



Teacher registered apprenticeships as one response to educator shortages: Possibilities and Considerations

Melinda Leko, Meg Kamman, Erica McCray, & Lynn Holdheide
Teacher Education Division (TED) 2023
Long Beach, CA

**The
problem**

**Special education
teacher shortages**



**42 states plus Washington
DC report shortage of
special educators**

**63% of schools nationwide
began the year understaffed in
special education**

NCES, 2023



**One potential
Solution**

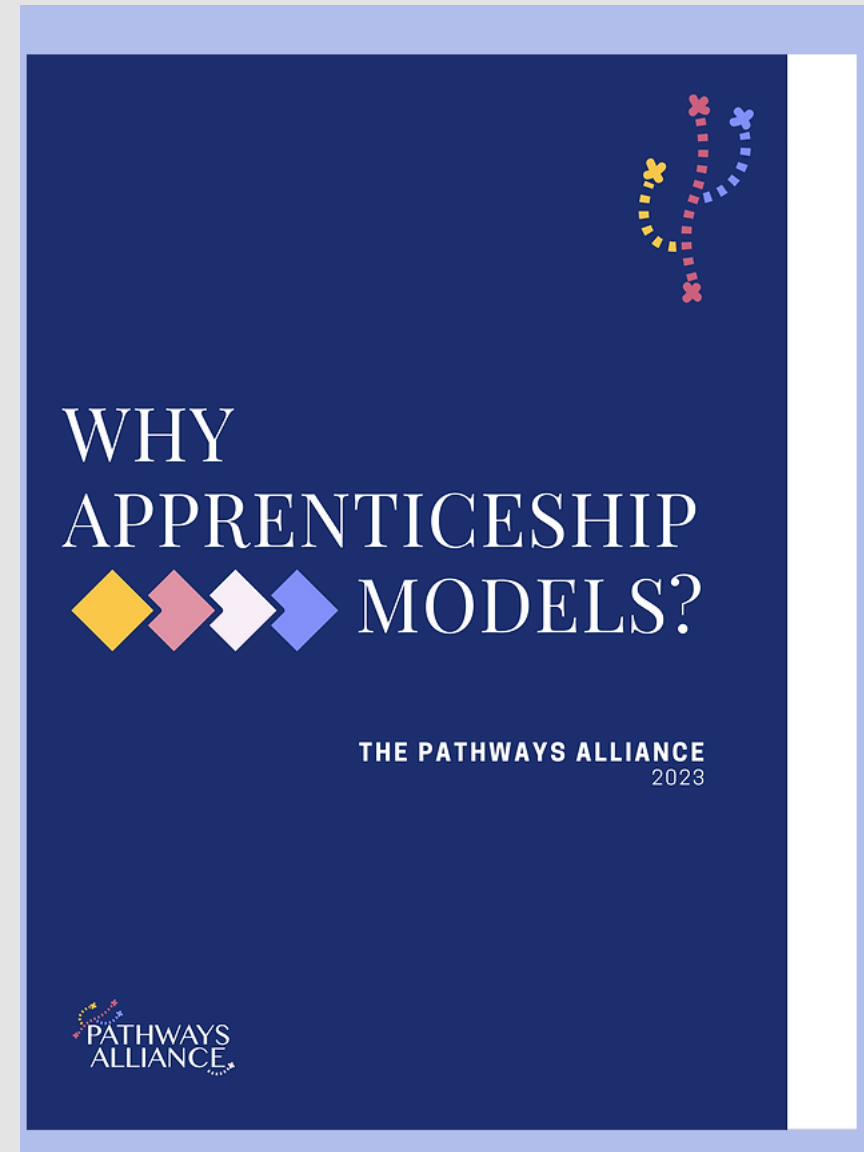
**Registered Teacher
Apprenticeship
Programs (R-TAPs)**



What are R-TAPs?

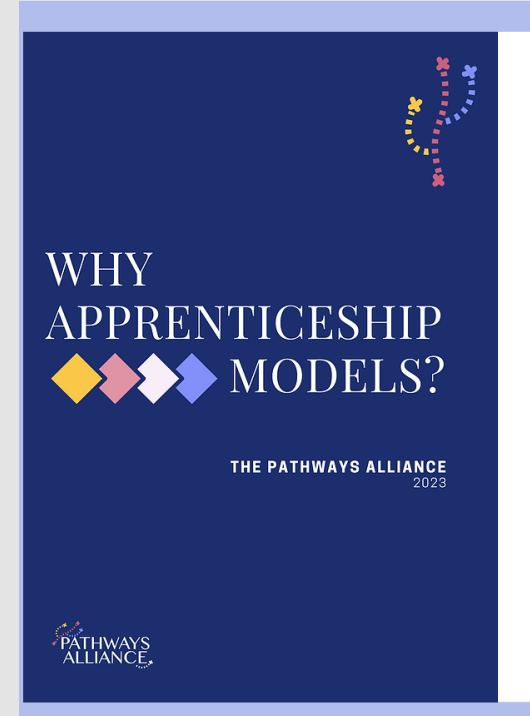
- ✧ Registered Apprenticeship is an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce.
 - work experience, progressive wage increases, classroom instruction, and a portable, nationally recognized credential.
- ✧ The U.S. Departments of Labor and Education are encouraging states and school districts to create and register apprenticeship programs for teaching.
- ✧ These programs may come with federal funding that can pay for on-the-job training, wages, and other supportive services, such as textbooks or childcare.

<https://drive.google.com/file/d/1Dpveq3Deg1r-uPt1dVXc24x-dtho0F4g/view>

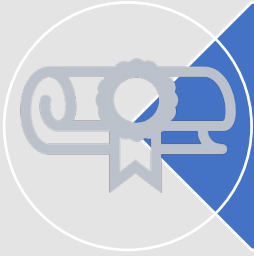


Characteristics of R-TAPs

- Apprentices work under the direction of a mentor or master teacher during their clinical experience in the classroom for at least one year or 2000 hours.
- Apprentices complete an educator preparation program from a state-approved EPP that leads to teacher licensure and a degree.
- Apprentices earn and learn while working in the classroom, creating an opportunity for wage growth with apprenticeship progression.
- Apprentices develop aligned competencies tied to a deep research and evidence base of what makes a quality long-term educator.
- Apprentices often come from the community a school serves, allowing for a diverse, sustainable, and accessible pathway into the profession.



Benefits of R-TAPS



Increased Enrollment and
Degree Completion



Tailored Preparation of
Teachers



Improved K–12 Outcomes

Why Apprenticeships?

Framework for shared governance between school system partners and teacher preparation program

“Earn while you learn”

Apprenticeships are jobs

Honors on-the-job learning and *can* be a mechanism to promote coherence between coursework and on-the-job learning

Funding opportunities

U.S. Department of Labor

State Workforce Commissions

Regional Workforce Boards



Registered Teacher Apprenticeships



Industry Vetted Training Model



Designed to Address Teacher Shortages



Diversifies the Educator Workforce



Approved and Validated by Department of Labor and State Apprenticeship Agency



Provides Inclusive Career Pathway



Can Include Pay and Wraparound Services to Ensure Successful Completion

National Guidelines for R-TAPs

- Developed by Pathways Alliance
- Published by US Department of Labor
- Provide a work process schedule that outlines the professional and pedagogical skills to be attained during apprenticeship



<https://www.thepathwaysalliance.org/reports>

Essential Elements of R-TAPs

(Pathways Alliance & AACTE, 2023)

- Mentor-to-apprentice ratio of no more than 1:2
- Completion of bachelor's degree before entering or as a result of the program
- Satisfaction of all state licensure requirements
- Demonstration of required competencies
- Increasing levels of responsibility and autonomy for the apprentice (not teacher of record)
- Satisfactory completion of all related coursework required by EPP
- At least 144 total hours of related instruction
- Must be paid a progressively increasing wage based on local starting teacher salary and that is equal to or higher than that of a paraprofessional

Funding

Registered Teacher Apprenticeships

- Joint investment between the US Department of Education and US Department of Labor
- US Department of Labor committed to over \$100 million in apprenticeship grants (August, 2022)

<https://www.ed.gov/news/press-releases/biden-harris-administration-announces-public-and-private-sector-actions-strengthen-teaching-profession-and-help-schools-fill-vacancies>

- US Department of Labor committed to an additional \$65 million (July, 2023)

<https://www.ed.gov/news/press-releases/education-labor-departments-announce-new-efforts-to-advance-teacher-preparation-programs-and-expand-registered-apprenticeships-educators#:~:text=Department%20of%20Labor%20Investments%3A,education%20and%20other%20critical%20sectors>

R-TAP Funding Guide Purpose

[A Funding Guide For Supporting a Registered Teacher Apprenticeship Program With Federal and State Funds | Center on Great Teachers and Leaders \(gtlcenter.org\)](#)

The funding guide is designed to support states, districts, and educator preparation programs with R-TAP with a list of a variety of funding sources to support the program implementation and apprenticeship success needs.



Document Layout

Introduction

For the past several years, our nation experienced a negative impact on the educator talent pool. With fewer individuals entering the profession, particularly via traditional routes, and increased attrition, the educator workforce has declined (Learning Policy Institute, 2023). States, districts, and educator preparation programs (EPPs) are leveraging alternative pathways to establish a pipeline of teachers to fill the nation's classrooms (Woods, 2016). One such pathway is Registered Teacher Apprenticeship Programs (RTAPs). RTAP is an industry-vetted training model that is approved and validated by the U.S. Department of Labor (DOL) or a state apprenticeship agency and is designed to address teacher shortages and provide inclusive career pathways. [Pathways Alliance](#) and the DOL, alongside federal, state, and local workforce and education leaders, published [National Guidelines for Apprenticeship Standards for K–12 Teacher Apprenticeships](#), which establishes the requirements and responsibilities that apprenticeship programs must fulfill and includes a sample work process schedule that outlines the professional and pedagogical skills apprentices should attain.

RTAPs take various forms and provide pathways for several educator roles (e.g., K–12 general and special education teacher, teacher aide or assistant, early childhood or prekindergarten teacher, childcare development specialist, direct support specialist). For example, some Grow Your Own models support and invest in high school students and paraprofessionals, and some residency models support individuals with [associate's or bachelor's](#) degrees in obtaining certification (see the Appendix for definitions). RTAPs provide numerous benefits to the field and to the apprentice, including on-the-job learning or clinical experience, mentorship, and integrated coursework or related instruction, while the apprentice is getting paid.¹ Additionally, RTAPs open the opportunity for various federal, state, and private funding that addresses the financial, recruitment, and preparation challenges the field experiences and is foundational to program scale-up and sustainability. Accessing this funding can be complicated and requires braiding and blending of funding and strategic partnerships and coordination between and among states' departments of labor; state education agencies; EPPs; workforce boards; local education agencies; and, most importantly, the apprentice.

This funding guide is designed to support RTAPs in accessing a variety of funding sources to support the recommended standards and design principles developed by the [National Education Association and the American Federation of Teachers](#). In addition, two states with

Introduction

2 Funding charts for R-TAPs

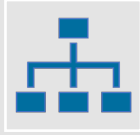
2 Funding charts for R-TAPs for Youth

Summary of Funding (e.g., eligibility, application process, authorized activities)

Appendix

- Glossary of Terms

Funding Guide Areas



Program design:
The planning and creation of implementation structures, standards, environment, and measures needed to implement an effective RTAP

Elements: Program start-up, program expansion, program facilitation, recruitment, diversity outreach, and compensation



Field support:
On-the-job learning or clinical experience, mentorship, and related professional learning

Elements: Mentorship, coaching, certification assessment preparation, professional learning, induction Support, EPP, and district partnership



Wraparound services:
Support that strives to address barriers that could prevent apprenticeship participation

Elements: Tutoring, career counseling, transportation, housing, childcare, and food



Scholarship:
Grants or payments made to support the apprentice's education or certification

Elements: Loan forgiveness, tuition reimbursement, certification fees, textbooks, and supplies

A Closer Look

EPP and LEA Collaboration

- Augustus F. Hawkins Centers of Excellence Grants (HEA Title II)

Coaching

- Critical Sector Job Quality Grants

Loan Forgiveness

- Personnel Development to Improve Services and Results for Children with Disabilities: IDEA, Subchapter IV (Part D Discretionary/Competitive Grants)
- Preparing, Training, and Recruiting High-Quality Teachers and Principals: ESEA, Title II-A

Tuition

- Supporting Effective Educator Development Grants: ESEA, Title II-B, Subpart 4, Section 2242
- Teacher Education Assistance for College and Higher Education Grant Program: HEA, Title IV

Career Counseling

- Workforce Innovation and Opportunity Act

Summary of Funding (e.g., eligibility, application process, authorized activities)

Summary of Funding and Waivers, Eligible Entities, Mechanisms, Resources, and Authorized Activities

Augustus F. Hawkins Centers of Excellence Grants (HEA Title II)
Eligible entities and funding mechanism
<p>Eligible entities: Postsecondary education established at historically Black colleges and universities; Tribal colleges or universities; or minority-serving institutions, such as Hispanic-serving institutions, with a state-accredited teacher preparation program</p> <p>Mechanism: To increase the number of teachers, including teachers of color to promote a more diverse teacher workforce.</p>
Resources
<p>Program information: Augustus F. Hawkins Centers of Excellence (Hawkins) Program (ed.gov)</p> <p>Legislation, regulations, and guidance: BILLS-116hr4288ih.pdf (congress.gov)</p>
Authorized activities
<p>These grants can be used to develop and implement initiatives to promote retention of teachers and principals of color, including mentoring and induction programs; to award scholarships to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program; to provide extensive, sustained, and high-quality preservice clinical experiences; and to support programs that prepare teachers to meet applicable state certification and licensure requirements, which may include qualifications related to meeting the needs of students with disabilities.</p>

Note. HEA = Higher Education Act.

Examples and Considerations

University of Tennessee Example

- ✧ Leveraged existing Grow Your Own program (2019) and shifted to an Apprenticeship Program (2023)
- ✧ Current enrollment: 83
- ✧ Apprentices in 16 districts
- ✧ Job roles include: permanent subs, behavior liaisons, literacy or math tutors
- ✧ Coursework: online, both synchronous and asynchronous
- ✧ Specialize in licensure area during last two semesters
- ✧ Emphasis on final two semesters of the program, gradual release
- ✧ 100% tuition funded through leveraging ESSER funding



**Partnerships
are key**

CEEDAR States Engaging in the Movement

 Minnesota

 Tennessee

 Georgia

 Mississippi

 Virginia

 Maine

Considerations in Special Education


- ✧ Special educator roles
- ✧ Leveraging existing structures
 - ✧ Para-to-pro pathways
 - ✧ Residencies
- ✧ Capitalizing on additional funding in special education
- ✧ Keeping EPPs at the table

Further Considerations

- ✧ How would existing/historical structures, policies, norms, and cultures need to change at EPPs to accommodate R-TAPs?
- ✧ How would traditional approaches to partnerships between EPPs and LEAs need to change to accommodate R-TAPs?

Resources

CEEDAR Resources



Teacher Apprenticeship Resources

Every Student Deserves an Equitable Opportunity to Achieve.

Teacher Apprenticeship Programs have the ability to strengthen, diversify, and stabilize the workforce. Learn about how these programs can produce a diverse and effective pipeline of teachers who meet local needs and context with these resources!

Upcoming Webinar:

Take a Seat at the Table: The Role of Educator Preparation Programs in Teacher Apprenticeship Programs

OCTOBER 11, 2023, 2pm ET

New Article:

Take a Seat at the Table: The Role of Educator Preparation Programs in Teacher Apprenticeship Programs

By Lynn Holdridge, Ashli Lee, Rynell McJannet, Anna Trapp, Michelle James, AACTE, Jacquelyn King, AACTE

New Funding Guide:

A Funding Guide For Supporting a Registered Teacher Apprenticeship Program With Federal and State Funds



<https://cedar.education.ufl.edu/teacher-apprenticeship-resources/>

Council of Chief State School Officers (CCSSO)

Self-Assessment Tool

The CCSSO created a self-assessment tool for to guide SEAs through the decision-making process as they evaluate the opportunity to begin an apprenticeship program.




Apprenticeship USA

A government site designed to provide TA for Registered Apprenticeships




WorkforceGPS

K-12 Educator Registered Apprenticeship Resources



My WorkforceGPS ▾ | Resources | ETA Grants | Communities ▾ | Events | Member Directory | Help | About ▾








Apprenticeship

Search

[Home](#) | [About](#) | [Announcements](#) | [Blog](#) | [Events](#) | [Community Resources](#) | [Apprenticeship-Specific Grants](#)

[WorkforceGPS](#) / [Apprenticeship](#) / [Community Resources](#) / [K-12 Educator Registered Apprenticeship Resources](#)





K-12 Educator Registered Apprenticeship Resources

Resource

As states and local school districts grapple with K-12 teacher shortages, many are exploring or developing Teacher Registered Apprenticeship Programs (RAPs) that include pathways for substitute teachers, paraprofessionals, high school students, and others who want to pursue careers as educators. Recently, the Department of Labor also approved Principal as an apprenticeable occupation. The following resources can help you explore educator RAP models and create one tailored to your needs.

K-12 Teacher/Principal RAP Peer Resources

Please note that the RAPs below have been approved by the U.S. Department of Labor (DOL) or relevant

POST INFORMATION



Happy Birthday

MEG

Questions?

Discussion Points?

Want a copy of this presentation? Find it on the CEEDAR website:



Contact Us!

Melinda Leko: leko@coe.ufl.edu

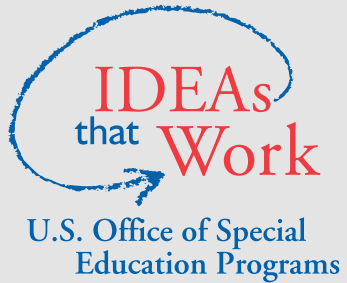
Erica McCray: edm@coe.ufl.edu

Meg Kamman: mkamman@coe.ufl.edu

Lynn Holdheide: lholdheide@air.org



Disclaimer



This content was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H325A220002. David Guardino serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this website is intended or should be inferred.