

Department of Legislative Services  
Maryland General Assembly  
2003 Session

FISCAL AND POLICY NOTE  
Revised

House Bill 873

(Delegate Barkley, *et al.*)

Ways and Means

Education, Health, and Environmental Affairs

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Education - Study Commission on Educators' Time and Paperwork

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This bill establishes a 16-member Study Commission on Educators' Time and Paperwork to: (1) conduct a survey on workload, administrative tasks, and other intrusions on time that detract from teaching and learning; (2) analyze best practices used in other states; (3) analyze the benefits of a statewide individualized education program (IEP) form; and (4) pursue any other strategies to reduce paperwork and intrusions on time. The commission must report its findings and recommendations by December 31, 2003. The Maryland State Department of Education (MSDE) must provide staff for the commission.

The bill is effective June 1, 2003 and sunsets December 31, 2004.

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Fiscal Summary

**State Effect:** Any expense reimbursements for members and staffing costs for MSDE could be handled with existing resources.

**Local Effect:** Local school system representatives on the commission could participate with existing local resources.

**Small Business Effect:** None.

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Analysis

**Current Law:** The 2001 *Joint Chairmen's Report* requested that local school systems work with the Maryland State Department of Education (MSDE) to create a computerized and standardized IEP form that will follow children with disabilities if they

move from one school system in the State to another. MSDE is currently engaged in this process.

**Background:** It is generally established that a large number of teachers and school administrators are leaving the profession due to unpleasant working conditions, including the large amount of administrative paperwork that has become a regular part of the job. This is especially true for special education teachers, who are required to submit complex individualized education plans for their students. Special education is one of the teaching fields that the State Board of Education has declared a critical shortage area due to the lack of fully-qualified special education teachers in the State. The State board also recognized several other fields – career and technology, computer science, English for speakers of other languages, mathematics, and science – as critical shortage areas. Teacher shortages are projected for all of Maryland’s public school systems.

To further complicate the issue, the federal No Child Left Behind legislation enacted in January 2002 requires all teachers to be “highly qualified” by the 2005-2006 school year. In effect, this means all public school teachers must meet the State’s professional certification requirements and must demonstrate a high level of competence in the subjects they teach. Maryland was not meeting this goal as of October 2001, the most recent date for which comprehensive data are available. At that time, local school systems employed more than 5,600 teachers who did not hold professional certification (approximately 10% of the teaching workforce).

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### Additional Information

**Prior Introductions:** None.

**Cross File:** SB 558 (Senator Pinsky, *et al.*) – Education, Health, and Environmental Affairs.

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

**Fiscal Note History:** First Reader - February 18, 2003  
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