



2026 GENERAL ASSEMBLY CANDIDATE QUESTIONNAIRE

CANDIDATE: _____ Jennifer Lynn Clancy _____

CAMPAIGN ADDRESS: _____ [REDACTED] _____

POINT OF CONTACT: _____ [REDACTED] _____

PHONE NUMBER(S): _____ [REDACTED] _____

EMAIL: _____ [REDACTED] _____

WEBSITE: _____ www.FriendsofJenniferClancy.com _____

OFFICE/DISTRICT: _____ Delegate - District 29A _____

I confirm that the responses provided here are my official positions in seeking state office and I understand that MSEA reserves the right to share my responses with members and interested parties.

CANDIDATE SIGNATURE: _____ *Jennifer Lynn Clancy* _____

DATE SUBMITTED: _____ March 4, 2026 _____

*Candidates: In order to be considered for a recommendation, you must indicate your response to each of the questions. **Clarifications, explanations, and other information may be attached, but please be certain to indicate clearly the question(s) to which you refer.** Please return your completed and signed questionnaire to MSEA.*

1. Please share why you want to run for the Maryland General Assembly.

I am first and foremost a mother, wife, and neighbor. I have a background in sociology, psychology, and clinical mental health, having been a special education teaching assistant, a Maryland certified school counselor, student midwife and a birth coach/educator. At present, I am a practicing Maryland licensed clinical professional counselor specializing in trauma recovery and the perinatal period. As a mother of 5 public school children with special education needs requiring differentiated learning environments and accommodations that span the full spectrum of neurodiversity, I understand the critical importance of a strong and well-supported education system.

While homeschooling my children during the pandemic and during times of my children's personal social-emotional crises has been invaluable experience, we always maintained that a return to public education would be the ultimate goal when appropriate. Coming from a long line of educators, I've long been a community activist, lending my time to the promotion of equitable schools, healthcare and social justice for all in the community, likely since I was able to speak as a child. I believe in my ability to advocate for our youth.

My goal in running for State Delegate for District 29A (Northern St. Mary's County, MD) is to be the measured, balanced, compassionate voice for all whom I represent; someone who understands the intersectionality of our mosaic, and how the diverse socio-economic backgrounds within our community can impact expectations and outcomes. I want to leave future generations with a community where they can be proud to make their home; a place that honors their inherent worthiness, and inspires a desire to promote the wellbeing of all people.

2. Please outline your top three public education priorities, how you will engage educators, and how you would achieve and measure success on each.

Universal Pre-K for ALL

- Increased retention, graduation, attendance rates; improved standardized test scores and socio-emotional wellbeing scores
- Decreased need for crisis response and disciplinary interventions
- Increased job satisfaction and economic prosperity measured via consumer index for parent/guardians
- Increased job opportunities via employment: early childhood professionals, bus transportation monitors and drivers, counselors, etc.

Universal School Meals (breakfast and lunch) for ALL

- Increased retention, graduation, attendance rates, standardized test scores, socio-emotional wellbeing scores, sports and arts achievement
- Decreased need for crisis response and disciplinary interventions
- Increased student and parent/guardian job satisfaction and economic prosperity measured via consumer index

Mental Health Support for Students

- Seek to reduce reliance on grants to fund school Social Workers; implement a plan for determination of funding through needs assessment
- Rapid and appropriate response to mental health crises with documented outcomes of resolution and/or referral as indicated
- Increased student and teacher reported levels of feeling safe in the school environment

3. Please explain how you would work with your state and local education association when faced with potential legislation relating to education issues (i.e., adequate funding, employee rights, special education, teacher certification, curriculum development, union rights, student discipline).

I have been building a positive relationship with the local school board and union in my role as community advocate. I believe my ability to listen, consolidate, reflect and creatively collaborate are assets to any group seeking to promote the wellbeing of our students and educational staff.

4. Please provide your general and specific thoughts on the Blueprint for Maryland's Future. Also discuss how you would prioritize state aid for public education (K-12 and community college) when helping to craft the state budget or voting on it.

The Blueprint for Maryland's Future is comprehensive and ambitious. I value its prioritization of ending the cycle of poverty for students; increasing salaries of teaching staff; promotion of Pre-K and childcare via grants; increasing wrap-around services for those in need; and supporting career pathways for our graduates.

From a social justice lens, through which I view all decisions, these are great starts. However, grant funded pre-K and child care means that when funding dries up, these programs face the chopping block, leaving families to struggle with potential for loss of income and ability to provide for their children. Staff members face similar financial uncertainty, interruption of their career paths, healthcare costs, etc. Furthermore, we still do not have universal meals for all students, which I believe would be bring needed relief for families in my district. I would also work towards ensuring meal plans are enhanced to include more whole foods and salad bar options.

An educated populace is one that can critically think, innovate, challenge convention, creatively problem solve, and successfully navigate challenges through thoughtful communication and collaboration. Funding education is an investment in the health and strength of the community. Negotiations must be made with heart, not just eyes on the bottom line.

5. With any large piece of legislation like the Blueprint, adjustments and amendments will be needed throughout implementation. Do you commit to work with MSEA when developing any amendment proposals to the Blueprint law?

- Agree
 Disagree

6. MSEA not only represents certificated teachers, but many other educators in the school buildings. These folks are typically called Education Support Professionals (ESPs) and are made up of nine career categories: Clerical Services, Custodial and Maintenance Services, Food Services, Health and Student Services, Paraeducators, Security Services, Skilled Trades, Technical Services, and Transportation Services.

Too many ESPs need to work second jobs and struggle to provide for their families, buy homes, save for their futures, and afford community or four-year college tuition for their children to learn a trade and plan a career. The looming threats of privatization by school districts, which would import even lower-paid workers from

outside areas, risk the stability of schools and communities and further undermine the value of ESPs and their jobs.

ESPs across the state are organizing to build presence, strength, and power in a campaign focused on a bill of rights that defines the issues long nagging these dedicated employees and now threatening not only the recruitment of new employees but the retention of dedicated veteran employees. You can read about the [ESP Bill of Rights here](#).

Do you support the ESP Bill of Rights?

Support

Oppose

Please share policy priorities/initiatives that will help make the ESP Bill of Rights a reality in Maryland:

"The annual living wage in your area is \$54,912 which comes to \$43.58 per hour based on your work year and hours." - I believe we need to establish a living wage that is sufficient to put food on tables, pay transportation costs to and from work, provide for preventative medical care and secure stable housing. It is not just ESP's who are burdened with multiple jobs to earn sufficient wages; we have full time certified teaching staff who are working at local fast food restaurants in order to afford to living in St. Mary's County. I will always fight for a reasonable, measured approach to ensuring all working people in 29A, and across our state, are able to provide for their basic needs.

7. How have you and how will you continue to use your position to protect Maryland educators, students, and residents in the face of threats from the federal government, including the recent rollback of rights for immigrants, the LGBTQIA community, and other marginalized communities?

The people of our community, all of them, deserve to live free from fear and safe from harm, now and always. I am fiercely protective of our vulnerable and marginalized neighbors. I pledge, in my role as Delegate, to remain a vocal advocate for my loved ones, my neighbors, my community; to honor of the sacrifices made by my own immigrant and LGBTQIA+ relatives; we are all interconnected, we are all a human family. I've been on Capitol Hill, holding signs and flags in rallies, speaking at the local Board of Education meetings, sitting with my children in our local libraries as we work with others to promote the cause of liberty and justice for all. It's who I am, and it's why I am running for office.

8. Mental and behavioral health continue to be a serious issue for students and educators. Research shows that an increase in mental health supports for students results in better academic performance, better attendance, and reduced disciplinary issues. How do you believe we can increase mental health supports for school populations, including educators?

As a licensed clinical professional counselor and former certified school counselor in the state of Maryland, I am in full support of not just maintaining, but increasing access to mental health supports in every school.

These positions must be allocated via General funding, not grants, which are unstable and tenuous decisions. These positions save lives.

9. Safe and affordable housing is necessary for students and educators to succeed. What is your position on affordable housing and how it relates to education?

I believe housing is a human right, not a policy debate. When people experience food and housing security, they invest in themselves and others. Positive education outcomes are only possible when those most basic needs are met.

PRIVATE SCHOOLS

Background Points

- MSEA believes any education dollars spent outside of improving public schools makes it harder to achieve the progress necessary to provide a world-class education for every student. The vast majority of students in Maryland are served by the public schools.
- Private school funding for programs in the budget such as textbooks, technology, school construction, and vouchers reduce the state's General Fund while subsidizing the cost of private education. Data from the first few years of the BOOST program indicate that most voucher recipients already attended and paid for private school before receiving the voucher.
- The Maryland State Department of Education requires a certificate of approval or registration for private schools; it does not accredit or license them. Private schools do not have to report or administer teacher qualifications, class sizes, adherence to College and Career Readiness Standards, student retention rates, graduation rates, demographics, or discipline or suspension policies. Without these measures, it is impossible to effectively evaluate the programs funneling public tax dollars to private schools.

10. How will you address state aid for private and religious schools through the nonpublic school textbook, technology, school construction, and voucher programs?

- Increase funding for private schools
- Maintain funding at current levels for private schools
- Decrease funding for private schools
- Eliminate funding for private schools

Additional Comments:

The BOOST program has proven ineffective and, in some cases, causes more harm to vulnerable students. I would advocate to incrementally eliminate and/or redirect that funding in a structured manner, while assisting families to navigate and secure best alternative options. It would also be important to assess what the public school system may need in order to effectively accommodate any returning students to assure their opportunities for success. Elimination of this program will create increased revenue for the State to reinvest in our public school system.

11. Do you support requiring any school (public or private) that receives public funding to adhere to policies regarding antidiscrimination, student achievement standards, school safety and discipline standards, certified teachers, employee protections, and student assessments?

Support

Oppose

Additional Comments:

HEALTHY AND SAFE LEARNING AND WORKING ENVIROMENTS

Background Points

- MSEA supports funding for school construction and renovation necessary to ensure a high-quality teaching and learning environment, including construction to reduce class size and appropriate heating, ventilation, and air conditioning systems. MSEA supports legislation establishing and funding air quality and climatization assurance programs within the school construction and renovation programs, and legislation requiring the construction and maintenance of secure facilities to protect the health and safety of education employees in the performance of their duties.
- According to the Maryland Department of Labor, prevailing wage is defined as, "The hourly wage, usually benefits and overtime, normally paid to the majority of workers, laborers, and mechanics within a particular area." Prevailing wages are established by regulatory agencies, such as government, for each public works trade and occupation, as well as by State Departments of Labor or their equals. Prevailing wage laws address shortages in skilled labor workforce by increasing apprenticeship opportunities, reducing injury rates, and increasing worker productivity. Because they ensure a stable, well-qualified workforce, prevailing wage laws produce good value for taxpayers.

12. How would you use your position in the General Assembly to make a difference in supporting a healthy working and learning environment for educators and students?

I am committed to doing everything I can to ensure the strength, health, and integrity of our schools. Our school district is currently grappling with multiple issues: building upgrades, closure of schools, workforce reductions, redefining staff roles, elimination of school programming; all while debating redistricting students to balance enrollment numbers, address the need for another high school, and keep within our limited budget. Building upgrade needs include HVAC systems to reduce mold, virus and bacteria growth to curtail illness and deterioration of building integrity over time. Our school mental health providers are grant funded and positions are presently at risk for elimination, increasing the risk of harm for thousands of students. The budget, which is managed by our County Commissioners, has been hotly debated for years, while our School Board and Teachers Union keep fighting for needed increases.

13. Do you support or oppose protecting Maryland's existing prevailing wage requirements for school construction projects?

- Support
- Oppose

Additional Comments:

RACIAL AND SOCIAL JUSTICE

Background Points

- Maryland and U.S. history are far more diverse than is generally reflected in the content and courses currently taught in our public schools. Far too many Marylanders can progress through their formal primary and secondary education and rarely, if ever, see themselves reflected in the content they are learning or hear about themselves in the stories they read and are told. This lack of inclusivity negatively impacts not only our students' ownership of and agency in their learning, but it also adversely impacts their overall engagement in their learning. Unfortunately Maryland is no stranger to the politicized attacks from extremist activists seeking to ban books and deny students access to resources.
- MSEA is committed to developing critical thinking skills in our students because we know that they enable them to better understand the problems our society faces and to develop collective solutions. To that end, we are abundantly clear that truth and honesty are fundamental components of teaching and learning, as are academic integrity and professional responsibility. Our essential mission is to prepare our students for college, career, and life and to play an active role in our democracy.

14. To encourage critical thinking within our classrooms, we believe educators should have professional autonomy on how to implement curriculum to meet the needs of our students. Do you support or oppose this position?

- Support
- Oppose

Additional Comments:

15. What specific policy goals and objectives will you pursue aimed at addressing racial and social justice?

We must prioritize curricula that honors the truth of our history and the diversity of our nation. I would like to see each school consider adoption of racial, cultural, and social justice appreciation monthly events. Staff hiring should be reflective of student population, while respecting that representation does not give permission to discriminate against a potential employee who does not reflect the demographic. Historically, assignment of worth has been established by cis-gender, Christian, able-bodied Caucasian males; allowing abdication of responsibility to consider the merits of other races, genders, sexualities, and abilities of qualified candidates. Maintaining clear anti-discrimination policies are necessary to ensure our public schools remain truly inclusive, safe, welcoming, and affirming to all.

CHARTER SCHOOLS

Background Points

- MSEA supports Maryland's current charter school law. It protects high standards, the collective bargaining rights of employees, and the local autonomy and needs of a school system. The law also provides flexibility for charter providers and employees to reach agreements outside of a collective bargaining agreement that allow the school to meet the needs of its mission and students. This combination of protections and flexibility makes Maryland's charter school law the best in the nation.
- Studies have consistently shown that although some charter schools may do well, on average, most perform about the same as or worse than traditional public schools.
- In past legislative sessions, charter advocates have championed legislation that would undermine local control of schools, including creating a 25th school district, lowering standards and accountability, and circumventing certification requirements and collective bargaining rights. Our highly ranked schools depend on keeping our standards high and our charter school law strong. MSEA believes it is necessary to continue to reject efforts to overhaul a law that works and meets the needs of students, parents, school employees, school districts, and our state.

16. MSEA supports public charter schools that are under the control of local school boards, require making enrollment open to all students, require the hiring of certificated teachers, are held to the identical high standards as traditional schools, and protect collective bargaining rights of employees hired at the school. Do you support or oppose MSEA's policy statement with regards to charter schools?

- Support
 Oppose

Additional Comments:

RETIREMENT SECURITY

Background Points

- MSEA believes that guaranteeing adequate income upon retirement, which is best accomplished through defined benefit plans, serves the interests of public education and all education employees by enhancing recruitment efforts, improving retention rates, and creating a high-quality public education system. MSEA also believes that state and local employers are obligated to fund the pension system sufficiently to provide a guaranteed adequate income at retirement.

17. What reforms to the pension system do you believe could help attract and retain more educators?

I support financial incentives to support students working to become new teachers, as well as assistance for current teachers to secure their National Board Certification. Tax credits are another way we can incentivize education professionals, such as potential tax breaks for retired teachers who return to work in areas of need, and tax credits for retired homeowners who have invested their lives in public service/education.

18. Do you support or oppose any action to diminish or threaten pension benefits such as reducing employer contributions or increasing required employee contributions?

- Support
 Oppose

COLLECTIVE BARGAINING

Background Points

- MSEA supports efforts to protect and enhance the state's collective bargaining laws.
- Collective bargaining is the negotiation of a contract—including wages, salary scales, benefits, and working conditions—between employers and employees. The items agreed to in a ratified collective bargaining agreement apply to all employees in a bargaining unit, providing a benefit to employees and employers in not having to negotiate thousands of individual contracts.
- MSEA opposes right to work laws. Such laws restrict freedom of association and weaken organized labor in Maryland. The strength of organized labor is critical to protecting workers, ensuring quality, and maintaining fairness, safety, and competitive wages in the workplace.

19. Do you support or oppose public education employees' rights to bargain collectively?

- Support
- Oppose

20. Please indicate your support or opposition for these proposals to expand collective bargaining rights for educators:

- Making the right to strike for public employees, including educators, legal in Maryland.
 - Support
 - Oppose
- Giving educators the right to negotiate over class size.
 - Support
 - Oppose
- Giving employees at 4-year public institutions of higher education the right to collectively bargain.
 - Support
 - Oppose
- Enacting arbitration reform through binding interest arbitration so state employees have efficient and reliable dispute resolution process when collective bargaining negotiations reach impasse
 - Support
 - Oppose

TAX POLICY

Background Points

- MSEA supports a revenue structure that will provide a predictable, reliable, progressive, and stable source of sustained funding for education. MSEA is a partner in a broad coalition of advocates that support a balanced approach toward solving budget problems by meeting the needs and services of the public with adequate resources.
- MSEA supports an equitable means of maintaining and restoring revenue or of raising and obtaining a fair share of additional revenues that directly or indirectly benefit public education at all levels. Further, MSEA opposes any taxing or spending limitations that directly or indirectly have an adverse effect on public education.

21. Do you support or oppose a balanced approach toward solving budget problems and ensuring adequate resources for funding education such as updating and revising the state income tax structure, broadening the state sales tax, and closing corporate tax loopholes?

- Support
- Oppose

Additional Comments:

22. Please discuss how you would update the tax code to promote fairness and equity.

I support the Fair Share for Maryland Act's proposal to close corporate and LLC loopholes, thereby protecting small businesses and sole proprietorships. It would reform State income tax so large corporations and highest paid earners pay some increase in taxes, while families whose incomes fall below \$80k/annually receive a tax break. This would help to reduce unfair burdens and support the funding of infrastructure needed to ensure success in our public school system. With these and other provisions, the Fair Share for Maryland Act proposes generation of \$1.6 billion in revenue that could be used towards the success of Maryland's Blueprint goals of fairness and equity for students and educators.

23. Please discuss any ideas you have for giving local governments more flexibility in how they can raise revenue to fund services like public schools.

Even as our nation and the economy are facing unprecedented levels of instability, State and local taxes are still invested back into our communities to provide for the quality of life we desire. We must be reasonable and creative if we are to maintain and/or push towards more a equitable and prosperous future.

Some ideas for consideration might include assessment of potential revenue in return for investing in school athletic programs; enactment of a County tax code similar to Fair Share Maryland to support a more fair distribution of the tax burden; a special County sales tax based upon specific types of sales such as alcohol or cannabis, firearms, and/or gambling. Another suggestion may be a County-wide "pay as you throw" trash disposal program with revenue allocated to education, social service, land and maritime preservation, healthcare, etc. (see Town of Natick program – www.natickma.gov/1308), which has an additional benefit of increasing environmental health via consumer awareness. Lastly, educational programming that is partially funded by the school system, partially by the community, with revenue directly re-invested into the schools may be worth revisiting. What types of local training programs could we provide our youth and teens to build life and career skills while promoting job readiness for when they are ready to set out as employees/ tax payers themselves? An "each one, teach one" community-driven program, but expanded from literacy to training and receipt of community service hours/resume building support, may be worth pursuing as an investment by and for County citizens, elevating their appeal to employers and increasing their marketability, thus driving future homeownership as people build families and contribute to the revenue stream to all County services, including schools.