

Department of Legislative Services
 Maryland General Assembly
 2006 Session

FISCAL AND POLICY NOTE
Revised

House Bill 794

(Delegate Rosenberg, *et al.*)

Ways and Means

Education, Health, and Environmental Affairs

Education - Maryland Alternative Teaching Opportunity Program

This bill establishes a Maryland Alternative Teaching Opportunity Program to encourage the use of alternative teacher preparation programs to meet the demand for qualified science, mathematics, and special education teachers. Participation in the program leads to a resident teacher certificate (RTC) and includes a teaching assignment with supervision and mentoring by a qualified teacher. Local boards of education may apply to the Maryland State Department of Education (MSDE) to participate in the program, and the local board and MSDE must share in the cost of providing a per diem stipend to program participants during a four- to eight-week preresidency internship program.

Fiscal Summary

State Effect: General fund expenditures would increase by an estimated \$102,400 in FY 2007 to provide stipends to program participants and administer the new program. Future year expenditures reflect annualization, regular salary increases, and inflation. Revenues would not be affected.

(in dollars)	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Revenues	\$0	\$0	\$0	\$0	\$0
GF Expenditure	102,400	185,300	192,800	200,700	208,900
Net Effect	(\$102,400)	(\$185,300)	(\$192,800)	(\$200,700)	(\$208,900)

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

Local Effect: Local school revenues would increase by an estimated \$75,000 in FY 2007 and \$156,000 in FY 2008 from the State share of stipends for program participants. Local school expenditures would increase to provide an equal local match.

Small Business Effect: None.

Analysis

Bill Summary: A candidate qualifies for participation in the program if the candidate: (1) is enrolled in an alternative teacher preparation program; (2) intends to be a science, mathematics, or special education teacher at a Maryland public school; (3) has made a commitment to a local board of education to teach in a public school for at least three years; and (4) participates in a preresidency internship program for a period of four to eight weeks after January 1, 2007.

Subject to the availability of funds, MSDE must determine annually the number of teacher candidates who may participate in the program from each school system. When selecting program participants, MSDE must consider the shortage of science, mathematics, and special education teachers in each school system; the percentage of conditional teachers in each school system; and geographic diversity. The total number of participants may not exceed 100 in a fiscal year. MSDE's share of the stipend may not exceed 50% of the local school system's long-term degreed substitute per diem rate, for a maximum of 40 days. State funding may not supplant local funding provided for the same purpose.

By October 1, 2008 and each year thereafter, MSDE must submit a report on the program.

Current Law: The Resident Teacher Program is the only alternative route to teacher certification in Maryland. An RTC applicant must: (1) have a bachelor's degree with a concentration in an area appropriate for the teaching assignment; (2) have earned grades of B or better in the major area of study; (3) present qualifying scores on teacher certification tests; and (4) have completed a minimum of 135 clock hours of study in a resident teacher program developed according to MSDE guidelines. Additional clock hours of study, the completion of a residency with supervision by a supervising teacher or mentor, and satisfactory teaching performance qualify a resident teacher for a standard professional certificate. The State does not provide any funding or incentives specifically for individuals seeking RTCs.

Background: In the *Maryland Teacher Staff Report 2005-2007*, the State Board of Education reports teacher shortages for all 24 of Maryland's local school systems. Critical areas of shortage include dance and theatre; family and consumer science and technology education; computer science; early childhood education; English for speakers

of other languages; mathematics; political science; science; Spanish; and special education. The report also declares shortages of male and minority teachers.

Although the teacher shortage has been a concern for several years, the federal No Child Left Behind Act of 2001 (NCLB) has brought additional attention to the issue. NCLB requires all core academic courses to be taught by highly qualified teachers by 2006. Data for Maryland show that many school systems in Maryland did not come close to achieving this standard in the 2004-2005 school year. The percentage of courses that were taught by highly qualified teachers in each school system is shown in **Exhibit 1**. Statewide, approximately three-quarters of courses were taught by highly qualified teachers, with percentages for individual school systems ranging from 42% in Baltimore City to nearly 94% in Allegany County.

Exhibit 1
Percentage of Courses Taught by Highly Qualified Teachers
2004 – 2005 School Year

Allegany	93.6%	Harford	88.9%
Anne Arundel	84.0%	Howard	84.2%
Baltimore City*	42.1%	Kent	75.1%
Baltimore	77.7%	Montgomery	80.3%
Calvert	85.5%	Prince George's	62.0%
Caroline	87.0%	Queen Anne's	81.1%
Carroll	85.6%	St. Mary's	89.6%
Cecil	86.9%	Somerset	75.8%
Charles	59.2%	Talbot	87.8%
Dorchester	56.5%	Washington	84.4%
Frederick	86.4%	Wicomico	80.5%
Garrett	90.1%	Worcester	86.2%

Maryland 75.3%

Figure for Baltimore City does not include Edison Schools.

Source: Maryland State Department of Education

State Expenditures: General fund expenditures would increase by an estimated \$102,367 in fiscal 2007 to provide 50 \$1,500 stipends to participants in the second half of the fiscal year (\$75,000) and to begin program implementation (\$27,367). The estimated cost for the stipends is based on an average per diem rate for long-term substitutes of

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\$100, as reported by MSDE, and an assumed 30-day preresidency internship program. In addition to the stipends, the estimate reflects the cost of hiring one part-time contractual education specialist to develop, administer, monitor, and report on the new program. The estimate includes a half-time salary beginning October 1, 2006, associated fringe benefits, one-time start-up costs, and ongoing operating expenses.

	<u>FY 2007</u>	<u>FY 2008</u>
Salaries and Fringe Benefits	\$22,277	\$28,956
Participant Stipends	75,000	156,000
Start-up and Ongoing Operating Expenses	<u>5,090</u>	<u>303</u>
Total State Expenditures	\$102,367	\$185,259

Future year expenditure estimates reflect: (1) 100 participants and stipends with annual increases of 4%; (2) a full-year half-time salary with 4.6% annual increases and 6.8% employee turnover; and (3) 1% annual increases in ongoing operating expenses.

Local Fiscal Effect: State aid for local school systems would increase by an estimated \$75,000 in fiscal 2007 and \$156,000 in fiscal 2008. Local school system expenditures will increase by an equal amount to provide a local match for State funding. The funding will be used to provide stipends for Maryland Alternative Teaching Opportunity Program participants while they attend preresidency internship programs.

Additional Information

Prior Introductions: None.

Cross File: None.

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

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