



Maryland Education Coalition



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HB0116 - Teacher Degree Apprenticeship

House Ways and Means Committee

POSITION - FAVORABLE

The Maryland Education Coalition (MEC) was originally founded over 40 years ago (1980) and is the oldest, most experienced, and diverse public education advocacy coalition in Maryland. MEC advocates for adequate funding, equitable policies, and transparent accountability statewide for the estimated 900,000 students in Maryland's public schools, regardless of their academic, cultural, economic, geographic, racial, or other demographic status. Our mission and primary purpose have always been based on the Maryland Constitution, Article VIII – Education, SECTION 1., which say:— “*The General Assembly, ..., shall by Law establish throughout the State a thorough and efficient System of Free Public Schools; and shall provide by taxation, or otherwise, for their maintenance*”. Therefore, all students must have access to highly qualified educators in every classroom.

MEC supports HB0116 / SB0084 Teacher Degree Apprenticeship and urges a favorable report by the committee. This bill, if passed would create a Teacher Apprenticeship Startup Grant Program under the Maryland Department of Labor in coordination with the [Career Technology Education Committee](#) .

MEC believes the Teacher Apprentice Program is one of several ways being considered by the General Assembly during the 2024 session to address the teacher staffing shortages throughout Maryland Public School systems by recruiting future educators within their high schools and by providing incentives that will allow them access to highly quality instruction. This would increase the pool of future educators required to meet the academic needs of our public school students.

Evidence of the staffing shortages can be found in the [Maryland's Teacher Workforce: Supply, Demand, and Diversity](#) report produced by the Maryland State Department of Education (MSDE) in 2022 and Maryland Teacher Staffing Reports consistently finds that 50-60% of all new hires prepare out of state, because Maryland Educator Preparation Programs do not produce enough teachers to fill the state's vacancies! Some school systems currently must teach large numbers of students virtually, subjects best taught with in-class instruction.

The 2024 General Assembly is also considering at least two other bills that could address educator shortages and retention and give more students access to highly qualified educators. They include:

- [SB143](#)-Teachers' Retirement and Pension Systems – Reemployment and
- [HB69](#)- Live Near Where You Teach Program.

Our 900,000 public school students will thank you.

See attachment.

ACLU of MD, Arts Education in Maryland Schools, Arts Every Day, Attendance Works, CASA, Children's Behavioral Health Coalition, Free State PTA, Decoding Dyslexia of Maryland, Disability Rights Maryland, League of Women Voters of MD, Let Them See Clearly, Maryland Coalition for Gifted & Talented Ed, Maryland Alliance for Racial Equity in Education, Maryland Coalition for Community Schools, Maryland Down Syndrome Advocacy Coalition, MSC-NAACP, Maryland Out of School Time Network, Maryland School Psychologists' Association, Parent Advocacy Consortium, Public Justice Center, School Social Workers of MD, Strong Schools Maryland, Kalman R. Hettleman, David Hornbeck, Rick Tyler, Jr., Sharon Rubinstein

Maryland's Teacher Workforce: Supply, Demand, and Diversity - 2022

Page 16

Certification Area	Vacancies	Certification Area	Vacancies
Special Education Generic: birth-adult	402.7	Library/Media Specialist	27
Elementary Education (1-6)	254	Severely & Profoundly Disabled	22
Speech/Language Pathologist	117.1	Hearing Impaired	18
Mathematics (7-12)	111	Computer Science (7-12)	16
Early Childhood (PreK-3)	104	Family and Consumer Sciences	13
School Counselors	96.5	Social Studies (4-9)	12
ESOL (PreK-12)	82.8	Health (PreK-12)	10
English (7-12)	82	Chemistry	10
Technology Education	54.5	Business Education	8.5
English/Language Arts (4-9)	54.5	Physics	7.5
Mathematics (4-9)	54	French	5
Music (PreK-12)	52	Earth/Space Science	4.4
Spanish	49.6	Visually Impaired	4
Art (PreK-12)	46	Agriculture/Agribusiness	3
Physical Education (PreK-12)	33	Physical Science	3
Science (4-9)	32	Dance (PreK-12)	2.5
Social Studies	32	Theatre (7-12)	2
School Psychologist	32	Chinese	2
Reading Specialist	31.8	Principals	2
Biology	29	TOTAL	1,922.4

Excerpt of some of the report findings

- Most LEAs started the 2021-2022 school year with more vacancies than previous years.
- Special education continues to be a struggle to properly staff.
- Teachers of color tend to leave their position more frequently.
- There are widespread vacancies, **covering every subject area** in Maryland.
- The greatest number of educator vacancies are in single-subject secondary areas.
- Maryland districts have vacancies in non-teaching positions such as speech-language pathologists and school counselors.
- Due to the **localized nature** of teacher workforce recruitment practices, the magnitude of teacher turnover can **vary significantly from county to county**.

According to [Educators Rising](#), a National “Grow Your Own” program with an affiliate based at Towson University, almost [60% of teachers come back and teach within 20 miles of where they went to school](#) in most states/school districts, but in Maryland, approximately 50% of Maryland certification applicants are prepared in another state.