

SENATE BILL 84

C3, F1, F2
SB 668/23 – FIN

(PRE-FILED)

4r0630
CF HB 116

By: **Senator Rosapepe**

Requested: September 13, 2023

Introduced and read first time: January 10, 2024

Assigned to: Finance

Committee Report: Favorable with amendments

Senate action: Adopted

Read second time: March 2, 2024

CHAPTER _____

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, and in
8 consultation with the State Department of Education, to develop a high school-level
9 apprenticeship; requiring a sponsor to partner with institutions of higher education
10 to offer postsecondary education credits under a teacher apprenticeship program;
11 authorizing the Maryland Department of Labor to award a certain amount in a
12 certain fiscal year to a sponsor to develop and launch a teacher apprenticeship
13 program; requiring the CTE Committee to ~~determine~~ collaborate with the State
14 Department of Education to review and consider whether certain changes to rules,
15 regulations, procedures, or funding of the State Department of Education are
16 necessary to implement the Grant Program; and generally relating to teacher
17 apprenticeships in the State.

18 BY adding to

19 Article – Labor and Employment

20 Section 11-607

21 Annotated Code of Maryland

22 (2016 Replacement Volume and 2023 Supplement)

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.

Underlining indicates amendments to bill.

~~Strike out~~ indicates matter stricken from the bill by amendment or deleted from the law by amendment.



Preamble

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

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

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

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

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

Article – Labor and Employment**11-607.**

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

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

1 **(3) "GRANT PROGRAM" MEANS THE TEACHER APPRENTICESHIP**
2 **STARTUP GRANT PROGRAM.**

3 **(4) "SPONSOR" MEANS AN ORGANIZATION THAT DEVELOPS AND**
4 **IMPLEMENTS A TEACHER APPRENTICESHIP PROGRAM.**

5 **(B) THERE IS A TEACHER APPRENTICESHIP STARTUP GRANT PROGRAM IN**
6 **THE DEPARTMENT.**

7 **(C) THE PURPOSE OF THE GRANT PROGRAM IS TO:**

8 **(1) PROVIDE HIGH SCHOOL AND COLLEGE STUDENTS AS WELL AS**
9 **CAREER CHANGERS OPPORTUNITIES TO BEGIN A CAREER IN EDUCATION IN**
10 **MARYLAND;**

11 **(2) DEVELOP A COHORT OF INDIVIDUALS QUALIFIED TO WORK AS**
12 **PARAEDUCATORS AND TEACHERS IN THE STATE; AND**

13 **(3) ENCOURAGE COUNTY BOARDS OF EDUCATION TO HIRE**
14 **APPRENTICES.**

15 **(D) A SPONSOR PARTICIPATING IN A TEACHER APPRENTICESHIP PROGRAM:**

16 **(1) SHALL CONSIST OF AT LEAST THREE LOCAL SCHOOL SYSTEMS;**
17 **AND**

18 **(2) MAY CONSIST OF:**

19 **(I) UNIONS REPRESENTING SCHOOL SYSTEM EMPLOYEES;**

20 **(II) ADDITIONAL LOCAL SCHOOL SYSTEMS; AND**

21 **(III) INDIVIDUAL SCHOOLS.**

22 **(E) (1) A SPONSOR PARTICIPATING IN A TEACHER APPRENTICESHIP**
23 **PROGRAM SHALL:**

24 **(I) ESTABLISH A MULTIYEAR REGISTERED APPRENTICESHIP,**
25 **WITH APPROVAL FROM THE MARYLAND APPRENTICESHIP AND TRAINING COUNCIL,**
26 **THAT ~~DEVELOPS~~ MAY DEVELOP A CAREER PATH AS FOLLOWS:**

27 **1. LEVEL ONE IS A TUTOR;**

28 **2. LEVEL TWO IS A PARAEDUCATOR; AND**

1 **3. LEVEL THREE IS A TEACHER;**

2 **(II) PARTNER WITH INSTITUTIONS OF HIGHER EDUCATION TO**
3 **OFFER POSTSECONDARY EDUCATION CREDITS UNDER A TEACHER APPRENTICESHIP**
4 **PROGRAM;**

5 **(III) CONSULT WITH LOCAL SCHOOL SYSTEMS AND UNIONS**
6 **REPRESENTING SCHOOL EMPLOYEES ON THE DESIGN OF THE APPRENTICESHIP;**

7 **(IV) IN COORDINATION WITH THE CTE COMMITTEE, SUBJECT**
8 **TO SUBSECTION (H)(1) OF THIS SECTION, DEVELOP A HIGH SCHOOL-LEVEL**
9 **REGISTERED APPRENTICESHIP; AND**

10 **(V) COORDINATE WITH EXISTING GROW-YOUR-OWN**
11 **PROGRAMS, GRANT-FUNDED EFFORTS, EXISTING CTE PATHWAYS, AND**
12 **EDUCATORS RISING.**

13 **(2) AN EMPLOYER IN THE APPRENTICESHIP PROGRAM SHALL PAY**
14 **APPRENTICES COMPENSATION CONSISTENT WITH OTHER EMPLOYERS IN THE SAME**
15 **FIELD.**

16 **(3) (I) NOTHING IN THIS SECTION ALTERS THE REQUIREMENTS OR**
17 **RULES FOR TEACHER CERTIFICATION.**

18 **(II) A LEVEL ONE OR LEVEL TWO APPRENTICE MAY NOT SERVE**
19 **AS A TEACHER OF RECORD.**

20 **(III) AN APPRENTICE SHALL COMPLY WITH THE REQUIREMENTS**
21 **OF THE LOCAL SCHOOL DISTRICT FOR BACKGROUND CHECKS, REGARDLESS OF AGE**
22 **OR BACKGROUND.**

23 **(4) A HIGH SCHOOL-LEVEL APPRENTICESHIP UNDER A TEACHER**
24 **APPRENTICESHIP PROGRAM SHALL:**

25 **(I) ALLOW A STUDENT PARTICIPATING IN THE TEACHER**
26 **APPRENTICESHIP TO MAXIMIZE ATTAINMENT IN COLLEGE-LEVEL CREDITS**
27 **THROUGH:**

28 **1. ADVANCED PLACEMENT COURSES;**

29 **2. AN EARLY COLLEGE PROGRAM, OR DUAL**
30 **ENROLLMENT AT A STUDENT'S HIGH SCHOOL OR AN INSTITUTION OF HIGHER**
31 **EDUCATION; AND**

1 **3. A TEACHER PREPARATION CTE PROGRAM; AND**

2 **(II) ALLOW A STUDENT TO COMPLETE COURSEWORK AND**
3 **TRAINING THROUGH AN INNOVATIVE SCHOOL SCHEDULING MODEL SO THAT THE**
4 **STUDENT CAN COMPLETE THE APPRENTICESHIP'S TUTORING REQUIREMENTS**
5 **DURING REGULAR SCHOOL HOURS AND OUTSIDE REGULAR SCHOOL HOURS.**

6 **(F) (1) THE DEPARTMENT SHALL:**

7 **(I) ADMINISTER THE GRANT PROGRAM; AND**

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

10 **(2) TO RECEIVE A GRANT UNDER THE GRANT PROGRAM, A**
11 **SPONSOR'S APPRENTICESHIP MUST:**

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

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

14 **(III) BE APPROVED BY THE MARYLAND APPRENTICESHIP AND**
15 **TRAINING COUNCIL.**

16 **(G) THE DEPARTMENT MAY AWARD UP TO ~~\$500,000~~ \$225,000 TO A**
17 **SPONSOR FOR DEVELOPMENT AND LAUNCH OF A TEACHER APPRENTICESHIP**
18 **PROGRAM FROM STATE OR FEDERAL FUNDS.**

19 **(H) THE CTE COMMITTEE SHALL :**

20 **(1) WHEN COORDINATING WITH A SPONSOR TO DEVELOP A HIGH**
21 **SCHOOL-LEVEL REGISTERED APPRENTICESHIP IN ACCORDANCE WITH SUBSECTION**
22 **(E)(1)(IV) OF THIS SECTION, CONSULT WITH THE STATE DEPARTMENT OF**
23 **EDUCATION ON THE DEVELOPMENT OF THE APPRENTICESHIP; AND**

24 **(2) ~~DETERMINE~~ COLLABORATE WITH THE STATE DEPARTMENT OF**
25 **EDUCATION TO REVIEW AND CONSIDER WHETHER ANY CHANGES TO THE RULES,**
26 **REGULATIONS, PROCEDURES, OR FUNDING OF THE STATE DEPARTMENT OF**
27 **EDUCATION ARE NECESSARY TO IMPLEMENT THE GRANT PROGRAM.**

28 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July
29 1, 2024.