in our success.

Kennedy Krieger's pandemic-related challenges have been exacerbated by the significant disparity in salary with public school educators, an issue being reviewed under another piece of proposed legislation, Senate Bill 311, which we commend and fully support. SB 893 is a broader step supporting the educational success of all of Maryland's students, which is a critical determinate for a lifetime of health and economic well-being.

With the health and success of children at the core of our mission, we deeply appreciate the efforts of the Committee.

Respectfully,

Bradley L. Schlaggar, MD, PhD
President and CEO

SB893_MACC_JGreene_INFO.pdf

Uploaded by: Johntel Greene

Position: INFO

SENATE EDUCATION, ENERGY, AND THE ENVIRONMENT & BUDGET AND TAXATION COMMITTEES

**Testimony by
Dr. Brad Phillips, Executive Director
March 7, 2023**

SB893 - Maryland Educator Shortage Act of 2023

Letter of Information

The Maryland Association of Community Colleges, representing Maryland's 16 public two-year institutions of postsecondary education, supports the efforts to recruit and retain a diverse and highly qualified teacher workforce in the state of Maryland.

Our community colleges have designated transfer degree pathways that lead to initial Maryland teacher licensure and certification. The Associate of Arts in Teaching (A.A.T.) degree is an articulated transfer pathway into baccalaureate degree programs in teacher education across all Maryland public and private four-year institutions with approved teacher education programs. The A.A.T. degree is intended to fulfill the first two years of a four-year degree program. Per Code of Maryland Regulation (COMAR) 13B.02.03.24, the A.A.T. degree satisfies all lower division teacher education program outcomes without further review from the four-year institution and may transfer up to 70 credits forward into any four-year education program into which the student has been admitted. (Maryland State Department of Education, May 2021). There are transfer degree pathways into four-year programs available at every community college, and through which our students may also enter the teacher workforce.

While we applaud the creation of the Teaching Fellows program, Grow Our Educator Scholarship, and Educator Internship Stipend program, we are concerned that the legislation as written would be exclusive of students attending community colleges, which serve a local and diverse student population and include several minority serving institutions – the exact kind of talent pool this legislation is intending to recruit and support. Some students come to us more than 2 years removed from high school, or may have been in a circumstance where their high school GPA is not reflective of their growth at community college, which are currently not eligible institutions as written and whose transcripts cannot be considered in student eligibility.

We hope you will consider this information and revisit the eligibility requirements for students.