

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

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Denver, CO

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:

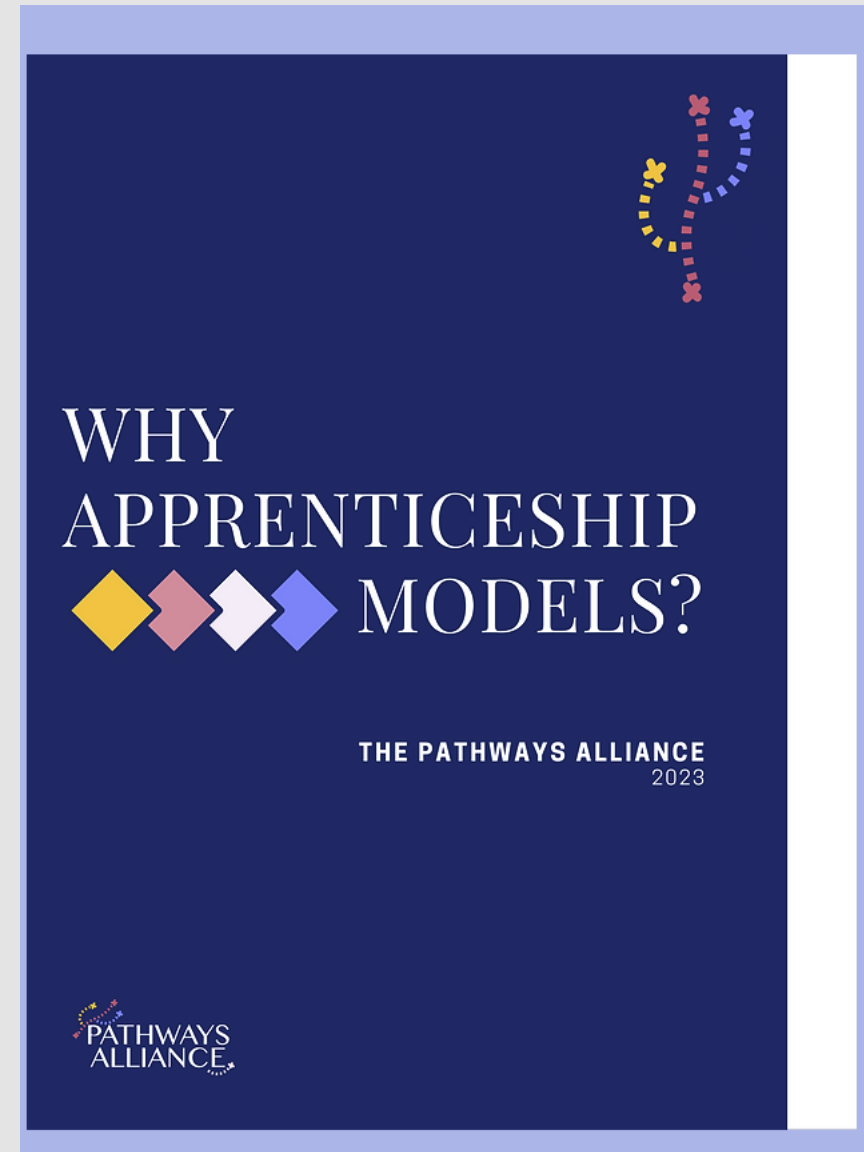
Registered Teacher Apprenticeship Programs (R-TAPs)



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>



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

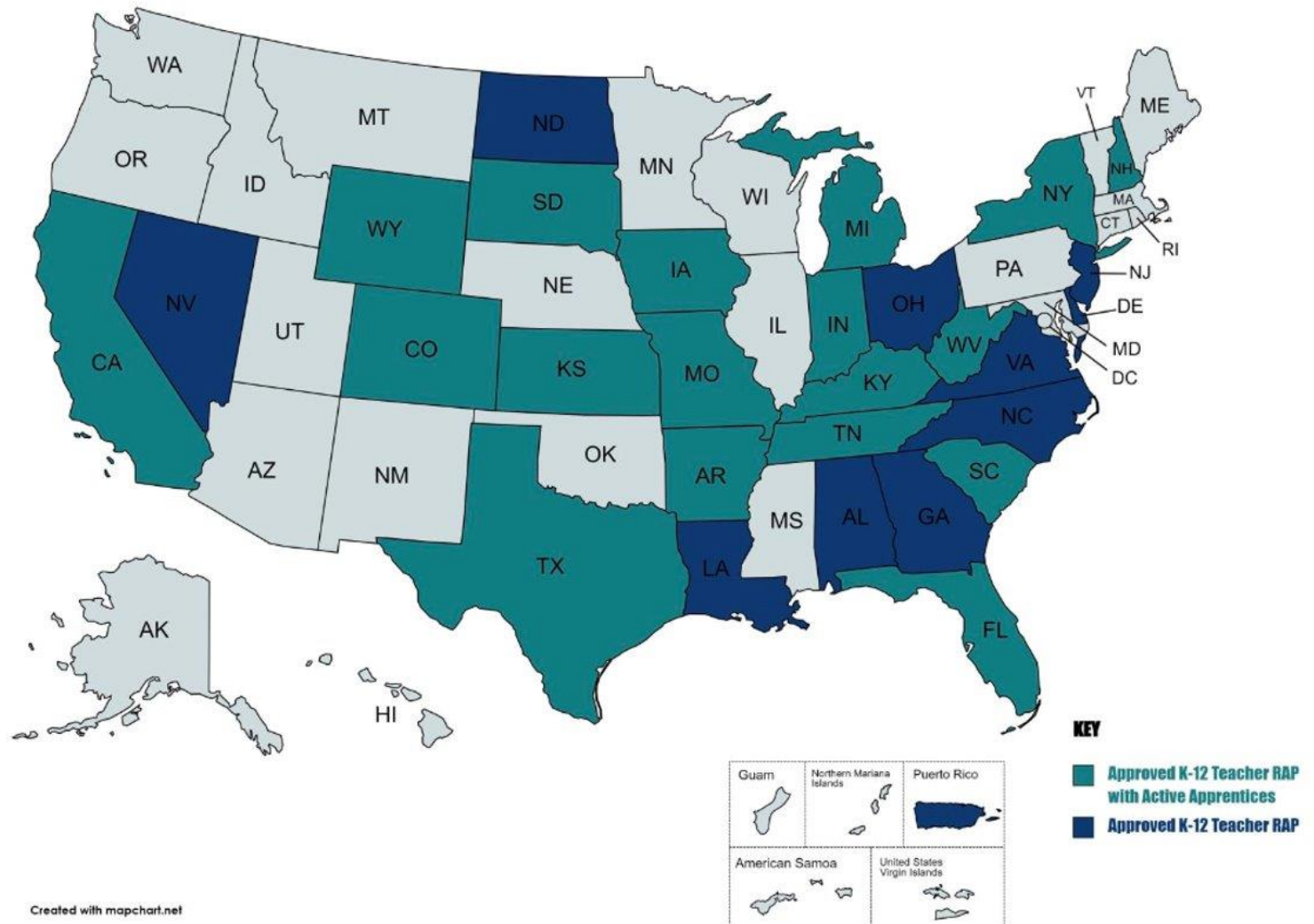
K-12 Teacher RAPs by State*

**Total Active K-12
Teacher Apprentices
in RAPIDS:**

1,847

**Number of States/
Territories with
K-12 Teacher RAPs:
29**

**reported to U.S. DOL as
of 11/9/23*



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

Benefits of R-TAPS



Increased Enrollment and
Degree Completion



Tailored Preparation of
Teachers



Improved K–12 Outcomes

Registered Apprenticeship – Earn and Learn



Paid Job



**On-The-Job
Learning**



Mentorship



**Related
Coursework**



**Industry-
Recognized and
USDOL Endorsed
Credentials**

Comparison of Teacher Prep Models

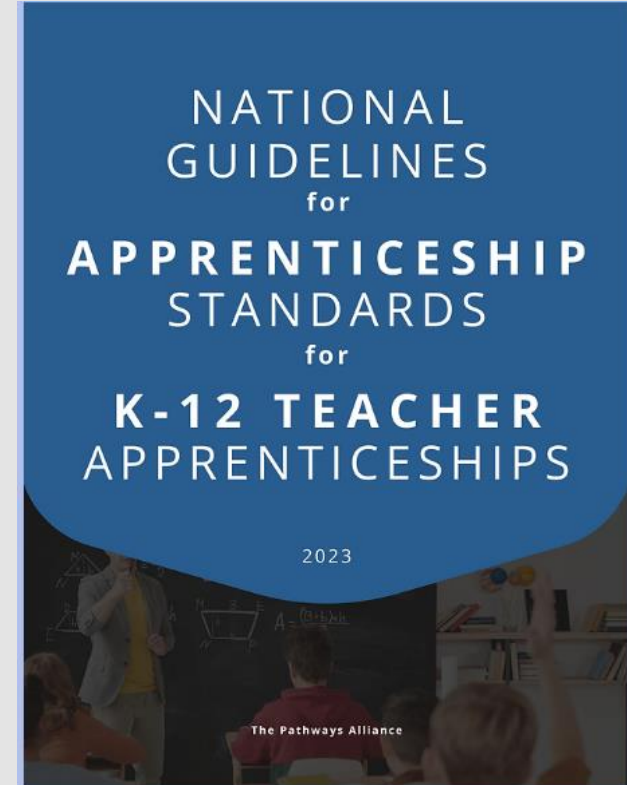
	Grow Your Own	NCTR Teacher Residency	Registered Apprenticeship
Year-long mentored experience	X	X	X
Includes financial supports	X	X	X
Students earn a wage or stipend	X	X	X
Targeted recruitment	X	X	X
Requires strong partnerships with multiple partners	X	X	X
Must adhere to Equal Employment Opportunity law			X
Registered with USDOL or appropriate state agency			X
Participants complete college degree prior to entry	varies	X	
Participants complete coursework while in the program	X	X	X
Commitment to stay at the school district post-program for a specified time period		X	

Source: New America and GYO Educators National Network, A Starter Guide to Grow Your Own Educator Programs, https://d1y8sb8igg2f8e.cloudfront.net/documents/GYO_A_Starter_Guide_to_Programs-FINAL.pdf; National Center for Teacher Residencies, Our Residency Model, <https://nctresidencies.org/our-residency-model/>

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>



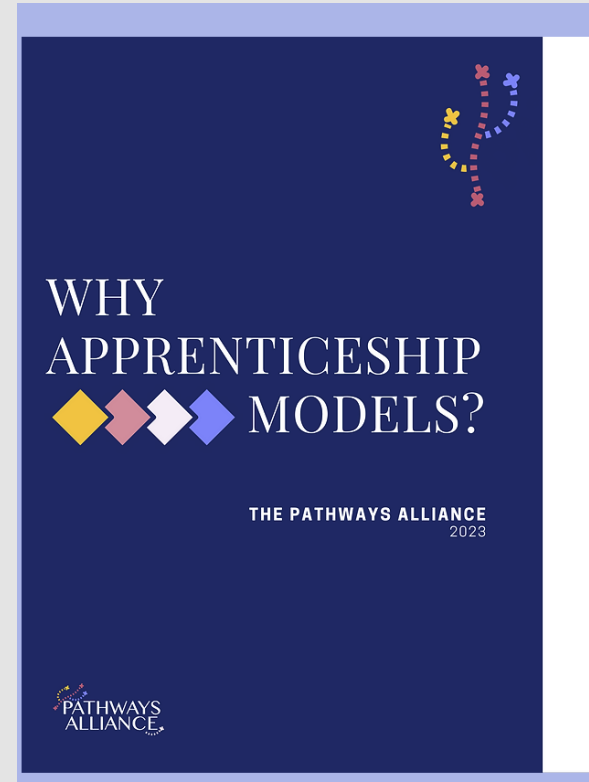
Essential Elements of R-TAPs

(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

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.



Terms & Definitions

Teacher Residency	Registered Apprenticeship
Teacher Resident: Individuals enrolled in a State-accredited teacher preparation program, placed in a classroom setting , and work 1:1 with a lead teacher/mentor.	Apprentice: Paid employee who participates in structured on-the-job learning with a mentor and is paid a progressive wage as their skills and productivity increases.
Mentor Teacher: Fully qualified, experienced and expert teacher who provides the on-the-job guidance and mentorship to a resident teacher.	Mentor/Journey Worker: Experienced worker who has attained a mastery level of skill abilities and competencies required for the occupation and oversees the work of the apprentice.
Clinical Experiences/Student Teaching: Time spent in the placement working directly with the teacher-of-record. Provides fully supported, increasingly demanding opportunities to apply coursework.	Structured On-the-job Learning: Includes at least 2,000 hours or more of structured training from a mentor based on a pre-defined training plan.
Supplemental Education/Coursework: Classroom instruction required to meet state licensing and teacher preparation program standards.	Supplemental Education/Related Instruction/Related Technical Instruction: Coursework based on the employer's unique training needs to ensure quality and success. RA programs require a minimum of 144 hours of instruction per year.
Standards: For students: Statewide guidance and description of knowledge or skills that every student should learn and be able to do at each grade level. For educators: Descriptors of accomplished educator practice.	Standards: Legal documents that contain detailed outlines of each component of a Registered Apprenticeship program.

Source: ApprenticeshipUSA Teacher Registered Apprenticeship Common Terms, <https://www.apprenticeship.gov/sites/default/files/dol-teacher-registered-apprenticeship-terms-factsheet-v03.pdf>

Partner Roles in a Registered Apprenticeship Program

Employer

- Hires and pays apprentice.
- Implements training plan, provides mentored, on-the-job learning.
- Can be a school district or an individual school.

Sponsor

- Responsible for overseeing and administering overall RA program.
- Can be individual school or district, EPP, or other training provider, community-based org, workforce center, state department of education, etc.

Educator

- Provides related instruction coursework.
- Can be employer, community college, 4-year college/university, educator preparation program, etc.

Supporter

- Provides supportive services to complement program design and directly support apprentices and employers.
- Can be workforce center, non-profit organization, labor organization, chamber or trade association, state education agency, etc.

EPP Roles in Apprenticeship

- ✧ Registered Apprenticeship program sponsor
- ✧ Related Instruction provider
- ✧ Support recruitment of apprentice candidates
- ✧ Support the design of a program

Comparison of Program Designs

	Iowa	Michigan	Tennessee	Texas	West Virginia	Wyoming
Sponsor	Local school districts	Local school district	State Education Agency	EPP	State Education Agency	State Education Agency
Candidates	High school students	High school students; adult learners or career changers	Paraprofessionals; CTE students	Students currently enrolled in Dallas College bachelor's degree program	High school students	Career changers, adult learners, high school graduates
Length of Program	2-3 years	3 years	3 years	1 year	4 years	1-3 years depending on experience
Credentials at Program Completion	Associate's degree; can continue to earn bachelor's degree	Associate teacher; after graduation can earn teaching certificate	Certification in Elementary and Special Education	Teacher certification	BA in Education, Teacher certification	Bachelor's degree and licensure

Funding

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 \(gtlcenter.org\)](#)

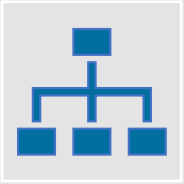
The funding guide is designed to support states, districts, and educator preparation programs with R-TAP with a list of a variety of funding sources to support the program implementation and apprenticeship success needs.



Potential Federal & State Funding Sources

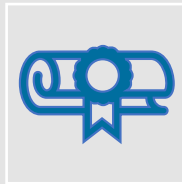
	Registered Teacher Apprenticeship Program											
	Program design						Field Support					
	Program start-up	Program expansion	Recruitment	Program facilitation	Diversity outreach	Apprentice compensation	Mentorship	Coaching	Certification assessment preparation	Professional learning	Induction support	EPP and district partnership
Augustus F. Hawkins Centers of Excellence Grants (HEA Title II)			X	X	X		X	X	X	X	X	X
Critical Sector Job Quality Grants			X		X		X	X		X		
Expansion of Registered Apprenticeship Programs – Tier 1	X	X	X	X	X	X	X		X			
Expansion of Registered Apprenticeship Programs – Tier 2		X			X		X		X			
Experimental Sites Initiative for Federal Work-Study Program			X		X							
Improving Basic Programs Operated by LEAs: ESEA, Title I-A			X		X							

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



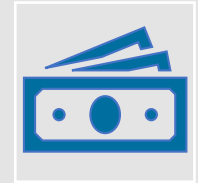
Field support:
On-the-job learning or clinical experience, mentorship, and related professional learning

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
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 Mechanism: To increase the number of teachers, including teachers of color to promote a more diverse teacher workforce.
Resources
Program information: Augustus F. Hawkins Centers of Excellence (Hawkins) Program (ed.gov) Legislation, regulations, and guidance: BILLS-116hr4288ih.pdf (congress.gov)
Authorized activities
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.

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**

Wyoming Department of Education Example

Sponsor	Wyoming Department of Education
Partners	Wyoming Department of Education and Wyoming Teaching Standards Board
Candidates	Career Changers, adult learners, High school graduates
Length of Program	1-3 years depending on experience • Apprentices complete the EPP that leads to a bachelor's degree through online courses or in-person courses offered in their community. • Apprentices are employed by the district • Apprentices complete 2,000 to 6,000 hours of on-the-job training equal to three years in a classroom and obtaining competency depending on their past experience.
Other Details	• Apprentices work with a mentor in the mentor's classroom. • Apprentices must complete their bachelor's degree and licensure requirements • Apprentices apply in Spring 2023, School districts sign up for program Fall 2023, Apprentices begin Spring 2024. • For information on the roles of the apprentice, districts, and state agencies see the Wyoming Teacher Apprenticeship Initiative

WEST VIRGINIA EXAMPLE

Sponsor	West Virginia Department of Education
Partners	West Virginia Higher Education Policy Commission
Candidates	High School students
Length of Program	4 years
Other Details	1. High school students beginning in their junior year by enrolling in Grow Your Own Teaching Pathway Youth-Apprenticeship Program 2. Complete one year of college during senior year of high school and become certified as a teacher’s aid. 3. In year’s 3 and 4 students go into the classroom and ultimately become the teacher of record in those classrooms. 4. Upon completion of the program, they achieve a BA in Education, Teacher certification, and if pre-apprenticeship completed as the teacher of record earn one year of experience. 5. See WV Apprenticeship Model

MICHIGAN EXAMPLE

Sponsor	Saginaw School District
Partners	39 Intermediate School Districts, Michigan Department of Education, Michigan Educator Workforce Initiative, Michigan Department of Labor
Candidates	High School students and other potential adult learners or career changers.
Length of Program	3 years
Other Details	1. High school students begin as a teacher cadet their first year as an apprentice. 2. Apprentices then become para educators after high school graduation and enroll in college courses. 3. They end their apprenticeship as an associate teacher and after graduation from college can obtain their teaching certificate. 4. The first cohort will begin in Fall 2023 5. For more information see Michigan’s Talent Together infographic.

CEEDAR States Engaging in the Movement

 Minnesota

 Tennessee

 Georgia

 Colorado

 Virginia

 Maine

Considerations in Special Education

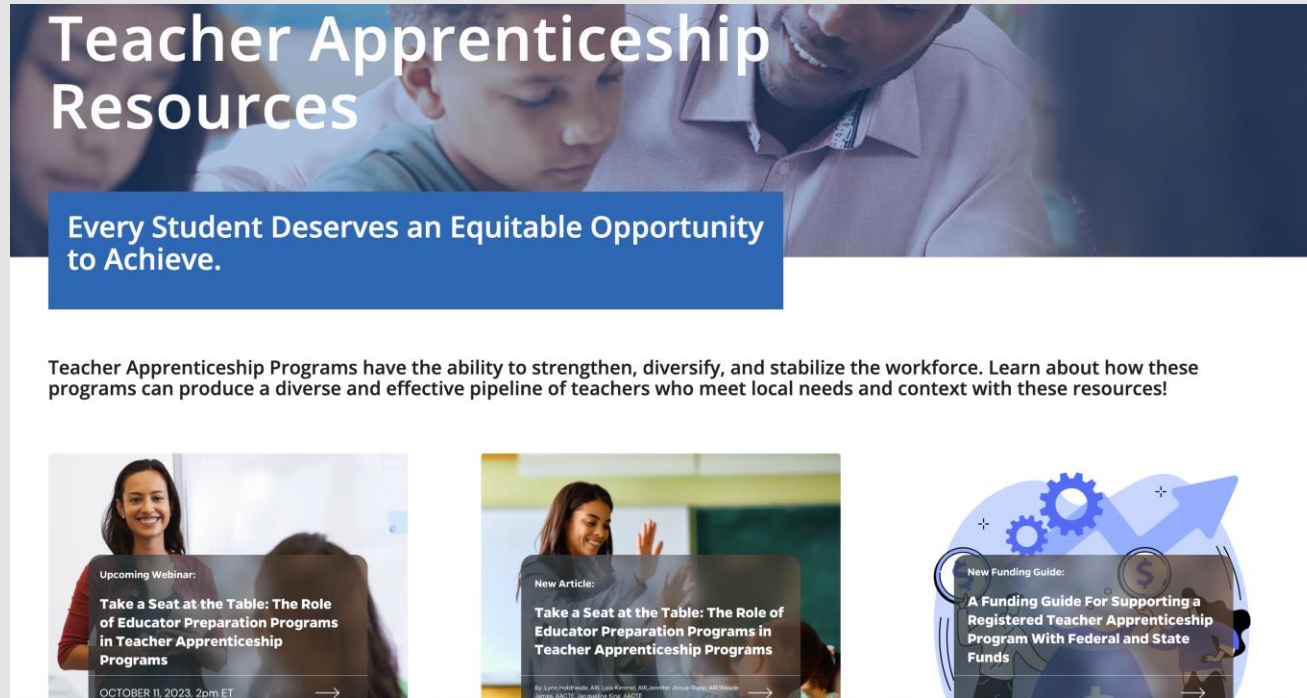
- ✧ Special educator roles
- ✧ Leveraging existing structures
 - ✧ Para-to-pro pathways
 - ✧ Residencies
- ✧ Capitalizing on additional funding in special education
- ✧ Keeping EPPs at the table

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

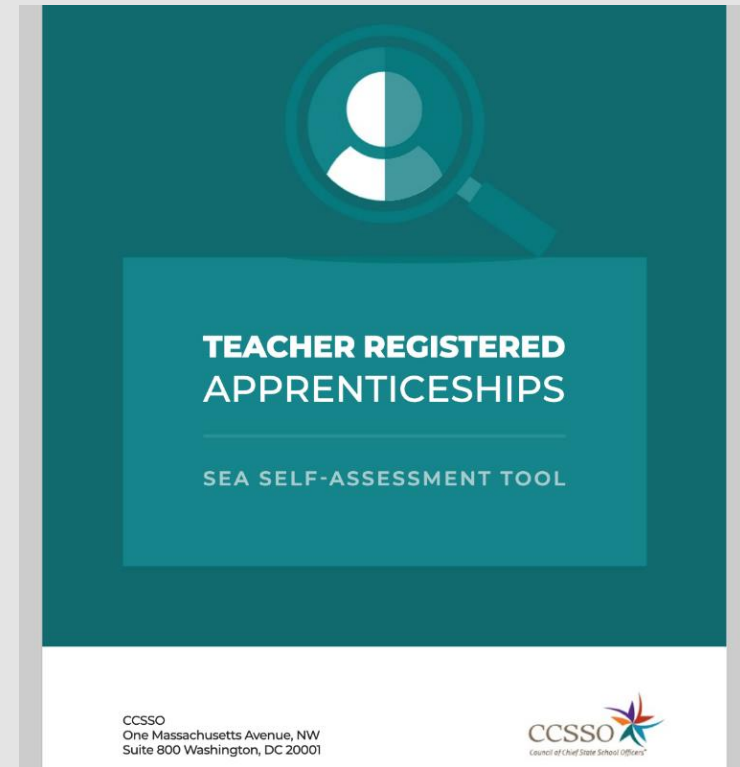


 <https://cedar.education.ufl.edu/teacher-apprenticeship-resources/>

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



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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

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Discussion Points?

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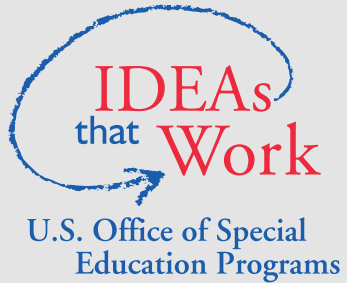
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