

Date of Hearing: May 6, 2026

ASSEMBLY COMMITTEE ON APPROPRIATIONS

Buffy Wicks, Chair

AB 1904 (Gipson) – As Amended March 9, 2026

Policy Committee:	Education	Vote:	8 - 0
	Labor and Employment		7 - 0

Urgency: No                      State Mandated Local Program: No                      Reimbursable: No

**SUMMARY:**

This bill establishes criteria for a credentialed educator apprenticeship program approved by the Division of Apprenticeship Standards (DAS) and requires the California Commission on Teacher Credentialing (CTC) to partner with DAS to disseminate, approve, and monitor credentialed apprenticeship programs in California, as prescribed.

**FISCAL EFFECT:**

- 1) One-time General Fund costs of \$419,000 and \$413,000 ongoing to the CTC to support three additional staff to carry out the activities associated with establishing and overseeing educator apprenticeship pathways.
- 2) Ongoing General Fund costs of an unknown amount, potentially in the low hundreds of thousands of dollars, to the Department of Industrial Relations (DIR) for the DAS to oversee approval and monitoring of credentialed educator apprenticeship programs.

The Legislative Analyst’s Office recently warned of General Fund structural deficits of around \$35 billion per year in the 2027-28 fiscal year and ongoing.

**COMMENTS:**

- 1) **Purpose.** According to the author:

One of the primary barriers preventing aspiring teachers from entering the profession is the high cost of obtaining a teaching credential. AB 1904 would help alleviate these financial barriers by allowing prospective teachers to earn while they learn through paid, on-the-job training and mentorship from experienced educators. Additionally, the bill would align California’s existing teacher residency programs with a federal and state apprenticeship framework, enabling participating programs to leverage both federal and state funding.

- 2) **Background. *Apprenticeships in California.*** Apprenticeship is a system of training in a trade or profession combining both classroom study and on-the-job training. The DAS within DIR administers California apprenticeship law and establishes apprenticeship standards for wages, hours, working conditions and the specific skills required for state certification as a journeyman in an apprenticeable occupation. The DAS promotes apprenticeship training,

consults with program sponsors, and monitors programs to ensure high standards for on-the-job training and supplemental classroom instruction. Although “traditional” apprenticeship programs are in the building and construction trades, registered apprenticeship programs now exist in a wide variety of industries, including healthcare, technology, advanced manufacturing, public service and more.

***Teacher Supply and Apprenticeships.*** According to the Learning Policy Institute, half as many new teachers graduated through a California-based traditional teacher preparation program (TPP) in 2022 as in 2004, the peak year. As a result, substandard credentials and permits—issued to teachers who haven’t yet earned full teacher certification—have increased, tripling between 2013 and 2023.

In early 2023, the Labor & Workforce Development Agency commenced a multi-stakeholder initiative convening leaders in the education, labor and policy spaces to design, launch and scale Registered Apprenticeship Programs (RAPs) in teaching across California. Funded with philanthropic support, this working group of stakeholders is responsible for developing a roadmap for implementing and scaling RAPs in teaching for the state. In this effort, California joined at least 30 other states that committed to launching registered teacher apprenticeship programs at the encouragement of the federal government under the Biden Administration.

In July 2023, the Biden Administration’s Labor Department developed new national guidelines and standards for registered apprenticeship programs for K-12 teachers and provided funding to develop and expand programs. At least twenty states have started registered teacher apprenticeship programs.

***Popular Existing Teacher Prep Pathways.*** Teacher residencies are a teacher preparation pathway whereby a teacher candidate works alongside an experienced teacher for a year of clinical training while completing required coursework in a teacher preparation program at an institution of higher education. The Budget Act of 2018 included \$75 million in one-time General Fund to CTC for the Teacher Residency Grant Program to support teacher residency programs. CTC competitively awards grant funding to teacher residency programs that partner with one or more teacher preparation programs accredited by CTC. AB 185 (Committee on Budget), Chapter 571, Statutes of 2022, appropriated an additional \$350 million in one-time General Fund to the program. Grantees may receive up to \$25,000 per participating teacher resident each year to support teacher residencies.

Many teacher candidates participate in residency, internship, and other types of teacher preparation pathways with little to no financial support. Most teacher preparation programs also do not pair a teacher candidate with a mentor teacher to supplement their study and training. While an existing teacher preparation program could seek approval from DAS to establish a credentialed educator apprenticeship program, existing law provides no set criteria for what such a program must include. This bill establishes criteria for a credentialed educator apprenticeship program by requiring at least 300 hours of paid on-the-job training and at least 200 hours of support, mentoring, and supervision per school year, among other requirements, and requires DAS and the CTC to partner in the dissemination, approval, and monitoring of these programs.

- 3) **Related Legislation.** AB 291 (Gipson), of the current legislative session, was substantially similar to this bill. AB 291 was held in the Senate Appropriations committee.

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