

Department of Legislative Services
 Maryland General Assembly
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FISCAL AND POLICY NOTE
Revised

Senate Bill 238

(Senator Kelley)

Education, Health, and Environmental Affairs

Ways and Means

**State Department of Education - Comprehensive Induction Programs -
 Guidelines**

This bill requires the Maryland State Department of Education (MSDE) to develop guidelines for the establishment of comprehensive induction programs for new teachers working in hard-to-staff schools. The guidelines must include provisions concerning mentoring, professional development, eligibility criteria, and standards for identifying hard-to-staff schools. Funding to support development of the guidelines is as provided in the State budget.

Fiscal Summary

State Effect: General fund expenditures would increase by an estimated \$68,200 in FY 2007 to develop, print, and distribute teacher induction guidelines. Future year expenditure estimates 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	68,200	39,200	41,400	43,700	46,100
Net Effect	(\$68,200)	(\$39,200)	(\$41,400)	(\$43,700)	(\$46,100)

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

Local Effect: Local school expenditures for teacher mentoring and professional development could increase beginning in FY 2008 for school systems that implement guidelines developed by MSDE.

Small Business Effect: None.

Analysis

Current Law: There is a two-year probationary period for each certificated employee hired by a public school system, which can be extended for an additional year if the employee does not qualify for tenure after the second year but shows strong potential for improvement. Mentoring programs established by local school systems are aligned with the probationary periods for new teachers.

Background: Schools in high-poverty urban and rural areas frequently have a harder time attracting and retaining high quality teachers than schools in more affluent suburban areas. Research has validated the commonly held belief that schools in high-poverty areas tend to employ fewer highly qualified teachers. This is typically due to the high turnover rates of experienced teachers whose seniority allows them to choose the school at which they teach.

Although finding qualified classroom teachers has been a problem for many 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 from the 2004-2005 school year show that many school systems in Maryland have not come close to achieving this standard. The percentage of 2005 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.

MSDE advises that 21 local school systems have teacher mentoring programs, including 7 that use full-time teacher mentors. The other 14 systems with mentoring programs use peer mentors. Mentoring programs can be funded with local, State, and federal funds, but there are no State aid programs that provide funds specifically for this purpose. MSDE also reports that all 24 local school systems have induction programs that feature professional development for new teachers, and all systems provide a formal assessment of each new teacher prior to making a tenure decision.

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 \$68,220 in fiscal 2007, which accounts for the bill's October 1, 2006 effective date and a 90-day start-up delay for MSDE to identify a team of stakeholders who will help develop the new teacher induction guidelines. This estimate reflects the cost of hiring one education specialist to work with the stakeholders and one contractual office secretary to provide administrative support for the team and the education specialist. Two full-time half-year salaries, fringe benefits, one-time start-up costs, ongoing operating expenses, and additional contractual costs for the printing of training, professional development, and assessment materials are included in the estimate.

In future fiscal years, only a half-time education specialist would be needed to monitor implementation of the guidelines and provide technical assistance to local school systems that elect to put into practice the enhanced comprehensive teacher induction programs. This assumes that local school systems would not be required to implement the guidelines and that MSDE would not have to ensure compliance with the guidelines.

	<u>FY 2007</u>	<u>FY 2008</u>
Salaries and Fringe Benefits	\$52,095	\$37,973
Start-up and Operating Expenses	<u>16,125</u>	<u>1,273</u>
Total State Expenditures	\$68,220	\$39,246

Future year expenditures reflect: (1) a half-time salary with 4.6% annual increases and 3% employee turnover; and (2) 1% annual increases in ongoing operating expenses.

Local Expenditures: Local school expenditures would increase for school systems that elect to implement the guidelines developed by MSDE. Costs would involve the provision of enhanced professional development and mentoring opportunities for new teachers in hard-to-staff schools.

Additional Information

Prior Introductions: None.

Cross File: None.

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

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