

# SENATE BILL 668

C3, F1, F2

3lr0832  
CF HB 1233

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By: **Senator Rosapepe**

Introduced and read first time: February 6, 2023

Assigned to: Finance

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Committee Report: Favorable with amendments

Senate action: Adopted

Read second time: March 11, 2023

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## 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, 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 Department to award a certain amount in  
11 a certain fiscal year to a sponsor to develop and launch a teacher apprenticeship  
12 program; requiring the CTE Committee to determine if certain changes to rules,  
13 regulations, procedures, or funding of the State Department of Education are  
14 necessary to implement the Grant Program; and generally relating to teacher  
15 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 2022 Supplement)

21 Preamble

22 WHEREAS, Apprenticeship is an effective mode of learning academic, employability,

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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.



1 and occupational skills for most professions. Apprenticeships widen access to rewarding  
 2 careers, enhance the productivity of workers, and strengthen the engagement of learners  
 3 as they apply what they learn in a career-oriented job. Apprenticeships meet the demand  
 4 by employers for skilled professionals with experience who understand all aspects of an  
 5 occupation; and

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

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

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

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

29 **Article – Labor and Employment**

30 **11–607.**

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

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

36 (3) “GRANT PROGRAM” MEANS THE TEACHER APPRENTICESHIP  
 37 STARTUP GRANT PROGRAM.

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

3           (B) THERE IS A TEACHER APPRENTICESHIP STARTUP GRANT PROGRAM IN  
4 THE DEPARTMENT.

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

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

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

11           (3) ENCOURAGE COUNTY BOARDS OF EDUCATION TO HIRE  
12 APPRENTICES.

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

14           ~~(1) SHALL CONSIST OF:~~

15           ~~(I) AT LEAST ONE UNION REPRESENTING SCHOOL EMPLOYEES;~~

16 ~~AND~~

17           ~~(H) (1) AT~~ SHALL CONSIST OF AT LEAST THREE LOCAL  
18 SCHOOL SYSTEMS; AND

19           (2) MAY CONSIST OF:

20           (I) ~~OTHER~~ UNIONS REPRESENTING SCHOOL SYSTEM  
21 EMPLOYEES;

22           (II) ADDITIONAL LOCAL SCHOOL SYSTEMS; AND

23           (III) INDIVIDUAL SCHOOLS.

24           (E) (1) A SPONSOR PARTICIPATING IN A TEACHER APPRENTICESHIP  
25 PROGRAM SHALL:

26           (I) ESTABLISH A MULTIYEAR REGISTERED APPRENTICESHIP  
27 THAT DEVELOPS A CAREER PATH AS FOLLOWS:

28           1. LEVEL ONE IS A TUTOR;



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

4                   **3. A TEACHER CTE PROGRAM; AND**

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

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

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

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

13                   **(2) TO RECEIVE A GRANT UNDER THE GRANT PROGRAM, A**  
14 **SPONSOR'S APPRENTICESHIP SHALL:**

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

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

17                   **(III) BE APPROVED BY THE MARYLAND APPRENTICESHIP AND**  
18 **TRAINING COUNCIL.**

19           **(G) ~~FOR FISCAL YEAR 2025, THE~~ THE DEPARTMENT MAY AWARD UP TO**  
20 **\$500,000 TO A SPONSOR FOR DEVELOPMENT AND LAUNCH OF A TEACHER**  
21 **APPRENTICESHIP PROGRAM FROM STATE OR FEDERAL FUNDS.**

22           **(H) THE CTE COMMITTEE SHALL DETERMINE IF ANY CHANGES TO THE**  
23 **RULES, REGULATIONS, PROCEDURES, OR FUNDING OF THE STATE DEPARTMENT OF**  
24 **EDUCATION ARE NECESSARY TO IMPLEMENT THE GRANT PROGRAM.**

25           SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July  
26 1, 2023.