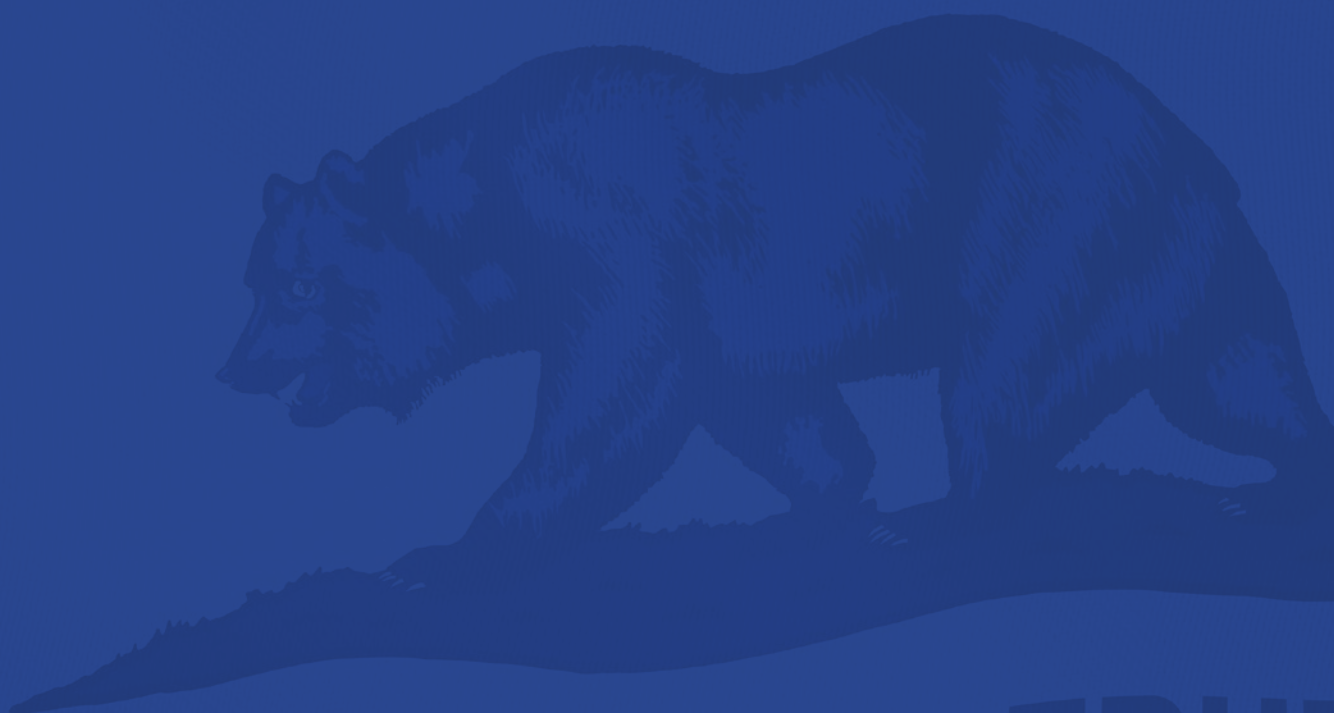




# EARNING BY LEARNING



A TOOLKIT FOR DEVELOPING, LAUNCHING AND  
SUSTAINING **REGISTERED APPRENTICESHIP PROGRAMS**  
(RAPS) IN PK12 TEACHING IN CALIFORNIA



CALIFORNIA REPUBLIC

FEBRUARY 2025



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# INTRODUCTION AND **VISION**

INTRODUCTION  
& VISION

USING THIS  
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OVERVIEW  
OF RAPS

STATEWIDE  
FRAMEWORK

PHASES FOR  
DEVELOPMENT

FUNDING

TECHNICAL  
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GLOSSARY





**Registered Apprenticeship Programs (RAPs)** in teaching have **emerged as a promising pathway to address**

**PK12 educator labor shortages.** Validated by the U.S.

Department of Labor (DOL) and/or a State Apprenticeship Agency (SAA), RAPs offer a high-quality, rigorous pathway into a profession through an “earn-and-learn” model.

Apprentices earn a living wage while learning on the job.

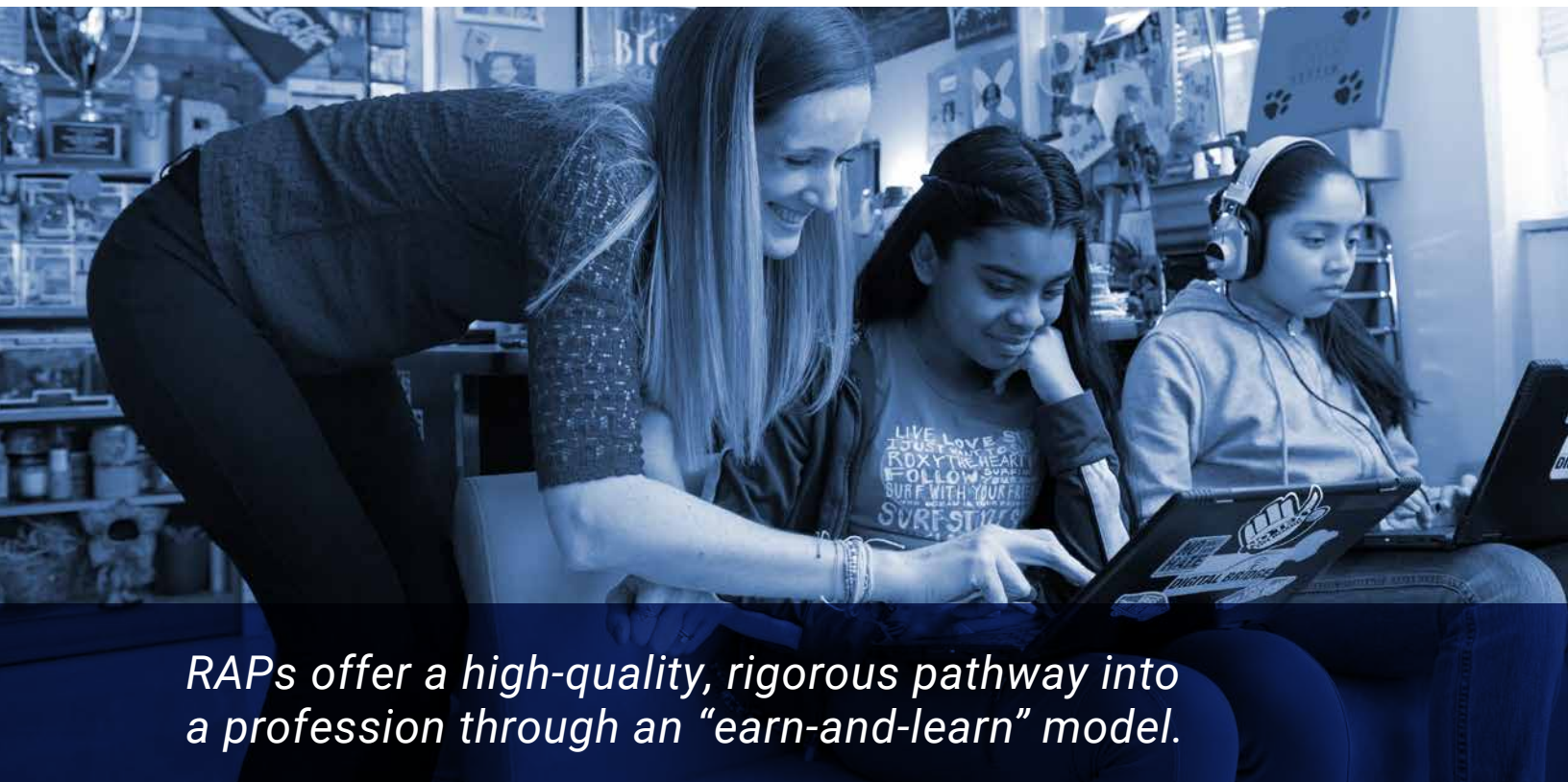
**Due to their success in bolstering skilled, high-quality workforces in occupations like plumbing, welding, nursing and early childhood education, a movement is growing nationally to apply the principles and methods of RAPs to the PK12 education profession.**

CALIFORNIA





Nationwide and across California, the education profession faces a workforce shortage, including teacher shortages. **Many factors contribute to teacher shortages, including turnover, declining enrollment in educator preparation programs (EPPs), the prohibitive cost of preparation, including unpaid clinical experiences, and challenging school climates that offer little support to educators.**<sup>1</sup> Nationally, according to the Institute of Education Sciences, 43 percent of public schools reported feeling understaffed in the 2022–23 school year, and 45 percent reported having at least one vacant teaching position in October 2022.<sup>2</sup> **These shortages are hitting California,** which employed more than 312,000 teachers in 2023.<sup>3</sup> According to the Learning Policy Institute, **teacher attrition accounts for approximately 90 percent of the annual demand for new teachers in the state.**<sup>4</sup> However, **enrollment in EPPs continues to decline, as does the number of new credentials** issued by the California Commission on Teacher Credentialing (CTC). In the 2020–21 school year, 39,916 candidates enrolled in preparation programs.<sup>5</sup> However, that number dropped to 35,062 by the 2022–23 school year.<sup>6</sup> Further, during the 2021–22 school year, California experienced a 16 percent decrease in new teacher credentials issued, from 19,639 to 16,484, snapping a seven-year increase in the number of issued credentials.<sup>7</sup> The decline continued during the 2022–23 school year, with an 11 percent decrease in new teacher credentials issued from the previous year to 14,636 new credentials issued.<sup>8</sup>



*RAPs offer a high-quality, rigorous pathway into a profession through an “earn-and-learn” model.*

<sup>1</sup> [Carver-Thomas, D. et al. \(2020\)](#)

<sup>2</sup> [Institute of Education Sciences \(2022\)](#)

<sup>3</sup> [Commission on Teacher Credentialing \(2024\)](#)

<sup>4</sup> [Carver-Thomas, D. et al. \(2020\)](#)

<sup>5</sup> [Commission on Teacher Credentialing \(n.d.\)](#)

<sup>6</sup> *Ibid.*

<sup>7</sup> [Lambert, D. \(2023\)](#)

<sup>8</sup> [Commission on Teacher Credentialing \(2024\)](#)



## Vision for California RAPs in Teaching

In January 2023, to leverage the growing support and interest for RAPs in teaching, the California Labor & Workforce Development Agency (LWDA) launched a multi-stakeholder initiative to convene leaders in the education, labor, research and policy sectors to design, launch and scale PK12 RAPs in teaching across California. LWDA, in partnership with the Division of Apprenticeship Standards (DAS) and with support from Education First Consulting (Education First), led a **Working Group of stakeholders from across the state to develop a system of RAPs in teaching across California that 1) complements the state’s existing teacher preparation infrastructure and 2) creates high-quality and affordable pathways into the education profession.**

The vision for PK12 RAPs in teaching in California is to bolster the existing PK12 teacher preparation landscape and to reduce the financial burden of earning a teacher certification by layering apprenticeship into the existing teacher preparation pathways: residency, traditional, integrated undergraduate (ITEP) and intern. For example, the existing residency program structure pays teacher candidates and pairs them with an effective mentor teacher, which aligns with the RAPs’ “earn-and-learn” model. Leveraging the residency model to implement a RAP in teaching would require an apprentice to earn a progressive living wage, not just a stipend, increasing affordability for aspiring educators. Relatedly, candidates earning a certification through a traditional program often undertake unpaid, full-time student teaching placements.<sup>9</sup> Embedding a RAP within a traditional pathway would ensure that candidates earn a living wage for their clinical experiences, reducing the financial burden and attracting more diverse candidates into the profession. By paying candidates to earn while they learn, local educational agencies are investing in high-quality preparation of their future educator workforce.

*“California is taking the tried-and-true model of apprenticeship and extending its benefits to new industries such as education. For many individuals, the opportunity cost of becoming a teacher is too high. Apprenticeship can help remove barriers to entering the profession by allowing prospective teachers to ‘earn while they learn.’ This both increases access to and reduces the cost of teacher preparation — a win-win for all.”*

**—Stewart Knox**

*Secretary, California Labor & Workforce Development Agency*

<sup>9</sup> [Alvarez, B. \(2023\)](#)



## Leveraging California's Education and Labor Landscape to Advance RAPs in Teaching

The vision for PK12 RAPs in teaching supports existing education and labor efforts in California. Alongside the Working Group's effort to create a system of PK12 RAPs in teaching across California, the State Collaborative for California's Educator Workforce, in partnership with the CTC, **developed the [Roadmap to Teaching](#)** and other resources to clarify the process and pathways for becoming a credentialed PK12 teacher in California. The **Roadmap outlines the four [main pathways](#) to credentialing within the state: residency, traditional, integrated undergraduate and intern.** It also provides aspiring educators with information about the [financial resources](#) available to support the cost of teacher preparation.

### CALIFORNIA PATHWAYS TO CREDENTIALING



*Layering apprenticeship into an existing program involves identifying shifts necessary for that program to meet all state and federal requirements for RAPs in teaching while still maintaining education preparation best practices.*

Adapted from CTC's Pathways to Credentialing [Roadmap to Teaching](#)

Relatedly, this effort to develop RAPs in teaching aligns with a Five-Point Action Plan (developed by the Labor & Workforce Development Agency, the Department of Industrial Relations and its Division of Apprenticeship Standards) for advancing apprenticeship in California to meet Governor Gavin Newsom's ambitious goal of expanding California's apprenticeship system to serve 500,000 apprentices by 2029.

#### The Five-Point Action Plan seeks to:

- 1 **Support regional and sectoral apprenticeship intermediaries**
- 2 **Expand new and innovative apprenticeships**
- 3 **Grow and expand access to traditional construction apprenticeships**
- 4 **Support regional and sectoral apprenticeship intermediaries**
- 5 **Expand state and local public sector apprenticeships**





Statewide, there are currently more than 93,000 registered apprentices, 36,000 participating employers and over 1,300 training programs.<sup>10</sup> The California Apprenticeship Council (CAC) and Interagency Advisory Committee on Apprenticeship (IACA) oversee all apprenticeship programs in the state.<sup>11</sup> CAC oversees apprenticeships in traditional sectors like welding and plumbing, while IACA oversees RAPs in nontraditional sectors like information technology and education.<sup>12</sup> RAPs in teaching in California fall under the purview of IACA. The Statewide Framework section of this document will provide guidance related to the governance structures of RAPs in teaching under IACA.



*This toolkit focuses on the development of PK12 teacher apprenticeships for aspiring educators.*

Apprenticeships in the broader education workforce are considered to be “nontraditional” apprenticeships, as they are outside the traditional skilled trades that have offered apprenticeships since the turn of the 20th century in the United States. Apprenticeships in early childhood education (ECE), expanded and after-school learning and for paraprofessionals and teacher’s aides are new and have only been available in California for the last few years. **This toolkit focuses on the development of PK12 teacher apprenticeships for aspiring educators interested in obtaining PK3 Early Childhood Education Specialist Instruction, Multiple Subject, Single Subject and Education Specialist Instruction credentials issued by the CTC.**

However, there are emergent efforts in California to align and connect pre-apprenticeships, adjacent, and related education apprenticeships with PK12 teacher apprenticeships. Many future PK12 teachers begin their teaching journey in adjacent employment while attending school; leveraging other existing

<sup>10</sup> [California Division of Apprenticeship Standards \(n.d.\)](#) <sup>11</sup> [State of California Department of Industrial Relations \(n.d.\)](#)

<sup>12</sup> [State of California Department of Industrial Relations \(n.d.\)](#)



and related pre-apprenticeships and apprenticeships can help to increase participation in earn-and-learn pathways for individuals interested in working with children and youth while engaged in college coursework. Targeting aspiring educators with zero or some college credits supports the development of a diverse and healthy teacher pipeline that taps the interest of high school students, community college students, those already working with students in a variety of educational settings and even those seeking to change careers to become classroom teachers.

The experiences of education-adjacent apprenticeships, such as those in ECE and expanded learning, offer valuable insights and lessons learned that informed this toolkit and can inform the development of PK12 RAPs in teaching. By building on many of these strategies, partners can create more effective and inclusive pathways for future educators that include valuable experiences with children and youth in various settings.

Although the primary focus of this toolkit is the development of apprenticeships involving teacher credential candidates and those close to obtaining four-year degrees, the majority of current pre-apprenticeship and apprenticeship programs in these education-adjacent occupations involve high school students, community college students and the entry-level workforce. It will be important for those designing RAPs in teaching to ensure that seamless earn-and-learn pathways exist from entry level to credential for those interested in teaching.

## ECE AND EXPANDED LEARNING APPRENTICESHIPS

**This toolkit focuses specifically on developing and registering PK12 RAPs in teaching. Although it does not address the development of apprenticeships in adjacent fields such as ECE and expanded learning, these fields provide valuable examples of strategies and lessons learned. Throughout the toolkit, examples from ECE and expanded learning apprenticeships are highlighted to illustrate approaches and practices that can inform the development of PK12 RAPs in teaching.**

**Early Care and Education Pathways to Success (ECEPTS)** was launched in 2019 as a sponsor of ECE Registered Apprenticeships in California. To date, ECEPTS has registered six apprenticeships with both the DAS and the DOL and sponsors 26 apprenticeship programs in 10 California counties in collaboration with 50-plus employers, 14 community colleges and two universities.<sup>13</sup> ECEPTS' apprenticeships include ECE Associate Teacher, ECE Teacher, ECE Lead Teacher, ECE Infant-Toddler Teacher, Home Visitor and Expanded Learning Program Leader. ECEPTS also sponsors a Pre-apprenticeship for entry-level ECE workers, a DAS-registered On-the-Job Training Program for licensed Family Child Care Providers and a Youth Apprenticeship for high school students. The ECE workforce is almost entirely female and includes large numbers of women of color, recent immigrants, working mothers and first-generation college students who face challenges and barriers to success common among nontraditional students and workers.<sup>14</sup> To ensure apprentices' success, the ECEPTS model prioritizes equity and access as the primary drivers of all aspects of program design and delivery.

<sup>13</sup> ECEPTS (2024)

<sup>14</sup> Ibid.





## ECE AND EXPANDED LEARNING APPRENTICESHIPS, CONTINUED

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### Partnership for Children & Youth

**Partnership for Children & Youth (PCY)** developed expanded learning apprenticeship programs to meet the needs of the workforce, which often include women of color, young adults, multilingual learners and first-generation college students.<sup>15</sup> **Girls Inc. of Alameda County** partnered with Berkeley City College, PCY, the California Afterschool Network and with ECEPTS as a program sponsor to launch an Expanded Learning Program Leader Apprenticeship in the spring of 2023. This two-year program was the first after-school program apprenticeship in California. Participants gain paid work experience with Girls Inc. of Alameda County while earning a wage and receiving free tuition for college-level courses. **PCY** is also supporting the growth of other apprenticeships in after-school programs in the state to address significant workforce shortages in expanded learning programs.

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### The Bay Area Community College Consortium

**The Bay Area Community College Consortium (BACCC)** is a workforce-driven consortium under the California Community College Chancellor's Office. There are eight regions in California, and the BACCC represents all of the workforce programs in the 28 community colleges in the San Francisco Bay Area region. Although there are many apprenticeships associated with BACCC, the region has prioritized the development of early childhood and other education-adjacent apprenticeships by funding a Regional Joint Venture (RJV) in the sector. The goal of this RJV is to create and support additional pathways in the education sector, thereby addressing critical workforce shortages in teaching at every level. One example is the **Early Childhood, Elementary & Special Education Apprenticeship Program**, which launched in the fall of 2021. It is a partnership between City College of San Francisco Child Development and Family Studies and the San Francisco Unified School District. The program provides special education training for all teachers, as all work with children with special needs. Apprentices can work one-on-one with a child with special needs or as a teaching assistant in a Transitional Kindergarten (TK) or Early Childhood classroom. The **apprenticeship** lasts up to 34 months and offers two tracks. Both lead to an Early Childhood Teaching Permit, and Track Two additionally leads to an associate of science for transfer degree in ECE, providing a pathway to teaching TK12 or Special Education.

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### LAUNCH Apprenticeship Network

**LAUNCH Apprenticeship Network** is an apprenticeship intermediary housed at the Foundation for California Community Colleges. LAUNCH currently serves as the intermediary for several education-adjacent apprenticeships, including the BRIDGE Teacher Aide Apprenticeship, a partnership between **San Jose City College, Hartnell College** and **Cabrillo College**. BRIDGE supports the development of teacher aides in school and classroom settings. This DAS- and DOL-registered apprenticeship seeks to provide an early on-ramp to PK12 teaching by providing coursework at the community college level and paid employment as teacher aides.

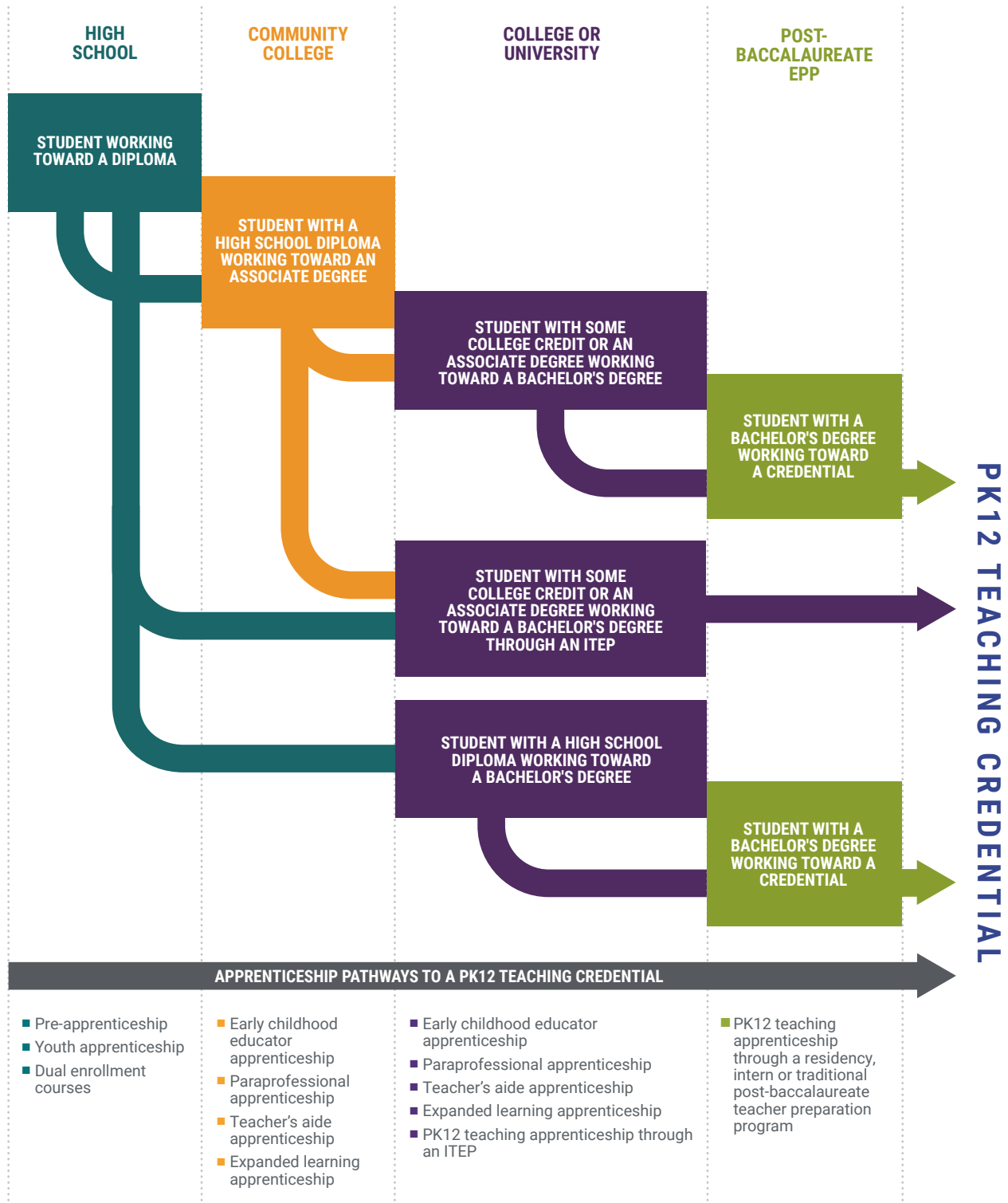
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<sup>15</sup> *Partnership for Children & Youth (n.d.)*





The graphic below illustrates **multiple on-ramps into PK12 apprenticeships** that can start as early as high school or community college.



PK12 TEACHING CREDENTIAL



# USING THIS TOOLKIT

INTRODUCTION  
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## Using This Toolkit

The toolkit equips school districts, county offices of education, teacher preparation programs, labor unions and other interested partners with the tools, resources and guidance necessary to develop RAPS in teaching in California. Key components include the Working Group’s guiding principles for program design and quality, practical tools and resources, case studies and a glossary of essential terms. By leveraging this toolkit, stakeholders can **create RAPS in teaching** that align with California’s existing teacher preparation pathways and contribute to a diverse and effective education workforce. As this work develops, updates will be made to the toolkit to include additional learnings and resources.

This document includes the following sections:

VIEW  
TOPIC

### Overview of RAPS in Teaching

Provides foundational knowledge of RAPS in teaching, including what they are, how they are different and their value-add. It also provides an overview of the California system for RAPS in teaching, including key organizations involved and their roles and responsibilities.

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VIEW  
TOPIC

### The California Statewide Framework

Presents 1) the existing state requirements for RAPS in California and 2) the Working Group’s guiding principles to support quality RAPS in teaching in California. Whereas the state requirements are embedded in statute, the Working Group’s guiding principles are recommendations informed by the Working Group’s experience and expertise. Specifically, the Statewide Framework presents state requirements and the Working Group’s guiding principles in three key areas—program approval, program sponsorship and program design and quality.

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VIEW  
TOPIC

### Phases for Developing RAPS in Teaching in California

Presents a comprehensive guide for developing, launching and sustaining RAPS in teaching in California. The toolkit takes readers through seven phases to develop, register, launch and sustain a RAP in teaching in California.

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VIEW  
TOPIC

### Funding

Presents the various funding sources for RAPS in teaching and strategies for program sustainability.

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VIEW  
TOPIC

### Technical Assistance

Describes available technical assistance for developing RAPS in Teaching.

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VIEW  
TOPIC

### Glossary

Provides key terms related to RAPS in teaching.



OVERVIEW OF PK12

# RAPS IN TEACHING

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## Overview of RAPs

Vetted, approved and validated by the DOL or an SAA, **RAPs are “industry-driven, high-quality career pathways where employers can develop and prepare their future workforce, and individuals can obtain paid work experience with a mentor, receive progressive wage increases, classroom instruction and a portable, nationally recognized credential.”**<sup>16</sup> Below are the seven key components of apprenticeships and a description of the federal requirements related to each.<sup>17</sup>

- **Industry Led:** Industries like energy, construction and cybersecurity vet RAPs to ensure alignment with standards and a rigorous training program.
- **Structured On-the-Job Training (OJT):** Apprentices train on the job under the guidance of an experienced mentor, generally for at least one year.
- **Related Instruction:** Apprentices combine their OJT with relevant education and training, often at community colleges or technical schools.
- **Rewards for Skill Gains:** Apprentices receive wage increases as they gain new skills and become more competent.
- **Diversity:** Programs reflect the communities in which they operate to ensure access, equity and inclusion.
- **Quality and Safety:** Apprentices receive worker protections and proper training and supervision to remain safe on the job.
- **National Occupational Certification:** RAPs result in a nationally recognized certification, signaling to employers a candidate’s qualification for a job within their industry.



<sup>16</sup> U.S. Department of Labor (n.d.)

<sup>17</sup> U.S. Department of Labor (n.d.)



Broadly, most RAPs at the state and federal levels include at least **three key partners: the employer, related instruction provider and sponsor**. However, RAPs in teaching in California often include additional partners like labor unions. The following sections of this toolkit will dive deeply into the other involved partners and organizations in California.

## KEY PARTNERS IN A REGISTERED APPRENTICESHIP PROGRAM

*The U.S. Department of Labor or a State Apprenticeship Agency validates RAPs, and the model has three critical players.*



### EMPLOYER

The organization that employs the apprentice for the work they do. The employer pays the apprentice and supervises the apprentice's on-the-job training and mentorship.



### RELATED AND SUPPLEMENTAL INSTRUCTION PROVIDER

The organization that provides the related and supplemental instruction (RSI), which are the classes and instruction for the apprentice.



### SPONSOR

The entity that takes on the legal responsibility of ensuring apprenticeships are properly managed and operated in compliance with the standards set by the DOL or SAA. Sponsors can be labor management organizations, educational entities, employer associations, community colleges, etc.

Today, there are approximately 3,284 active RAPs in teaching across 42 states, Puerto Rico and Washington DC.<sup>18</sup> The DOL provides several resources that serve as a launchpad for entities seeking to develop a RAP. For example, this [factsheet](#) provides baseline knowledge of RAPs, including program development resources. Further, the DOL's [Quick-Start Toolkit](#) provides actionable steps and tangible resources for starting and registering a RAP.

## Overview of RAPs in Teaching

The Biden-Harris administration prioritized RAPs in its Apprenticeship Building America Grant and awarded over \$244 million to expand RAPs across growing industries, including education.<sup>19</sup> To create RAPs in teaching, partnerships nationwide have also leveraged grants from the United States Department of Education (USED), like the Teacher Quality Partnership Grant.<sup>20</sup>

RAPs in teaching have emerged as a promising pathway to address teacher shortages and create affordable, high-quality pathways into the education profession. **RAPs in teaching incorporate the typical**

<sup>18</sup> [Educator Registered Apprenticeship Intermediary \(2024\)](#)

<sup>19</sup> [U.S. Department of Labor \(2024\)](#)

<sup>20</sup> [U.S. Department of Education \(2024\)](#)



A photograph of a female teacher with blonde hair smiling and looking down at a young Black male student who is looking at a book. The image is overlaid with a blue tint.

## *RAPs in teaching have emerged as a promising pathway to address teacher shortages.*

**components of a regular RAP but are tailored specifically to the PK12 teacher occupation.** RAPs in teaching require close coordination across several key partners to design and execute the apprenticeship program, including OJT, related instruction and progressive wages.

- **Local Education Agency (LEA)/Employer:** For RAPs in teaching in California, the employer is typically the LEA and refers to a school district, county office of education, direct-funded charter school or special education local plan area (SELPA).<sup>21</sup> Typically, when developing RAPs, the LEA refers to the related instruction provider. However, for RAPs in teaching in California and in this document, LEA will refer to the school district/employer.
- **EPP/RSI Provider:** For RAPs in teaching in California, EPPs provide the related instruction, which is referred to as related and supplemental instruction (RSI). RSI refers to classes and instruction for the apprentice. The California Code of Regulations requires that an organization providing RSI for apprentices must be a public education agency.<sup>22</sup> The RSI provider offering the teacher preparation coursework must be a public EPP approved by the CTC. A private EPP can offer RSI if it partners with a public entity like a school district or county office of education.
- **Sponsor:** Like with all RAPs, for RAPs in teaching in California, the sponsor is the entity that takes on the legal responsibility of ensuring apprenticeships are properly managed and operated in compliance with the standards set by the DOL or SAA. Sponsors can be labor management organizations, educational entities, employer associations, community colleges, etc.
- **Organized Labor:** Union-sponsored and -supported apprenticeship programs have built-in advocates who advance racial and ethnic minorities and women into higher-paid workforce segments and support the apprentice throughout their journey. For RAPs in teaching in California, organized labor should play an early and active role in the development of the RAP.

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<sup>21</sup> [Commission on Teacher Credentialing \(n.d.\)](#)

<sup>22</sup> [State of California Department of Industrial Relations \(n.d.\)](#)



## Benefits of RAPs in Teaching

RAPs in teaching offer benefits to schools, labor organizations, EPPs and most importantly, aspiring educators. Leveraging their history of success within other industries and the nationwide momentum, RAPs in teaching in California have the potential to address ongoing teacher shortages through a high-quality, affordable pathway into the profession. The infographic below details the benefits of RAPs in teaching for the various involved stakeholders.

### BENEFITS OF RAPs IN TEACHING

#### BENEFITS FOR LEA/EMPLOYERS

- Effective recruitment and retention of high-quality educators
- An expanded pool of individuals eligible to become teachers through increased access to affordable pathways
- Incentive and braided funding streams for program development and implementation

#### BENEFITS FOR EPP/RSI PROVIDERS

- Effective strategy to recruit and support diverse students
- Rigorous instruction combined with intensive OJT
- Streamlined partnerships with local education agencies

#### BENEFITS FOR UNIONS

- Increased membership by growing the educator workforce
- Expanded scope of bargaining
- Professional growth pathways for their members
- Rigorous training that may improve retention and quality of educators

#### BENEFITS FOR APPRENTICES

- Clear pathways to educator credentials and licenses
- “Earn-and-Learn” model that helps eliminate financial burdens of EPPs
- Long-term mentorship beyond student teaching experience
- High-quality new teacher induction and job-embedded professional learning

### California’s Statewide System for RAPs in Teaching

Implementing RAPs in teaching within California requires a collaborative effort among various organizations to ensure effective oversight, credentialing and program delivery. This section delves into the key organizations involved in the statewide RAP system, outlining their specific roles and responsibilities in the approval, sponsorship and implementation of these apprenticeship programs.



By understanding the structure and functions of these organizations, partners can gain a comprehensive overview of the framework supporting teacher development through RAPs in California.

CTC and DAS have a set of requirements for teacher certification and RAPs, respectively. Since RAPs in teaching merge an apprenticeable occupation with education, they will need to meet the requirements of both organizations to be registered and recognized by the state. The infographic below highlights the requirements for DAS and CTC.

## DAS AND CTC REQUIREMENTS

### DEPARTMENT OF APPRENTICESHIP STANDARDS

- On-the-Job training (OJT)
  - + **Time-based:** 2000 hours of working and learning on the job
  - + **Competency-based:** Recommended at least 1000 hours of OJT per year with the opportunity to complete in a shorter amount of time through demonstrating competencies
- Related and supplemental instruction (RSI)
  - + 144 hours of classroom-based RSI, the equivalent of three lecture courses in a college context
- Paid employee with progressive wage
  - + Progressive wage scale with at least one step increase over time
  - + Ideally, apprentices receive benefits



### COMMISSION ON TEACHER CREDENTIALING

- Earn a bachelor's degree
- Complete a commission-accredited teacher preparation program
- Complete 600 hours of clinical practice
- Demonstrate subject basic skills proficiency through one of several methods
- Demonstrate subject matter competence through a major, coursework or subject area exam (CSET)
- Complete a course or pass a test on the principles of the U.S. Constitution.
- Earn a recommendation from a commission-accredited teacher preparation program
- Be fingerprinted and pass a background check

Further, multiple critical stakeholders in education and labor must be involved in designing, registering and implementing RAPs in teaching. These include state education and labor agencies, unions and those who can fill the LEA/employer, EPP/RSI provider and sponsor roles. Some stakeholders can play and may choose to fill more than one role. For example, school districts can serve as both LEA/employer and sponsor.

The table on the following page identifies key California stakeholders and describes the roles they could play in RAPs in teaching in the state.



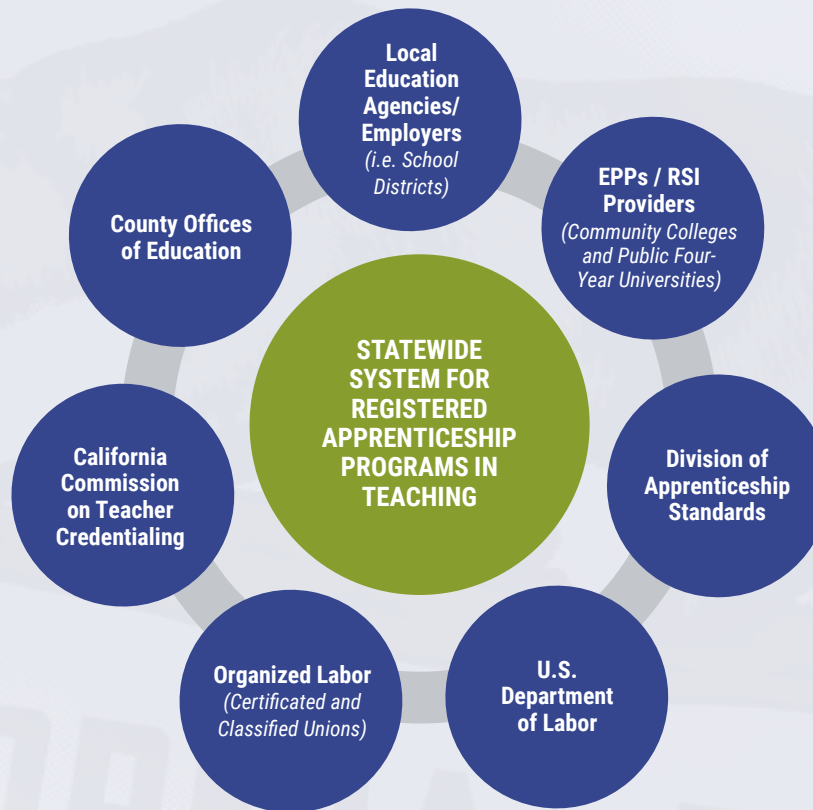
ORGANIZATION	DESCRIPTION	ROLE(S)*
<b>STATE AGENCIES</b>		
<b>Division of Apprenticeship Standards</b>	State apprenticeship agency that oversees registration and approval of RAPs within California	Approving agency for the RAP
<b>California Commission on Teacher Credentialing</b>	State agency that oversees teacher credentialing in California	Approving agency for EPPs, which serve as RSI providers in RAPs
<b>State Board of Education</b>	Governing and education policymaking body in California	Supporting policy efforts related to the teacher workforce, including RAPs in teaching
<b>EPP/RSI PROVIDERS</b>		
<b>California State University and University of California</b>	State four-year public university systems that offer coursework leading to a bachelor's degree and teacher certification	Joint sponsor and/or RSI provider
<b>California Community Colleges</b>	State community college system that grants associate degrees, including to apprentices who complete their apprenticeship program in related education occupations like ECE	Joint sponsor and/or RSI provider
<b>LEA/EMPLOYERS</b>		
<b>County Offices of Education</b>	Government entity that provides services and support to school districts within their respective counties and employs teachers, especially in the early childhood education	Joint sponsor and/or technical assistance provider and/or employer
<b>School Districts</b>	Government entity that operates public K12 schools and employs teachers	Joint sponsor and/or employer
<b>UNIONS</b>		
<b>California Teachers Association</b>	One of the unions in California representing a broad range of school personnel including certificated teachers	Joint sponsor and/or labor partner
<b>California Federation of Teachers</b>	One of the unions in California representing a broad range of school personnel including certificated teachers	Joint sponsor and/or labor partner
<b>California School Employees Association</b>	One of the classified school employee unions in California	Joint sponsor and/or labor partner
<b>Service Employees International Union</b>	One of the classified school employee unions in California	Joint sponsor and/or labor partner

\* Some stakeholders can play multiple roles within RAPs in teaching. For these stakeholders, multiple possible roles are listed.





## INVOLVED ORGANIZATIONS IN RAPS IN TEACHING IN CALIFORNIA



*This infographic captures the involved organizations for developing RAPS in teaching in California, including the EPP/RSI provider, LEA/employer and those who can serve as a sponsor to implement and oversee the program.*

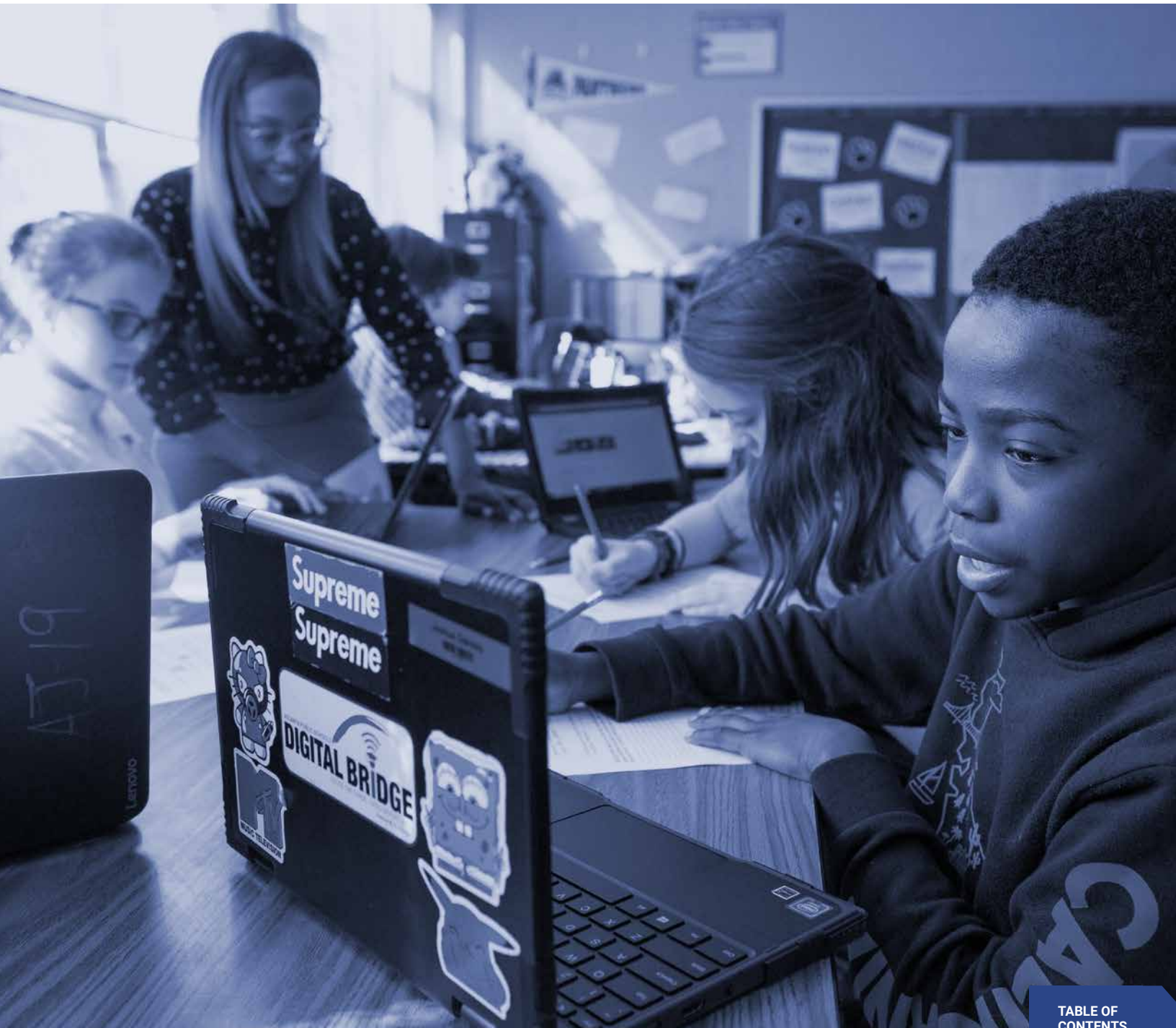
### National Guidelines for Apprenticeship Standards for K-12 Teacher Apprenticeships

The Pathways Alliance, a collaborative effort between InnovateEDU and the Learning Policy Institute, unites leading education organizations to support and implement diverse and inclusive educator preparation pipelines. To support the development and scale of RAPS in teaching nationwide, the Pathways Alliance developed [National Guidelines for Apprenticeship Standards for K-12 Teacher Apprenticeships](#). The DOL published these national guidelines as a template for those seeking to develop, register and launch teacher apprenticeships with the DOL. The guidelines include standards for RAPS in teaching and “a work process schedule that outlines the professional and pedagogical skills” apprentices should gain throughout a high-quality RAP in teaching. Sponsors may use these guidelines and the specific standards captured within them alongside state and local guidelines and standards to design



their RAP in teaching. Specifically, the Guidelines include key elements to support the development and creation of RAPs in teaching:

- The establishment of requirements and responsibilities that apprenticeships must fulfill
- A work process schedule outlining the skills apprentices must attain during their apprenticeship
- The appendices that a program must complete and submit as part of the application to register the apprenticeship with the DOL





# STATEWIDE FRAMEWORK

FOR RAPS IN TEACHING

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USING THIS  
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## Statewide Framework for RAPs in Teaching

The Statewide Framework presents 1) the existing state requirements for RAPs in California and 2) the Working Group's guiding principles to support quality RAPs in teaching in California. Whereas the state requirements are embedded in statute, the Working Group's guiding principles are recommendations informed by the Working Group's experience and expertise. Specifically, the Statewide Framework will present state requirements and the Working Group's guiding principles in three key areas:

- **Program Approval:** The process by which RAPs in teaching can seek approval from the DAS and the DOL
- **Program Sponsorship:** The mechanisms by which RAPs in teaching can identify a program sponsor who will oversee and implement the apprenticeship
- **Program Design and Quality:** The ways in which apprenticeships can layer into the existing teacher preparation pathways in California and support high-quality teacher apprenticeships

Each section will first present requirements for RAPs in teaching in California and then present the Working Group's guiding principles. As partners review the Statewide Framework, they should consider implications for designing and implementing a RAP in teaching in their local context, such as how and to what extent partners are able to incorporate the Working Group's guiding principles and what capacity and resources are needed at the local level to create a high-quality RAP in teaching.

### Program Approval

#### *Requirements*

The apprenticeship system consists of two entities overseeing and registering RAPs: the DOL's Office of Apprenticeship and SAAs.<sup>23</sup> California is an Office of Apprenticeship (OA) state; therefore, the local OA office registers RAPs. However, DAS also serves as the SSA. For this reason, RAPs in teaching in California can be recognized at the federal level by DOL through the OA and at the state level by DAS. Whereas federal approval by the OA allows programs to access federal dollars and resources for apprenticeship, state approval by DAS allows programs to access state dollars and resources for apprenticeship. The state and federal approval processes involve unique application documents and distinct program requirements and guidelines.

#### *Working Group Guiding Principles*

Although it is not required for California RAPs in teaching to register with both the OA and DAS, the Working Group suggests stakeholders register their RAP in teaching with DAS prior to registering with the DOL. This ensures stakeholders design a program that aligns with California's requirements for RAPs, which are more specific than federal requirements. For this reason, the Working Group suggests stakeholders contact DAS early to notify them of their interest in developing a RAP in teaching. These RAPs in teaching will receive tailored support from DAS with respect to the development and design of their program and, once approved by DAS, will unlock California-specific labor funding sources.

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<sup>23</sup> [U.S. Department of Labor](#) (n.d.)





## CALIFORNIA RAPS DUAL APPROVAL PROCESS



DAS will collaborate with CTC to evaluate the accreditation status of EPPs that are part of RAP in teaching applications. Collaboration between DAS and CTC is important because RAPs in teaching require programs to ensure PK12 teaching credential candidates can fulfill the DAS requirements for apprenticeship and the CTC requirements for earning teaching certification in California. Specifically, DAS will take the following steps when reviewing a RAP in teaching application for registration:

1. Check the accreditation [website](#) for a letter of accreditation for the EPP that is part of the RAP application.
2. Contact CTC if they have any questions about the details of the accreditation letter.
3. Consult with CTC on programs that have “Accreditation with Probationary Stipulations.”
4. Keep CTC apprised of approved RAPs with a CTC-accredited EPP.





## Program Sponsorship

### Requirements

One key player in RAPs in teaching is the sponsor. A sponsor is “any person, association, committee or organization that operates a Registered Apprenticeship Program. This entity assumes the full responsibility for administration and operation of the apprenticeship program.”<sup>24</sup>

In California, labor code requires a joint sponsorship structure, referred to as the Joint Apprenticeship Committee (J.A.C.).<sup>25</sup> The J.A.C.’s role is to implement and oversee the program. Specific responsibilities of the J.A.C. include:

- Administering the RAP in teaching
- Recruiting and selecting apprentices
- Recommending changes to program design, such as the RSI curriculum

According to the California labor code, the J.A.C. must include equal representation of labor and management. Labor refers specifically to the local union(s), and management refers to the program employer (for RAPs in teaching, this is the LEA/employer but may also include representatives from the EPP/RSI provider). For example, if a RAP in teaching has three management or employer committee members, they must also have three members representing labor. The J.A.C. should include an advisor from DAS who will serve as a nonvoting observer. The J.A.C. may also include other nonvoting observers. This DAS [handbook](#) includes additional details related to the J.A.C.’s composition and each member’s roles and responsibilities.

One organizing partner within the J.A.C. may lead the J.A.C. in completing the sponsor responsibilities, such as completing administrative duties. For example, the LEA/employer may choose to be the organizing partner and would complete and submit the application forms to DAS, along with fulfilling other administrative duties of the sponsor. The image below shows an example J.A.C. structure led by a county office of education with three LEA/employers.

### Joint Apprenticeship Committees in California Labor Code

*Programs may be approved by the chief in any trade in the state or in a city or trade area, whenever the apprentice training needs justify the establishment. Where a collective bargaining agreement exists, a program shall be jointly sponsored unless either party to the agreement waives its right to representation in writing. The J.A.C. shall be composed of an equal number of employer and employee representatives.*<sup>26</sup>

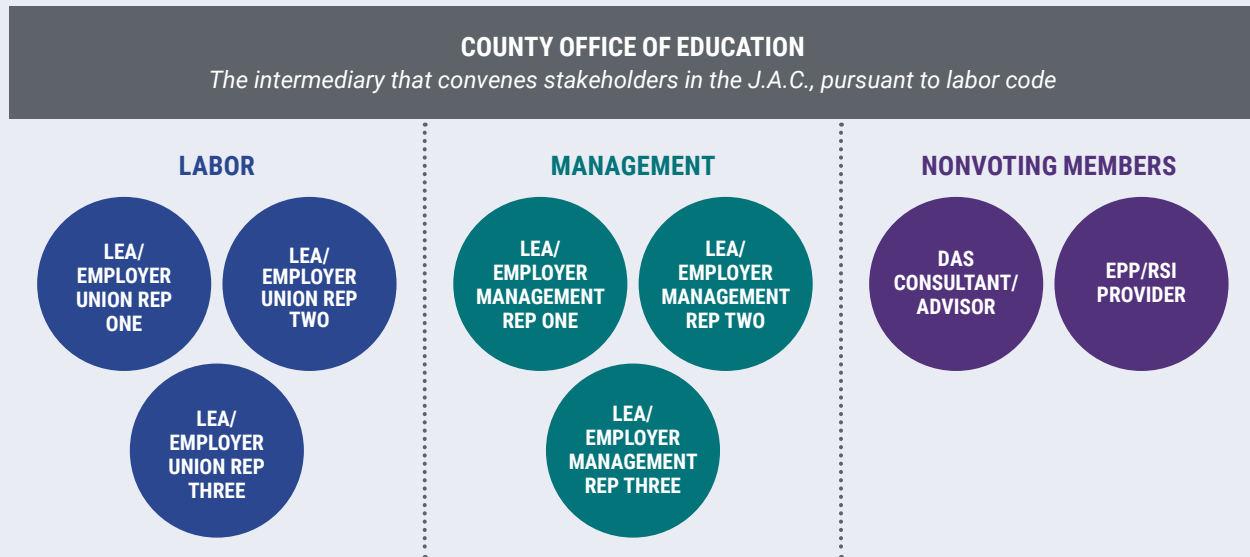
<sup>24</sup> [U.S. Department of Labor](#) (n.d.)

<sup>25</sup> [California Legislative Information](#) (n.d.)

<sup>26</sup> *Ibid.*



## EXAMPLE JOINT APPRENTICESHIP COMMITTEE STRUCTURE (J.A.C.) WITH THREE LEA/EMPLOYERS



### Working Group Guiding Principles

The Working Group suggests that as partners pull together the J.A.C. and identify their organizing partner, they consider who has the capacity to complete the critical tasks associated with the sponsor role. Partners should ensure they identify an organizing partner on the J.A.C. that has the capacity to:

- Design the program in collaboration with LEA/employer(s), RSI providers/EPPs and unions.
- Register the program with DAS and DOL.
- Apply for federal and state grants.
- Braid funding.
- Convene interest holders in a committee.
- Run and scale the program.
- Report on apprentices to the DAS, DOL and any other funding entities.
- Provide other administrative support.

The Working Group also suggests partners leverage technical assistance for program sponsorship. Various organizations provide technical assistance related to teacher apprenticeships, including [Educator Registered Apprenticeships Intermediary](#), the [National Center for Grow Your Own](#) and the





**Center for Collaborative Education.** The Working Group also recommends leveraging the existing **Statewide Residency Technical Assistance Center** (SRTAC) for technical assistance. The SRTAC is state funded to 1) build the capacity of five county office of education (COE) regional hubs to support the launch, scaling and sustainability of residency programs; 2) increase awareness and support for the residency models across the state; and 3) expand residency initiatives and address educator workforce shortages through established relationships and connections between LEAs and institutions of higher education (IHEs). Given that **teacher residencies and apprenticeships share many similar features**, the SRTAC regional hub counties are well positioned to provide tailored technical assistance to new sites within their geographic regions that need support to design, register and launch apprenticeship programs. All five regional hubs in the SRTAC—the San Diego County Office of Education (SDCOE), the Tulare County Office of Education (TCOE), the Santa Clara County Office of Education (SCCOE), the Sacramento County Office of Education (SCOE) and the Humboldt County Office of Education (HCOE)—are in various stages of developing RAPs in teaching.



*California's RAPs in teaching align with DOL standards, providing a structured pathway to educator licensure.*

## Program Design and Quality

### Requirements

California's RAPs in teaching align with DOL standards, providing a structured pathway to educator licensure. These programs combine **on-the-job training** (OJT) with related and **supplemental instruction** (RSI). California's RAPs meet or exceed federal requirements, mandating specific hours of OJT and RSI,



as well as a **progressive, living wage** for apprentices. Related to **licensure** and to ensure quality and alignment with state teacher credentialing standards, RAPs in teaching must partner with a California CTC-approved EPP to provide RSI. Ultimately, RAPs in teaching must meet the requirements set by DAS for all apprenticeship programs and CTC for all teacher certification programs. The table below describes the key program components and requirements or recommendations.

PROGRAM COMPONENT	REQUIREMENT
<b>Related and Supplemental Instruction (RSI)</b>	RSI is the relevant coursework that apprentices must complete during their program. It focuses on theoretical knowledge and technical skills and reinforces concepts learned while working in a classroom. It is recommended that apprentices <b>complete at least 144 hours</b> of RSI, which is equivalent to three lecture courses in a college context.
<b>On-the-Job Training (OJT) and Mentorship</b>	OJT is the structured, hands-on learning experience whereby apprentices gain practical skills and knowledge under the guidance of experienced mentors or journeyworkers. In a RAP in teaching, apprentices earn their OJT working in a classroom under the guidance of an experienced mentor teacher.  DAS recommends a minimum of 1,000 hours of OJT, while DOL suggests at least 2,000 hours for post-baccalaureate programs.  In total, RAPs in teaching <b>will include at least 2,000 hours of paid OJT</b> inclusive of all clinical experiences like student teaching, co-teaching/planning and induction.
<b>Wages</b>	Wages refer to the compensation an apprentice earns while performing OJT. Apprentices <b>must earn a progressive, living wage</b> , increasing at least one step during their program. The wage varies by geographic location within California.
<b>Licensure</b>	RAPs in teaching <b>must include a CTC-approved public EPP</b> whose standards align with <b>CTC's standards and teaching performance expectations</b> . These institutions can provide coursework needed for apprentices to ultimately earn a teaching certification while completing the RSI requirement.  The California Code of Regulations requires that organizations providing RSI for apprentices must be public education agencies; <sup>27</sup> a private EPP can offer RSI if it partners with a public entity like a school district or county office of education.

### **Working Group Guiding Principles**

The Working Group developed guiding principles in four key areas that address program design and quality for RAPs in teaching in California. These four areas are: OJT and mentorship, RSI, wages and partnerships.

California has an existing, robust teacher preparation infrastructure. To create a seamless pipeline for aspiring teachers, apprenticeships can leverage pre-baccalaureate opportunities in adjacent spaces, including ECE and expanded learning, that can be layered into the teacher preparation pathways outlined

<sup>27</sup> [State of California Department of Industrial Relations \(n.d.\)](#)



in CTC's [Roadmap to Teaching](#) to establish multiple program designs. It is important to note that CTC's Roadmap to Teaching is continually refined and may be updated over time. Ultimately, the unique "earn-and-learn" model of a RAP in teaching enables the candidate to earn a living wage as an apprentice regardless of which preparation pathway they enroll in.

PK12 apprenticeship can integrate into existing teaching pathways in California by leveraging structures like residencies and post-baccalaureate programs. However, successful implementation necessitates additional capacity and resources tailored to each design. For instance, integrating a RAP in teaching into a residency program might be more straightforward if a partnership already has a robust residency, as these often encompass many elements of an apprenticeship, such as mentorship, coursework and full-time, paid work experience. However, the work experience must offer a living wage to qualify as an apprenticeship. In contrast, integrating a RAP into a traditional post-baccalaureate program would require resources to compensate student teachers, who are typically unpaid.

PROGRAM COMPONENT	RECOMMENDATION
<b>On-the-Job Training (OJT) and Mentorship</b>	<ol style="list-style-type: none"> <li>1. Consider how to extend OJT for existing EPPs to meet the minimum federal requirements for OJT hours, preferably at least 2,000 hours.</li> <li>2. Provide the apprentice with at least 600 hours of OJT prior to becoming the teacher of record.</li> <li>3. Engage the local union to determine an appropriate employment classification and job description for apprentices.</li> <li>4. Provide high-quality mentoring throughout the apprenticeship. The mentor teacher providing ongoing support to an apprentice should meet the qualifications outlined in Standard 4 of the <a href="#">Teacher Induction Program Preconditions and Program Standards</a>. The mentor should also possess the same credentials the apprentice seeks.</li> </ol>
<b>Related and Supplemental Instruction (RSI)</b>	<ol style="list-style-type: none"> <li>1. Use a competency-based or hybrid apprenticeship approach.</li> <li>2. Align RSI at a CTC-approved public EPP with the <a href="#">California Teaching Performance Expectations</a> and the <a href="#">California Standards for the Teaching Profession</a>. A private EPP can offer RSI if it partners with a public entity like a school district or county office of education.</li> </ol>
<b>Wages</b>	<ol style="list-style-type: none"> <li>1. Consider where funds can be reallocated to support apprentice wages, such as from vacant positions. OR consider employing the apprentice under a new job category (e.g., "teaching apprentice").</li> <li>2. Consider how apprentices might be provided a living wage.</li> </ol>
<b>Partnerships</b>	<ol style="list-style-type: none"> <li>1. Identify and engage all partners early, including local classified and certificated unions and community colleges.</li> <li>2. Establish a design team that includes representatives from all partners to co-design your RAP in teaching.</li> </ol>





Layering apprenticeship into an existing program involves identifying shifts needed for that program to meet all the state and federal requirements for RAPs in teaching while still maintaining best practices in terms of educator preparation. The [appendices](#) provide a deeper dive, including the required number of OJT hours, into the following program designs for RAPs in teaching in California:

- Bachelor + Educator Credential Apprenticeship Integrated Into an ITEP
- Credentialed Educator Apprenticeship Integrated With a Traditional Post-Baccalaureate Program
- Credentialed Educator Apprenticeship Integrated With a Residency
- Credentialed Educator Apprenticeship Integrated With an Intern Program

Building in apprenticeships in ECE, expanded learning and other education-adjacent occupations into the program design can support a seamless and robust educator pipeline and create opportunities for aspiring educators in high school and individuals without an undergraduate degree to enter the profession at different points in their educational and career journey. For example, high school students can take advantage of three distinct opportunities to eventually pursue a career in teaching:

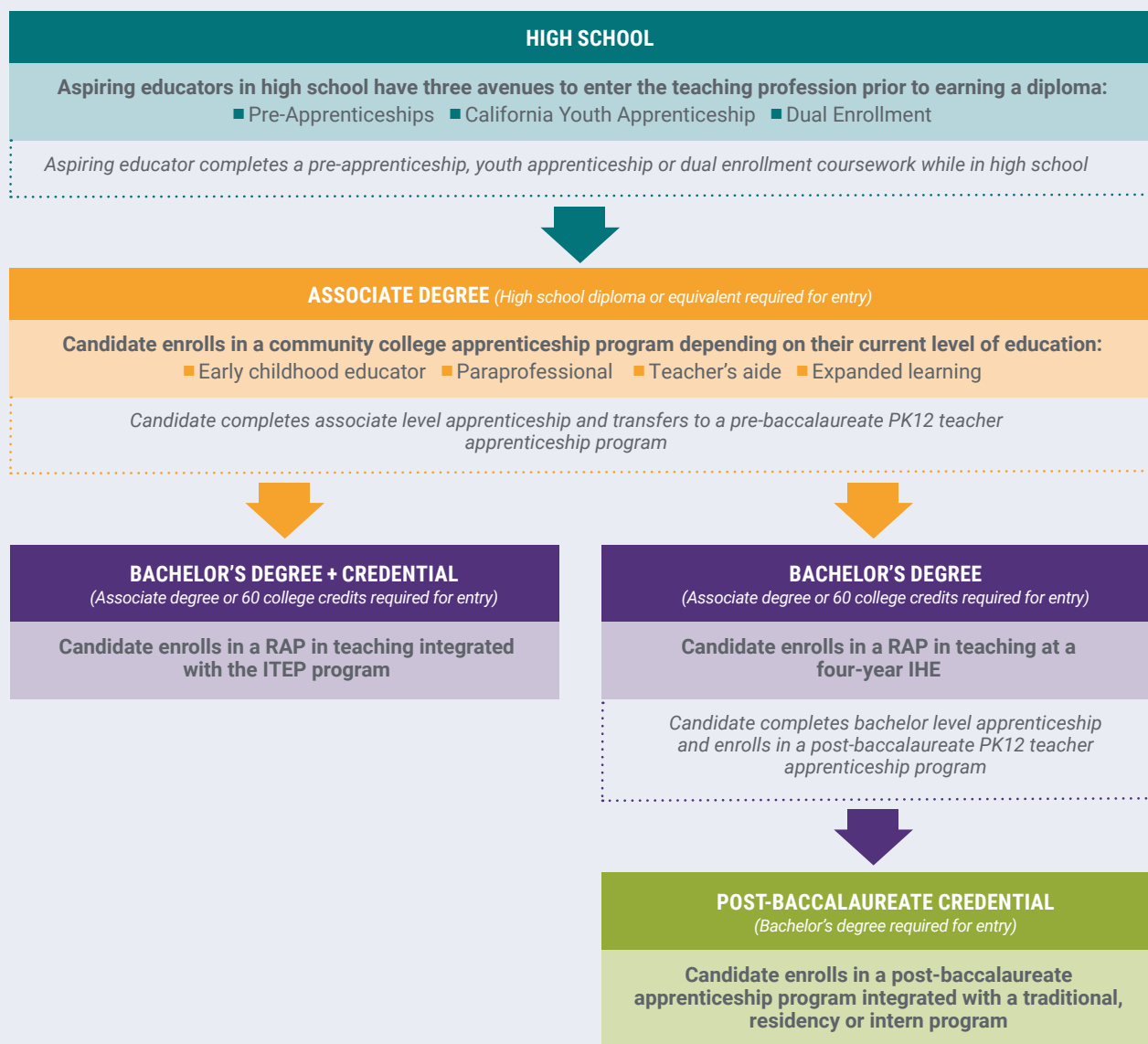
- 1. Pre-Apprenticeship:** Pre-apprenticeship programs offer work-based learning opportunities to prepare individuals for success in a RAP. Pre-apprenticeship opportunities can prepare an aspiring educator for success in a RAP in the teacher's aide, expanded learning or other education occupations, with the potential to earn an associate degree or 60 semester units to become eligible for a PK12 teaching credential apprenticeship. Pre-apprenticeship programs are linked to an existing RAP, consist primarily of related instruction, do not include on-the-job learning experiences and are unpaid.
- 2. California Youth Apprenticeship:** California Youth Apprenticeships provide opportunities for young people ages 16–24 to participate in paid on-the-job learning combined with academic coursework, starting as early as high school. Aspiring educators eligible for youth apprenticeships can enroll in one focused on the teacher's aide or expanded learning occupations. Apprentices can earn and learn, with the potential to earn an associate degree or 60 semester units to become eligible for a PK12 teaching credential apprenticeship.
- 3. Dual Enrollment:** Although Dual Enrollment is not part of the apprenticeship pathway, course credits earned as part of a Dual Enrollment program may make students more competitive when applying for an apprenticeship program. Dual enrollment allows high school students to earn college credits while still in high school. This program provides an opportunity for these students to take college-level courses taught by college professors, often on their high school campus. Aspiring educators can complete introductory classes required to earn an associate degree. These credits can transfer to community colleges, enabling aspiring educators to fast-track their eligibility into an apprenticeship program after earning their high school diploma.

The infographic on the following page shows a sample educator apprenticeship sequence, beginning in high school, where an aspiring educator can leverage the available opportunities and then pursue an apprenticeship program in an occupation like ECE or expanded learning while completing an associate degree (or earning the equivalent semester units) before pursuing one of two options to become a credentialed teacher in California: 1) an ITEP program through which an individual can earn a bachelor's



degree and credential or 2) a four-year IHE followed by a post-baccalaureate teacher preparation program, such as a residency, intern or traditional post-baccalaureate program. By completing a bachelor’s degree in an approved subject matter program or a major or sufficient coursework that aligns with subject matter requirements, an aspiring educator can fulfill subject matter requirements and obtain a bachelor’s while earning and learning through the apprenticeship program. Although this sample sequence shows a linear route from high school to the teaching credential, program design teams should consider that many aspiring educators may go in and out of these programs as they navigate the complexities of school, work and life.

### PK12 EDUCATOR APPRENTICESHIPS SAMPLE SEQUENCE HIGH SCHOOL TO CREDENTIAL



# PHASES FOR DEVELOPING

PK12 RAPS IN TEACHING IN CALIFORNIA

INTRODUCTION  
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## Phases for Developing PK12 RAPs in Teaching in California

The phases for developing RAPs in teaching in California provide a comprehensive guide for creating, registering and implementing RAPs in teaching in the state. By providing tangible resources, this section empowers school districts, county offices of education, teacher preparation programs, labor unions and other interested partners to create high-quality RAPs in teaching that prepare talented, diverse and effective teachers. These tools provide a foundation for partners interested in developing RAPs in teaching; however, users should consider how to adapt the tools to their local contexts.

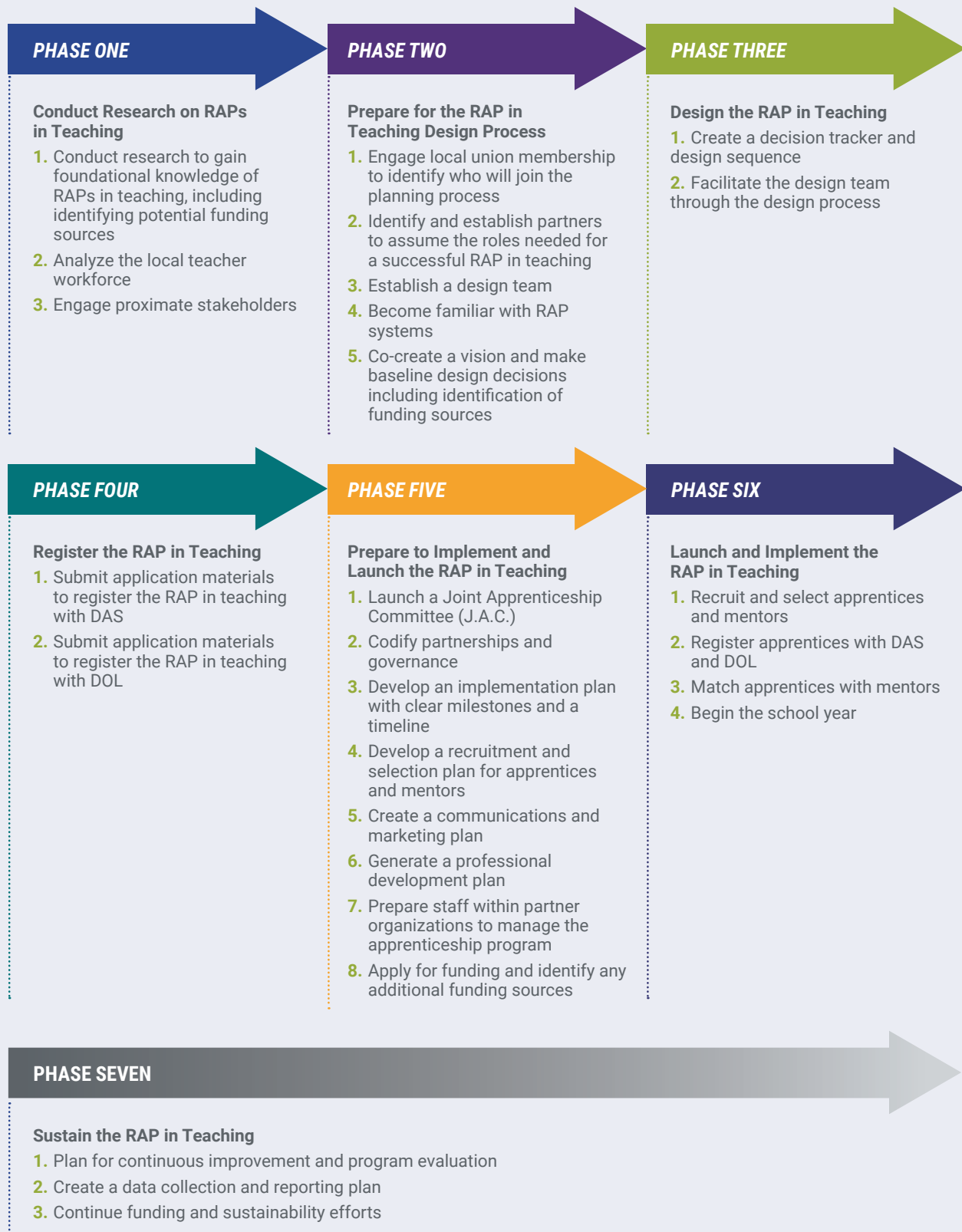
**This section presents the recommended phases that partners should follow when designing and implementing PK12 RAPs in teaching in California. By moving through the seven phases of work, partners will have designed, registered and implemented their RAP in teaching. Any of the key partners – LEA/employer, EPP/RSI provider or sponsor – can initiate the process of developing a RAP in teaching.**







## ROADMAP FOR DESIGNING, REGISTERING, LAUNCHING AND SUSTAINING RAPs IN TEACHING





Over its year-long collaboration, the Working Group selected three pilot sites to support and learn from and then applied those field lessons to this section. Education First and DAS provided technical assistance to the pilot sites, which include:

- Tulare County of Office of Education (TCCOE)
- San Diego Unified School District (SDUSD)
- Santa Clara County Office of Education (SCCOE)

**Examples and learnings from these three pilot sites, and from apprenticeship programs in adjacent occupations like ECE and expanded learning, are integrated throughout this section.**

Partnering with DAS is an essential aspect of developing a RAP in teaching. DAS staff can advise partners as they leverage the phases to develop PK12 RAPs in teaching to create their apprenticeship programs. An assigned DAS consultant provides several complementary services like accessing funding sources, building a program tailored to identified needs and discovering a talent pool of aspiring educators. As partners use this toolkit to create their RAPs, they should leverage the partnership with DAS staff to also navigate the process toward registration, launch and sustainability. The end of each phase will include a roundup of all tools. Further, a folder with the tools linked throughout can be found [here](#).

## ***Partnering with the Division of Apprenticeship Standards***

*Partnering with DAS is an essential aspect of creating a RAP in teaching in California. DAS outlines six steps for setting up an apprenticeship program that connect to the seven phases in this section.*

- 1. Contact the Division of Apprenticeship Standards (Phase One and Phase Two)*
- 2. Determine the Essential Job Skills (Phase Two)*
- 3. Identify the Employer Where the Apprentice Will be Working (Phase Two and Phase Three)*
- 4. Identify Educational Partners and Desired Classroom Component of Training (Phase Two and Phase Three)*
- 5. Establish Apprenticeship Program Standards (Phase Three)*
- 6. Submit Your Program to DAS for Approval (Phase Four, Phase Five, Phase Six, Phase Seven)*



***PHASE ONE***

***CONDUCT RESEARCH  
ON RAPS IN TEACHING***



**CALIFORNIA**



## PHASE ONE

### **Conduct Research on RAPs in Teaching**

In addition to conducting research to understand RAPs in teaching, partners should also research their local workforce needs and engage proximate stakeholders to understand their needs and priorities. This knowledge ensures partners develop a shared understanding of RAPs in teaching and how they might support partners' existing teacher preparation efforts. With this understanding, partners can effectively integrate RAPs in teaching into their local talent strategies to strengthen their teacher workforce.

MILESTONES	OUTCOMES
<ul style="list-style-type: none"> <li>■ Conduct research to gain foundational knowledge of RAPs in teaching, including identifying potential funding sources</li> <li>■ Analyze the local teacher workforce</li> <li>■ Engage proximate stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>■ Gained understanding of RAPs in teaching and how they will bolster the teacher workforce and create an affordable pathway in the education profession</li> <li>■ Identification and confirmation of local workforce needs</li> <li>■ Gained understanding of possible funding sources to support RAPs in teaching</li> </ul>

### **Conduct Research to Gain Foundational Knowledge of RAPs in Teaching, Including Identifying Potential Funding Sources**

Partners should begin by conducting research to understand RAPs broadly and RAPs in teaching specifically. Undertaking this initial research ensures the developed strategies align with RAP components and federal and state requirements. Further, research empowers partners to make informed decisions about the design and implementation of their RAP in teaching, increasing the likelihood of developing and launching a successful program. Lastly, partners should research the various funding opportunities at the local, state and federal levels that can support the launch, implementation and sustainability of RAPs in teaching. [Phase Five](#) and the [Funding](#) section provide greater detail about the sources available.

Below are some research questions an organization interested in developing a RAP in teaching may seek to address during their research efforts. They may also consider developing a research plan, such as this [one](#), to guide their research efforts. It may be beneficial to include the following questions.

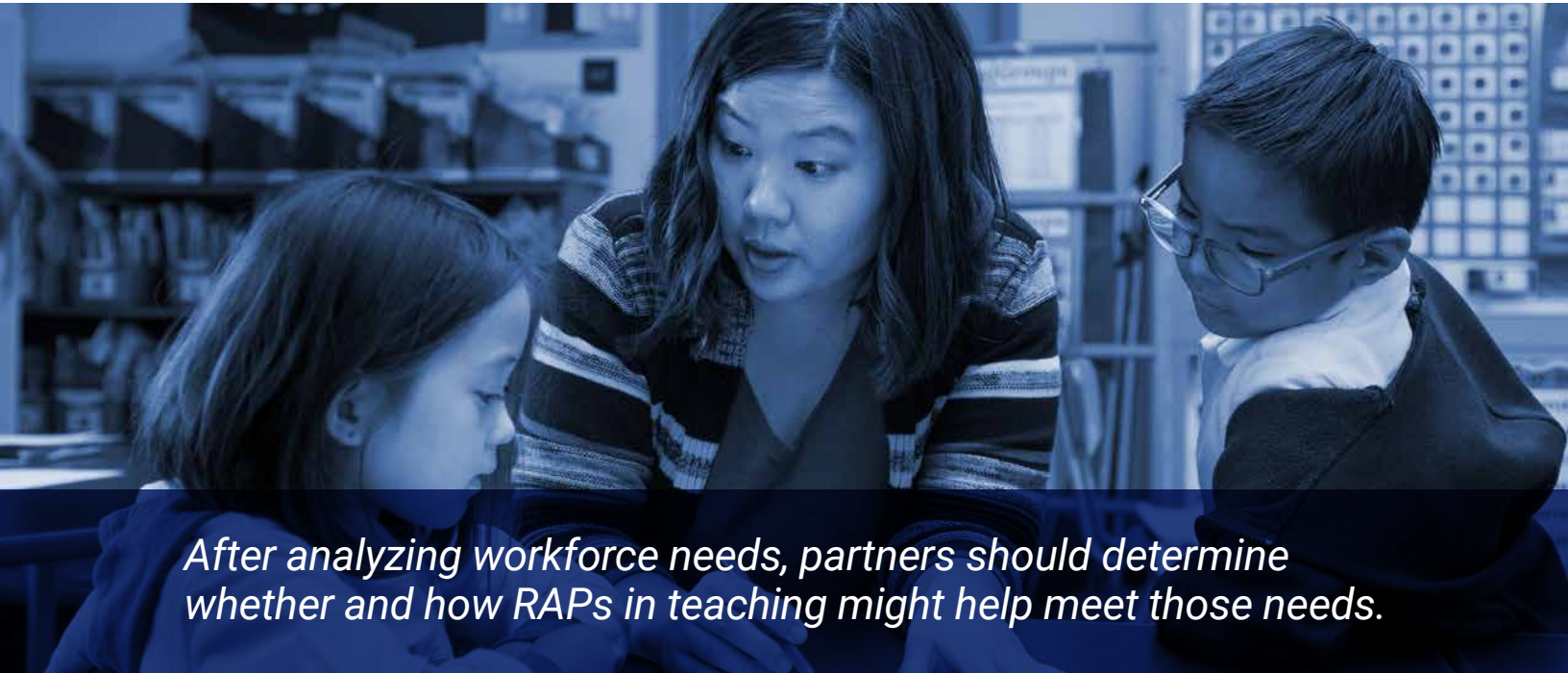
- What are RAPs in teaching?
- How do RAPs in teaching align with the needs of the district?
- How do RAPs in teaching ensure a diverse and effective teacher workforce?
- How are RAPs in teaching similar and different from other teacher preparation pathways/programs?
- What funding sources are available at the local, state and federal levels to support RAPs in teaching?



**PHASE ONE**

The DOL provides resources to understand the RAPs in teaching and their value-add. A DOL [page](#) dedicated solely to education apprenticeship features resources like a [fact sheet](#) and [common terms](#) related to RAPs in teaching. The Educator Registered Apprenticeship Intermediary (ERA), a technical assistance provider that supports the development and launch of RAPs in teaching nationwide, also provides several [documents](#) that help stakeholders understand RAPs and how they can bolster a teacher workforce and create an affordable pathway into the profession.

To gain knowledge about RAPs in teaching within the context of California, Education First developed a landscape overview [document](#). It outlines RAPs in teaching and how they can fit within the California education landscape. Further, partners can utilize this brief [deck](#) from Education First, which details an overview of RAPs in teaching and their value-add to engage stakeholders and to garner stakeholder support. Further, this [document](#) from the National Center for Grow Your Own explains the value-add of teacher apprenticeships for LEA/employers and EPP/RSI providers.



*After analyzing workforce needs, partners should determine whether and how RAPs in teaching might help meet those needs.*

A photograph showing a teacher leaning over a desk to assist two young students, a girl and a boy, in a classroom setting. The image is overlaid with a blue tint.

Stakeholders can also learn about RAPs in teaching in other states. As noted, there are over 42 states implementing RAPs in teaching. This [resource](#) profiles eight programs nationwide including Michigan, Missouri, South Carolina and Wyoming. Further, Education First's landscape [overview](#) surfaces examples from Tennessee, Iowa and New York. Understanding the national landscape can help partners inform their own approach to designing their RAPs in teaching.



## PHASE ONE

### **Analyze the Local Teacher Workforce**

After conducting research on RAPs in teaching, partners should conduct a needs assessment to identify whether and how RAPs in teaching might support the educator workforce needs. A needs assessment enables partners to analyze their teacher workforce and assess vacancies so that the positions filled through a RAP in teaching will meet the LEA/employer's staffing needs. Partners can consider several data categories when analyzing the teacher workforce, including vacancies across grade levels and subject areas, retention, teacher demographics compared to that of the community and retirements or resignations.<sup>28</sup>

Some key research questions to address in your needs assessment include:

- Which schools within the LEA/employer are experiencing turnover or increased vacancy rates?
- Which subject areas and grade levels across the LEA/employer are experiencing turnover or increased vacancy rates?
- To what extent are teachers on emergency credentials or teaching outside their certification across the LEA/employer?
- To what extent do the demographics of the LEA/employer's teaching workforce match the demographics of the students they serve?

Partners can adapt various tools to analyze their teacher workforce. The second tab in [this workbook](#) from the Tennessee Department of Education (TDOE) Grow Your Own [Playbook](#) walks partners through a needs assessment encompassing some of the research questions above. Partners can make a copy of the workbook and adapt the tool to their own context to complete a needs assessment. To understand existing educator licensure pathways within an LEA/employer, partners can use [this template](#). It enables partners to conduct an assessment of all educator licensure pathways available for aspiring educators within their specific geographic context, identify whether EPPs are meeting the district's workforce needs and recognize gaps in program offerings for specific groups of aspiring teachers.

Lastly, partners can also utilize this recent [tool](#) from the Learning Policy Institute (LPI). It helps partners estimate the cost of teacher turnover based on their district's data, underscoring the value that RAPs in teaching can improve teacher retention and decrease the turnover costs over time.

After analyzing workforce needs, partners should determine whether and how RAPs in teaching might help meet those needs. For example, if the analysis showed a consistent shortage of elementary special education teachers over time, then partners could focus their RAP in teaching on filling that specific shortage. Therefore, all apprentices enrolled in that program could obtain only a special education

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<sup>28</sup> [Tennessee Department of Education \(2022\)](#)



## PHASE ONE

credential and work in elementary school classrooms. Alternatively, partners may determine a need for bilingual teachers and may incentivize all apprentices enrolled in that program to earn a bilingual authorization in conjunction with their teacher credential.

### ***Engage Proximate Stakeholders***

In addition to analyzing the teacher workforce to identify workforce needs, partners should also engage proximate stakeholders to confirm the need and identify other potential areas that the RAP in teaching can address. Proximate stakeholders include those most impacted by decisions related to the apprenticeship program's design, including current teachers, teacher candidates, labor partners, paraprofessionals, district administrators, families and students.

One approach to engaging proximate stakeholders includes empathy interviews. These interviews center the lived experiences of stakeholders most affected by decisions and actions.<sup>29</sup> This [tool](#) provides further information about empathy interviews and how to conduct them.

## TOOLS AND RESOURCES

[Education Apprenticeships DOL Page](#)

[ERA Resources](#)

[Apprenticeship Overview in California](#)

[Apprenticeship Value-Add in California](#)

[Empathy Interviews](#)

[Tennessee Department of Education Needs Assessment Tool](#)

[Educator Licensure Pathways Analysis Template](#)

[Cost of Teacher Turnover](#)

[National Center for Grow Your Own Document](#)

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<sup>29</sup> [Nelsestuen, K & Smith, J. \(2020\)](#)



***PHASE TWO***

***PREPARE FOR THE RAP IN  
TEACHING DESIGN PROCESS***



**CALIFORNIA**





## PHASE TWO

### ***Prepare for the RAP in Teaching Design Process***

The second phase of creating a RAP in teaching involves building collaborative partnerships and laying the groundwork for the program's design. This phase requires active engagement with stakeholders, careful selection of partners, a thorough understanding of relevant tools, formation of a dedicated design team, co-development of a shared vision for the RAP in teaching and informed decision-making about the program's structure and approach. Following these steps will help ensure all those responsible for the success of the RAP in teaching have a shared understanding and are active collaborators from the start.

MILESTONES	OUTCOMES
<ul style="list-style-type: none"> <li>■ Engage local union membership to identify who will join the planning process</li> <li>■ Identify and establish partners to assume the roles needed for a successful RAP in teaching</li> <li>■ Establish a design team</li> <li>■ Become familiar with RAP systems</li> <li>■ Co-create a vision and make baseline design decisions including identification of funding sources</li> </ul>	<ul style="list-style-type: none"> <li>■ Established design team with clearly defined roles to create the RAP in teaching</li> <li>■ A shared vision for the RAP in teaching program</li> <li>■ A foundational program design to inform Phase Three's more detailed design process</li> </ul>

#### ***Engage Local Union Membership to Identify Who Will Join the Planning Process***

Engaging unions early in the design process is critical for success. Because apprentices will likely assume roles with some union membership and ultimately join a union as fully certified teachers, labor partners must have a seat at the design table. California also requires that unions with a collective bargaining agreement jointly sponsor RAPs unless the union waives its right.<sup>30</sup> Therefore, unions will serve as critical partners for RAPs in teaching. These unions include the California Teachers Association and the California Federation of Teachers. Further, if partners consider employing apprentices as classified staff, they may also consider partnering with the California School Employees Association or the Service Employees International Union.

#### ***Identify and Establish Partners to Assume the Roles Needed for a Successful RAP in Teaching***

As noted at the beginning of this section, in addition to a union partnership, a RAP in teaching consists of a sponsor, an EPP/RSI provider and an LEA/employer. Each partner plays a critical role in the RAP in teaching, and deep partnerships between them can ensure the RAP in teaching is designed and implemented with high-quality structures, such as maintaining alignment between OJT and RSI.

<sup>30</sup> [California Legislative Information](#) (n.d.)



**PHASE TWO**

ROLE	DESCRIPTION	ORGANIZATION
<b>Sponsor</b>	Administer and operate a registered apprenticeship program, including establishing a program structure, defining competencies, setting a ratio of mentors to apprentices and selecting and overseeing RSI providers	Although any entity can serve as a sponsor, the Working Group suggests a CTC-approved EPP, a California community college, a county office of education, a local school district, a labor union
<b>EPP/RSI Provider</b>	Provide the necessary coursework to apprentices such as community colleges or four-year universities	A CTC-approved EPP, a California community college, a county office of education, a local school district
<b>LEA/Employer</b>	Hire apprentices, pay apprentice wages, provide benefits and supervise on-the-job training and mentorship	A local school district, a county office of education

When identifying partners, consider who is ready, who is best positioned to fill identified needs and who you already have strong partnerships with. This [tool](#) from the LEA/employer perspective describes what they seek in an EPP/RSI provider partner. It exemplifies some of these considerations because the tool enables the LEA/employer to understand better each potential EPP/RSI provider and how they will meet the LEA/employer's vision and needs. Partners can make a copy of this tool and tailor it to their specific context.

### ***Pilot Site Spotlight – Partners in Tulare COE's RAP in Teaching***

*For its RAP in teaching focusing on special education, the Tulare County Office of Education is partnering with the Hanford Joint Union High School District, which serves as the LEA/ employer. Further, Fresno State University serves as the EPP/RSI provider where apprentices will enroll to complete their RSI and teacher preparation coursework.*

Education First's [Partnering on Prep toolkit](#) is for LEA/employers who want to launch new or improve current partnerships. The toolkit includes a [self-assessment](#) to promote high-quality partnerships between the LEA/employer and EPP/RSI provider. The self-assessment tool enables partners to rate their current partnerships against a set of recommendations and activities outlined with the Partnering on Prep toolkit. Partners interested in launching RAPs in teaching can utilize the self-assessment tool to assess their current partnerships or form new ones between LEA/employers and EPP/RSI providers.



## PHASE TWO

### ***ECE and Expanded Learning RAPs Spotlight – ECEPTS***

*As a sponsor, ECEPTS designs, registers, implements and sustains apprenticeship programs for the ECE industry across California. As a DOL-contracted ECE Industry Intermediary, ECEPTS currently provides training and technical assistance to support the implementation and expansion of community-based and statewide ECE apprenticeship initiatives in California and 17 other states (Alaska, Arkansas, Colorado, Connecticut, Hawaii, Illinois, Louisiana, Maine, Minnesota, Mississippi, Nebraska, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Tennessee).*

After establishing partnerships, clarifying roles and responsibilities for RAP development and implementation is critical. For example, partners should share what they can commit to throughout the design process and implementation, including time, money, staff capacity and other resources that fully move the work forward. Partners can clarify roles and responsibilities and confirm commitments using a memorandum of understanding (MOU). Additional information about an MOU and how to develop and execute MOUs can be found in Phase Five.

#### ***Establish a Design Team***

After identifying and establishing partnerships and clarifying roles and responsibilities, partners should identify who will serve on the design team. The design team collaborates to design and register the RAP

### ***Design Team versus J.A.C.***

*The design team differs from the Joint Apprenticeship Committee (J.A.C.). The design team is responsible for designing the RAP in teaching. Meanwhile, the J.A.C. launches **after** the RAP in teaching registers with DAS and serves as the program sponsor. The J.A.C.'s purpose is to oversee and implement the RAP in teaching **after** registration. As partners pull together their design team, they should consider who will need to be on the J.A.C. per California labor code and include representatives from those organizations.*

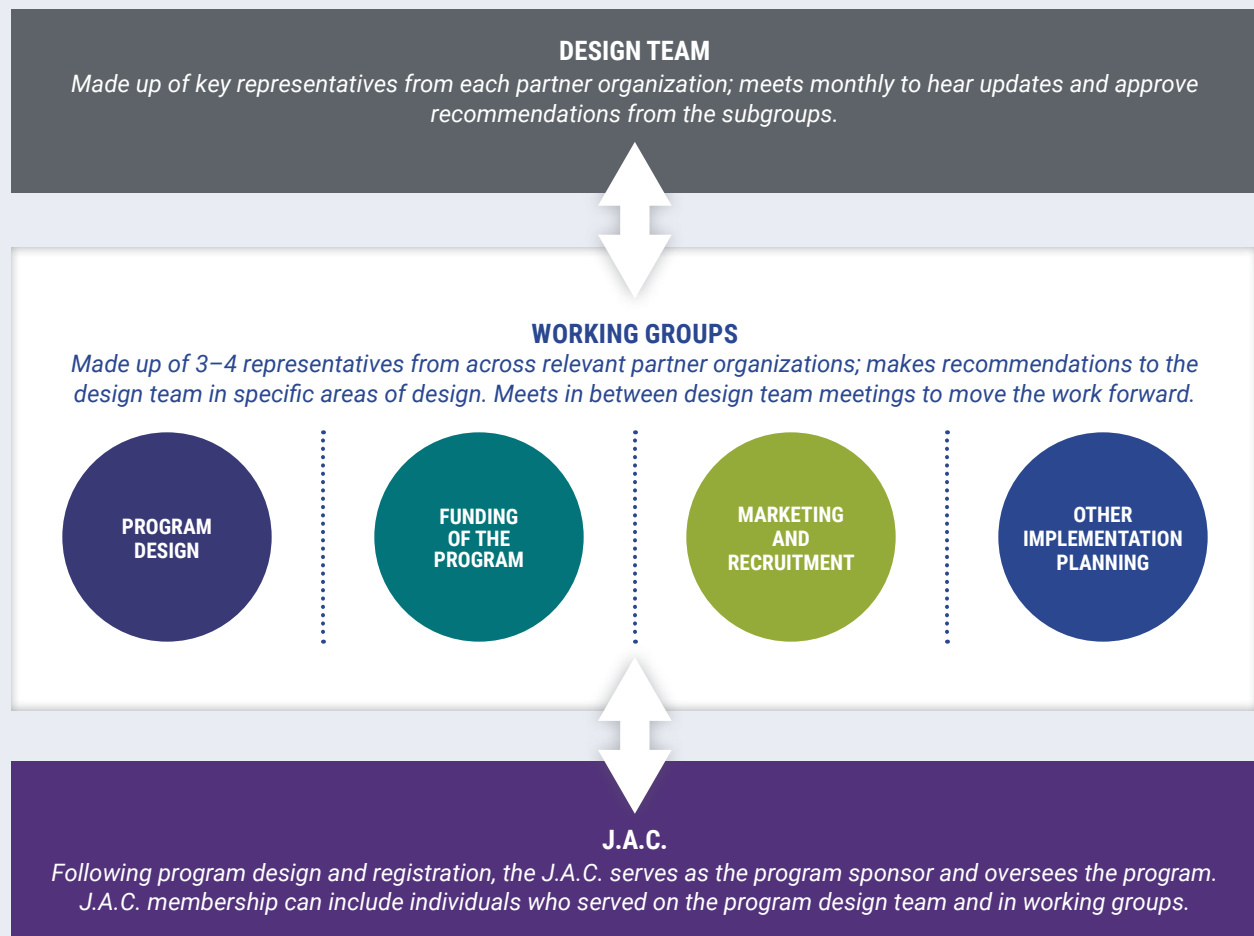


**PHASE TWO**

in teaching **before** the RAP in teaching registers with DAS and DOL. Although the design team will vary by partnership, it should consist of at least one representative from the labor union, sponsor, LEA/employer and EPP/RSI provider. The design team should meet regularly to design the program and navigate the registration processes with DAS and DOL.

With the design team established, partners should consider its structure so that it operates efficiently and allocates the work evenly among individuals and organizations. For example, partners in the SDUSD pilot developed a subgroup structure, as shown below. The core design team splits into smaller working groups focused on specific design components. Subgroups meet more frequently than the entire design team and present updates and recommendations to the full team at design meetings.

**PILOT SITE SPOTLIGHT: SDUSD RAP IN TEACHING DESIGN STRUCTURE**







## PHASE TWO

### Become Familiar with RAP Systems

After establishing a design team, partners should become familiar with the RAP systems and resources needed to establish and register a program. To be a fully registered RAP in teaching in California, the program can register separately at both the state and federal levels. Partners can first register at the state level with the [DAS](#) and then at the federal level with the [DOL](#). The registration processes are similar overall, with some differences in application materials, requirements and guidelines for best practices. Registering requires contacting representatives from [DAS](#) and the DOL [California Apprenticeship Office](#). Representatives from these offices can help partners launch the process and provide guidance and technical assistance.

ORGANIZATION	CONTACT INFORMATION
Division of Apprenticeship Standards	Ryan Jefferson Strategic Business Advisor <a href="mailto:rjefferson@dir.ca.gov">rjefferson@dir.ca.gov</a> 510-951-0814
California Apprenticeship Office	Douglas Howell Director <a href="mailto:howell.douglas@dol.gov">howell.douglas@dol.gov</a> 916-414-2388

At both the state and federal levels, the RAP registration process begins with determining the occupation and identifying the corresponding O\*NET and Registered Apprenticeship Partners Information Database System (RAPIDS) codes. The [O\\*NET code](#) serves as a standardized way to identify and categorize occupations. [RAPIDS](#) is the primary platform for managing apprentices, occupations, job openings and other relevant program information. Typically, RAPs in teaching in California will require only one of the occupations listed below (the corresponding RAPIDS codes are included). Partners should use the K12 Teacher occupations code unless they intend to create an apprenticeship in an adjacent space. In that case, partners might need to register separate programs. To learn more about creating apprenticeships in adjacent education spaces, contact DAS.

OCCUPATION	O*NET CODE	RAPIDS CODE
K12 Teacher	25-3099.00	3024
Teacher Aide I (Teaching Assistants)	25-9042.00	0657



## PHASE TWO

As partners progress through the registration process, they will use [Standards Builder](#). This is a centralized space where the sponsor will complete and submit all required information to the DOL for federal registration. The DOL provides a [Standards Builder User Guide](#) for partners detailing more information about navigating the tool.

### ***ECE and Expanded Learning RAPs Spotlight – PCY***

*PCY leveraged partnerships with ECEPTS, Girls, Inc. of Alameda County and the City of Berkeley to develop the [program standards](#) for its [apprenticeship program](#). To develop the standards, partners split into subgroups – one to develop competencies and the other to determine the RSI. This structure enabled the work to move forward efficiently, leveraging the expertise of subgroup members to develop a high-quality set of standards for the expanded learning apprenticeship program.*

### ***Co-create a Vision and Make Baseline Design Decisions Including Identification of Funding Sources***

With the design team established, foundational research conducted and a workforce analysis completed, the design team is ready to co-create a vision for their RAP in teaching. In an early meeting, the design team should co-develop a shared vision that considers how the RAP in teaching addresses the needs identified in the workforce analysis and the program partners' broader goals. This early meeting should

### ***Pilot Site Spotlight – Tulare COE's Residency Apprenticeship***

*Using a competency-based approach, the TCOE, in partnership with Hanford Joint Union High School District and Fresno State University, is planning to layer apprenticeship into an existing teacher residency program to develop a RAP in teaching focused on high school special education. TCOE's current residency program includes school partners, relationships with their local unions and paid positions within the LEA/employer. Therefore, TCOE chose this approach to leverage the existing residency infrastructure, which already includes many aspects of a RAP in teaching, to undergo a seamless integration into an apprenticeship.*



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also identify potential funding sources (See the Funding section for more information.) This sample agenda from one of TCOE’s design team meetings facilitated the team in successfully co-developing a vision for their RAP in teaching. The design team leveraged this visioning exercise to co-create a vision statement that would inform all design decisions.

Baseline Decisions

After co-creating the vision, the design team is ready to make early baseline decisions about the RAP in teaching. The success of a RAP in teaching hinges on strong foundational decisions made early in the design process. These baseline decisions serve as the blueprint for the entire program, guiding subsequent choices and ensuring alignment with both workforce needs and program goals. By carefully considering these fundamental aspects, design teams can create a RAP that effectively prepares apprentices for teaching careers.

1 Target Subject-Area: After analyzing the workforce, partners should determine how RAPs in teaching match those needs. For example, if the analysis showed a consistent shortage of elementary special education teachers over time, then partners might choose to focus their RAP in teaching on filling that specific need. Therefore, all apprentices enrolled in that program would obtain only a special education certification and work in elementary school classrooms. Programs may choose to focus on the RAP in teaching on one or more subject areas based on their workforce needs.

2 Program Pathways: Another baseline decision to make is determining the program pathway, which refers to the existing credentialing pathway partners will leverage to create their RAP. (Please reference the appendices to learn more about how partners might layer apprenticeship onto the existing pathways.) For example, if partners already have a high-quality residency program, they may seek to layer apprenticeship to that existing program. Meanwhile, other programs may seek to design a RAP in teaching that recruits at earlier phases of the pipeline, such as high school candidates and community college students. In these discussions, partners might find it helpful to consider whether a bachelor’s degree is required to enter the RAP. If so, then the RAP in teaching will be a post-baccalaureate program that culminates in a master’s degree and teaching certification. If not, the RAP would support aspiring educators in earning an associate degree and/or bachelor’s degree, eventually culminating with a teaching certification or entry into a post-baccalaureate program.

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### ***ECE and Expanded Learning RAPs Spotlight – Early Childhood, Elementary & Special Education Apprenticeship Program***

The ***Early Childhood, Elementary & Special Education Apprenticeship Program*** includes two tracks: an ECE track and Elementary Track. Both include 2,000 hours of OJT on-site at the San Francisco Unified School District. Apprentices complete related and supplemental instruction at the City College of San Francisco and can earn an associate of science for transfer degree. This enables apprentices to continue in the ECE industry or transfer to a bachelor's program in California to eventually earn a full teaching credential. This program's 2,000 OJT hours align to the Working Group's guiding principles and also builds in flexibility for apprentices to transfer to a bachelor's program. The full apprenticeship standards documents [here](#) includes greater detail about OJT, RSI, wages and other key components of apprenticeship programs.

**3**

**Apprenticeship Approach:** In both the state and federal application processes, the partners must make an early decision to determine the apprenticeship approach. Three options for the apprenticeship approach exist: competency-based, time-based and hybrid. This decision implicates OJT because the approach informs how much time an apprentice will spend completing the OJT requirement that is part of RAPs. While partners should select the one that best fulfills their program needs and requirements, the Working Group suggests programs adopt a competency-based or hybrid approach to leverage CTC's high-quality **Teaching Performance Expectations** and California **Standards for the Teaching Profession**. Similarly, the **National Guidelines for Apprenticeship Standards for K-12 Teacher Apprentices** also recommend a competency-based approach. Regardless of which approach partners select, the RAP in teaching must build in enough hours of OJT to effectively prepare future teachers.

**3A: Competency-Based Approach:** Measures skill acquisition through the individual apprentice's successful demonstration of acquired skills and knowledge, as verified by the program sponsor. DAS recommends that programs utilizing this approach should still require apprentices to complete at least 1000 hours of OJT. The program standards must address how on-the-job learning will be integrated into the program, describe competencies and identify an appropriate means of testing and evaluation for such competencies.





## PHASE TWO

**3B: Hybrid Approach:** Measures the individual apprentice's skill acquisition through at least 1000 minimum hours of OJT and the successful demonstration of competency as described in a work process schedule (outlines the job functions, competencies and hours an apprentice completes during their program).

**3C: Time-based Approach:** Measures skill acquisition through the individual apprentice's completion of at least 2,000 hours of OJT as described in a work process schedule.

### TOOLS AND RESOURCES

[Sample Kickoff Agenda](#)

[ERA Sponsor Examples](#)

[Partnering on Prep Toolkit](#)

[Partnering on Prep Self-Assessment](#)

[RAP Partner Worksheet](#)

[DAS Contact Information](#)

[DOL Contact Information](#)

[O\\*Net Code Connector](#)

[RAPIDS Information](#)

[Standards Builder Page](#)

[Standards Builder User Guide](#)

[Visioning Exercise](#)

[National Guidelines for Apprenticeship Standards for K-12 Teacher Apprentices](#)

[Early Childhood, Elementary & Special Education Apprenticeship Program Standards](#)



***PHASE THREE***

***DESIGN THE RAP  
IN TEACHING***



**CALIFORNIA**



### PHASE THREE

## Design the RAP in Teaching

Partners are now ready to design their RAP in teaching. The design team should first identify a timeline for designing the RAP in teaching and create a design sequence to facilitate the team through the design process. By the end of this phase, partners should have made all the necessary design decisions to have a fully designed RAP in teaching and to complete their applications to the DAS and/or DOL.

MILESTONES	OUTCOMES
<ul style="list-style-type: none"> <li>■ Create a decision tracker and design sequence</li> <li>■ Facilitate the design team through the design process</li> </ul>	<ul style="list-style-type: none"> <li>■ A fully designed RAP in teaching that sets the design team up to complete their applications to DAS and DOL</li> </ul>

### Create a Decision Tracker and Design Sequence

A decision tracker and design sequence enable partners to create a timeline and track progress toward key milestones in the design process. Creating an appropriate timeline for the design process based on relevant milestones like program launch dates or funding deadlines is critical.

Education First created a [decision tracker and design sequence template](#) for partners to adapt and use during the design process and design meetings. The tool is a workbook guiding program partners' decisions to register an apprenticeship program in teaching with DAS and DOL.



**PHASE THREE**

- **The decision tracker** details key areas of design for the RAP in teaching and lists all the decisions the design team will need to make before submitting their registration applications to DAS and DOL. For each design decision, the decision tracker lists any federal or state requirements, as well as the Working Group's guiding principles and recommendations from the National Guidelines. The design team will need to make some critical decisions that include:
  - ✦ Which classified or certificated positions apprentices will assume in partnership with the union
  - ✦ How OJT will integrate with RSI so apprentices complete their employment responsibilities while balancing coursework
  - ✦ What structure will be used for identifying mentors, including qualifications and responsibilities
  - ✦ What compensation will be for apprentices and mentors
- **The design sequence** helps program partners design their RAP in teaching. The proposed sequence is structured to facilitate partners through all the design decisions required to apply for the DAS and US DOL. The sequence assumes three-hour meetings though partners should adapt the sequence to their context.

### ***ECE and Expanded Learning RAPs Spotlight – Expanded Learning Apprenticeship Two-Year Model***

*PCY's apprenticeship program in partnership with Girls, Inc. of Alameda County offers a starting wage of \$21.50 per hour, free community college tuition for affordable access to RSI, medical benefits, paid time off and a cohort learning model. This two-year model creates an affordable, paid and accessible way to start or advance a career in expanded learning while earning college credits that can help pave the way into a PK12 RAP in teaching.*

Partners can also choose to utilize the DAS' [Essential Information Form](#) to capture the information within the design tracker. While both forms include the same information, the Essential Information Form allows partners to view it as a Word document rather than within a spreadsheet. However, the design tracker provides additional guidance related to the state and federal requirements and Working Group recommendations.





### PHASE THREE

#### **Facilitate the Design Team Through the Design Process**

The design team should meet regularly to ensure continued progress toward design milestones and to complete the documents necessary for the application and successful registration with DAS and/or DOL. Education First's [decision tracker and design sequence](#) outlines a monthly cadence of three-hour meetings. Partners can use the design sequence to develop tailored agendas for their design team meetings. Still, design teams should determine how regularly to meet based on their context, organizational capacity and timeline. They should also incorporate structures throughout the design process for frequent collaboration to plan the course of study for apprentices that aligns with the vision that the design team co-created in Phase Two. Having a lead or chair of the design team is also essential. This person can set up structures to plan and prepare for the meetings individually or alongside a technical assistance provider. These structures might include communicating regularly with design team members, designing meeting agendas, creating meeting materials like facilitation slides and updating the decision tracker and design sequence based on the team's progress.

#### ***PK12 RAP in Teaching Decision Tracker and Design Sequence***

*The [decision tracker and design sequence](#) outlines the objectives, key decisions and pre-reads/work for each design meeting. Partners can use the design sequence alongside this [sample agenda](#) to develop tailored agendas for their design team meetings.*

#### **TOOLS AND RESOURCES**

[Decision Tracker and Design Sequence](#)

[DAS Essential Information Form](#)

[Appendices for the RAP Application](#)

[Design Meeting Agenda](#)



***PHASE FOUR***

***REGISTER THE RAP  
IN TEACHING***



**CALIFORNIA**



## PHASE FOUR

### Register the RAP in Teaching

During this phase, the design team will compile its completed application materials and submit materials for registration to DAS and/or DOL. If the design team intends to submit applications to both DAS and DOL, the Working Group suggests the design team first submit materials to DAS for state approval and then with DOL for federal approval. This phase will culminate with a fully registered RAP in teaching with DAS and/or DOL and the end of the design team, which will have fulfilled its role.

MILESTONES	OUTCOMES
<ul style="list-style-type: none"> <li>■ Submit application materials to register the RAP in teaching with DAS</li> <li>■ Submit application materials to register the RAP in teaching with DOL</li> </ul>	<ul style="list-style-type: none"> <li>■ A fully registered RAP in teaching with DAS</li> <li>■ A fully registered RAP in teaching with DOL</li> </ul>

#### Submit Application Materials to Register the RAP in Teaching with DAS

After completing all the documents in the [DAS application](#), the design team is ready to submit its application for registration in California. To do so, the design team should [contact](#) the Strategic Business Advisor at DAS who supports RAPs in teaching. DAS will review the application and work with the program sponsor to ensure compliance with state requirements for apprenticeship. After DAS approves





## PHASE FOUR

the submitted application, it goes to public comment for 30 days. Following the 30-day public-comment period, DAS registers the RAP in teaching in California, and the design team can move forward with registering at the federal level.

### ***Pilot Site Spotlight – Santa Clara COE’s Federally Registered RAP in Teaching***

*The Santa Clara County Office of Education leveraged the support of the California Office of Apprenticeship to develop and submit an application to the DOL. This resulted in a federally registered apprenticeship program in teaching using a competency-based approach that leads to a Special Education credential.*

#### **Submit Application Materials to Register the RAP in Teaching With DOL**

After registering with DAS, the design team should submit application materials to DOL. To do this, the design team must follow the instructions laid out in the Standards Builder tool. [This user guide](#) provides additional information for how to use the Standards Builder tool to submit application materials and register an apprenticeship program.

#### **TOOLS AND RESOURCES**

[Standards Builder Page](#)

[Standards Builder User Guide](#)





***PHASE FIVE***

***PREPARE TO IMPLEMENT AND  
LAUNCH THE RAP IN TEACHING***



**CALIFORNIA**

The background of the page is a textured orange color with a faint, large-scale pattern of the California state flag, including a star in the upper left and a grizzly bear in the center.



## PHASE FIVE

### **Prepare to Implement and Launch the RAP in Teaching**

Now with a fully approved RAP in teaching, partners prepare to launch and implement their program. At this point, the design team concludes since the RAP will be registered with DAS and DOL. The J.A.C., established in the RAP application and consisting of design team members, serves as the sponsor and oversees the launch and implementation of the RAP in teaching.

MILESTONES	OUTCOMES
<ul style="list-style-type: none"> <li>■ Launch the Joint Apprenticeship Committee (J.A.C.)</li> <li>■ Codify partnerships and governance</li> <li>■ Develop an implementation plan with clear milestones and a timeline</li> <li>■ Develop a recruitment and selection plan for apprentices and mentors</li> <li>■ Create a communications and marketing plan</li> <li>■ Generate a professional development plan</li> <li>■ Prepare staff within partner organizations to manage the apprenticeship program</li> <li>■ Identify and apply for funding</li> </ul>	<ul style="list-style-type: none"> <li>■ Fully executed MOUs that outline roles, responsibilities and governance structures</li> <li>■ A clear implementation plan with milestones and a timeline</li> <li>■ A plan to solicit funding from a variety of local, state and federal labor and education sources</li> </ul>

#### **Launch the Joint Apprenticeship Committee (J.A.C.)**

Following RAP registration with DAS, the J.A.C. begins acting as the program sponsor. Recall that the J.A.C. includes an equal number of voting members from the LEA/employer and the labor union. It also includes a nonvoting member or members from other involved stakeholders like the EPP/RSI provider and an advisor from DAS. At this point, the J.A.C. is now launched and responsible for executing the RAP in teaching.

#### **Codify Partnerships and Governance**

With the J.A.C. established and overseeing the RAP, it's critical that partners formally codify roles, responsibilities and governance structures through MOUs, if they haven't already done so. These structures can include determining how often the J.A.C. meets, which individuals are the main points of contact within each organization and what data to share among partners. Further, partners could engage their legal teams to support MOU development to ensure adequate codification of the roles and responsibilities of each member of the J.A.C. and alignment with organizational practices.<sup>31</sup>

<sup>31</sup> [Tennessee Department of Education \(2022\)](#)

**PHASE FIVE**

**[This sample MOU](#)** between the LEA/employer and EPP/RSI provider relates to the development of a RAP in teaching. Partners in California can adapt its language to develop MOUs tailored to the structure and vision of their RAP in teaching.

***Develop an Implementation Plan with Clear Milestones and a Timeline***

With MOUs executed, the J.A.C. should develop a plan for implementing their RAP in teaching that includes clear milestones and a timeline for achieving them. This implementation plan should include key tasks, an owner for each task and a mechanism for tracking progress on tasks. Education First developed an **[implementation plan template](#)** that aligns to the phases in this toolkit. The J.A.C. can adapt this implementation planning tool to meet their needs.



*Since apprentices should learn from effective mentor teachers, partners should ensure careful and rigorous selection processes.*

At a minimum, any implementation plan should address at least three key areas of implementation: recruitment and selection of apprentices and mentors, communications and marketing and professional development. The following milestones dive deeper into the key areas of the implementation plan.





## PHASE FIVE

### ***Develop a Recruitment and Selection Plan for Apprentices and Mentors***

The implementation plan should encompass the development of recruitment and selection processes to recruit and select apprentices and mentors. Since apprentices should learn from effective mentor teachers, partners should ensure careful and rigorous selection processes for mentors. Further, the J.A.C. should create a recruitment plan targeted toward candidates that meet their program’s vision and the district’s needs. For example, the recruitment plan should reflect whether the program focuses on upskilling paraprofessionals. It is also important that the recruitment plan bolster diversity within the LEA/employer and that the RAP in teaching recruits apprentices that reflect the identities and lived experiences of the students they are serving. Candidates can be recruited in a variety of ways. One apprenticeship program at Ball State University in Indiana recruits participants by creating marketing materials, attending career fairs, soliciting recommendations from local teachers and through word of mouth.<sup>32</sup> The [Profiles of Education Registered Apprenticeship Programs resource](#) provides examples of recruitment approaches that apprenticeships at Ball State University and others used.

Part of the implementation plan should include developing job descriptions for apprentices and mentors. The J.A.C. can develop original job descriptions for the apprentice. If the apprenticeship program leverages already existing positions (e.g., paraprofessional or substitute teacher), partners can recycle those job descriptions for use with apprentices. For mentors, the J.A.C. can rely on the representatives from the LEA/employer to develop a job description, but if a job description for a mentor exists, partners should leverage that language. [Here are some examples](#) of job descriptions for apprentices and mentor teachers.



<sup>32</sup> [Reddig, N., et al. \(2024\)](#)





## PHASE FIVE

### **Create a Communications and Marketing Plan**

Alongside recruitment, the J.A.C. should develop a communications and marketing plan to ensure community members and aspiring educators learn about the program, its vision and the application process. The communication plan should target a variety of key stakeholders including school boards, elected officials and other community leaders who can champion the program.<sup>33</sup> This draft [district communications plan](#) engages various stakeholders including unions, school staff, community members, parents, families and students to communicate about the RAP in teaching in the school and community. Further, partners should consider creating marketing materials like flyers, such as [this one](#) for the Sweetwater Residency Program in California.

### **Generate a Professional Development Plan**

The J.A.C. should also prepare for professional development for apprentices and mentors. Those serving as mentors might need professional development support related to adult learning principles, coaching apprentices and best practices in co-teaching.<sup>34</sup> Further, apprentices will need consistent mentoring as they complete their OJT and demonstrate competencies. Partners should consider where they can leverage existing professional learning opportunities that support RAPs in teaching and identify where new forms of professional learning are needed. The implementation plan should identify the professional development for mentors and apprentices, when they take place and how long the engagement will be.

### **Prepare Staff Within Partner Organizations to Manage the Apprenticeship Program**

After creating the implementation plan, the J.A.C. should prepare staff within their organizations to manage the apprenticeship program. Doing so will ensure the appropriate capacity to take on additional tasks associated with managing the RAP in teaching. For example, if the LEA/employer has a team dedicated to providing professional development to staff, what responsibilities will they assume related to the RAP in teaching? Further, if the budget allows, partners can consider hiring additional staff focused solely on the apprenticeship program instead of allocating responsibilities to existing staff who might not have sufficient capacity.



<sup>33</sup> [Tennessee Department of Education \(2022\)](#)

<sup>34</sup> [NYS Educator Workforce Development Hub \(n.d.\)](#)



## PHASE FIVE

### ***Apply for Funding and Identify any Additional Funding Sources***

The J.A.C. can leverage various funding sources across sectors to support apprenticeship programs. These include federal, state and local dollars in the education and labor sectors. Often, these funds come in the form of competitive grants programs. Even so, programs should consider how to utilize financially sustainable funding sources. During this phase, J.A.C. members should begin to brainstorm and identify the funding sources most readily available to them to cover the costs of the RAP in teaching. Seeking and applying for funding sources can be time intensive. Therefore, if capacity allows, partners should consider beginning this earlier in the process. For further relevant information, see the [Funding section](#), which provides greater details about common program costs and how to fund them.

### ***Pilot Site Spotlight – SDUSD’s Funding Subgroup***

*San Diego Unified School District has a funding subgroup composed of members of its design team. This subgroup focuses on seeking and applying for funding that can support the costs associated with RAPs in teaching. The subgroup works alongside the design team, which allows partners to identify and begin pursuing funding sources earlier in the process.*

#### TOOLS AND RESOURCES

[Sample MOU](#)

[Sample Implementation Plan](#)

[Apprentice and Mentor Job Descriptions](#)

[Profiles of Education Registered Apprenticeship Programs](#)

[District Communications Plan](#)

[Flyer](#)



***PHASE SIX***

***LAUNCH AND IMPLEMENT  
THE RAP IN TEACHING***



**CALIFORNIA**



**PHASE SIX**

### ***Launch and Implement the RAP in Teaching***

This phase guides partners in implementing a communications plan to recruit aspiring educators and mentors. It explains how to create recruitment materials, ensure an equitable selection process and meet federal requirements. The J.A.C. may also host a kickoff event to build excitement and foster community among participants.

MILESTONES	OUTCOMES
<ul style="list-style-type: none"> <li>■ Recruit and select apprentices and mentors</li> <li>■ Register apprentices with DAS and DOL</li> <li>■ Match apprentices with mentors</li> <li>■ Begin the school year</li> </ul>	<ul style="list-style-type: none"> <li>■ Selected apprentices and mentors</li> <li>■ An active, up and running RAP in teaching</li> </ul>

#### ***Recruit and Select Apprentices and Mentors***

The J.A.C. should implement its selection processes as it disseminates recruitment materials and receives applications. Education First's [Partnering on Paid Residencies Toolkit](#) recommends a variety of recruitment strategies that the J.A.C. can use to recruit candidates for their RAP in teaching. Some strategies the J.A.C. could leverage include:

- Calling candidates directly to encourage them to apply
- Following up with applicants, providing application support as needed

For additional information, visit [this report](#) from the SRTAC detailing recruitment strategies specific to residencies that can be applied to RAPs in teaching.

The LEA/employer, which will employ the apprentices and select the mentors, can align the selection process to the existing one used to interview potential teachers and staff. However, to meet federal requirements, the RAP in teaching must meet specific conditions, including:<sup>35</sup>

- The program will post public notification of the available apprentice positions
- The application period will be sufficiently lengthy, with a recommendation of at least two weeks
- All candidates that meet minimum qualifications and submit all application materials will be contacted for an interview

<sup>35</sup> [Tennessee Department of Education \(2022\)](#)





## PHASE SIX

- The program will select an interview committee and create an interview protocol
- The committee will rate candidates based on their interview performance; those receiving the highest scores may be asked to complete another interview and/or offered an apprentice position
- The J.A.C. will ensure no candidate is discriminated against based on any protected category like race, age, ethnicity, etc
- The J.A.C. will operate the RAP in teaching per [Title 29 of the Code of Federal Regulations, part 30](#). It also will provide each apprentice with a copy of the Standards of Apprenticeship, Code of Federal Regulations [Title 29](#) and [part 29.5](#)

### **Register Apprentices with DAS and DOL**

Following registration of the RAP with DAS, the J.A.C. must register the participating apprentices. This entails creating a signed agreement using [form DAS-1](#). This contract between J.A.C. (including the employer) and the apprentice outlines the terms and conditions of the RAP in teaching. The apprentice, the J.A.C. chairperson, the employer and the DAS representative advising the committee must all sign the apprenticeship agreement and submit it to DAS. The [DAS Web Registration User Guide for Apprentice Agreements](#) walks J.A.C. members through how to create an account in the web registration system, generate apprenticeship agreements and submit them to DAS. Depending on how many apprentices participate in the program, entering data into the web registration system can require a significant amount of time. For that reason, the J.A.C. should identify committee members with that skill set.

When programs register their teacher apprenticeships with DOL, they must also register their apprentices in RAPIDS. The OA office in California can provide support, if needed, with registering apprentices within RAPIDS.





## PHASE SIX

### ***Match Apprentices With Mentors***

With apprentices selected and registered, the J.A.C. should match apprentices with mentor teachers, aiming for those who hold the same credential and subject certification area the apprentice seeks. Further, the J.A.C. can consider the Pathways Alliance's recommendation that the ratio of apprentices to mentor teachers be 2-to-1. Partners should also create space for mentors and apprentices to build connections with one another ahead of the school year. This can be done through various ways, like holding a kickoff event.

### ***Begin the School Year***

After the apprentice-mentor matching kickoff event, apprentices will begin teaching in their classroom. Under the guidance of a mentor teacher, apprentices will now progress through competencies and OJT, complete their RSI enrolled at an EPP/RSI provider and earn a living, progressive wage throughout their time in the program. As the year progresses, the J.A.C. should build in structures for consistent communication to ensure program implementation aligns with the co-created vision to address any potential challenges that may arise as the program launches.

## TOOLS AND RESOURCES

[Strategic Recruitment Strategies](#)

[DAS Web Registration User Guide for Apprentice Agreements](#)

[Code of Federal Regulations Title 29](#)





***PHASE SEVEN***

***SUSTAIN THE RAP  
IN TEACHING***



**CALIFORNIA**



**PHASE SEVEN**

### ***Sustain the RAP in Teaching***

This phase outlines steps for ensuring the apprenticeship program's continuous improvement and alignment with its vision and goals. The phase highlights strategies for gathering feedback from apprentices and mentors, creating a data collection and reporting plan and maintaining compliance with state and federal requirements. Additionally, it emphasizes the importance of securing ongoing funding to support the program's sustainability.

MILESTONES	OUTCOMES
<ul style="list-style-type: none"> <li>■ Plan for continuous improvement and program evaluation</li> <li>■ Create a data collection and reporting plan</li> <li>■ Continue funding and sustainability efforts</li> </ul>	<ul style="list-style-type: none"> <li>■ Identified areas of strength and improvement for the apprenticeship program</li> <li>■ Mechanism(s) for data collection and reporting, including partner data sharing</li> </ul>

#### ***Plan for Continuous Improvement and Program Evaluation***

With the RAP up and running, partners should focus on continuous improvement, ensuring the apprenticeship meets the program's vision and goals. Doing so allows partners to identify strengths and areas for growth to improve the apprenticeship experience for aspiring educators and mentor teachers.

Partners can consider a variety of avenues to identify strengths and areas of improvement. Program staff can conduct site visits and interview apprentices and mentor teachers to gather their perspectives on the RAP in teaching experience. These interview protocols ([apprentice](#), [mentor](#) and [school leader](#)) enable partners to collect qualitative evidence speaking to program strengths and growth from proximate stakeholders. These are general templates, but partners can adapt the protocols to their specific RAP in teaching context. Program staff can also distribute a feedback survey to apprentices, mentors, school leaders and other relevant stakeholders to gather quantitative and qualitative evidence to identify improvement efforts.

#### ***Create a Data Collection and Reporting Plan***

Alongside continuous improvement, the J.A.C. should create a plan for data collection and reporting. These data support program improvement and meet reporting requirements. The Pathways Alliance created a [set of recommendations](#) to create and implement the necessary data infrastructure and tools



**PHASE SEVEN**

for a successful RAP in teaching, including data reporting and compliance to the federal government. All RAPs, including RAPs in teaching, must report data at the federal and state levels to maintain compliance with labor policy.

Several reporting requirements exist at the federal level. The J.A.C. must maintain data satisfying Maintenance of Records listed on page two of [this resource](#). Some of these records include:

- Evidence that participatory [anti-harassment training](#) has been provided
- Invitations to voluntarily self-identify as an individual with a disability
- Any changes in medical condition or history of an apprentice or applicant



*All RAPs, including RAPs in teaching, must report data at the federal and state levels to maintain compliance with labor policy.*

- Changes in job assignments, promotions, demotions, transfers, layoffs, termination, rates of pay (and other forms of compensation), conditions of work, hours of work and training and any other personnel records relevant to EEO complaints



## PHASE SEVEN

- The written Affirmative Action Program (those with five or more apprentices) and documentation of its components, for those sponsors required to develop an Affirmative Action Program. Sponsors must develop this plan within two years of registration.

At the state level, the J.A.C. must also submit an annual compliance report to DAS as requested by the Division.

To support data collection and reporting efforts, partners should consider establishing a data-sharing agreement between the LEA/employer and EPP/RSI provider, along with any research and evaluation partners.<sup>36</sup> These data-sharing agreements could also be incorporated in the MOUs. Data sharing is important because it strengthens partnerships and enables all involved stakeholders to make data-informed decisions to benefit apprentices and mentors.<sup>37</sup> Education First's [Partnering on Prep](#) Toolkit underscores how data-sharing agreements drive stronger partnerships. This example [data-sharing agreement](#) is focused on teacher evaluation data between the University of Nevada, Reno and Washoe County School District.

### ***Continue Funding and Sustainability Efforts***

Partners should continue identifying potential sources of funding to sustain the RAP. The funding section describes in more detail the various sources and ways in which partners can utilize them to support sustainability. Partners should also consider the reporting requirements for federal, state and local labor and education dollars, like grants. Partners should ensure the data collection and reporting plan accounts for data required for compliance with any grants or funding received.

## TOOLS AND RESOURCES

[Site Interview Protocols Focused on Residencies Apprentice, Mentor and School Leader](#)

[Federal Requirements for Sponsors Reference Guide](#)

[Anti-Harassment Training Information](#)

[Preliminary Implementation Recommendations for K-12 Educator Apprenticeship Data Infrastructure and Reporting to the U.S. Department of Labor](#)

[Data-Sharing Agreement MOU](#)

<sup>36</sup> [Tennessee Department of Education \(2022\)](#)

<sup>37</sup> [Education First \(2022\)](#)



# FUNDING FOR RAPS

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## Funding for RAPs in Teaching

Funding is a critical component of successful RAPs in teaching. This section provides a comprehensive overview of the diverse funding sources available at the federal, state and local levels. It explores strategies for leveraging these funds, including reallocating existing budgets and building partnerships with workforce development boards. Additionally, it discusses the importance of staying informed about funding opportunities and utilizing a sustainable funding framework.

### Funding Sources for RAPs in Teaching

A variety of RAP funding sources are available across federal, state and local levels to support scholarships that help offset tuition expenses for apprentices. The tables below describe several of the funding sources at each level.

### *ECE and Expanded Learning RAPs Spotlight – Funding the City College of San Francisco’s Apprenticeship*

*The City College of San Francisco, which provides RSI for the [Early Childhood, Elementary & Special Education Apprenticeship Program](#), received \$93,000 through the Strong Workforce Program (SWP) to help develop and launch the RAP in fall 2021.<sup>38</sup>*

**Federal Level Labor and Education Sources:** The DOL and the USED administer funding sources that can support the costs of RAPs in teaching.

FUNDING SOURCE	DESCRIPTION
<a href="#">Workforce Innovation and Opportunity Act (WIOA) Title I</a>	Federal funds from <b>DOL</b> provided to an adult education program
<a href="#">Apprenticeship Building America (ABA) Grant Program</a>	A grant provided by <b>DOL</b> to help strengthen and diversify RAPs
<a href="#">Title II, Every Student Succeeds Act (Preparing, Training, and Recruiting High Quality Teacher, Principals, or Other School Leaders)</a>	Federal funds from the <b>USED</b> provided to LEA/employers designated for program and teacher professional development
<a href="#">Teacher Quality Partnership (TQP)</a>	Federal grant from the <b>USED</b> designated to help improve teacher quality in teacher preparation programs
<a href="#">Supporting Effective Educator Development (SEED) Funds</a>	Federal grant from the <b>USED</b> provided to nonprofits for projects/ programs designed to recruit, retain and provide high-level, evidence-based instruction and support to educators
<a href="#">Pell Grant</a>	Federal grant through <b>federal financial aid</b> awarded directly to students who complete a teacher service obligation. If the obligation is not completed, the grant is converted into a loan.

<sup>38</sup> [City College of San Francisco](#) (n.d.)





**State Level Labor Sources:** In California, programs can leverage funds allocated specifically to RAPs to support costs. Further, apprenticeship-adjacent funding sources can also be applied to RAPs in teaching.

APPRENTICESHIP SPECIFIC FUNDING SOURCE	DESCRIPTION
<a href="#"><u>Apprenticeship Innovating Funding-Support (AIF-S) and Apprenticeship Innovation Funding-Training (AIF-T)</u></a>	AIF, administered through <b>DAS</b> , is a funding formula based on the number of apprentices registered with DAS and training hours delivered. Funding covers the cost of running the program and training of apprentices. To date, \$95 million in AIF funding has been awarded.
<a href="#"><u>CA Opportunity Youth Apprenticeship (COYA) Grant</u></a>	COYA, administered through <b>DAS</b> , aims to create a system of youth apprenticeship in California focusing on creating pathways for opportunity youth into pre-apprenticeship and apprenticeship programs. For 2024–2025, \$25 million in COYA grant funding is available.
<a href="#"><u>California Apprenticeship Initiative (CAI)</u></a>	CAI, administered through <b>California Community Colleges Chancellor's Office</b> , is for planning, implementation and expansion of new apprenticeship programs. In 2024–2025, \$30 million is granted.
<a href="#"><u>Related and Supplemental Instruction (RSI) Program</u></a>	RSI, administered through <b>California Community Colleges Chancellor's Office</b> , is a funding formula for the training of apprentices at \$10.05/training hour for the fiscal year 2024-2025. In 2023–2024, \$94.4 million in RSI funds was available. It is important to review funding amounts due to periodic adjustments.
APPRENTICESHIP-ADJACENT FUNDING SOURCE	DESCRIPTION
<b>Full Time Equivalent Student (FTES)</b>	FTES, administered through <b>California Community Colleges Chancellor's Office</b> , covers the cost of tuition for apprentices enrolled in community college courses taught by community college instructors. It is \$8-\$15 per hour.
<a href="#"><u>Strong Workforce Program (SWP) Funding</u></a>	SWP, administered through <b>California Community Colleges Chancellor's Office</b> , provides funding to both community colleges and K12 to support work-based learning programs, which include apprenticeship and pre-apprenticeship programs.
<a href="#"><u>High Road Training Partnership (H RTP)</u></a>	H RTP, administered through the <b>California Workforce Development Board</b> , creates access to existing high road jobs for underserved populations and pathways for job growth for incumbents already employed with high road employers.



**State Level Education Sources:** Education-specific sources at the state level can support the costs of RAPs in teaching.

FUNDING SOURCE	DESCRIPTION
<a href="#"><u>Golden State Teacher Grant (GSTG) Program</u></a>	This grant is awarded to students who are currently enrolled in a CTC-approved EPP/RSI provider and working toward earning their preliminary teaching credential. GSTG awards up to \$10,000 to cover the costs of tuition and fees. Recipients must commit to work at a priority school once they earn their certification and enter the classroom.
<a href="#"><u>Teacher Residency Capacity Grant Program</u></a>	This grant awards up to \$250,000 to support collaborative partnerships with LEAs/employers and CTC-approved EPPs/RSI providers to expand, strengthen and improve access to or create teaching residency programs. Grant funding can cover teacher preparation costs, stipends for mentor teachers and teacher candidates/apprentices, teacher induction, etc. There is an 80 percent matching requirement for each grant dollar received, which can be made in actual funds and/or in-kind match.
<a href="#"><u>Teacher Residency Implementation &amp; Expansion Grant Programs</u></a>	This grant awards up to \$40,000 per resident to support the creation, implementation or expansion of teacher residencies or to expand existing LEA/employers and EPP/RSI provider partnerships that currently operate a CTC-approved teacher residency program. Funding must include resident preparation in a shortage field like special education or local efforts to recruit, develop and provide support to bolster a diverse teacher workforce reflective of the community served. Funds can support compensation for residents, teacher preparation costs, stipends for mentor teachers, residency program staff costs and mentoring and induction costs.

**Local Funding:** Programs can leverage funding from local workforce development boards and district budgets to support the costs of RAPs in teaching.

FUNDING SOURCE	DESCRIPTION
<a href="#"><u>Local Workforce Development Boards</u></a>	Workforce boards can allocate WIOA funding based on their regional/area priorities or based on the state's workforce priorities.
<b>Existing LEA/Employer Budget Reallocation</b>	Apprenticeship programs can reallocate funds in existing budgets. For example, districts have reallocated funds available from vacant positions (paraprofessional or classroom assistant) to support apprentices, similar to a strategic staffing model. EPP/RSI providers may also reallocate funds in existing budgets to support scholarships that help offset tuition expenses for apprentices.



### Staying Informed about RAP Funding Opportunities

Partners can take several steps to remain informed about apprenticeship funding opportunities as they become available. First, they can sign up for mailing lists to be notified of potential funding opportunities, including from [DOL](#), [CTC](#) and [DAS](#). Second, partners can monitor funding opportunities from [DOL](#) and the [USED](#). Lastly, partners can develop and deepen connections to [local workforce boards](#). Coordination among partners is crucial to determining grant opportunities and who will apply for the funding. Some grant timelines can be fast-paced in nature. Given this, the RAP partners (LEA/employer, EPP/RSI provider, sponsor) should allocate sufficient capacity to monitor for and apply to funding opportunities year-round.

### Funding Framework for RAPs in Teaching

Education First developed a [funding framework](#) for partners to leverage when seeking funding and creating sustainability plans. The framework includes:

- **The [costs associated](#)** with each of the key stakeholders. These stakeholders include the LEA/ employer, EPP/RSI provider, sponsor and the teacher candidate/apprentice.
- **A [list of funding sources](#)**. The list identifies federal, state and local funding sources and shares a brief description, the sector providing the funds, information related to the funding amounts and the entity or agency that can apply for and receive the funding.
- **A total [cost worksheet](#)**. This worksheet allows partners to estimate the costs associated with RAPs in teaching across the different stakeholders. Completing this worksheet enables programs to understand an approximate total cost of the RAP in teaching.

### Sustaining RAPs in Teaching

Partners should consider blending and braiding funding sources to promote the sustainability of RAPs in teaching. Braided funding involves “multiple funding streams toward one purpose while separately tracking and reporting on each source of funding.”<sup>39</sup> Blended funding combines multiple funding streams for one purpose without continuing to differentiate or track individual sources.”<sup>40</sup> A blended and braided approach utilizing the available funding sources allows partners to raise money without relying on a single source.

#### TOOLS AND RESOURCES

[Funding Framework](#)

[AIR Funding Guide](#)

[Funding Overview Deck](#)

<sup>39</sup> [Urban Institute](#) (n.d.)

<sup>40</sup> *Ibid.*

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## Technical Assistance

Technical assistance is an important aspect of launching and sustaining RAPs in teaching. Although the Working Group suggests partners consider leveraging the [Statewide Residency Technical Assistance Center](#), many other organizations possess expert knowledge of the RAP process, including design, registration, launch and implementation. Partners can consider connecting with technical assistance organizations to obtain support in the creation and implementation of their RAP in teaching.

ORGANIZATION	CONTACT INFORMATION	DESCRIPTION
<a href="#">Division of Apprenticeship Standards</a>	Ryan Jefferson Strategic Business Advisor <a href="mailto:rjefferson@dir.ca.gov">rjefferson@dir.ca.gov</a> 510-951-0814	Registers all RAPs in California. Their staff can help partners navigate the registration process.
<a href="#">United States Department of Labor</a>	Phone: 1-877-US-2JOBS (1-877-872-5627)  Speech and Hearing Impaired: 1-877-TTY-5627 (1-877-889-5627)	Provides various resources to help partners understand RAPs and navigate the registration process at the federal level.
<a href="#">California Apprenticeship Office</a>	Douglas Howell California State Director, Region 6 <a href="mailto:howell.douglas@dol.gov">howell.douglas@dol.gov</a> 916-414-2388	Provides, as part of the DOL, technical assistance to support program sponsors, answers questions about RAPs and advises partners about funding sources.
<a href="#">California Community Colleges Office of Workforce &amp; Economic Development</a>	<a href="mailto:apprenticeship@cccco.edu">apprenticeship@cccco.edu</a>	Supports RAPs through the <a href="#">California Apprenticeship Initiative</a> (CAI) grant and <a href="#">Related and Supplemental Instruction Reimbursement Program</a> . Partners can contact the office for more information.
<a href="#">Local Workforce Development Boards</a>	<a href="#">List</a> of local boards	Support the continuous improvement of California's workforce development system, including RAP development.
<a href="#">Statewide Residency Technical Assistance Center (SRTAC)</a>	<a href="mailto:srtac@sccoe.org">srtac@sccoe.org</a>	Provides technical assistance to residency programs across California. Partners who intend to leverage the residency model can connect with the SRTAC for support with developing their RAP in teaching.
<a href="#">Educator Registered Apprenticeship (ERA) Intermediary</a>	<a href="mailto:educatorapprenticeships@rti.org">educatorapprenticeships@rti.org</a>	Provides free technical assistance in the design, development and implementation of RAPs in teaching.

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## Glossary

The table below defines key terms related to RAPs in teaching. For additional information about common terms and their definitions, review these resources from [Bank Street College of Education](#) and [National Center for Grow Your Own](#) and this report from [Educator Registered Apprenticeship Intermediary](#).

EDUCATOR PREPARATION PATHWAY TERMS	DEFINITION
<b>Grow Your Own (GYO) Program</b>	A teacher preparation pathway focused on recruiting aspiring educators from a community and then creating opportunities for them to teach within that community.
<b>Residency</b>	A teacher preparation pathway that combines robust clinical experience under the guidance of a mentor teacher and coursework for a teaching certification. The residency often provides a stipend.
<b>Registered Apprenticeship Program (RAP) in Teaching</b>	A high-quality, rigorous pathway into a profession through an “earn-and-learn” model. RAPs are validated by either the DOL or an SAA, and apprentices earn a living wage while learning on the job.
LABOR SECTOR TERMS	DEFINITION
<b>California Labor and Workforce Development Agency (LWDA)</b>	An executive branch agency that works to ensure safe and fair workplaces, deliver critical worker benefits and promote good jobs for all. LWDA oversees seven departments, boards and panels that serve California employers and workers.
<b>California Division of Apprenticeship Standards (DAS)</b>	Part of LWDA that develops a skilled workforce and viable career pathways through the creation of RAPs.
EDUCATION SECTOR TERMS	DEFINITION
<b>California Commission on Teacher Credentialing (CTC)</b>	A state education agency that oversees the credentialing and professional development of educators in the state.
<b>California Student Aid Commission (CSAC)</b>	Principal state agency responsible for administering financial aid programs for students attending public and private universities, colleges and vocational schools in California.
<b>Educator Preparation Program (EPP)</b>	A college or university that provides the coursework required to earn a teaching certification in California. EPPs must be approved by CTC.
<b>Local Education Agency (LEA)</b>	A school district, county office of education, direct-funded charter school or special education local plan area (SELPA) that educates PK12 students.
COMMON REGISTERED APPRENTICESHIP TERMS	DEFINITION
<b>Related and Supplemental Instruction (RSI)</b>	The related coursework that apprentices complete throughout the program.



COMMON REGISTERED APPRENTICESHIP TERMS	DEFINITION
<b>On-the-Job Training (OJT)</b>	The paid, clinical teaching experience that apprentices complete under the guidance of a mentor teacher.
<b>Joint Apprenticeship Committee (J.A.C.)</b>	The committee that jointly sponsors the apprenticeship program.
<b>Sponsor</b>	The entity that takes on the legal responsibility of ensuring apprenticeships are properly managed and operated in compliance with the standards set by the DOL or SAA. Sponsors can be labor management organizations, educational entities, employer associations, community colleges, etc.



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# INTRODUCTION TO APPENDICES

INTRODUCTION  
& VISION

USING THIS  
TOOLKIT

OVERVIEW  
OF RAPS

STATEWIDE  
FRAMEWORK

PHASES FOR  
DEVELOPMENT

FUNDING

TECHNICAL  
ASSISTANCE

GLOSSARY



## Introduction to Appendices

The following appendices provide sample program designs that integrate RAPs into California’s existing teacher preparation pathways, as visualized in image A1. These appendices aim to provide a comprehensive understanding of implementing RAPs in teaching, offering practical guidance for design teams to create high-quality, effective programs.

### PREPARATION PATHWAY COMPARISON

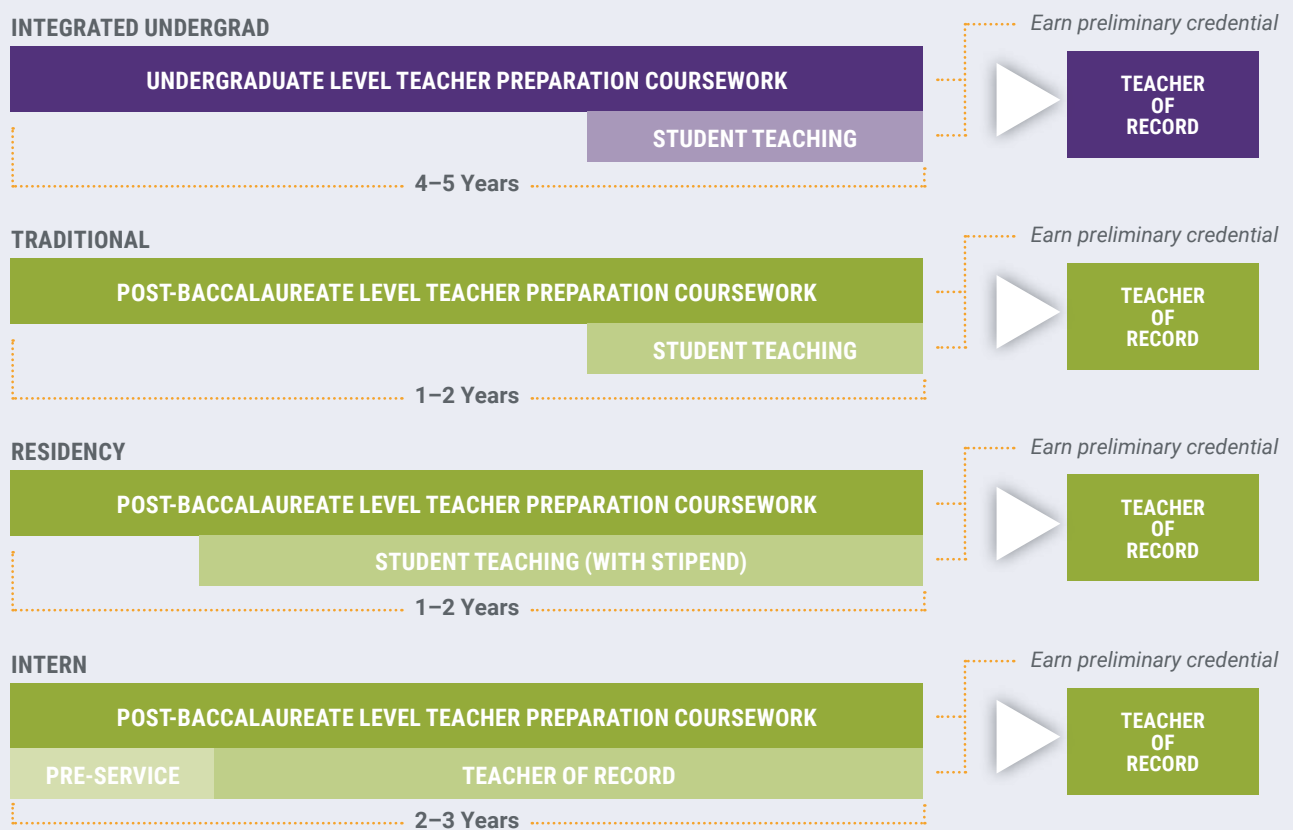


Image A1 Adapted from CTC’s [Pathways to Credentialing](#)

The designs in the appendices illustrate how to structure RAPs to ensure apprentices progress in roles, responsibilities and wages, regardless of their chosen pathway (ITEP, traditional post-baccalaureate, residency or internship). The designs enable aspiring educators to enter the profession at varying points





depending on prior experience and are all weighted equally. It is also important to note that these are sample designs, and design teams should create RAPs tailored to their educator workforce's specific needs and context.

Each appendix outlines a specific pathway and includes the following:

- **Visualizations:** High-level visualizations illustrating how to layer apprenticeship into existing pathways.
  - ✦ The first image for each program design details at a high level how to integrate the apprenticeship into the existing pathway.
  - ✦ The second image for each program design provides a detailed Gantt chart visualizing the apprentice levels in the apprenticeship framework and the OJT, RSI and demonstration of competencies that will occur throughout the apprenticeship.
- **User Stories:** Candidate profiles of the aspiring educator who might matriculate through the various pathways.

Regardless of the pathway to teaching that the apprenticeship leverages, RAPs in teaching must ensure apprentices progress in roles, responsibilities and wages. As design teams design their program model, they must consider what it will look like for apprentices to progress throughout the apprenticeship program. The infographic on the following page presents a sample framework for progression that illustrates how apprentices can leverage their prior experiences when entering the PK12 apprenticeship pipeline and defines qualifications for progression.

Those in an adjacent apprenticeship like ECE can leverage their experience with OJT and RSI to transition to a PK12 RAP in teaching. Individuals working toward a bachelor's degree and accumulating 600 hours of OJT would begin as a Bachelor Apprentice. This level could include community college students working toward a bachelor's degree while completing OJT, as well as individuals in residency programs or traditional student teaching roles who already possess a bachelor's degree and are working toward a credential. Upon achieving the bachelor's degree and the 600 OJT hours, apprentices progress to Credential Apprentice. This level might include interns, residents or student teachers who have met the hour requirement but still need to complete coursework. Finally, after fulfilling all requirements, apprentices progress to the Clear Credential Apprentice stage, where they engage in induction.

It is important to note that the framework is an example for design teams to use when creating their programs, but it is not required to implement it to register a RAP in teaching with DAS and DOL. Further, the framework assumes that the local education agency employs the apprentices. However, design teams can consider other employers, such as expanded learning intermediary groups. Lastly, the sample framework recommends apprentices complete 600 hours of OJT before progressing to a Credential Apprentice. Doing so meets CTC's credentialing requirement and ensures apprentices have robust, high-quality OJT before becoming the teacher of record in a classroom.



## PK12 EDUCATOR APPRENTICESHIP LEVELS FRAMEWORK

RELATED APPRENTICESHIP	BACHELOR APPRENTICE	CREDENTIAL APPRENTICE	CLEAR CREDENTIAL APPRENTICE
<p><b>Prior Experience:</b> <i>High School Diploma or GED</i></p>	<p><b>Prior Experience:</b> <i>Associate Degree or Completed 60 Semester Units</i></p>	<p><b>Prior Experience:</b> <i>Bachelor's Degree and 600 Hours of OJT in Apprenticeship Program</i></p>	<p><b>Prior Experience:</b> <i>Bachelor's Degree and 600 Hours of OJT in Apprenticeship Program and Completed EPP and Credentialing Requirements</i></p>
<p><b>TRANSITION TO PK12 EDUCATOR APPRENTICESHIP</b> </p>			
<p>Aspiring educators can participate in an apprenticeship program in a related occupation and complete RSI at a California Community College to enter the education profession as an:</p> <ul style="list-style-type: none"> <li>■ Early childhood educator</li> <li>■ Expanded learning educator</li> <li>■ Teacher's aide</li> <li>■ Paraprofessional</li> </ul> <p>Completing these may allow some coursework and work experiences to count toward the requirements for a PK12 apprenticeship.</p>	<p><b>RSI:</b> Enrollment in an educator preparation program associated with an approved apprenticeship program</p> <p><b>OJT:</b> Employment with the local education agency to complete 600 hours of OJT training in the classroom of a mentor educator</p> <p><b>Employment Status:</b> Bachelor Apprentice</p>	<p><b>RSI:</b> Enrollment in an intern, residency or traditional post-baccalaureate program associated with an approved apprenticeship program</p> <p><b>OJT:</b> Employment with the local education agency to continue OJT training with weekly support from a mentor educator; may also serve as educator of record</p> <p><b>Employment Status:</b> Credential Apprentice</p>	<p><b>RSI:</b> Completion of a commission-approved induction program</p> <p><b>OJT:</b> Completion of remaining OJT requirements within a commission-approved induction program and support from a mentor educator; may also serve as educator of record</p> <p><b>Employment Status:</b> Clear Credential Apprentice</p>

Image A2



## Appendix A: Key Acronyms

The program design visuals in the following appendices include several acronyms defined in the table below.

APPRENTICESHIP TERMS	
ACRONYM	MEANING
OJT	On-the-Job Training
RSI	Related and Supplemental Instruction
COMPETENCY TERMS	
ACRONYM	MEANING
TPA	Teaching Performance Assessment
RICA	Reading Instruction Competence Assessment
SMR	Subject Matter Requirements
BSR	Basic Skills Requirement



## Appendix B: Bachelor + Educator Credential Apprenticeship Integrated Into an ITEP

This program design layers an apprenticeship into the ITEP. Typically, an ITEP requires four to five years of undergraduate-level coursework, with student teaching toward the end before earning a credential. However, developing a RAP in teaching grounded in the ITEP requires OJT and wage progression throughout the program, as visualized in image B1.

### INTEGRATED UNDERGRAD MODEL

To integrate apprenticeship into the *integrated undergrad model*, partners will need to provide **paid** OJT with **wage progression** through the **entirety** of the program.

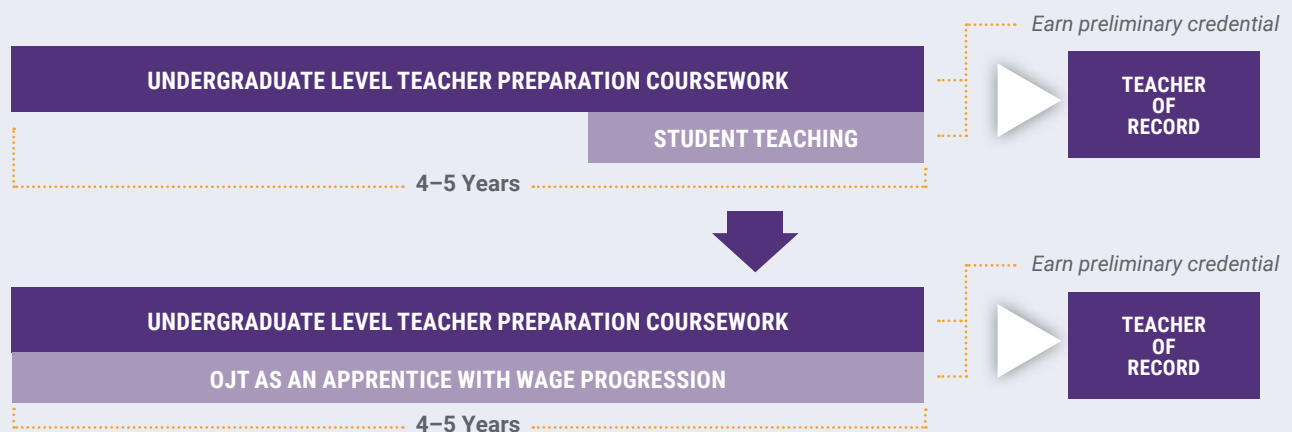


Image B1 Adapted from CTC's [Pathways to Credentialing](#)

Image B2 visualizes a sample program design integrating OJT, coursework and competency demonstration. ITEP programs vary in length and time for completion. Image B2 assumes an apprentice can complete the ITEP in four years. However, design teams should consider how to align the length of the apprenticeship program with the ITEP in which apprentices will enroll.

In this ITEP example, after earning college credit in the first two years of undergraduate coursework, the aspiring educator becomes a Bachelor Apprentice, during which the candidate completes undergraduate and EPP coursework and approximately 800 hours of OJT. After completing the ITEP program, the educator becomes a Clear Credential Apprentice and completes 2000 or more hours of induction OJT to earn a clear credential, thus fulfilling the OJT requirements for an apprenticeship.





## BACHELOR + EDUCATOR CREDENTIAL APPRENTICESHIP INTEGRATED INTO AN ITEP

		PRE-EPP		BACHELOR APPRENTICE			CLEAR CREDENTIAL APPRENTICE			
		STUDENT	STUDENT	SCHOOL STAFF MEMBER			TEACHER OF RECORD WITH PRELIMINARY CREDENTIAL			
		BA YEAR 1	BA YEAR 2	BA YEAR 3	BA YEAR 4 FALL	BA YEAR 4 SPRING	FALL	SPRING	FALL	SPRING
OJT	OJT (HOURS)			300						
	CLINICAL OJT				500	500				
	INDUCTION OJT						500	500	500	500
RSI	COURSEWORK	PRE-EPP/BA COURSEWORK		UNDERGRADUATE AND EPP COURSEWORK						
COMPETENCIES	TPA									
	RICA									
	SMR									
	BSR									

CLEAR CREDENTIAL/JOURNEY LEVEL CERTIFICATE

Image B2 Adapted from CTC's [Pathways to Credentialing](#)

### USER STORY

When Maria was 18 and graduated from high school, she dreamed of becoming a middle school math teacher in California. She enrolled at a four-year public university in the San Diego area and learned she could apply to enter the university's CTC-approved ITEP program during the spring of her sophomore year. After completing her lower division credits, she matriculated into the RAP in teaching integrated into the ITEP as an Associate Apprentice. Maria completed her RSI by enrolling in EPP coursework at her four-year public university. She also worked in a paid position at an area school, completing OJT through her third and fourth years of college.

After graduating, Maria earned her preliminary credential and became a math teacher at the school where she completed her OJT. Maria then entered an induction program. As a Clear Credential Apprentice, Maria is completing her hours of OJT during the two-year induction period, after which she will earn her professional clear credential and complete the apprenticeship program.



## Appendix C: Credentialed Educator Apprenticeship Integrated With a Traditional Post-Baccalaureate Program

This program design layers an apprenticeship into a traditional post-baccalaureate program. A traditional teacher preparation program typically requires one to two years of coursework after completing a bachelor's degree. Layering an apprenticeship program into the traditional pathway requires OJT and wage progression throughout the program, as visualized in image C1.

### TRADITIONAL MODEL

To integrate apprenticeship into the **traditional model**, partners will need to provide **paid OJT with wage progression** through the **entirety of the program**.

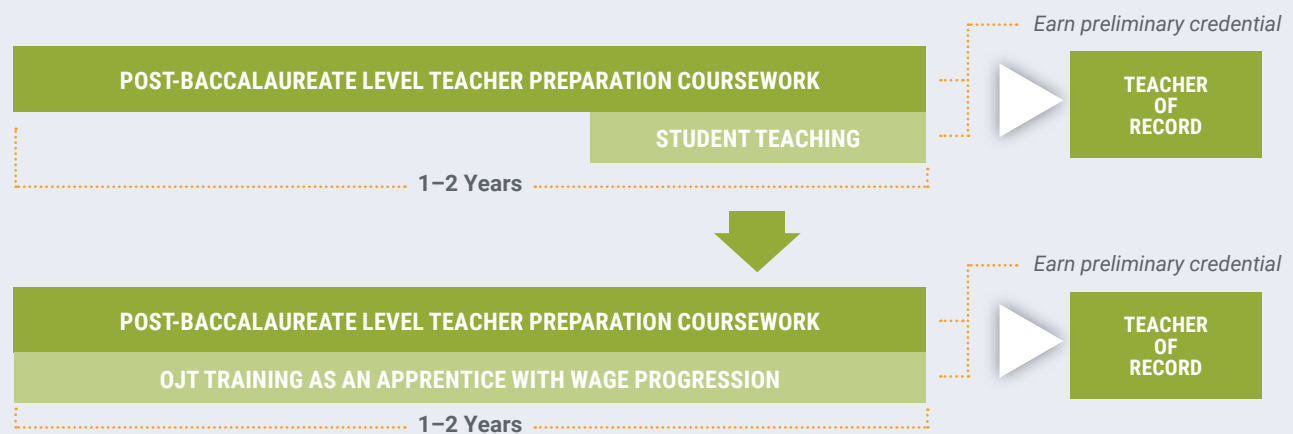


Image C1 Adapted from CTC's [Pathways to Credentialing](#)

Image C2 visualizes a sample program design integrating OJT, coursework and competency demonstration. In this traditional post-baccalaureate example, after earning an undergraduate degree, the aspiring educator matriculates into the RAP in teaching as a Bachelor Apprentice and completes approximately 600 hours of OJT before progressing to a Credential Apprentice to fulfill credentialing requirements. After completing their teacher preparation program, the educator becomes a Clear Credential Apprentice and completes 2,000 or more hours of induction OJT to earn a clear credential, thus fulfilling the OJT requirements for an apprenticeship.



## CREDENTIALLED EDUCATOR APPRENTICESHIP INTEGRATED WITH A TRADITIONAL POST-BACCALAUREATE

		BACHELOR APPRENTICE		CREDENTIAL APPRENTICE		CLEAR CREDENTIAL APPRENTICE			
		SCHOOL STAFF MEMBER				TEACHER OF RECORD WITH PRELIMINARY CREDENTIAL			
		FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING
OJT	OJT (HOURS)	300	300						
	CLINICAL OJT			500	500				
	INDUCTION OJT					500	500	500	500
RSI	COURSEWORK	EPP COURSEWORK							
COMPETENCIES	TPA								
	RICA								
	SMR								
	BSR								

CLEAR CREDENTIAL/JOURNEY LEVEL CERTIFICATE

Image C2 Adapted from CTC's [Pathways to Credentialing](#)

### USER STORY

At 22, Will completed their undergraduate degree and wanted to become an elementary school teacher. They enrolled in a traditional post-baccalaureate program at a four-year public university in the Bay Area to earn a teaching multiple-subject credential and a graduate degree. They matriculated into the program as a Bachelor Apprentice. During this time, Will completed RSI, taking graduate-level courses while working in a local school as a paid staff member, and advanced to the Credential Apprentice position after they completed 600 hours of OJT.

After graduating, Will earned their preliminary credential and is now employed as a 3rd grade teacher in the school where they completed their OJT. They then entered an induction program. As a Clear Credential Apprentice, Will is completing their hours of OJT during the two-year induction period, after which they will earn their professional clear credential and complete the apprenticeship program.



## Appendix D: Credentialed Educator Apprenticeship Integrated With a Residency

This program design layers an apprenticeship into a residency program. Typically, a residency program requires one to two years of post-graduate work and provides a stipend during the clinical practice portion of the program. To develop an apprenticeship, there must be OJT and a progressive living wage throughout the program, as visualized in image D1.

### RESIDENCY MODEL

To integrate apprenticeship into the **residency model**, partners will need to provide **paid OJT** with **wage progression** through the **entirety of the program**.

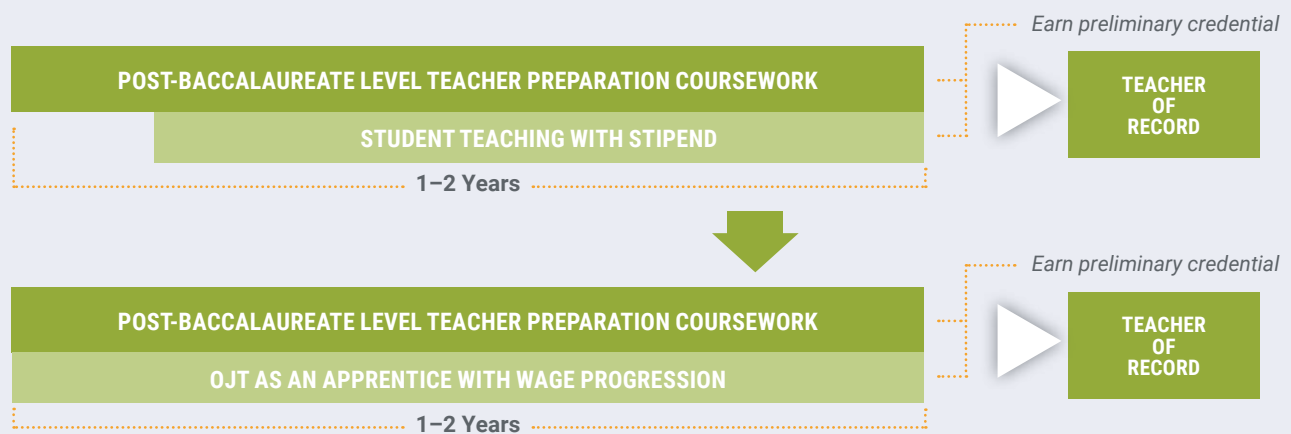


Image D1 Adapted from CTC's [Pathways to Credentialing](#)

Image D2 visualizes a sample program design integrating OJT, coursework and competency demonstration. In this residency example, after earning an undergraduate degree, the aspiring educator matriculates into the RAP in teaching as a Bachelor Apprentice, completing EPP coursework and approximately 600 hours of OJT during their first year. They become a Credential Apprentice during their second year, continuing RSI and completing another 1,000 hours of OJT. After completing the program, the educator becomes a Clear Credential Apprentice and completes 2,000 or more hours of induction OJT to earn a clear credential, thus fulfilling the OJT requirements for an apprenticeship.





## CREDENTIALLED EDUCATOR APPRENTICESHIP INTEGRATED WITH A RESIDENCY

		BACHELOR APPRENTICE		CREDENTIAL APPRENTICE		CLEAR CREDENTIAL APPRENTICE			
		SCHOOL STAFF MEMBER				TEACHER OF RECORD WITH PRELIMINARY CREDENTIAL			
		FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING
OJT	OJT (HOURS)	300	300						
	CLINICAL OJT			500	500				
	INDUCTION OJT					500	500	500	500
RSI	COURSEWORK	EPP COURSEWORK							
	TPA								
COMPETENCIES	RICA								
	SMR								
	BSR								

CLEAR CREDENTIAL/JOURNEY LEVEL CERTIFICATE

Image D2 Adapted from CTC's [Pathways to Credentialing](#)

### USER STORY

Carmen is 37, holds an undergraduate degree in engineering and has worked as an engineer in Los Angeles for the last 15 years. However, she hopes to change careers and become a high school special education teacher. Carmen enrolled in a teacher residency program in Los Angeles County and matriculated in the RAP as a Bachelor Apprentice. During this time, Carmen completed RSI, taking graduate-level courses while working in a school as a paid resident, and completed her OJT.

After graduating, Carmen earned her preliminary credential and became employed as a special education teacher in the high school where she completed her OJT. She then entered an induction program. As a Clear Credential Apprentice, Carmen is completing her hours of OJT during the two-year induction period, after which she will earn her professional clear credential and complete the apprenticeship program.



### Appendix E: Credentialed Educator Apprenticeship Integrated With an Intern Program

This program design layers an apprenticeship onto an intern program. Typically, an intern completes a short pre-service experience and then serves as a teacher of record. This program design ensures that the apprentice completes 600 hours of OJT before serving as a teacher of record as an intern, as visualized in image E1.

#### INTERN MODEL

To integrate apprenticeship into the **intern model**, CTC and DAS recommend the intern **first completes 600 hours of paid OJT prior to becoming a teacher of record apprentice and completes RSI.**

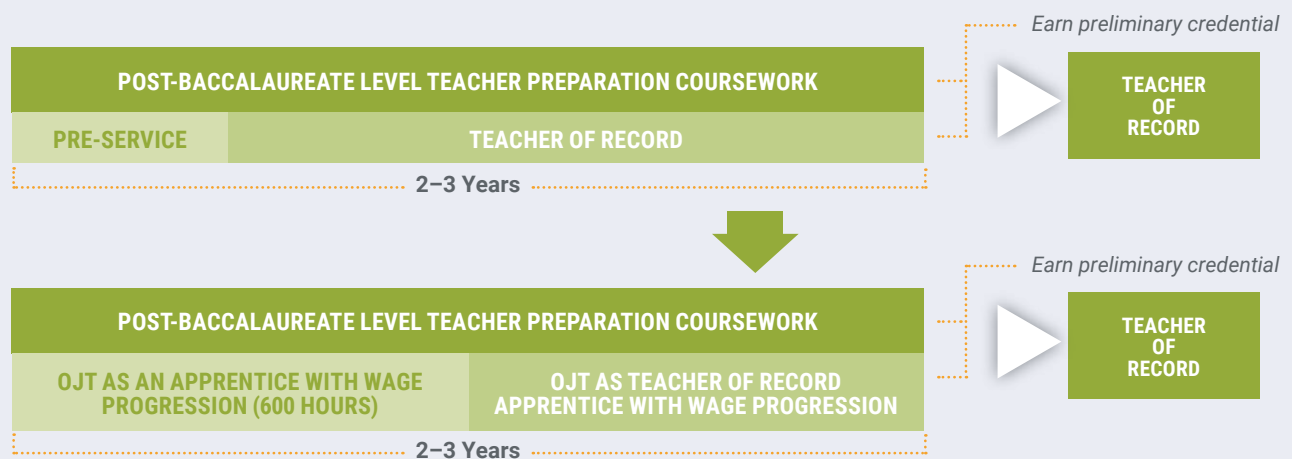


Image E1 Adapted from CTC's [Pathways to Credentialing](#)

Image E2 visualizes a sample program design integrating OJT, coursework and competency demonstration. In this intern example, after earning an undergraduate degree, the aspiring educator matriculates into the RAP in teaching as a Bachelor Apprentice, completing EPP coursework and approximately 600 hours of OJT. After completing 600 hours, they become a Credential Apprentice, completing another 1000 hours of OJT and coursework to complete the intern program. After completing the intern program, the educator becomes a Clear Credential Apprentice and completes 2000 or more hours of induction OJT to earn a clear credential, thus fulfilling the OJT requirements for an apprenticeship.



## CREDENTIALLED EDUCATOR APPRENTICESHIP INTEGRATED WITH AN INTERN PROGRAM

		BACHELOR APPRENTICE		CREDENTIAL APPRENTICE		CLEAR CREDENTIAL APPRENTICE			
		SCHOOL STAFF MEMBER		INTERN CREDENTIAL		TEACHER OF RECORD WITH PRELIMINARY CREDENTIAL			
		FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING
OJT	OJT (HOURS)	300	300						
	CLINICAL OJT			500	500				
	INDUCTION OJT					500	500	500	500
RSI	COURSEWORK	EPP COURSEWORK							
	TPA								
COMPETENCIES	RICA								
	SMR								
	BSR								

CLEAR CREDENTIAL/JOURNEY LEVEL CERTIFICATE

Image E2 Adapted from CTC's [Pathways to Credentialing](#)

### USER STORY

Adrian is 30, holds an undergraduate degree and has worked as a paraprofessional in Fresno County for the last eight years. However, he hopes to become a fully credentialed high school English teacher and lead his own classroom. Adrian enrolled in a teacher internship program at a four-year public university, matriculating in the RAP as a Bachelor Apprentice. During this time, Adrian completed RSI, working full-time in his paraprofessional role and taking graduate-level courses. Once Adrian completed 600 hours of OJT as a paraprofessional, he became an intern or Credential Apprentice and served as the teacher of record.

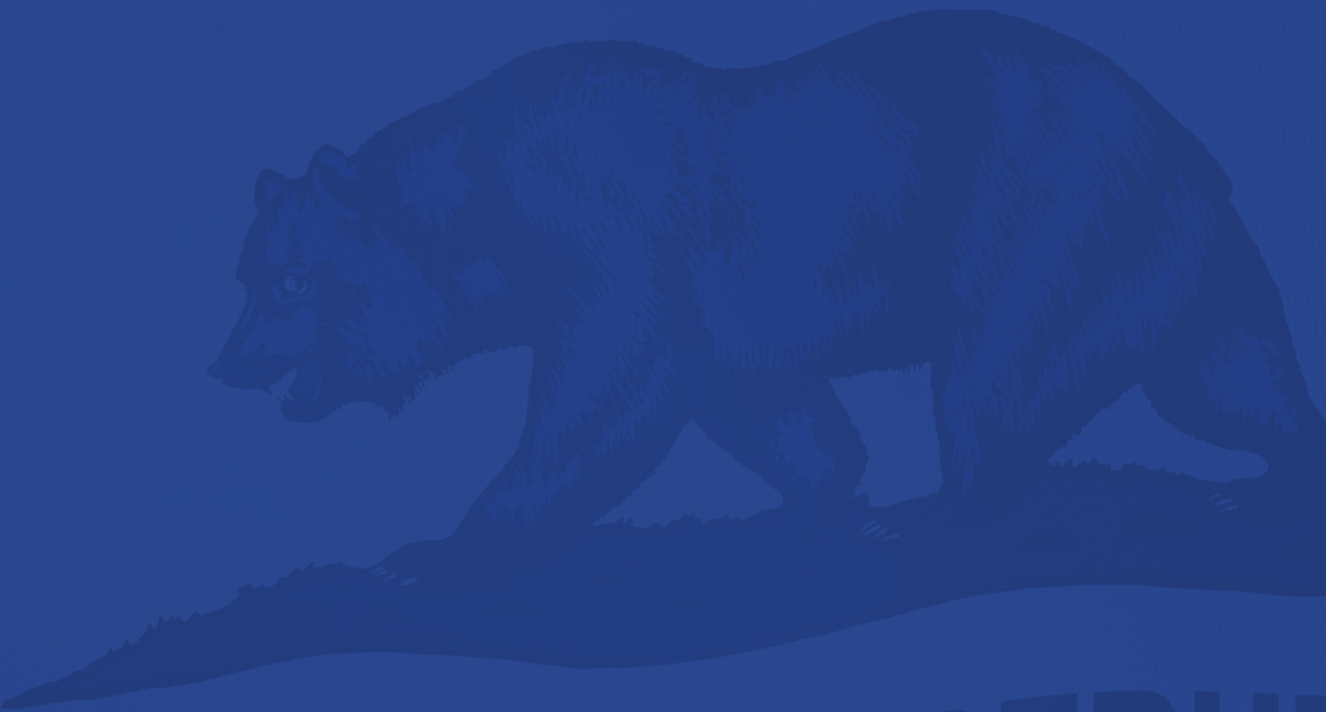
After completing the intern program, Adrian earned his preliminary credential and became a fully credentialed elementary teacher of record within the school where he worked as a paraprofessional. Adrian entered an induction program. As a Clear Credential Apprentice, Adrian is completing his hours of OJT during the two-year induction period, after which he will earn his professional clear credential and complete the apprenticeship program.



### About Education First

**Education First** is a national, mission-driven strategy and policy organization with unique and deep expertise in education improvement. Our mission is to deliver exceptional ideas, experience-based solutions and results so all students—particularly Black, Indigenous and other students of color and students living in low-income communities—are prepared for success in college, career and life. We envision a world in which every student is prepared to succeed—a world in which income and race no longer determine the quality of education. Our mission is lived through our solutions and strategies by working with funders, states, policymakers, nonprofits, local education agencies and more.

This toolkit was authored by Jesse Friedman, Aseal Tineh, Roneeta Guha and Kelly Kovacic Duran. More information about Education First's work, including other research reports and resources, is available at [www.education-first.com](http://www.education-first.com).



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