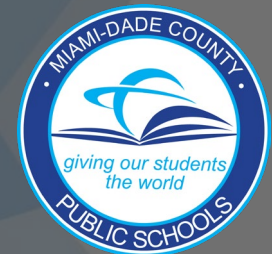


Teacher Apprenticeship Program

Dr. Dawn M. Baglos
Chief Human Capital Officer
Miami-Dade County Public Schools



Turn and Talk

A group of four people are gathered around a table in a meeting. One person is pointing at a laptop screen while the others look on. The background is decorated with several indoor plants and framed signs, one of which says 'KEEP CALM AND...'. The overall atmosphere is professional and collaborative.

- How are you working with Institutions of Higher Education to address the teacher shortage?
- What additional pathways to enter the teaching profession is your school district exploring?



House Bill (HB) 1035 Teacher Apprenticeship Program

- HB 1035 established section (s.) 1012.555, Florida Statutes (F.S.), Teacher Apprenticeship Program, to create an additional pathway for individuals to enter the teaching profession.
- Teacher apprentice candidates must meet the following eligibility requirements to participate:
 - Have earned an associate degree from an accredited postsecondary institution;
 - Have earned a cumulative GPA of 3.0 in that degree program;
 - Have successfully passed a background screening in accordance with s. 1012.32, F.S.; and
 - Have received a temporary apprenticeship certificate issued by the FDOE.



House Bill (HB) 1035

Teacher Apprenticeship Program

School districts or charter schools partner with an approved institution of higher education (IHE) to hire teacher apprentice candidates as paraprofessionals.

The IHE provides related instruction while the teacher apprentices spend two years in the classroom of a highly effective mentor teacher using team teaching strategies to fulfill the on-the-job training component of the registered apprenticeship program.

The goal is for the apprentice to finish a baccalaureate degree and meet the requirements for a professional educator certificate in those two years.



Teacher Apprenticeship Program Two Appropriations



Teacher Apprenticeship Program and Mentor Bonus

Specific Appropriation 118 for
\$4,000,000.



Pathways to Career Opportunities

Grow Your Own Teacher Apprenticeship Program

Specific Appropriation 115 for
\$5,000,000.

Teacher Apprenticeship Program Mentor Bonus




Teacher Apprentice Mentors must meet the following qualifications:

- Seven years of teaching experience in Florida;
- Aggregate score of highly effective on the three most recent available value-added model (VAM) scores, as used by the department, or have received an aggregate score of highly effective on the three most recent performance evaluations if the teacher does not generate a VAM score; and
- Completion of clinical educator training.

50% of the bonus is to be paid to the mentor after the first year of mentoring.

50% of the bonus is to be paid to the mentor after the teacher apprentice completes the program and is hired by a school district or charter school in Florida.



Pathways to Career Opportunities Grow Your Own (PCOG) Teacher Apprenticeship Program

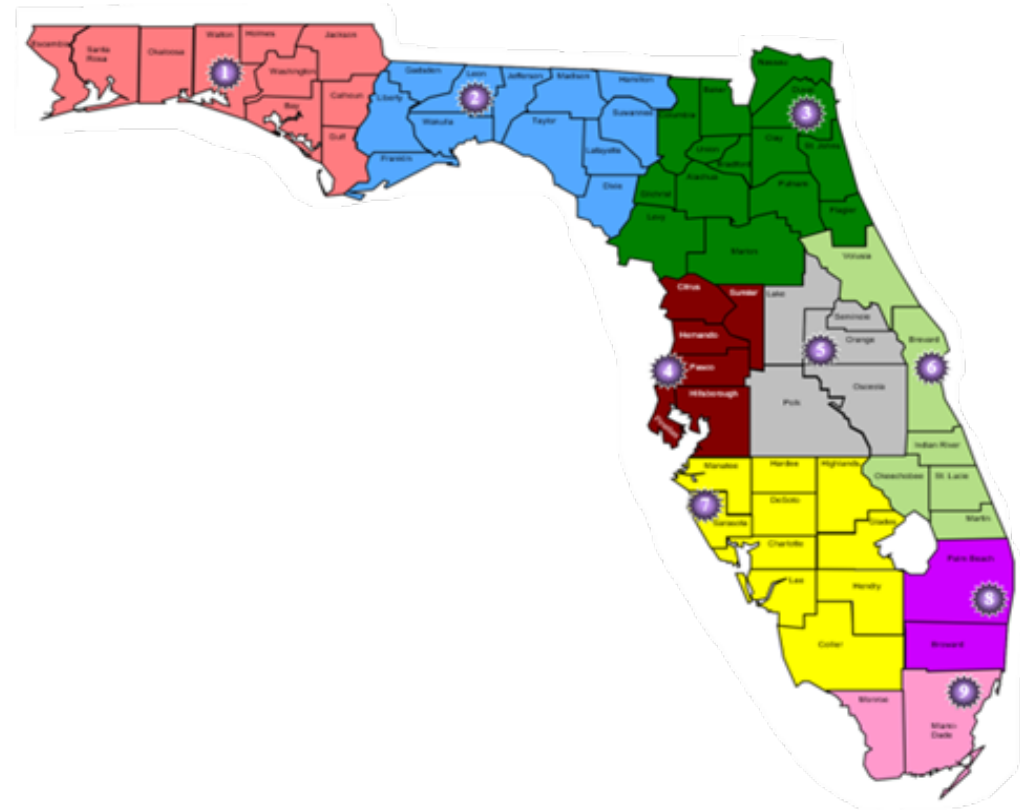
- A sub-initiative of the Pathways to Career Opportunities Grant fund.
- Grant funds may be used to establish and provide a no-cost pathway to the teaching profession for registered teacher apprentices, including funding for:
 - the cost of providing related instruction;
 - instructional design, equipment, supplies; and
 - personnel and student services.
- Applicants included public Florida College System (FCS) institutions, State University System (SUS) institutions and Independent Colleges and Universities (ICUF) institutions with a baccalaureate-level, state- approved teacher preparation program. Programs funded for 2023-2024 include:

Broward College	Miami Dade College
Daytona State College	Rollins College
Florida A&M University	Seminole State College
Florida Gateway College	Saint Leo University
Florida SouthWestern State College	University of Florida

Teacher Apprenticeship Program

- Project concepts were due September 22, 2023. Twenty project concepts were received totaling \$11.8 million in requests for funding. Eighteen met the minimum qualifications for review.
- Of the 18 project concepts, 9 were FCS institutions, 5 were SUS institutions and 4 were ICUF institutions.

Regions	Number of Submissions
1	0
2	2
3	4
4	1
5	4
6	1
7	3
8	1
9	2
Total	18



Turn and Talk

A photograph of two men in business attire sitting at a table, looking at a document together. The man on the left is wearing a dark blue suit jacket over a white shirt, and the man on the right is wearing a light blue shirt. They are both looking down at a white document held by the man on the left. The background is a blurred office setting with windows.

- **What conditions do you consider should be in place in a school district before the implementation of an apprenticeship program?**
- **What labor implications does an apprenticeship program have and how would you address them?**

Considerations

- Vacancies to support
- Funding – Can you self-fund?
- Approved university with which to partner
- Pool of eligible, willing mentors
- Collective bargaining implications
 - LOU/MOU
 - Hire as para
 - Existing job code? Create a new one?
 - Compensation (35%/75% rule)
 - 12-month commitment – summer implications
- Consider a planning phase prior to implementation
- Buy-in by school administrators to create supportive environments

