

SB 426 Adam Katz Written Testimony.pdf

Uploaded by: Adam Katz

Position: FAV

February 7, 2024
SB 426
Maryland STEM Program
Senate Education, Energy, and the Environment Committee
Position: Support

My name is Adam Katz and I have been involved with the New Jersey STEM Education program in my state since its inception. Now in its fourth year, we have seen this program grow, with teacher participation growing fifteen-fold, giving more opportunity to both public school teachers and nonpublic schools.

[Here](#), you can see the New Jersey Department of Education Guidance on the website outlining the program and the process for teachers and schools to apply. And [here](#), you can see the FAQs.

Over these four years, the New Jersey Department of Education has worked with both schools and teachers to achieve a program that is beneficial to everyone. My role, working for a nonprofit Teach Coalition, is to work with the New Jersey Department of Education to promote the program and recruit teachers and schools.

Based on the success of this program in New Jersey, I urge the Ways and Means Committee to vote favorably.

I look forward to answering any questions at the upcoming hearing.

Adam Katz

Katza@teachcoalition.org

Testimony Cherie SB 425.pdf

Uploaded by: Cherie Cotsonas

Position: FAV

TESTIMONY IN SUPPORT OF SB 425

**Maryland Meals For Achievement In-Classroom Breakfast Program -
Alterations Maryland Meals For Achievement Flexibility Act of 2024**

Senate Education, Energy and the Environment

February 7, 2024

Good afternoon, Chairman Feldman, Sponsor Hettleman and members of the committee.

My name is Cherie Cotsonas. I am Vice President for the Maryland School Nutrition Association, and I am here to express our association's strong support for Senate Bill 425.

There is a very small change to this Bill which we support. By we, I mean the members of Maryland School Nutrition Association. We surveyed all School Food and Nutrition Service Directors in the state, and they are 100% behind the proposed change.

It may be a small change, but it makes a big difference in the management and delivery of the School Breakfast Program in high poverty schools known as the Maryland Meals For Achievement Program.

In the middle and high schools in this program, the Bill allows schools to use multiple delivery systems such as in the classroom, in the cafeteria, or from grab and go carts at the entrance to the school as soon as the students get off the bus.

This Bill change allows us to have the same flexibility in types of service offered to the elementary schools.

This bill has no cost associated with it.

We strongly urge your support for SB 425. It will definitely provide alternatives and support for the Maryland Meals For Achievement Program.

Thank you for allowing us to testify on behalf of SB 425. We urge your support.

SB 426 Testimony Devorah Urszuy.pdf

Uploaded by: Devorah Urszuy

Position: FAV

February 7, 2024
SB 426
Maryland STEM Program
Senate Education, Energy, and the Environment Committee
Devorah Urszuy

Position: Support

Honorable members of the Maryland House of Delegates Ways and Means Committee. I am a lifelong science teacher, now a just couple years away from retirement from the Howard County Public Schools System. I've loved my time teaching all kinds of students and collaborating with my smart, creative, kind colleagues, over all these years. My son is even a public school STEM teacher as well, teaching Math in Baltimore County.

The Maryland STEM Program (HB 213) would be a great fit for teachers like me, now and across many stages of my life. As a young teacher, I sought jobs outside of my school responsibilities. One such job was selling pillows...though an opportunity like this program would have certainly been a better fit. Many colleagues search for outside employment as well, as there is some time for such things after the school day is over. Later in my life while raising children, I would have seized an opportunity to teach the subjects I love, earning a little more, making my own schedule after my school day, with a local nonpublic school. I sought ways to do this sort of thing, but an organized program, that I could be working within a state educational framework is ideal. And now, when I'm no longer raising my kids, and also looking towards retirement, I would be eager to build a mutually beneficial schedule with local nonpublic schools, and share my experience with more students.

This is a program that fosters collaboration, sharing of experience and talent, building a stronger education community and giving to community in a way that benefits all participants. As a lifelong public school teacher, this is what we've been taught: to use education to build community, by partnering with fellow educators and teaching to the student. The Maryland STEM program does just that, and I would have been thrilled, at many stages of my career, to benefit from this opportunity. And in this stage, and in the future, I would hope to have an opportunity to access it.

I urge the committee to support this program, as it is beneficial to all stakeholders. The program would offer a means of extra compensation where I could share my experience and my love of science with more students.

Respectfully,

Devorah Urszuy
Oakland Mills High School
Howard County Public Schools

SB 426 Rapoport Testimony.pdf

Uploaded by: Dr. Deborah Rapoport

Position: FAV



Dr. Deborah Rapoport
Head of School

Mr. David Reidy
President

February 7, 2024
SB 426
Maryland STEM Program
Senate Education, Energy, and the Environment Committee
Position: Support

I am Dr. Deborah Lourie Rapoport, Head of School at Ohr Chadash Academy (OCA), an Orthodox Jewish day school in Baltimore serving boys and girls in preschool through middle school. To give you some of my background, I have been in education for 25 years as a biology and neuroscience teacher, learning specialist, high school administrator, and now head of school. I am a graduate of the public schools of suburban Philadelphia. I have a bachelor's degree in Molecular Neurobiology from Wellesley College, a master's degree in Neuroscience from the University of Rochester, and a doctorate of education in Mind, Brain, and Teaching from Johns Hopkins University.

In my 15 years of teaching high school neuroscience, I was privileged to see numerous students of mine enter the fields of medicine and nursing, speech-language pathology, psychology, behavior analysis, even leadership and management, informed by an understanding of the neuroscience of learning and behavior, all because they were inspired by the science that inspired me.

But, this is not about me. This is about the power of a science teacher to change how students understand the world and themselves. Science taught well teaches students how to be keen observers and to notice patterns. To make connections between ideas, and to understand how things work. To set up an experiment and watch with wide eyes when a colorful reaction takes place before you. Or to design a structure and see it fail. Then, trying it a different way that leads to the thrill of success! Learning how to use failure as a sign not to give up, but to rethink your assumptions and your approach is a critical life skill. No matter what field our students choose to pursue as adults, our goal is to provide them with a core foundation of scientific literacy and the self-regulatory skills to overcome challenge that will help them make well-informed decisions about their health and their environment and so much more.

Our challenge as schools is in finding enough qualified STEM teachers to provide this essential education to our students. At OCA, we are grateful to have a science teacher we love, who excites our students through experiential hands-on learning. However, one teacher for our school is not sufficient and finding qualified candidates is extremely challenging. I don't want to limit this discussion to science teachers, because math, engineering, and computer science teachers are equally in short supply.

We are experiencing a deeply troubling trend in across Maryland and the US, in fewer and fewer young people going into education, particularly in the STEM fields. We simply don't have enough teachers to prepare and inspire the students of today to become tomorrow's physicians and scientists, voters and policy makers, mothers and fathers.

As legislators, you have the ability to find novel approaches to filling this gap. HB 213 would offer qualified public school STEM teachers an opportunity to teach at schools like mine. Our school day is longer than public schools' and these teachers could supplement their work, doing what they love. We would be thrilled to access experienced teachers, learn from them, and send even stronger thinkers and decision makers out into the world.

Sincerely,

A handwritten signature in blue ink, appearing to read "Deborah L. Rapoport".

Dr. Deborah L. Rapoport

[MD] SB 426 STEM_TechNet_pdf.pdf

Uploaded by: margaret durkin

Position: FAV



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February 6, 2024

The Honorable Brian Feldman
Chair
Senate Education, Energy, and the Environment Committee
Maryland Senate
2 West
Miller Senate Office Building
Annapolis, Maryland 21401

RE: SB 426 (Hettleman) - Education - Maryland STEM Program - Established - TechNet Support.

Dear Chair Feldman and Members of the Committee,

On behalf of TechNet, I'm writing to offer support to SB 426 as it relates to the Maryland STEM Program.

TechNet is the national, bipartisan network of technology CEOs and senior executives that promotes the growth of the innovation economy by advocating a targeted policy agenda at the federal and 50-state level. TechNet's diverse membership includes dynamic American businesses ranging from startups to the most iconic companies on the planet and represents over 4.2 million employees and countless customers in the fields of information technology, e-commerce, the sharing and gig economies, advanced energy, cybersecurity, venture capital, and finance. TechNet has offices in Austin, Boston, Chicago, Denver, Harrisburg, Olympia, Sacramento, Silicon Valley, and Washington, D.C.

TechNet supports policies that help prepare our students to be a successful part of a global, interconnected, and technology-driven economy. We support the recruitment and development of qualified teachers and innovative administrators.

Specifically:

- **Professional Development:** TechNet supports dedicated funding for sustained and robust training for high-quality STEM and computer science teachers, both pre-service and in-service.
- **STEM teacher shortage:** TechNet supports efforts that address the severe shortage of qualified STEM, computer science, and IT teachers and develop a sustainable pipeline of talent.
- **Teacher Certification:** TechNet supports the establishment of computer science and IT certification pathways that ensure all computer science and IT

teachers have appropriate knowledge of and are prepared to teach the curriculum.

- Empower Teachers and Administrators: TechNet supports programs that empower teachers and administrators to make informed decisions on the procurement of technology, leverage technology to evolve classroom teaching, and improve collaboration through communities of support.

Based on the reasons stated above, TechNet supports SB 426. Thank you for your work on this important issue.

Sincerely,

Margaret Durkin

Margaret Durkin
TechNet Executive Director, Pennsylvania & the Mid-Atlantic

Agudah testimony - SB426 STEM - FAV - 2024.pdf

Uploaded by: Rabbi Ariel Sadwin

Position: FAV



SENATE EDUCATION, ENERGY, AND THE ENVIRONMENT COMMITTEE

FEBRUARY 7, 2024

SENATE BILL 426

EDUCATION - MARYLAND STEM PROGRAM - ESTABLISHED

TESTIMONY OF RABBI ARIEL SADWIN

EXECUTIVE DIRECTOR, AGUDATH ISRAEL OF MARYLAND

SUPPORT

Agudath Israel of Maryland speaks on behalf of the Orthodox Jewish communities across Maryland, and on behalf of the 10,000 students attending 30 Jewish day schools in our great state. Agudath Israel of Maryland issues this testimony in support of Senate Bill 426.

Senate Bill 426 would establish the Maryland STEM Program to enhance science, technology, engineering, and mathematics (STEM) education in our state by providing additional compensation to current or retired public school teachers for teaching STEM classes at local nonpublic schools. The importance of a proper STEM education is widely acknowledged as a vital component to a well-rounded elementary and secondary educational experience. Oftentimes, schools struggle to find competent, high-quality teachers willing to take the burdensome (though ultimately rewarding) task of instructing young students in these subjects. Helping all our Maryland schools to engage experienced, seasoned educators can help ensure all young Marylanders receive the proper grounding necessary for their future success.

In addition to empowering students, the Maryland STEM Program provides worthy benefits to public school educators by providing an additional source of income, thus ensuring their financial security. Retired public school teachers would be able to continue their life work of educating our youth even after moving on from full-time teaching.

The public and nonpublic schools that comprise Maryland's K-12 educational system share the mission of providing a proper education to *all* Maryland students. We respectfully ask the committee members to continue this shared partnership, and ask for a favorable report on Senate Bill 426.

SB426_Hettleman_FAV.pdf

Uploaded by: Shelly Hettleman

Position: FAV

SHELLY HETTLEMAN
Legislative District 11
Baltimore County

Chair
Rules Committee

Budget and Taxation Committee

Subcommittees

Health and Human Services

Pensions



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Shelly.Hettleman@senate.state.md.us

THE SENATE OF MARYLAND ANNAPOLIS, MARYLAND 21401

TESTIMONY OF SENATOR SHELLY HETTLEMAN SB426 EDUCATION - MARYLAND STEM PROGRAM – ESTABLISHED

Rapid technological advancements are our daily reality. To maintain our leadership in science and technology discovery, we must create an approach to science, technology, engineering, and math (STEM) education that prepares and advances students for this future.¹ Our communities must continue to develop students who are skilled in these fields and invest in new research and innovation infrastructures that is inclusive. SB426 is a creative solution to preparing all students for a future in these fields, while incentivizing professionals who teach STEM.

The unfortunate reality for many teachers is that they often look for a second job to make ends meet. Frequently, these supplemental jobs have little connection to their professional field. SB426 provides an opportunity for additional compensation for retired and current public school teachers to teach science, technology, engineering, and mathematics at non-public schools. This legislation, that benefits all stakeholders, duplicates an existing program that has had proven implementation success in New Jersey.

There are many reasons why students attend a nonpublic school and families of all backgrounds and economic levels choose this option to best serve their child's unique needs. While acknowledging that there exists some ideological opposition for funding for nonpublic schools, we structured this program so all funding flows through public school districts, with no public funds transferring to nonpublic school coffers. This program directly serves interest of public school district in many ways:

- By increasing the earning opportunity for public school STEM professionals, it potentially eases recruitment and retention of STEM teachers in these districts by giving the opportunity for public school teachers to teach after the school day ends.
- Increases the supply of STEM teachers, easing the STEM teacher scarcity that is being felt nationwide.
- By including retired public school STEM teachers as eligible, we will be facilitating recruitment of teachers back into the workforce, further easing staffing shortages

Incentivizing retired teachers to return to the workforce and allowing current teachers to supplement their income within their professional field is a win-win. This program not only benefits the students in nonpublic schools, but benefits our community by exposing ALL students to high quality STEM education, and supports public schools by making it easier to recruit and retain quality teachers.

¹ National Science Foundation. *STEM Education for the Future- A Visioning Report*. 2020. <https://www.nsf.gov/edu/Materials/STEM%20Education%20for%20the%20Future%20-%202020%20Visioning%20Report.pdf>

We have offered amendments to address some concerns of MSEA and PSSAM:

1. Limiting participation in the STEM Program to those schools that are already participating in the nonpublic school textbook program.
2. Specifying that the nonpublic school shall assume general liability for the teachers who are participating in the program on their premises.
3. Ensuring that nonpublic schools shall assume responsibility for curricular integration and education outcomes.
4. Providing current public-school teachers pay at their public-school salary rate.
5. Protecting unintended retirement compensation complications.
6. Ensuring MSDE has flexibility to design a teacher notification process that minimizes any administrative burden on public schools.

In addition to these amendments, we are open to including a pass-through fee for MSDE to cover any costs of administering this program.

This legislation allows retired teachers to re-enter the field and provides opportunities for current teachers to make extra income after regular school hours, making sure they are compensated at their current rate. It supports *all* students by teaching essential skills in STEM by experts in field. For students to compete in today's hi-tech economy, our state cannot afford for *anyone* to fall behind. For these reasons, I ask for a favorable report.

sb 426 swA the garden.pdf

Uploaded by: Tyahna Arnold

Position: FWA



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www.thegarden.farm info@thegarden.farm (301) 957-4258

February 7, 2024

**Bill: Senate Bill 426 Education-Maryland STEM Program- Established
Senate Education, Energy, and the Environment Committee**

Position: Support with amendment

Dear Chair, Vice-Chair, and Members of the Committee:

The Garden International writes to support with an amendment Senate Bill 426 – Education-Maryland STEM Program-Established. The requested amendment would be to change STEM to STEAM. If enacted with the amendment, Senate Bill 426 would include arts and creativity to help absorb lessons and impact healthy mental health benefits. STEAM recognizes the importance of creativity and the artistic expression in the learning process. It encourages the integration of arts to foster innovation and a holistic approach to problem solving. The inclusion of arts aims to bring a more well-rounded and creative perspective to STEM-related fields.

This bill establishes necessary measures for expanding the STEAM presence within communities and the educational system which will create a positive impact on the lives of Maryland parents and students. Both STEM and STEAM are designed to prepare students for careers in science, technology, engineering, and mathematics, but STEAM also recognizes the value of creativity and artistic expression in fostering innovation. Additionally, STEAM emphasizes the application of knowledge to real-world situations. By integrating arts, students learn to apply scientific and mathematical principles in creative ways, mirroring the interdisciplinary nature of many professions.

This bill if enacted with the STEAM amendment will provide students with preparation for the future and enhance problem solving skills and global competitiveness. Incorporating artistic elements into STEM

subjects will make the learning experience more engaging for students. Creative projects, design thinking, and hands-on activities can spark interest and enthusiasm, making learning more enjoyable. Therefore, we respectfully request a favorable with an amendment report on Senate Bill 426.

Should you have any questions, please feel free to contact me, Therese Hessler at 301-503-2576 or therese@ashlargr.com. We appreciate your support.

SB 426. Nonpublic School STEM Teacher Funding.pdf

Uploaded by: John Woolums

Position: UNF

BILL: Senate Bill 426
TITLE: Education - Maryland STEM Program - Established
DATE: February 7, 2024
POSITION: OPPOSE
COMMITTEE: Education, Energy, and the Environment
CONTACT: John R. Woolums, Esq.

The Maryland Association of Boards of Education (MABE) opposes Senate Bill 426 because it would establish a new state-funded program for staffing instructional programs provided in nonpublic schools.

This bill would establish the Maryland STEM Program in the Maryland State Department to Education (MSDE) to provide additional compensation to a current or retired public school teacher to teach science, technology, engineering, and mathematics (STEM) classes at nonpublic schools. MABE does not doubt that there is a shortage of STEM teachers in private schools, because public schools are certainly experiencing the same phenomena. However, Maryland's constitutional mandate is for the Governor and legislature to establish and fund a thorough and efficient statewide system of free public schools. These public schools, 1,400 across 24 local school systems, are engaged in the transformative changes called for by the Blueprint for Maryland's Future. MABE opposes the expansion or creation of new state funding obligations to support nonpublic schools as proposed in Senate Bill 426 as Maryland is confronting forecasted fiscal challenges to sustain the Blueprint.

MABE greatly appreciates the State's commitment to enact the Blueprint and fund major systemic changes in the delivery of prekindergarten, the preparation of all students to be college and career ready, and significant salary increases and improvements in working conditions for teachers. But the Blueprint is still in its early stages of implementation, and the challenges to fulfill all of the Blueprint's promises are daunting. One of the most pressing challenges is to secure the state and local funding to increase staffing levels and sustain salary increases for teachers, principals, counselors, nurses, custodians, bus drivers, and the many other dedicated educational and support staff working in public schools.

MABE supports parental choice among the many public and non-public schools in the State. Maryland enjoys a wide array of educational opportunities for all of its students, including an outstanding public education system. Within the public school system, charter schools opportunities continue to grow. Outside the public schools, opportunities include parochial and non-sectarian private schools as well as home instruction. Local boards of education appreciate the important role that this mix of public and non-public schools plays throughout the state and in local communities. However, MABE believes that legislation goes too far when it proposes to create a state funded program to support the salaries of teachers at nonpublic schools. Again, MABE opposes Senate Bill 426 because it would inappropriately divert state funding, and the professional services of MSDE staff, away from public education and the mission to support Blueprint implementation.

For these reasons, MABE requests an unfavorable report on Senate Bill 426.

SB426 -UNF - MSEA - Zwerling.pdf

Uploaded by: Samantha Zwerling

Position: UNF

UNFAVORABLE
Senate Bill 426
Education – Maryland STEM Program - Established

Senate Education, Energy, and the Environment Committee
Senate Budget & Taxation committee
February 7, 2024

Samantha Zwerling
Government Relations

The Maryland State Education Association respectfully opposes Senate Bill 426, which creates the Maryland STEM Program in the Maryland State Department of Education. This program intends to help bolster STEM education at private schools by compensating public school educators to teach STEM classes at private schools in their off-hours. The bill goes on to mandate an annual \$1 million appropriation to support the program and directs that these payments should run through the local public school system.

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).

While we appreciate the work of the sponsor to reach out and try to address our concerns, ultimately MSEA believes that public dollars should fund public schools and not off-set costs for private education. The mandated appropriation is inopportune when there are proposed budget cuts to public resources like community colleges.

Additionally, we have implementation concerns. As introduced, the bill does not provide any non-discrimination protections for public school educators who work in these schools, unlike the protections schools agree to for participation in the Broadening Options and Opportunities for Students Today (BOOST) voucher program and the Nonpublic Textbook Program. Further, during the time these public school educators would work at the private schools, the bill maintains that they continue to be employees of the public schools and not the private schools. That creates troubling potential implications to liability, workers' compensation, and performance evaluations for the public school system. Moreover, under the bill, local school systems' payroll departments would be responsible for handling compensation to these educators for work they do at private schools. School system payroll departments are already understaffed and overworked, and this program creates additional, complicated work given that educators would be paid a different rate for this program in comparison to their regular teaching job.

MSEA respectfully urges an Unfavorable Report on Senate Bill 426.