

TO: Members of the State Board of Education

FROM: Carey M. Wright, Ed.D., State Superintendent of Schools

DATE: April 29, 2025

SUBJECT: Federal Employees Recruitment Initiative



Purpose

In collaboration with the Maryland Department of Labor (MDOL), the Maryland Higher Education Commission (MHEC), and the Governor's Office for Children (GOC), the Maryland State Department of Education (MSDE) is engaged in a partnership to recruit federal workers into the teaching profession.

Background

On February 28, 2025, Governor Moore announced a series of actions to help Maryland residents impacted by federal workforce terminations and changes to federal funding, including job fairs across the state, an expansion of resource webpages across state government, and directives for agencies to facilitate public servant transitions to new careers in Maryland.

Governor Moore has charged several agencies with expanding pathways to careers in education. An interagency team that includes leaders from MDOL, MHEC, and GOC submitted a plan to the Governor on April 14, 2025.

Executive Summary

The interagency team has identified a multifaceted approach to the "Feds to Ed" campaign:

- Recruitment and outreach- a combination of marketing, website design, and the development of user-friendly teacher preparation/licensure resources
- Alternative pathways to licensure- exploring alternate ways that content knowledge can be demonstrated during the licensure process
- Ongoing Support- supporting local education agencies in providing pre-service and ongoing training for career changers entering the classroom as conditional license holders.

Action

No action is required; this information is for discussion only.

Attachment

Presentation

Division of Educator Effectiveness

Maryland's Feds to Ed Program

April 29, 2025

Presented By | Kelly Meadows, Assistant State Superintendent

A photograph of a smiling female teacher with curly blonde hair, wearing a green shirt, giving a high-five to a young student with curly dark hair wearing a yellow and black striped shirt. They are in a classroom with other students in the background.

Presentation Outline

1. Context and Data Summary
2. Recruitment and Preparation
3. Ongoing Support
4. Future Actions

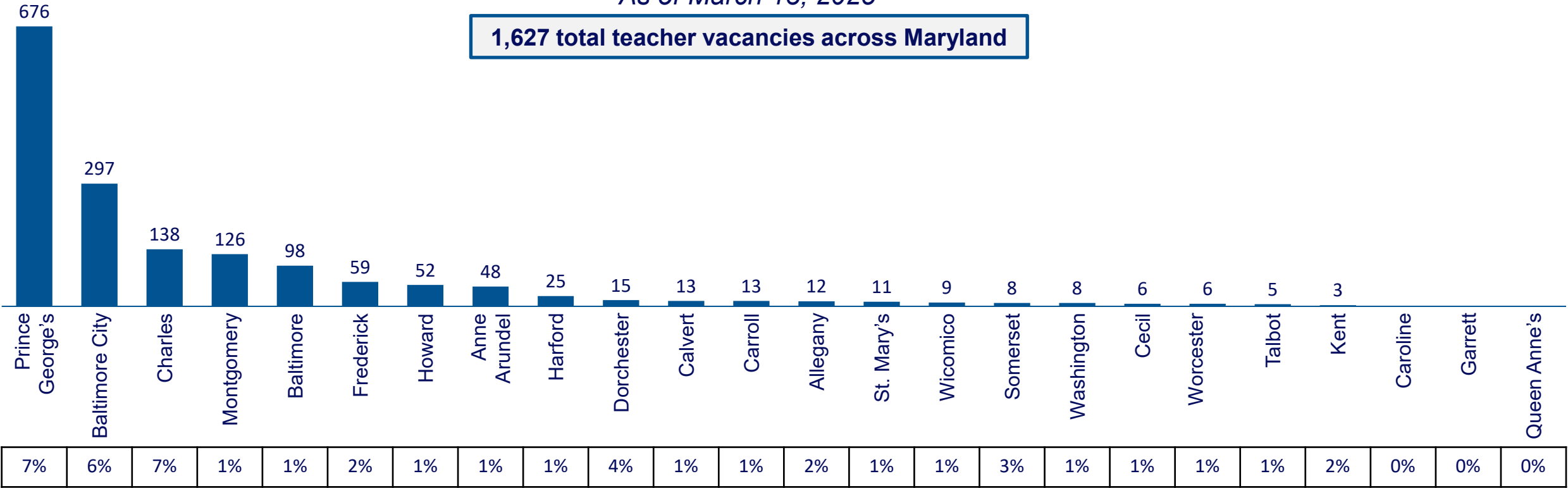
Call to Action

- On February 28, 2025, Governor Moore announced a series of actions to help Maryland residents impacted by federal workforce terminations and changes to federal funding
 - Hold job fairs across the state
 - Expand webpages across state government
 - Facilitate public servant transitions to new careers in Maryland
- Governor Moore charged MSDE with expanding pathways to careers in education
- MSDE, in collaboration with the Higher Education Commission, Department of Labor, and Governor's Office for Children, submitted a plan to the Governor on April 14th

Maryland faces significant teacher staffing shortages that impact the ability to deliver high-quality instruction

Number of Teacher Vacancies by District
As of March 13, 2025

1,627 total teacher vacancies across Maryland



Note: The table below the graph shows what percent of total teacher seats in the district were vacant as of March 13, 2025.
Source: March 2025 Vacancy Data, Maryland State Department of Education; March 2025 Staffing Data, Maryland State Department of Education

Teacher staffing challenges vary significantly across the state

District	Conditionally Licensed Teachers	Total Teachers	% of Teachers With Conditional Licenses	% Vacancies
Prince George's	1,582	9,375	17%	7%
Baltimore City	917	5,329	17%	6%
Baltimore County	870	7,342	12%	1%
Anne Arundel	707	6,157	11%	1%
Montgomery	652	11,574	6%	1%
Charles	334	1,958	17%	7%
Frederick	213	3,063	7%	2%
Harford	176	2,654	7%	1%
Howard	155	4,275	4%	1%
Carroll	88	1,792	5%	1%
St. Marys	73	1,084	7%	1%
Wicomico	69	1,229	6%	1%
Dorchester	54	352	15%	4%
Cecil	50	1,066	5%	1%
Washington	42	1,575	3%	1%
Calvert	37	976	4%	1%
Caroline	32	431	7%	0%
Talbot	17	345	5%	1%
Kent	17	158	11%	2%
Somerset	17	231	7%	3%
Queen Anne's	15	552	3%	0%
Worcester	6	599	1%	1%
Garrett	6	288	2%	0%
Allegany	1	632	0%	2%
Total	6130	63037	9.7%	3%

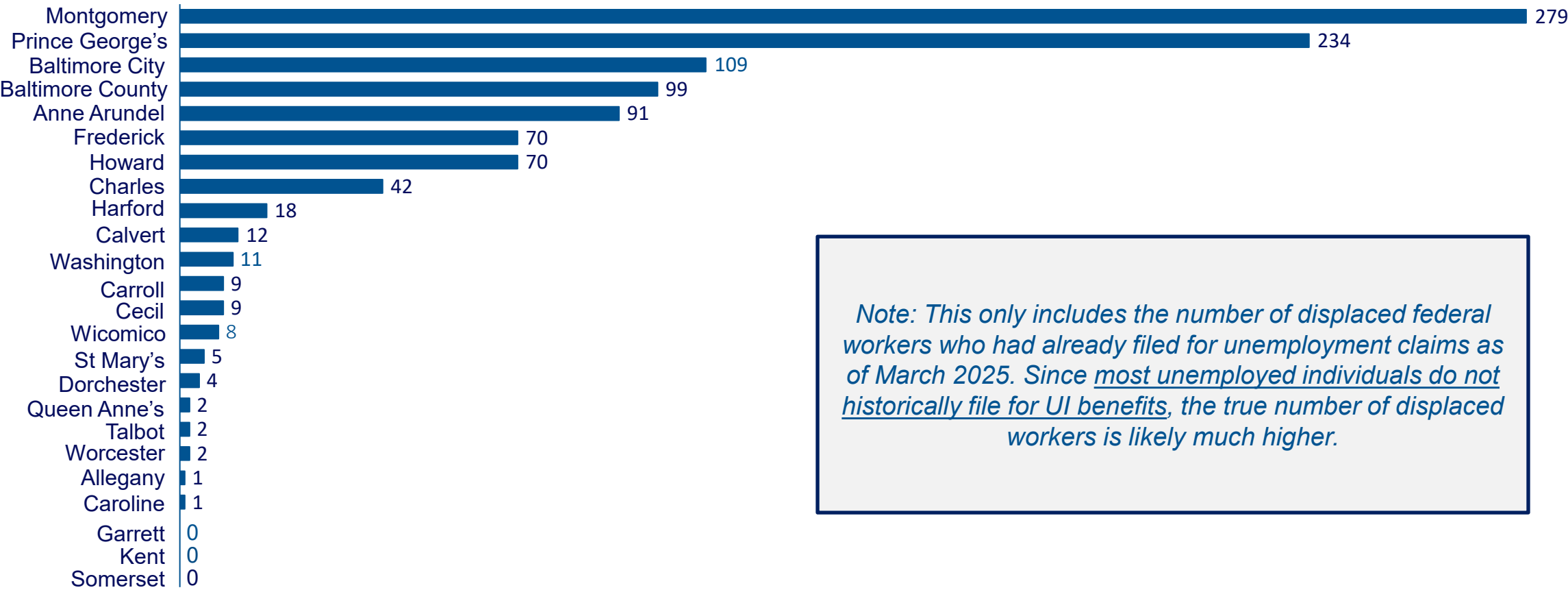
These 5 districts have 63% of total teachers, 77% of conditionally licensed teachers, and 75% of vacancies.

Several smaller districts also have a large share of their teacher workforce on conditional licenses.

Source: Conditional Teachers by Initial Certification Data, Maryland State Department of Education; March 2025 Vacancy Data, Maryland State Department of Education

Recruiting displaced federal workers is a near-term opportunity for Maryland

Number of Unemployment Claims Filed by Former Federal Workers in Maryland
November 2024 – March 2025

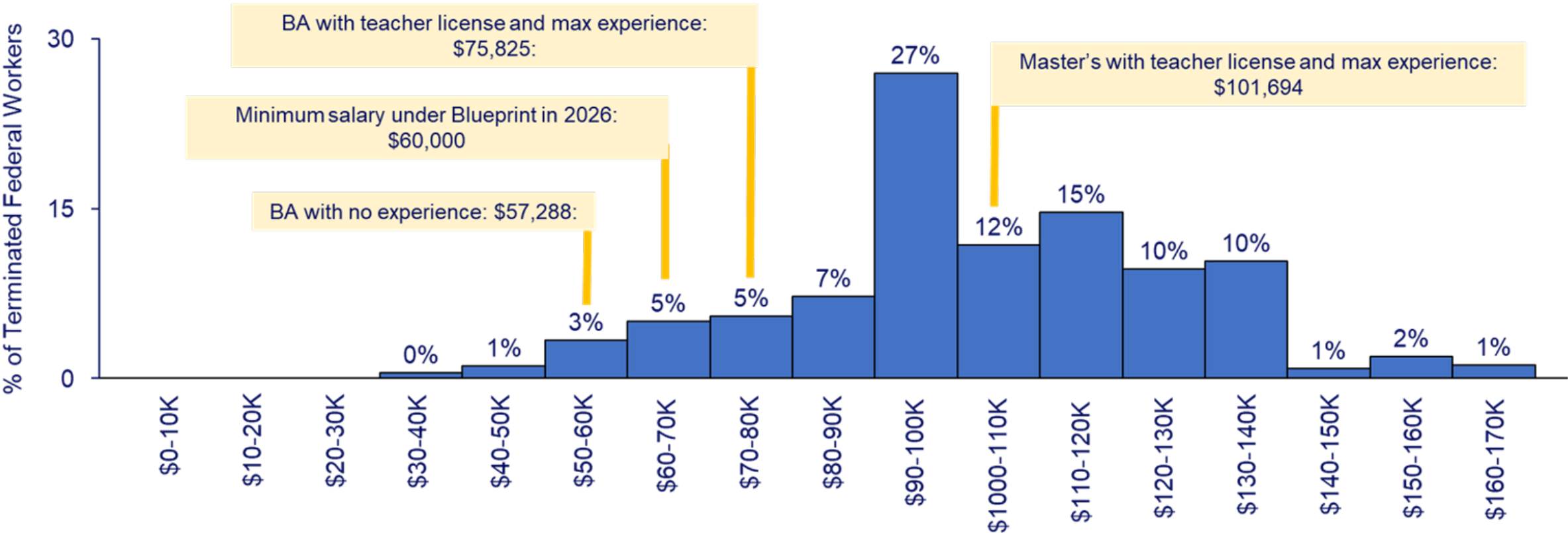


Note: This only includes the number of displaced federal workers who had already filed for unemployment claims as of March 2025. Since most unemployed individuals do not historically file for UI benefits, the true number of displaced workers is likely much higher.

Source: Federal Unemployment Claims from Maryland Department of Labor (November 2024 to March 2025); TED: The Economics Daily, U.S. Bureau of Labor Statistics

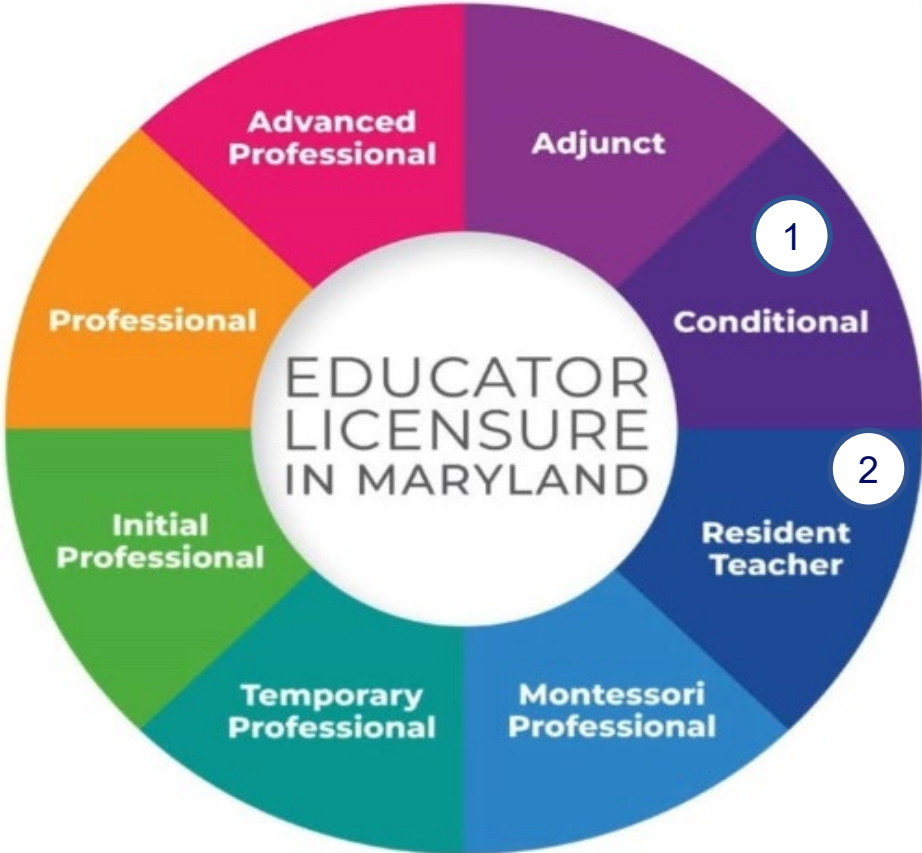
Analysis of federal worker compensation levels suggests that becoming a teacher would require a pay cut for many

Salary Distribution of A Sample of Federal Workers Terminated in 2025



Note: The teacher salaries shown are the average salary for teachers with that credential and level of experience in the step-and-lane salary schedules across the 24 Maryland districts. Source: Union Workforce Salary Data for Terminated Federal Workers (2025), which includes roughly 1,000 workers; Professional Salary Schedules from Maryland State Department of Education (2023-24)

LEAs may employ federal workers with a bachelor's degree in a conditional or resident teacher role



Conditional Licensure would allow federal workers to quickly enter teaching jobs, with a 5-year* runway to complete a teacher preparation program

Resident Teacher Licensure would require candidates to enroll in an approved alternative certification program

**For special education licensure, this is 3 years.*

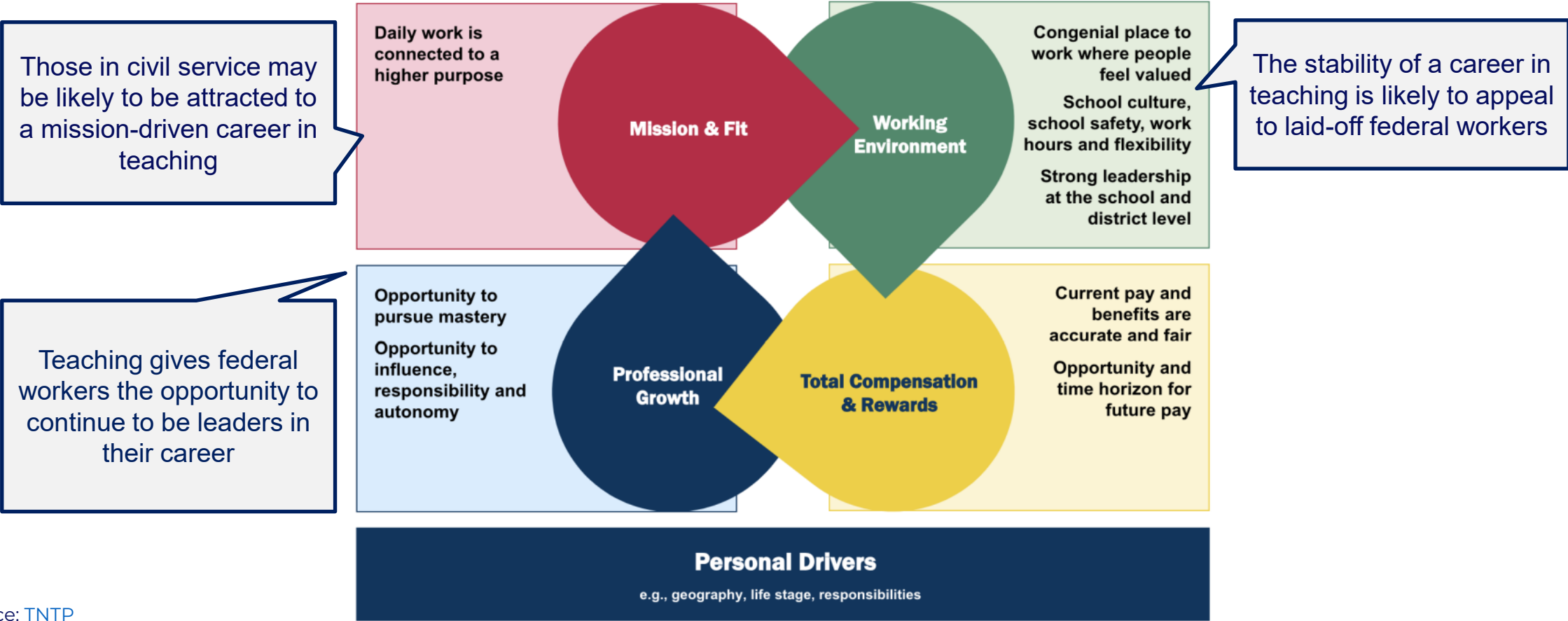
Adjunct licenses could be a viable option for content experts who are willing to work only part time.

Source: [Maryland State Education Association](#)

To recruit federal workers, MSDE will continue to expand a targeted marketing campaign

- Outreach and communication to articulate the full value proposition of becoming a teacher, including non-monetary benefits and financial incentives
- A single portal for federal workers to understand pathways into the teaching profession and the associated requirements, including:
 - A tool that helps federal workers choose which pathway is right for them
 - A filterable and publicly accessible directory of credentialing requirements
 - A searchable directory of teacher preparation programs and their requirements
- Attendance at recruitment fairs hosted by the Department of Labor

To attract candidates displaced from higher-pay jobs, Maryland needs to clearly articulate the non-monetary benefits of teaching



Source: [TNTF](#)

Existing financial incentives may be used to lower the barrier to entry for career changers

- Scholarship opportunities & loan repayment opportunities
 - Teaching Fellowship for Maryland Scholarship: Tuition scholarships for undergraduate or graduate degrees in exchange for two-year service obligation to teach at a high-need school
 - Workforce Development Sequence Scholarship: Financial assistance to students enrolling in approved non-credit certificate programs
 - Janet L. Hoffman/Nancy Grasmick Public School Professional Loan Assistance Repayment Program: Assistance for teachers with qualifying student loans who have taught in Maryland for the past two years
- Stipends to support teachers at high-need schools
 - Educator Shortage Act: Provides up to \$20,000 stipend to eligible student teachers who commit to two years of work in a high-need school

Sources: [Teach Maryland Incentives & Scholarships](#); [Workforce Development Sequence Scholarship](#); [Public School Professional LARP](#); [Educator Shortage Act 2023](#)

Career changers need flexible teacher preparation and licensure opportunities

- Teacher preparation programs should consider adjusting deadlines and/or create new cohorts for federal workers to allow for mid-year enrollment
- When feasible, expand capacity to allow for more seats in existing alternative programs
- Providers seeking approval for new programs should consider
 - Subject areas with the highest vacancy rates
 - Subject areas that have limited preparation opportunities across the state
- MSDE and MHEC should continue to assist institutions of higher education in developing new programs and expanding existing programs targeting specific geographic and subject areas for career changers
- PSTEB subcommittee is exploring alternative licensure pathways for content experts

Pre-service and ongoing training for career changers is critical

LEAs should avoid:

- Providing one-off workshops or meetings that aren't connected to the day-to-day work
- Poorly structured collaborative planning time
- Assigning a mentor teacher who is not compensated, unclear on their role, or not trained to effectively guide new teachers

LEAs should strive to provide:

- High-quality, well-supported mentor teachers who are compensated accordingly for their increased contributions
- Job-embedded support in a gradual release model that includes co-teaching and cycles of observation and feedback with a mentor teacher
- Regular content-focused collaborative planning time to review high-quality, vetted, college- and career-ready standards aligned curriculum and prepare for instruction together

Source: [Growing Great Teachers](#), ERS

The Blueprint provides a strong foundation for federal workers pursuing a career in teaching

Key Components of New Teacher Support	Already in Place/Being Promulgated in Maryland	
Strong selection criteria of mentor teachers	MSDE guidance specifies the characteristics of mentors, including knowledge of adult learning theory and peer coaching techniques.	Proposed regulatory amendments outline the specific components of a rigorous mentor selection and matching process.
Pay for mentor teachers to take on additional responsibilities	The Career Ladder established by Blueprint provides higher salaries for designated teachers.	
Training and support for mentor teachers	MSDE guidance calls for initial and ongoing training for mentors on specified topics.	
Multiple years of support through a gradual release model	MSDE guidance requires teachers new to the profession to participate in induction activities for their first three years.	The career ladder shifts the responsibility of mentoring to those teachers with a designation of Lead, Distinguished, or Professor Distinguished Teacher, who, by definition, have significant release time.
Regular observations & feedback provided by mentor teachers who have release time	MSDE guidance calls for release time for mentor teachers “whenever possible”.	
Weekly content-focused collaborative planning time	MSDE guidance and grant programs promote high quality professional development and collaboration.	

Source: Code of Maryland Regulations (COMAR) - Comprehensive Teacher Induction and Mentoring; COMAR Teacher Induction: Regulatory Amendments

Next Phase

- MSDE, in collaboration with MHEC, will continue to engage teacher preparation providers to develop flexible traditional and alternative program options for career changers and conditionally licensed teachers
- MSDE will enhance the Teach.Maryland.gov website to provide
 - A more robust and searchable directory of teacher preparation programs
 - Additional licensure resources, including short videos linked to the MSDE YouTube channel
 - A tool for users to identify the teaching areas that complement their content expertise
- The Professional Standards and Teacher Education Board subcommittee is exploring alternative pathways to licensure for individuals with content expertise