

# Department of Legislative Services

Maryland General Assembly

2001 Session

## FISCAL NOTE

House Bill 1210

(Delegate R.Baker, *et al.*)

Ways and Means

### Education - Teachers - Centers for Educational Excellence

This bill establishes the Center for Educational Excellence Program to: (1) increase the quality of elementary and secondary school teachers and principals; (2) increase the number of nationally certified teachers; (3) improve teacher education programs; (4) contribute to the professional development of teachers and principals; and (5) enhance teacher education in certain specialty areas. To implement and administer the program, four regional centers are established at host universities. The Governor must include funds in the State budget to establish and maintain the program.

The bill is effective July 1, 2001.

### Fiscal Summary

**State Effect:** General fund expenditures would increase by an estimated \$579,700 in FY 2002 to implement and staff the four regional centers and to support the regional advisory councils. Future year expenditures reflect annualization, salary increases, ongoing operating expenses, employee turnover, and inflation. The estimate does not include expenditures for State-funded enhancements to teacher education programs recommended and implemented through the program. No effect on revenues.

(in dollars)	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Revenues	\$0	\$0	\$0	\$0	\$0
GF Expenditure	579,700	721,400	737,000	753,800	771,900
Net Effect	(\$579,700)	(\$721,400)	(\$737,000)	(\$753,800)	(\$771,900)

Note:() = decrease; GF = general funds; FF = federal funds; SF = special funds; - = indeterminate effect

**Local Effect:** Local school expenditures could increase to pay the cost of travel for teachers attending professional development programs and seminars.

**Small Business Effect:** None.

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## Analysis

**Bill Summary:** The Center for Educational Excellence Program must: (1) recommend State-funded enhancements for teacher education programs at host universities; (2) offer professional development programs for teachers; and (3) establish and implement a statewide principal training, education, and certification program. To facilitate the implementation of the program, a Teacher Advisory Committee, consisting of teachers, principals, and representatives from the Maryland Higher Education Commission, would be appointed by the State Board of Education. The advisory committee must recommend courses of study for each of the four regional centers and improvements to teacher education programs at Bowie State University; Frostburg State University; Morgan State University; Salisbury State University; Towson University; the University of Maryland, College Park; and the University of Maryland Eastern Shore.

Each of the regional centers will serve teacher education programs at the host universities and will develop a course of study consisting of special seminars and continuing education courses for all public school teachers in the State within a specialty area. Teacher education programs that award Masters degrees or certificates within specialty areas and that complement existing programs at host institutions must be developed, implemented, and administered. The host universities and the specialty areas are shown below.

<u>Region</u>	<u>Host Institutions</u>	<u>Specialty Area</u>
1	University of Maryland, College Park Bowie State University	Computer Science and Technology
2	Frostburg State University	Foreign Languages
3	Morgan State University Towson University	Writing and Language Arts
4	Salisbury State University University of Maryland Eastern Shore	Physical Sciences, including Marine Biology

The State Superintendent of Schools, on the recommendation of county superintendents of the region served, must appoint one executive director to each of the regional centers

to implement and administer the program. An executive director must be an experienced teacher, principal, or school administrator in a public school system, may not be a faculty member of an institution of higher education, and will earn an annual salary of \$100,000. The State superintendent must also appoint a nine-member advisory council for each regional center.

**Current Law:** None applicable.

**Background:** Maryland has initiated several programs over the last decade to support instructional improvement among Maryland's public school teachers. One such program is the Regional Professional Development Networks which were initiated in 1991 and were expanded to include all 24 school systems in 1998. The networks are collaborative efforts between the Maryland State Department of Education (MSDE) and local school systems and assist ongoing staff development programs that have demonstrated positive effects on student learning. Each network has a steering committee that includes members from the local school systems, higher education, MSDE, and business and community members.

In addition to the Regional Professional Development Networks, Maryland has initiated programs to encourage teachers to pursue national certification. Through the State and Local Aid Program for Certification by the National Board of Professional Teaching Standards, a public school teacher can have the national certification fee paid by the State and the local school system. If a teacher achieves national certification, the State provides a \$2,000 per year salary enhancement. Many local school systems also provide additional monetary incentives for teachers with national certification.

Other initiatives targeting teacher development include Teacher Certification Grants, which offer professional development opportunities for the purpose of reducing the number of provisionally certified teachers working in Maryland's public schools, and Teacher Development Grants, which enhance training for teachers in dealing with at-risk students.

**State Expenditures:** General fund expenditures could increase by an estimated \$579,678 in fiscal 2002, which accounts for the bill's July 1, 2001 effective date and a 90-day start-up delay. This estimate reflects the cost of one executive director (\$100,000 annual salary as specified in the bill) and one administrative assistant (Grade 18) for each of the four regional centers. It includes salaries, fringe benefits, and ongoing operating expenses for the regional offices and the regional advisory councils. The information and assumptions used in calculating the estimate are stated below:

- each regional center could be sufficiently staffed with an executive director and one administrative assistant;
- the host universities could house the regional centers without compensation for the office space;
- annual expenditures of \$20,000 for regional advisory councils, \$5,000 per council, would be sufficient to fund communications, meetings, and travel reimbursements; and
- local school systems, not the State, would pay the expenses associated with teachers' attendance at professional development programs offered by the regional centers.

	<b><u>FY 2002</u></b>	<b><u>FY 2003</u></b>
Salaries and Fringe Benefits	\$525,746	\$697,768
Funding for Regional Advisory Councils	15,000	20,200
Operating Expenses	<u>38,932</u>	<u>3,474</u>
<b>Total State Expenditures</b>	<b>\$579,678</b>	<b>\$721,442</b>

Future year expenditures reflect: (1) full salaries with a 6.5% increase for administrative assistants in fiscal 2003 and a 4.5% increase each year thereafter, with 3% employee turnover; and (2) 1% annual increases in ongoing operating expenses.

Expenditures would also increase for State-funded enhancements to teacher development programs and university teacher education programs. The costs of the enhancements cannot be reliably estimated at this time but could be significant. Some examples of proposed and ongoing programs and their costs are provided below.

- MSDE's fiscal 2002 budget request included \$750,000 for an instructional leadership program for principals. The requested funds would cover the costs of providing ongoing professional development for school leaders using a model that brings cohorts of school principals together to participate in four days of intensive training and three additional days of follow-up training.
- In fiscal 2002, \$14.9 million for teacher mentoring programs are mandated in State law.
- The Governor's proposed fiscal 2002 budget includes \$5.8 million for Teacher Development Grants, \$3 million for Teacher Certification Grants, \$668,000 for

Staff Development Centers, and \$450,000 for the State and Local Aid Program for Certification by the National Board of Professional Teaching Standards.

- The Governor's proposed fiscal 2002 budget also includes \$11.9 million for the Maryland Teacher Scholarship Program, which provides scholarships to high-performing teacher education students who agree to work in Maryland public schools following graduation.

It is assumed that the Maryland Higher Education Commission could staff the Teacher Advisory Committee with existing personnel and that the State Board of Education and the State Superintendent of Schools could make the required appointments with existing resources.

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### **Additional Information**

**Prior Introductions:** None.

**Cross File:** None.

**Information Source(s):** Maryland State Department of Education, Department of Legislative Services

**Fiscal Note History:** First Reader – March 5, 2001  
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Analysis by: Mark W. Collins

Direct Inquiries to:  
John Rixey, Coordinating Analyst  
(410) 946-5510  
(301) 970-5510