

SB. 84 Teacher Degree Apprenticeship.pdf

Uploaded by: John Woolums

Position: FAV

BILL: Senate Bill 84
TITLE: Teacher Degree Apprenticeship
DATE: February 1, 2024
POSITION: SUPPORT
COMMITTEE: Finance
CONTACT: John R. Woolums, Esq.

The Maryland Association of Boards of Education (MABE) supports Senate Bill 84 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 supported several Bill, including the Governor's Educator Shortage Reduction Act (HB 1219, Ch. 627), which became law and 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, reform the Teachers Fellows for Maryland scholarship program. MABE believes that passing Senate Bill 84 will significantly advance the work already underway to expand the scope of educational pathways for individuals, high school students and career changers, to become highly qualified teachers.

MABE is 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 84, 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 84 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 84.

SB84_MSEA_Lamb_FAV.pdf

Uploaded by: Lauren Lamb

Position: FAV

FAVORABLE
Senate Bill 84
Teacher Degree Apprenticeship

Senate Finance Committee
February 1, 2024

Lauren Lamb
Government Relations

The Maryland State Education Association supports Senate Bill 84, 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 career paths in education, and require a sponsor to develop a high school level apprenticeship in coordination with the CTE Committee and other stakeholders. 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).

As we face a statewide educator shortage, we are more mindful than ever of the need to scale programs that encourage people to consider and train for careers in public education, including Grow Your Own, apprenticeship, residency program models. Apprenticeships are proven as an effective, equitable approach to strengthening the education workforce. In 2022, U.S. Secretary of Labor Marty Walsh and U.S. Secretary of Education Miguel Cardona issued joint guidance urging states to develop Registered Apprenticeship Programs (RAPs) to address widespread educator shortages.

To promote the most promising outcomes, we urge that unions representing school employees are consulted at every stage of implementation regardless of their sponsorship status, and that they retain the option to participate as co-sponsors.



MSEA supports investments in educator training for aspiring educators enrolled in teacher preparation programs and career changers working to earn their teaching certification. 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.

We urge the committee to issue a Favorable Report on Senate Bill 84.

Testimony in support of SB0084.pdf

Uploaded by: Richard KAP Kaplowitz

Position: FAV

2/1/2024

Richard Keith Kaplowitz
Frederick, MD 21703

TESTIMONY ON SB#/0084 - POSITION: FAVORABLE
Teacher Degree Apprenticeship

TO: Chair Beidle, Vice Chair Klausmeier, and members of the Finance Committee

FROM: Richard Keith Kaplowitz

My name is Richard Keith Kaplowitz. I am a resident of District 3. I am submitting this testimony in support of SB#/0084, Teacher Degree Apprenticeship

I am proud to support this bill championed in it's House version by my delegate, Ken Kerr. It recognizes the problem throughout Maryland as reported by Maryland Matters in March 2023. "Currently, every [school district plan](#) notes that help is needed to recruit, hire and retain teachers in all levels of special education, that there's a lack of certified or qualified teacher applicants and a limited number of college graduates entering the teaching profession."

This bill is a tool Maryland can and should implement to help alleviate this shortage by assisting students who can be offered the opportunity to enter the education field as a career. It can serve to widen the pool of possible future educators by supporting students who choose to pursue educational opportunities and become the instructors that Maryland desperately needs.

The importance of finding the numbers of teachers we need now and, in the future, will help us meet some of the goals of the Blueprint for Education. **I respectfully urge this committee to return a favorable report on SB#/0084.**

SB0084 Howard Co BOE Testimony 020124 for EEE - Te

Uploaded by: Staff Howard County

Position: FAV



**Board of Education of Howard County
Testimony Submitted to the Maryland Senate,
Education, Energy, and the Environment Committee
February 1, 2024**

**Board of Education
of Howard County**

**SB0084: FAVORABLE
Teacher Degree Apprenticeship**

The Board of Education of Howard County (the Board) supports **SB0084 Teacher Degree Apprenticeship** as an avenue to addressing current teacher shortages.

As authorizing legislation, SB0084 allows the Maryland Department of Labor to provide grants to facilitate the development of additional pathways to teaching. The purpose of the grant program is to: (1) provide high school and college students as well as career changers opportunities to begin a career in education in Maryland; (2) develop a cohort of individuals qualified to work as paraeducators and teachers in the state; and (3) encourage county boards of education to hire apprentices.

In addressing the decline in available teaching staff and the need for additional teachers to support the goals of the Blueprint for Maryland's Future, SB0084 would be in line with the Board's platform on using varied recruitment and retention efforts to maintain a highly qualified staff. Internally, over the past several years, the Howard County Public School System (HCPSS) has been aggressively targeting our current support staff to identify potential teaching candidates.

Through partnerships with Towson and Bowie State Universities, and supported by state-funded Teacher Collaborative Grants, HCPSS has had approximately 50 support staff who either earned their undergraduate or graduate degrees and teaching certificates. Through Maryland Leads, in order to diversify and increase the numbers of potential staff, Howard County is further enhancing and solidifying the Grow Your Own options being explored. Cohorts of Howard County students will participate in and complete the Teacher Academy Maryland and apprenticeships in HCPSS elementary schools as paraeducators. Additional apprenticeship opportunities funded at the state level, whether in Howard County or through other school systems, would continue to grow the pool of available teacher candidates.

For these reasons, we urge a FAVORABLE report of SB0084 from this Committee.

Jennifer Swickard Mallo, *Chair*

Yun Lu, Ph.D., *Vice Chair*

Linfeng Chen, Ph.D.

Jacky McCoy

Jolene Mosley

Robyn C. Scates, Esq.

Antonia Watts

Lamia Ayaz
Student Member

William J. Barnes
*Acting Superintendent,
Secretary/Treasurer*

SB84-Teacher Apprenticeships Ed Deans FWA FINAL.pd

Uploaded by: Andy Clark

Position: FWA



3300 Metzert Road
Adelphi, MD 20783

140 South Street
Annapolis, MD 21401

60 West Street, Suite 200
Annapolis, MD 21401

Support with Amendments

Senate Finance Committee *Senate Bill 84 – Teacher Degree Apprenticeships*

Rhonda Jeter, Co-Chair, Maryland Education Deans Council, rjeter@bowiestate.edu

Barbara Marinak, Co-Chair, Maryland Education Deans Council, marinak@msmary.edu

February 1, 2024

Thank you for the opportunity to provide testimony in support, with amendments, of [Senate Bill 84 \(Rosapepe\) Teacher Degree Apprenticeship](#). We are writing on behalf of the Maryland Education Deans Council representing all twenty-two (22) 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 three suggestions for your consideration for this bill:

- 1) 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.
Page 3, line 22: **LEVEL THREE IS A TEACHER. TO QUALIFY FOR LEVEL THREE, INDIVIDUALS MUST HAVE AN EARNED BACHELOR'S DEGREE.**
- 2) Include reference to the Teacher Academy of Maryland Pathways as an example of existing CTE pathways that prepare preK-12 students.
Page 2, Lines 2-3: Becoming a **preK–12** teacher through apprenticeship...

Page 4, Line 3: (V) COORDINATE WITH EXISTING GROW-YOUR-OWN PROGRAMS, GRANT-FUNDED EFFORTS, EXISTING CTE **TEACHER ACADEMY OF MARYLAND (TAM) PATHWAYS** AND EDUCATORS RISING.

- 3) We suggest a pilot year to determine what might be a reasonable administrative cost for such a program up to \$500,000.

Page 5, Line 9-11: THE DEPARTMENT MAY AWARD UP TO \$500,000 TO A SPONSOR FOR DEVELOPMENT AND LAUNCH OF A **PILOT TEACHER APPRENTICESHIP PROGRAM** FROM STATE OR FEDERAL FUNDS.

The Maryland Education Deans Council requests a favorable report of SB 84 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	Mount St. Mary's University
Hood College	University	Stevenson University
Johns Hopkins University	Maryland Institute College of	Washington Adventist
Loyola University Maryland	Art	University
	McDaniel College	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	

SB 84 MDL Letter of Information.docx.pdf

Uploaded by: Andrew Fulginiti

Position: INFO

Senate Bill 84

Date: January 26, 2024
Committee: Senate Finance
Bill Title: Teacher Degree Apprenticeship
Re: Letter of Information

SB84 adds to the Labor and Employment Article to establish the *Teacher Apprenticeship Startup Grant Program (Program)* within the Maryland Department of Labor (MDL). Under the *Program*, MDL must award a grant to a Registered Apprenticeship sponsor, which develops and launches a Registered Apprenticeship program for certain teaching occupations in Maryland. In Fiscal Year (FY) 2025, MDL must award a grant for up to \$500,000 under the *Program*.

MDL's Division of Workforce Development and Adult Learning (DWDAL), operating as the State Apprenticeship Agency, works in tandem with the Maryland Apprenticeship and Training Council (MATC) to oversee, administer, and support all Registered Apprenticeship programs in Maryland. The Department recognizes the shortage of teachers throughout State school districts and the critical need to bolster this workforce. (Projections indicate that Maryland will have a need for an average of 7,953 *new* preschool, primary, secondary, and special education teachers every year through 2030. In December 2023 alone, traditionally a slower month for job postings, there were 3,857 postings in the Maryland Workforce Exchange for education occupations).

MDL is committed to exploring opportunities to increase the number of skilled professional educators, including through Registered Apprenticeship. However, as written, the Department has two concerns with SB84: 1) *mandated* requirements for the progression of the teacher apprenticeship pathway, and 2) the unfunded expenditures required of MDL.

First, sections D-E of SB84 create requirements for teacher apprenticeship programs that typically would be at the discretion of the Registered Apprenticeship Sponsor and the approval of MATC/DWDAL. While the Department is generally supportive of the bill's outlined components, *requiring them via legislation* removes the flexibility for Sponsors to develop individualized programming that meets the needs of industry and jobseekers. Additionally, as proposed, SB84 limits the State Apprenticeship Agency (DWDAL) and MATC's current oversight authority to determine what qualifies as an effective apprenticeship program.

Second, the legislation does not provide a new investment; rather, it states that MDL may use *existing* State or Federal funds to support the grant program. MDL cannot currently identify any existing unencumbered funding sources that would cover the costs associated with SB84. Assuming the maximum value of the grant will be awarded, the bill creates an unfunded



LEGISLATIVE OFFICE
45 Calvert Street
Annapolis, Maryland 21401
443-401-5129

expenditure of \$500,000 for MDL in FY25. When combined with staffing expenses to manage and implement the grant, the fiscal impact for FY25 is \$640,618.

The Department respectfully asks the Senate Finance Committee to consider this information in their evaluation of the bill and is available to respond to questions.

Andrew.Fulginiti@maryland.gov | 410-230-6387 | www.labor.maryland.gov

WES MOORE, GOVERNOR | ARUNA MILLER, LT. GOVERNOR | PORTIA WU, SECRETARY

Letter of Information SB84 Teacher Degree Apprenti

Uploaded by: Laurel Cratsley

Position: INFO

BILL: Senate Bill 0084 **DATE:** Jan 23, 2024
SUBJECT: Teacher Degree Apprenticeship **COMMITTEE:** Finance
POSITION: Information Only
CONTACT: Akilah Alleyne, Ph.D.
410-767-0504
akilah.alleyne@maryland.gov

EXPLANATION:

The Maryland State Department of Education (MSDE) is providing information for consideration regarding Senate Bill (SB) 0084 – Teacher Degree Apprenticeship, which establishes a teacher apprenticeship startup grant program in the Department of Labor to establish a cohort of high school students, college students, and career changes who are qualified to work as paraprofessionals and teachers.

SB0084, as currently written, requires a minimum of three local education agencies (LEAs) to constitute a “sponsor” for a teacher apprenticeship program. In Maryland, LEAs must work with their local collective bargaining units when developing policies associated with employment, such as wages, benefits, and leave. Given the unique needs of each of Maryland’s LEAs, the requirement that at least three LEAs develop an apprenticeship program together may cause unintended challenges and result in fewer viable programs. Additionally, although SB0084 requires LEAs to “consult” with their union partners, the development of a successful teacher apprenticeship program will require a strong partnership between the LEA and their local union partners.

Youth apprenticeships in Maryland are designated career and technical education (CTE) programs. MSDE is currently responsible for the fiscal implementation, coordination, evaluation, and continual improvement of the career and technical education activities carried out under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), including the implementation of high-quality CTE programs that align with state and local education. This bill potentially conflicts with the Perkins V as it provides the Maryland CTE Committee the authority to determine if any changes to the rules, regulations, procedures, or funding of the MSDE are necessary to implement the proposed Teacher Degree Apprenticeship grant program. Further, SB 0084, proposes shifting the management of Perkins funding to an organization outside the federally defined “eligible agency.” It is essential to recognize the implications of such a shift. Federal law requires the management of Perkins funding to be under an eligible agency like the State Board of Education and the Maryland State Department of Education. Any deviation from this could potentially conflict with the federal guidelines set by the Perkins Act.

Finally, SB0084 does not require the involvement of MSDE in the review process for teacher apprenticeships. As MSDE is responsible for the approval and oversight of teacher preparation, as well as the implementation of teacher certification requirements, it is critical that teacher apprenticeship programs are reviewed by MSDE to ensure that they meet the requirements for teacher certification

SB 84/Teacher Degree Apprenticeship
Education, Health, and Environmental Affairs
January 23, 2024

established in law and regulation prior to being submitted to the Maryland Apprenticeship and Training Council for approval.

We respectfully request that you consider this information as you deliberate SB0084. For further information, please contact Dr. Akilah Alleyne at 410-767-0504, or akilah.alleyne@maryland.gov.