

SB377 Testimony by Asia Lee.pdf

Uploaded by: Asia Lee

Position: FAV

FAVORABLE
Senate Bill 377
Higher Education - Teacher Development and Retention Program – Definition

Asia Lee, Aspiring Educator

Position: Support of Senate Bill 377

Members of the Committee,

My name is Asia Lee. I was a student at the Essex Campus of Community College of Baltimore County, or CCBC for short, for 2 years. After graduating with an associate degree in Elementary Education, I transferred to Towson University to complete and receive my bachelor's degree in this area of study. Going to school at a community college, in high school at least, was considered “against the grain,” was looked down upon, and often wasn’t recognized as a suitable option after graduation. But I loved my community college experience. I was in the Honors College, which is a program that provides more rigorous classes. I was also featured in the College Tour, a show that provides an inside look into colleges around the world. I was able to talk about my major and what I gained out of my time at CCBC. One thing I did not touch on was the internship during the end of my time at CCBC Essex.

Balancing my classes, my internship, and my job proved challenging for me. I had to make sacrifices at my job and cut back on days at work to fulfill the requirements of the internship. On top of that, I was balancing 5 other classes. It would cause me a lot of stress and anxiety planning out my days and making sure everything was done on time. Pro Tip: Invest in a planner. Having a planner allowed me to track my workload for classes, internship assignments for the class, and time served during this internship. I would have to factor in lesson planning as well. All of this, for free.

I was fortunate to be living with my parents, who can provide for me and my two other sisters. But for many other educators, this is not the case. Many people in my program would talk about how they must get side jobs on top of schooling and even expect to have one as they enter their teaching career. Last year, the General Assembly created the Teacher Development and Retention Program, which would provide stipends to help future educators continue in their programs and internships. But many students like me would not be able to participate because they started at their local community college.

I want to use this platform to speak up for them. I want students after me to find that they don’t have to settle for a job or major they don’t want simply because funding was not provided for them. I want students to be able to embrace their passion to educate and provide for themselves and/or their families. I wholeheartedly believe that if you value something, you will invest in it. And if you value the educators in Maryland, then please support Senate Bill 377.

SB0377_MACC_FAV.pdf

Uploaded by: Brad Phillips

Position: FAV

Senate Education, Energy, and the Environment Committee

February 14, 2024

**SB 377 - Higher Education - Teacher Development and Retention Program -
Definition**

Position: Favorable

The Maryland Association of Community Colleges (MACC), representing Maryland's 16 community colleges, strongly supports **SB 377**, which would expand the Teacher Development and Retention Fund to include all Maryland's community colleges.

Each year, throughout the State, thousands of teaching jobs go unfilled due to a shortage of teachers. Our community colleges have designated transfer degree pathways such as the Associate of Arts in Teaching (A.A.T.) degree - 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. Through the A.A.T., Maryland's community colleges are vital in assisting the State in meeting its severe shortage of qualified teachers.

Under current law, the State established the Teacher Development and Retention Program as a pilot program in 2023 to incentivize students to pursue a teaching career specifically aimed at teachers employed full-time in high need schools, grade levels or content areas in the State in which there is a shortage of teachers, as identified by the Maryland State Department of Education (MSDE). Among the eligibility criteria, Community college students attending colleges that met the initial eligibility (where at least 40% of the attendees receive Federal Pell Grants) in an associate or bachelor's degree program are eligible to receive the initial stipend in the 2024-2025 school year and the 2025-2025 school year. The Maryland Higher Education Commission estimates that at least 2,700 community college students are enrolled in teacher preparation programs each year. However, only two community colleges met this threshold - Garrett College and Wor-Wic Community College. This bill expands eligibility to all other community colleges in the State which will in turn, help the State meet the teacher shortage by providing support for students entering the teaching profession through another point of entry.

MACC applauds the expansion of eligibility for Teacher Development and Retention Program educator stipends to include eligible individuals who are initially enrolled in any

Maryland community college. Maryland's community colleges serve local and diverse student and include several minority serving institutions – the exact kind of talent pool this legislation will help the State recruit and support. Accordingly, MACC urges the Committee to issue a **FAVORABLE** vote on **SB 377**.

Please contact Brad Phillips (bphillips@mdacc.org) or Drew Jabin (djabin@mdacc.org) with questions.

SB0377-EEE_MACo_SUP.pdf

Uploaded by: Brianna January

Position: FAV



Senate Bill 377

Higher Education – Teacher Development and Retention Program – Definition

MACo Position: **SUPPORT**

To: Education, Energy, and the Environment
Committee

Date: February 14, 2024

From: Brianna January

The Maryland Association of Counties (MACo) **SUPPORTS** SB 377. By expanding eligible institutions for the Teacher Development and Retention Program to include community colleges, SB 377 will help strengthen Maryland’s pipeline of public school teachers and will provide critical support to community college students pursuing a career in education. As partners in K-12 education and supporters of community colleges, counties have a strong interest in both.

The Teacher Development and Retention Program is a pilot program designed to incentivize a cohort of students to pursue a career in the teaching profession. The Program is one facet of Maryland’s multifaceted effort to develop a sustainable pipeline of educators and school professionals as school systems nationwide continue to struggle with hiring and retention. The Program provides financial support to eligible individuals interested in pursuing a career in the teaching profession, beginning by offering eligible individuals a one-time stipend for participation in an experiential learning opportunity in a classroom and concluding by placing those individuals in high-need schools, grade levels, or content areas.

Under current law, college students are eligible for the Program and financial aid if they attend an institution of higher education in the state where at least 40 percent of the attendees receive federal Pell Grants.

SB 377 would expand eligibility to also include community college students. In doing so, the bill would open up the Program – and the teaching profession – for more Maryland students and would encourage more community college students to consider a career in education. Accordingly, MACo urges the Committee to issue a **FAVORABLE** report on SB 377.

SB 377 - Teacher Development and Retention Program

Uploaded by: Denise Riley

Position: FAV



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**Written Testimony Submitted to the
Maryland Senate Education, Energy, and the Environment Committee
SB 377 - Higher Education - Teacher Development and Retention Program - Definition
February 14, 2024**

SUPPORT

Chair Feldman and members of the Committee, AFT-MD asks for a favorable report on SB 377, a proposed amendment to the Teacher Development and Retention Program. This amendment, which seeks to include community colleges as eligible institutions, is a crucial step forward in addressing teacher shortages and improving educational outcomes for all students.

This bill serves as a vital initiative aimed at incentivizing individuals to pursue careers in teaching, particularly in high-needs schools and underserved communities. By providing financial support and incentives to aspiring educators, the program not only attracts talented individuals to the teaching profession but also ensures their commitment to serving in areas where their impact is most needed.

Community colleges serve as accessible pathways to higher education for a diverse range of students, including those from underrepresented backgrounds and non-traditional pathways. By recognizing community colleges as eligible institutions, we are extending the reach of the Teacher Development and Retention Program to a broader pool of aspiring teachers, thereby diversifying and strengthening our educator workforce.

Moreover, community colleges play a significant role in preparing future educators. Many offer robust education programs that provide students with the necessary knowledge, skills, and support to excel in the teaching profession. By including community colleges as eligible institutions, we are acknowledging their contributions to teacher preparation and affirming their importance within the educational landscape.

Again, we urge the committee to support for SB 377. By expanding eligibility to include community colleges, we can take a significant step towards addressing teacher shortages, improving educational equity, and ensuring that all students have access to high-quality education. Thank you for your attention to this important matter.

Governor's Office Testimony-Support SB 377.docx.pdf

Uploaded by: Eric Luedtke

Position: FAV



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February 14, 2024

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

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

On behalf of Governor Wes Moore, I would like to express the Moore/Miller Administration's support for Senate Bill 377, Higher Education - Teacher Development and Retention Program - Definition.

Senate Bill 377, introduced by Senator King, will enhance the Teacher Development and Retention Program created last year in partnership between the Administration and the legislature by expanding eligibility for the program to include students at all community colleges. This expansion is a crucial step towards fostering the development of our future educators, diversifying the education professions, and addressing the shortage of educators in high-needs schools within the State.

Community colleges play a critical role in preparing individuals for careers in education and ensures that a diverse range of aspiring teachers have access to the Teacher Development and Retention Program. Put simply, Maryland does not train enough educators, and investing in the institutions that train the next generation of educators is a crucial component of our efforts to achieve the vision of the Blueprint for Maryland's Future.

Further, the Administration and the legislature have a shared goal to improve the diversity of the education professions. Maryland's community colleges serve a diverse group of students, with black students comprising 27% of the student population, more than twice the general population of the state. Expanding the program to cover all Community Colleges will help more of these students become educators by breaking down economic barriers to education training.

I urge a favorable report on SB 377 and recognize its potential to expand and improve educator development and retention in the State of Maryland.

Yours in Service,

Eric Luedtke
Chief Legislative Officer

SB 377. Teacher Development and Retention Program -

Uploaded by: John Woolums

Position: FAV

BILL: Senate Bill 377
TITLE: Higher Education - Teacher Development and Retention Program - Definition
DATE: February 14, 2024
POSITION: SUPPORT
COMMITTEE: Education, Energy, and the Environment
CONTACT: John R. Woolums, Esq.

The Maryland Association of Boards of Education (MABE) supports Senate Bill 377 to include community colleges in the program established to provide stipends to students pursuing teaching careers in higher education.

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. Therefore, 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.

In the 2023 legislative session, MABE supported the Governor's Educator Shortage Reduction Act (HB 1219, Ch. 627), which became law and 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, reform the Teachers Fellows for Maryland scholarship program. Specifically, the Educator Shortage Reduction Act established the Teacher Development and Retention Program as a pilot program to incentivize a cohort of students to pursue a career in the teaching profession. MABE believes that passing Senate Bill 377 will significantly advance the work already underway to expand the scope of educational pathways and financial supports for individuals studying to become highly qualified teachers.

Local boards firmly believe that the role of a full complement of qualified staff, including large numbers of new teachers, 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 377 will certainly advance the statewide effort to recruit, educate, and retain the professional educators essential to meet these objectives.

For these reasons, MABE requests a favorable report on Senate Bill 377.

SB377_MSEA_Lamb_FAV.pdf

Uploaded by: Lauren Lamb

Position: FAV

FAVORABLE
Senate Bill 377
Higher Education - Teacher Development and Retention Program - Definition

Senate Committee on Education, Energy, and the Environment
February 14, 2024

Lauren Lamb
Government Relations

The Maryland State Education Association supports Senate Bill 377, which would expand the definition of "institution of initial eligibility" to include community colleges as eligible institutions for applicants for the Teacher Development and Retention Program.

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).

In the 2023 legislative session, this body made a landmark investment in the educator pipeline by establishing the Teacher Development and Retention Program as part of HB 1219 – the Maryland Educator Shortage Reduction Act. This program offers support and stipends, including an up-to-\$20,000 practicum year stipend, for aspiring educators in their first or second year at an eligible institution of higher education. Eligible institutions are defined as those with at least 40% of students receiving federal Pell grants. Of the nine institutions currently eligible, there are two community colleges: Garrett College and Wor-Wic Community College.

Students are increasingly choosing to begin their post-secondary studies at one of Maryland's 16 community colleges.¹ Many choose to attend community college to save money; the Maryland Association of Community Colleges reports that students who complete two years at a community college and transfer to a 4-year institution can save up to \$10,000 on tuition.² Others may use their time at their local community college to explore career pathways before transferring to complete a bachelor's degree, which makes the recruitment-focused Teacher Development and Retention Program an especially good fit for community college settings.

¹ Community College Enrollment Is Up Nationwide, Maryland Numbers Are Encouraging. Maryland Association of Counties: Conduit Street (September 2023). <https://conduitstreet.mdcounties.org/2023/09/19/community-college-enrollment-is-up-nationwide-maryland-numbers-are-encouraging/#:~:text=In%20the%20fall%20of%202022,news%20for%20Maryland's%20community%20colleges.>

² Fast Facts. Maryland Association of Community Colleges (Accessed January 2024). <https://mdacc.org/fast-facts/>



Paid teaching internships like those available through the Teacher Development and Retention Program are a powerful tool to recruit and retain the next generation of aspiring educators. Extending eligibility to all students who begin their studies at one of Maryland's community colleges would multiply the program's impact and invite candidates who may not have considered teaching to commit to a career in public education.

We urge the committee to issue a favorable report on Senate Bill 377.

SB 377 - Higher Education - Teacher Development an

Uploaded by: Mary Pat Fannon

Position: FAV



Mary Pat Fannon, Executive Director
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BILL: SB 377
TITLE: Higher Education - Teacher Development and Retention Program - Definition
DATE: February 14, 2024
POSITION: Favorable
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 377.

This bill expands eligibility for Teacher Development and Retention Program educator stipends (a pilot program that terminates June 30, 2029, and provides both initial stipends and internship stipends) to include an otherwise eligible individual who is initially enrolled in any Maryland community college.

The Teacher Development and Retention Program was created last year by the omnibus Maryland Educator Shortage Reduction Act to incentivize students to ultimately teach in a high-needs school, grade level, or content area in which there is a shortage of teachers. The pilot is to first provide a one-time stipend for in-classroom training and ultimately placing students in school settings that meet the criteria mentioned. Last year's bill allowed for participation by two community colleges, but this bill will expand eligibility to all community colleges in the State, reaching a potential audience of at least 2,700 students enrolled in teacher preparation programs each year.

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.”

Research has shown that alternative preparation programs are more diverse than traditional colleges of education and while the community college route is not “alternative” per se, it is an important conduit for part-time and non-traditional students to pursue teaching as a profession and very likely to help produce more diverse teacher candidates.

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.

For these reasons, PSSAM **supports** Senate Bill 377 and urges a **favorable** report.

Testimony in support of SB0377.pdf

Uploaded by: Richard KAP Kaplowitz

Position: FAV

2/14/2024

Richard Keith Kaplowitz
Frederick, MD 21703

TESTIMONY ON SB#/0377- POSITION: FAVORABLE
Higher Education - Teacher Development and Retention Program – Definition

TO: Chair Feldman, Vice Chair Kagan, and members of the Education, Energy and the Environment Committee

FROM: Richard Keith Kaplowitz

My name is Richard Keith Kaplowitz. I am a resident of District 3. I am submitting this testimony in support of SB#/0377, Higher Education - Teacher Development and Retention Program – Definition

As a senior student at Frederick Community College currently having earned three degrees from FCC over the last eight years I have been in classes where my classmates have declared they wish to matriculate to a four-year institution to study to become a teacher.

There is a critical shortage of teachers at all levels of education in school systems across the state. The Baltimore Banner documented these shortages in some of our county school systems.¹ If we are to remediate this problem, we as a state should look at the pupils who are beginning their post-secondary education in our community colleges. This bill will help provide resources to students who will continue their education and become the instructors we need now and in the future. By recognizing the role that community colleges can play in making learners become teachers Maryland can support those students and those institutions in solving problems in education instructors.

As a senior adult student, I have been privileged to interact with our young students and see the passion they have for learning and pursuing careers. This bill will make it more likely and possible for them to choose to become educators. If we are to continue to recognize and promote the career field of education this bill can and should be part of the solution that we adopt.

I respectfully urge this committee to return a favorable report on SB#/0377.

¹ <https://www.thebaltimorebanner.com/education/k-12-schools/maryland-teacher-shortage-HKASK3IY7VFO3MJQC3U32DIX2Y/>

SB377 - Favorable.pdf

Uploaded by: Riya Gupta

Position: FAV



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**Testimony in SUPPORT of
Senate Bill 377: Teacher Development and Retention Program – Definition**

Education, Energy, and the Environment Committee

Position: Favorable

February 14, 2024

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 377: Teacher Development and Retention Program – Definition.

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 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 by expanding opportunities and removing barriers to confront the shortage of educators and the inadequate pipeline to supply Maryland teachers. The Teacher Development and Retention Program incentivizes students to pursue a career in teaching. Currently, the program incentivizes students who are part of an institution of higher education in the State where at least 40% of the attendees receive federal Pell Grants, but fails to incentivize an important population of potential educators – students in community colleges. With this bill, students in community colleges around Maryland aiming to be educators can get the experience to enrich their educator preparation while being financially supported, allowing them to enter the teacher pipeline seamlessly.

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 377.

For more information, contact Riya Gupta at riya@strongschoolsmaryland.org

SB377 King Sponsor Testimony.pdf

Uploaded by: Senator Nancy King

Position: FAV

NANCY J. KING
Legislative District 39
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MAJORITY LEADER

Budget and Taxation Committee

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THE SENATE OF MARYLAND
ANNAPOLIS, MARYLAND 21401

SPONSOR STATEMENT

Senate Bill 377 – Higher Education – Teacher Development and Retention Program - Definition

Mister Chairman and Members of the Education, Energy, and the Environment Committee:

During the 2023 Session as part of the Maryland Educator Shortage Reduction Act, the legislature established the Teacher Development and Retention Program. This program offers support and stipends for aspiring educators in their first or second year at an eligible institution of higher education who ultimately pledge to fulfill a service obligation as a teacher in an area where there is a shortage of teachers. The way the legislation was crafted, the only community colleges eligible to participate in the program were Garrett College and Wor-Wic Community College.

Students are increasingly choosing community colleges as a first step to a four-year degree. With Community Colleges located throughout the state, students can start their higher education locally and save money in both living costs and tuition. Senate Bill 377 will amend the eligibility for higher education institutions to participate in the Program and allow all sixteen Maryland Community Colleges to participate.

Passage of this legislation will open the Program for more Maryland students' participation and will encourage and support more students to consider a career in education and so I respectfully request a favorable report on Senate Bill 377.

SB 377 - State Board - SUPPORT.pdf

Uploaded by: Zachary Hands

Position: FAV

TO: Senate Education, Energy, and Environment Committee

BILL: Senate Bill (SB) 377 – Higher Education – Teacher Development and Retention Program – Definition

DATE: February 14, 2024

POSITION: Support

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

The Maryland State Board of Education (State Board) and the Maryland State Department of Education (MSDE) would like to express our support for **SB 377**, which would add community colleges to the list of eligible institutions as part of the criteria for the Teacher Development and Recruitment Program.

This bill would enhance the Teacher Development and Retention Program by making community college students who are interested in pursuing a career in the teaching profession eligible to participate in the Program. We support the recent efforts of the Administration and the General Assembly to bolster the development of a pipeline of diverse educators.

Maryland continues to experience a shortage of teachers across local education agencies and subject areas. Maryland educator preparation programs have not historically produced the number of teachers needed to fill Maryland vacancies. For this reason, the State Board, Professional Standards and Teacher Education Board, and MSDE have worked deliberately through the regulatory process to build flexible pathways aimed at recruiting a diverse educator workforce, as well as through supporting grow-your-own programs to address existing shortages, increase diversity, and develop educators right here in Maryland.

This legislation adds another tool to help achieve this goal. Maryland community colleges educate a significant and diverse portion of the postsecondary student population and are a critical partner in expanding the educator pipeline.

The State Board and MSDE request a favorable committee report on **SB 377**. Please contact Dr. Akilah Alleyne, Executive Director of Government Affairs, Education Policy, and Government Relations, at Akilah.alleyne@maryland.gov or at 410-767-0504 or Zach Hands, Executive Director of the State Board, at Zachary.hands1@maryland.gov or at 443-915-6094, if you would like any additional information.