

HOUSE BILL 116

C3, F1, F2
HB 1233/23 – HRU

(PRE-FILED)

4r1328
CF SB 84

By: **Delegate Kerr**

Requested: October 31, 2023

Introduced and read first time: January 10, 2024

Assigned to: Ways and Means and Economic Matters

A BILL ENTITLED

1 AN ACT concerning

2 **Teacher Degree Apprenticeship**

3 FOR the purpose of establishing the Teacher Apprenticeship Startup Grant Program in the
4 Maryland Department of Labor; requiring a sponsor participating in a teacher
5 apprenticeship program to establish an apprenticeship that develops certain career
6 paths and to pay apprentices certain compensation; requiring a sponsor, in
7 coordination with the Career and Technical Education (CTE) Committee, to develop
8 a high school-level apprenticeship; requiring a sponsor to partner with institutions
9 of higher education to offer postsecondary education credits under a teacher
10 apprenticeship program; authorizing the Maryland Department of Labor to award a
11 certain amount in a certain fiscal year to a sponsor to develop and launch a teacher
12 apprenticeship program; requiring the CTE Committee to determine whether
13 certain changes to rules, regulations, procedures, or funding of the State Department
14 of Education are necessary to implement the Grant Program; and generally relating
15 to teacher apprenticeships in the State.

16 BY adding to
17 Article – Labor and Employment
18 Section 11-607
19 Annotated Code of Maryland
20 (2016 Replacement Volume and 2023 Supplement)

21 Preamble

22 WHEREAS, Apprenticeship is an effective mode of learning academic, employability,
23 and occupational skills for most professions. Apprenticeships widen access to rewarding
24 careers, enhance the productivity of workers, and strengthen the engagement of learners
25 as they apply what they learn in a career-oriented job. Apprenticeships meet the demand
26 by employers for skilled professionals with experience who understand all aspects of an
27 occupation; and

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 WHEREAS, Apprenticeships in the teaching profession can help meet the demand
2 for teachers in Maryland in ways that encourage diversity and ensure quality. Becoming a
3 K–12 teacher through apprenticeship lowers financial barriers to full certification, thereby
4 attracting qualified individuals from low–income, bilingual, and African American
5 communities. Teacher apprenticeships develop a cohort of individuals qualified to work as
6 teachers and paraeducators in the State. Teacher apprenticeships take full advantage of
7 the enthusiasm of young people who begin their apprenticeships in high school. By the time
8 they become fully qualified, teachers trained through apprenticeship would have 3 to 5
9 years of classroom experience; and

10 WHEREAS, Apprenticeships benefit local education agencies by expanding the
11 availability and mix of teaching talent and by attracting teachers who have ties and
12 commitment to local communities. Another benefit is the ability of local education agencies
13 to tailor the teacher training to best meet the needs of the school system; and

14 WHEREAS, Teacher apprenticeships are already successful in the United Kingdom
15 and Australia and are starting to penetrate U.S. school systems. The U.S. Department of
16 Labor currently recognizes teaching apprenticeship programs of 12 states, including
17 Arkansas, California, Colorado, Michigan, Tennessee, Texas, West Virginia, and Wyoming.
18 The specifications of well–developed functions and competencies for effective teachers are
19 increasingly available and can help a teacher apprenticeship program yield an increased
20 supply of committed and capable pre–K and K–12 teachers; now, therefore,

21 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
22 That the Laws of Maryland read as follows:

23 **Article – Labor and Employment**

24 **11–607.**

25 (A) (1) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS
26 INDICATED.

27 (2) “CTE COMMITTEE” MEANS THE CAREER AND TECHNICAL
28 EDUCATION COMMITTEE ESTABLISHED UNDER § 21–209 OF THE EDUCATION
29 ARTICLE.

30 (3) “GRANT PROGRAM” MEANS THE TEACHER APPRENTICESHIP
31 STARTUP GRANT PROGRAM.

32 (4) “SPONSOR” MEANS AN ORGANIZATION THAT DEVELOPS AND
33 IMPLEMENTS A TEACHER APPRENTICESHIP PROGRAM.

34 (B) THERE IS A TEACHER APPRENTICESHIP STARTUP GRANT PROGRAM IN
35 THE DEPARTMENT.

1 (C) THE PURPOSE OF THE GRANT PROGRAM IS TO:

2 (1) PROVIDE HIGH SCHOOL AND COLLEGE STUDENTS AS WELL AS
3 CAREER CHANGERS OPPORTUNITIES TO BEGIN A CAREER IN EDUCATION IN
4 MARYLAND;

5 (2) DEVELOP A COHORT OF INDIVIDUALS QUALIFIED TO WORK AS
6 PARAEDUCATORS AND TEACHERS IN THE STATE; AND

7 (3) ENCOURAGE COUNTY BOARDS OF EDUCATION TO HIRE
8 APPRENTICES.

9 (D) A SPONSOR PARTICIPATING IN A TEACHER APPRENTICESHIP PROGRAM:

10 (1) SHALL CONSIST OF AT LEAST THREE LOCAL SCHOOL SYSTEMS;
11 AND

12 (2) MAY CONSIST OF:

13 (I) UNIONS REPRESENTING SCHOOL SYSTEM EMPLOYEES;

14 (II) ADDITIONAL LOCAL SCHOOL SYSTEMS; AND

15 (III) INDIVIDUAL SCHOOLS.

16 (E) (1) A SPONSOR PARTICIPATING IN A TEACHER APPRENTICESHIP
17 PROGRAM SHALL:

18 (I) ESTABLISH A MULTIYEAR REGISTERED APPRENTICESHIP
19 THAT DEVELOPS A CAREER PATH AS FOLLOWS:

20 1. LEVEL ONE IS A TUTOR;

21 2. LEVEL TWO IS A PARAEDUCATOR; AND

22 3. LEVEL THREE IS A TEACHER;

23 (II) PARTNER WITH INSTITUTIONS OF HIGHER EDUCATION TO
24 OFFER POSTSECONDARY EDUCATION CREDITS UNDER A TEACHER APPRENTICESHIP
25 PROGRAM;

26 (III) CONSULT WITH LOCAL SCHOOL SYSTEMS AND UNIONS
27 REPRESENTING SCHOOL EMPLOYEES ON THE DESIGN OF THE APPRENTICESHIP;

1 (IV) IN COORDINATION WITH THE CTE COMMITTEE, DEVELOP A
2 HIGH SCHOOL-LEVEL REGISTERED APPRENTICESHIP; AND

3 (V) COORDINATE WITH EXISTING GROW-YOUR-OWN
4 PROGRAMS, GRANT-FUNDED EFFORTS, EXISTING CTE PATHWAYS, AND
5 EDUCATORS RISING.

6 (2) AN EMPLOYER IN THE APPRENTICESHIP PROGRAM SHALL PAY
7 APPRENTICES COMPENSATION CONSISTENT WITH OTHER EMPLOYERS IN THE SAME
8 FIELD.

9 (3) (I) NOTHING IN THIS SECTION ALTERS THE REQUIREMENTS
10 FOR TEACHER CERTIFICATION.

11 (II) A LEVEL ONE OR LEVEL TWO APPRENTICE MAY NOT SERVE
12 AS A TEACHER OF RECORD.

13 (III) AN APPRENTICE SHALL COMPLY WITH THE REQUIREMENTS
14 OF THE LOCAL SCHOOL DISTRICT FOR BACKGROUND CHECKS, REGARDLESS OF AGE
15 OR BACKGROUND.

16 (4) A HIGH SCHOOL-LEVEL APPRENTICESHIP UNDER A TEACHER
17 APPRENTICESHIP PROGRAM SHALL:

18 (I) ALLOW A STUDENT PARTICIPATING IN THE TEACHER
19 APPRENTICESHIP TO MAXIMIZE ATTAINMENT IN COLLEGE-LEVEL CREDITS
20 THROUGH:

21 1. ADVANCED PLACEMENT COURSES;

22 2. AN EARLY COLLEGE PROGRAM, OR DUAL
23 ENROLLMENT AT A STUDENT'S HIGH SCHOOL OR AN INSTITUTION OF HIGHER
24 EDUCATION; AND

25 3. A TEACHER CTE PROGRAM; AND

26 (II) ALLOW A STUDENT TO COMPLETE COURSEWORK AND
27 TRAINING THROUGH AN INNOVATIVE SCHOOL SCHEDULING MODEL SO THAT THE
28 STUDENT CAN COMPLETE THE APPRENTICESHIP'S TUTORING REQUIREMENTS
29 DURING REGULAR SCHOOL HOURS AND OUTSIDE REGULAR SCHOOL HOURS.

30 (F) (1) THE DEPARTMENT SHALL:

31 (I) ADMINISTER THE GRANT PROGRAM; AND

1 **(II) AWARD A GRANT TO A SPONSOR THAT MEETS THE**
2 **REQUIREMENTS OF THIS SECTION.**

3 **(2) TO RECEIVE A GRANT UNDER THE GRANT PROGRAM, A**
4 **SPONSOR’S APPRENTICESHIP MUST:**

5 **(I) MEET THE REQUIREMENTS OF THIS SECTION;**

6 **(II) HAVE UNION PARTICIPATION; AND**

7 **(III) BE APPROVED BY THE MARYLAND APPRENTICESHIP AND**
8 **TRAINING COUNCIL.**

9 **(G) THE DEPARTMENT MAY AWARD UP TO \$500,000 TO A SPONSOR FOR**
10 **DEVELOPMENT AND LAUNCH OF A TEACHER APPRENTICESHIP PROGRAM FROM**
11 **STATE OR FEDERAL FUNDS.**

12 **(H) THE CTE COMMITTEE SHALL DETERMINE WHETHER ANY CHANGES TO**
13 **THE RULES, REGULATIONS, PROCEDURES, OR FUNDING OF THE STATE**
14 **DEPARTMENT OF EDUCATION ARE NECESSARY TO IMPLEMENT THE GRANT**
15 **PROGRAM.**

16 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July
17 1, 2024.