

HB0986_Primary_and_Secondary_Education_-_New_Teach

Uploaded by: Cecilia Plante

Position: FAV



TESTIMONY FOR HB0986

Primary and Secondary Education - New Teachers - Retention Program

Bill Sponsors: Delegate Ebersole

Committee: Education, Energy, and the Environment

Organization Submitting: Maryland Legislative Coalition

Person Submitting: Aileen Alex, co-chair

Position: FAVORABLE

I am submitting this testimony in favor of HB0986 on behalf of the Maryland Legislative Coalition. The Maryland Legislative Coalition is an association of individuals and grassroots groups representing every district in the state and serving well over 30,000 members.

Despite the Blueprint legislation and the Maryland Educator Shortage Reduction Act, Maryland continues to experience a teacher shortage. Teaching is not a relatively high-paying occupation, and it has become much more fraught with the possibility of having to deal with school board and parent overreach into classrooms in an era of pandemics and other disruptions. This is especially true for new teachers.

HB0986 would establish a New Teacher Retention Program in each county. The purpose of these programs is to provide support to new teachers, helping to ensure that they remain motivated and passionate about teaching. The support provided would be through paid mentors, when possible, and school principals. In addition, new teachers would be asked to complete surveys to unearth other helpful ideas. Special emphasis would be paid to teachers from diverse backgrounds.

This is important to Marylanders because it addresses the high turnover rate among new teachers, which can negatively impact the quality of education. By supporting new teachers, the bill aims to improve student outcomes and create a more stable and effective educational environment. We find this legislation necessary to the state's ability to effectively teach our future generations and to meet the goals set out in the Blueprint.

We support this bill and recommend a **FAVORABLE** report in committee.

XHB986_MSEA_Lamb_FAV.pdf

Uploaded by: Lauren Lamb

Position: FAV

FAVORABLE
House Bill 986
Primary and Secondary Education – New Teachers - Retention Program

Senate Committee on Education, Energy, and the Environment
March 27, 2025

Lauren Lamb
Government Relations

The Maryland State Education Association supports House Bill 986, which would require each county board of education to establish a retention program for new teachers and direct updates to the teacher support and retention guidelines developed by the State Board of Education.

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).

It is critically important that as Maryland addresses its educator shortage, we are also retaining new teachers and diversifying the education profession to look more like our state's student body. We know that one of the reasons educators of color are leaving the teaching profession at higher rates than their white counterparts is an "invisible tax," meaning additional responsibilities, pressures, or expectations placed on certain educators because of their racial, ethnic, or linguistic background.¹ To achieve a robust, stable teacher workforce, we must ensure that those already teaching in

¹Maryland's Teacher Workforce: Supply, Demand, and Diversity. Maryland State Department of Education (2022).
<https://www.marylandpublicschools.org/stateboard/Documents/2022/0726/TabGBBlueprintAndDataDeepDiveTeacherPipelineAndDiversity.pdf>



Maryland classrooms are supported and respected, and that their roles are sustainable long term.

We appreciate that this bill seeks to ensure that mentor teachers will be compensated for their contributions to teacher development and retention. This bill would also ensure that administrators receive support in creating an equitable school environment where all educators are fully supported. To make the programs outlined in this bill as effective as possible, we urge alignment with existing induction programs and mentorship efforts, which may include integrating the requirements of this bill into existing programs.

We urge the committee to issue a Favorable Report on House Bill 986.

XHB986_MSEA_Lamb_FAV.pdf

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It is critically important that as Maryland addresses its educator shortage, we are also retaining new teachers and diversifying the education profession to look more like our state's student body. We know that one of the reasons educators of color are leaving the teaching profession at higher rates than their white counterparts is an "invisible tax," meaning additional responsibilities, pressures, or expectations placed on certain educators because of their racial, ethnic, or linguistic background.¹ To achieve a robust, stable teacher workforce, we must ensure that those already teaching in

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Maryland classrooms are supported and respected, and that their roles are sustainable long term.

We appreciate that this bill seeks to ensure that mentor teachers will be compensated for their contributions to teacher development and retention. Importantly, it also highlights the importance of resources to aid principals in creating an equitable school environment where all educators are fully supported. To make the programs outlined in this bill as effective as possible, we urge alignment with existing induction programs and mentorship efforts, which may include integrating the requirements of this bill into existing programs.

We urge the committee to issue a Favorable Report on House Bill 986.

HB 0986 Testimony - New Teacher Retention Program.

Uploaded by: Noah Gordon

Position: FAV



SB0517 Education - Primary and Secondary Education - Public School Employees - Salaries

Tuesday, March 25, 2025

EDUCATION, ENERGY, AND THE ENVIRONMENT

SUPPORT

Our names are Noah Gordon, Julien Halleman, Olivia Chin, and Dhru Nahan, and we are students of Anne Arundel County and executive team members of the Chesapeake Regional Association of Student Councils (CRASC). We are writing in support of HB 0986, Education - New Teacher Retention Program. This bill requires each county board of education to establish a new teacher retention program to provide essential support to new teachers, ensuring they remain motivated and passionate about teaching. Additionally, it mandates supplemental compensation for public school employees who oversee or mentor new teachers, and it updates teacher support and retention guidelines developed by the State Board of Education.

Education is the cornerstone of a brighter generation and a better Maryland. Students depend on skilled and motivated educators to foster problem-solving, collaboration, social-emotional development, and academic success. However, without structured retention initiatives, new teachers face significant challenges that may lead to early departures from the profession. This bill provides a proactive approach to ensuring Maryland retains high-quality educators.

Research done by Hanushek & Woessmann (2008, 2015) found that student performance in K-12 education directly influences economic growth. Investing in new teacher retention strengthens Maryland's future workforce, which in turn contributes to local and national success. Additionally, studies from the U.S. Department of Education and the World Bank show that retaining experienced educators improves student outcomes, fostering higher graduation rates and long-term self-sufficiency, ultimately reducing public spending.

The challenge of teacher retention is further exacerbated by rising living costs and the competitive job market. Neighboring states, such as Virginia and Pennsylvania, implement policies that attract educators, making it critical for Maryland to adopt strong retention measures. HB 0986 addresses this by providing structured mentorship and financial incentives to support new teachers, reducing attrition rates and ensuring long-term stability in the education workforce.

The CRASC Legislative Department refers back to the following relevant clauses of the CRASC Platform:

- *CRASC Supports...* Improvement in teacher professional development and other measures that improve the quality of instruction for students; (Plank 3, Clause F)
- *CRASC Supports...* Highly qualified teachers in all classrooms in applicable subjects; (Plank 3, Clause G)
- *CRASC Supports...* High standards of learning across the curriculum for all students; (Plank 3, Clause G)

Accordingly, CRASC respectfully requests a **FAVORABLE** committee report on SB517.

Respectfully Submitted,

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