

SB 668. Teacher Apprenticeship Program.pdf

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3ILL: Senate Bill 668
TITLE: Teacher Degree Apprenticeship
DATE: March 3, 2023
POSITION: SUPPORT
COMMITTEE: Finance
CONTACT: John R. Woolums, Esq.

The Maryland Association of Boards of Education (MABE) supports Senate Bill 668 to establish the Teacher Apprenticeship Startup Grant Program to facilitate the development of teacher apprenticeship programs throughout the State.

All local boards of education value the essential role of the educators and staff persons who work for the public school system as the keys to educating and meeting the needs of our students. Therefore, MABE has consistently supported efforts by the General Assembly to assist local school systems in addressing the critical shortages of highly qualified teachers, principals, and other staff in every school and the classrooms of all students across the State. At this time, Maryland is experiencing critical shortages across all of the educational and related services professional fields; a critical shortage of the staff needed to deliver and support student learning and to administer schools as educational leaders.

In the 2023 legislation session, MABE is supporting several bills, including the Governor's Educator Shortage Act (HB 1219), which includes major initiatives to expand the alternative teacher certification program to include educators in prekindergarten programs, create a new Maryland Educator Recruitment, Retention, and Diversity Dashboard, have Maryland join the Interstate Teacher Mobility Compact, reform the Teachers Fellows for Maryland scholarship program, and codify the Grow Our Own Educators Scholarship Program and Educator Internship Stipend Program.

MABE is generally supportive of the state taking bold, innovative steps to build Maryland's teacher pipeline and workforce. MABE believes that the apprenticeship model is worth pursuing in order to make meaningful progress toward recruiting and retaining high-quality and diverse educators from PreK through 12th grade. Senate Bill 668, by creating a new Teacher Apprenticeship Program within the Maryland Department of Labor, would meaningfully enhance state efforts to promote the profession of teaching as a career path for many more talented Marylanders who may not be aware of the rapidly improving compensation and working conditions under the Blueprint, and who would benefit for the apprenticeship approach under this new program.

Local boards firmly believe that the role of a full complement of qualified staff, including large numbers of new teachers, will be pivotal to the successful implementation of Blueprint for Maryland's Future. The Blueprint features major expansions of full-day prekindergarten, student behavioral health services, college readiness courses, and career and technical education programs. Passage of Senate Bill 668 will certainly advance the statewide effort to recruit, educate, and retain the professional educators essential to meet these objectives.

For these reasons, MABE requests a favorable report on Senate Bill 668.

SB668_FWA_DEANSCOUNCIL.pdf

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UNIVERSITY SYSTEM
of MARYLAND

MICUA

Maryland Independent College
and University Association



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Support with Amendments

Senate Finance Committee

Senate Bill 668 – Teacher Degree Apprenticeship

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March 3, 2023

Thank you for the opportunity to provide testimony in support, with amendments, of [*Senate Bill 668 \(Rosapepe\) – Teacher Degree Apprenticeship*](#). We are writing on behalf of the Maryland Education Deans Council representing all twenty-one (21) Education Deans and Directors at the University System of Maryland (USM), Maryland Independent College and University Association (MICUA) institutions, Morgan State University, and St. Mary's College of Maryland. The Maryland Association of Community Colleges joins us in the testimony.

The Education Deans Council and the Maryland Association of Community Colleges are supportive of introducing a teacher apprenticeship pathway into the profession, which we agree could expand outreach to a broader and more diverse pool of candidates who might become teachers. This pathway into teaching may be particularly attractive to low-income candidates, since earning a salary while engaged in a teacher preparation program could be an attractive incentive.

We offer several suggestions for your consideration for this bill:

- 1) Include reference to the existing CTE pathways for teaching that are designed to bring high school students into the teaching profession. Program examples include Maryland's CTE approved **Teacher Academy of Maryland (TAM)**, Teacher Assistant/Aide, Early Childhood Education-Childcare, and Early Childhood Education -Infant Toddlers. **Educators Rising** is a national program that has been adopted by many Maryland school systems. These are high quality, attractive high school programs that include earning college credits while in high school and offer experiential learning. We recommend that existing CTE pathways and Educators Rising, as well as future CTE approved pathways leading into the teaching profession, should be mentioned as Teacher Apprenticeship programs eligible for funding under this bill.
- 2) Include institutions of higher education (IHEs), especially community colleges that have approved CTE pathways, in the list of required participants in apprenticeship sponsors.

Since the bill references both high school and college students, we think that IHEs should be included.

- 3) We are suggesting a pilot year with one or two pilot programs to determine what might be a reasonable administrative cost for such a program up to \$500,000.
- 4) Allow for registered teaching apprenticeships to be offered by one local school system, with appropriate funding. Each school district has unique needs and some IHEs work with only one local school system, so requiring three local systems will slow down implementation.
- 5) Sponsors establish a career path with three levels: Level One is a tutor; Level Two is a paraeducator; and Level Three is a teacher. As proposed, it appears that 11th and 12th grade students might serve as the teacher of record. All teachers of record should have a bachelor's degree. We recommend that Level Three career path should be achieved post-certification.

For these reasons, the Maryland Education Deans Council requests a favorable report of SB 668 with amendments.

University System of Maryland Institutions

Bowie State University	University of Maryland,	University of Maryland
Coppin State University	Baltimore County	Eastern Shore
Frostburg State University	University of Maryland,	University of Maryland
Salisbury University	College Park	Global Campus
Towson University		

Maryland Independent College and University Association Institutions

Goucher University	Notre Dame of Maryland	McDaniel College
Hood College	University	Mount St. Mary's University
Johns Hopkins University	Maryland Institute College of	Stevenson University
Loyola University Maryland	Art	Washington College

Other Maryland Public Institutions

Morgan State University
Saint Mary's College of Maryland

Maryland Community Colleges

Allegany College of Maryland	College of Southern Maryland	Harford Community College
Anne Arundel Community College	Community College of	Howard Community College
Baltimore City Community	Baltimore County	Montgomery College
College	Frederick Community College	Prince George's Community
Carroll Community College	Garrett College	College
Cecil College	Hagerstown Community	Wor-Wic Community College
Chesapeake College	College	

SB668_MSEA_Lamb_FWA.pdf

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Testimony in Support with Amendments to Senate Bill 668 Teacher Degree Apprenticeship

Senate Finance Committee
March 3, 2023

Lauren Lamb
Government Relations

The Maryland State Education Association supports, with amendments, Senate Bill 668, which would establish the Teacher Apprenticeship Startup Grant Program in the Maryland Department of Labor, require a sponsor participating in a teacher apprenticeship program to establish a paid apprenticeship that develops certain career paths in education, and require a sponsor to develop a high school level apprenticeship in coordination with the CTE Committee. This legislation would also authorize the Department to award up to \$500,000 to a sponsor for the development and launch of a teacher apprenticeship program.

MSEA represents 75,000 educators and school employees who work in Maryland's public schools, teaching and preparing our almost 900,000 students so they can pursue their dreams. MSEA also represents 39 local affiliates in every county across the state of Maryland, and our parent affiliate is the 3-million-member National Education Association (NEA).

Maryland public schools reported a staggering 2,572 vacancies on the first day of the 2022-2023 school year, and there is an increasingly urgent need to scale programs that encourage young people to consider and train for careers in public education.¹ Apprenticeships are proven as an effective, equitable approach to strengthening the education workforce. Last year, U.S. Secretary of Labor Marty Walsh and U.S. Secretary of Education Miguel Cardona issued joint guidance urging states to

¹Regulations Deep Dive: Educator Preparation and Licensure Updates. Maryland State Department of Education (January 2023).

<https://marylandpublicschools.org/stateboard/Documents/2023/0124/RegulationsDeepDiveEducatorPreparationLicensureJan2023.pdf>



develop Registered Apprenticeship Programs (RAPs) to address widespread educator shortages.² To achieve to promising outcomes we know apprenticeships can yield, we want to ensure the program proposed in this bill is implemented with the full buy-in of all sponsors, in a manner that reflects the need for additional teachers and paraeducators, and in coordination with existing efforts to strengthen the pipeline.

We therefore propose the following amendments:

- (1) Changing the language on page 2, lines 5-6 to read “DEVELOP A COHORT OF INDIVIDUALS QUALIFIED TO WORK AS TEACHERS **AND PARAEDUCATORS** IN THE STATE” to reflect the concurrent need for qualified education support professionals.
- (2) Striking the language specifying that a sponsor shall consist of “at least one union representing school employees” to ensure that participation by unions is voluntary.
- (3) Requiring that a sponsor coordinate with the State Department of Education to ensure an effective partnership between the teacher apprenticeship programs established by this bill and any existing Grow-Your-Own programs or grant-funded efforts.

We have supported investments in educator training for aspiring educators enrolled in teacher preparation programs and for career changers working to become certificated teachers. This legislation presents a unique approach that would help high school students earn dual enrollment credits and appeal to those considering a career in public education.

With the inclusion of the proposed amendments, we urge the Committee to issue a Favorable Report on Senate Bill 668.

² Joint Dear Colleague Letter (August 2022). <https://www.apprenticeship.gov/sites/default/files/22-0119-joint-dcl-signed-ed.pdf>