



APPRENTICESHIP IMPLEMENTATION GRANT

*Department of Teacher Education and Licensure
Virginia Department of Education
PO Box 2120
Richmond, Virginia 23218-2120*



COMPETITIVE GRANT APPLICATION

Grant Application for School Divisions to Apply for Grant Funding for a Teacher Apprenticeship Program

Issue Date:	February 10, 2023
Title:	Apprenticeship Implementation Grant
Issuing Agency:	Virginia Department of Education
Agency Contact:	Shawna LeBlond, Grants Manager Office of Licensure and School Leadership Virginia Department of Education PO Box 2120 Richmond, Virginia 23218-2120
Issued to:	Virginia School Divisions
Funding Authority:	American Rescue Plan – Elementary and Secondary Emergency Relief (ARP ESSER)
Grant Period:	March 1, 2023 – May 31, 2024
Application Submission Deadline:	No later than 4 p.m. on Friday, March 17, 2023

Interested applicants (school divisions) are requested to electronically submit a grant application no later than 4 p.m. on March 17, 2023, to Ms. Shawna LeBlond at Shawna.LeBlond@doe.virginia.gov.

Please direct all inquiries, questions, and requests for information to: Ms. Shawna LeBlond, Grants Manager, Virginia Department of Education, either by email to Shawna.LeBlond@doe.virginia.gov or phone (804) 692-0172.

All of the conditions imposed herein, the undersigned offers and agrees to operate a grant program in accordance with the attached signed grant application or as mutually agreed upon through subsequent negotiation.

The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, age, political affiliation, veteran status, or against otherwise qualified persons with disabilities in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

APPLICATION PROCEDURES

In order to be considered for selection, school divisions must submit a complete application. The completed and signed **Proposal Cover Page** must be submitted.

Proposals should be submitted electronically. One copy of the proposal must be submitted via e-mail to Shawna.LeBlond@doe.virginia.gov, with the **Subject Line of TEACHER APPRENTICESHIP IMPLEMENTATION GRANT**.

Please note: The application must be received by the Department of Teacher Education and Licensure, Virginia Department of Education, **no later than 4 p.m., Eastern Daylight Time (EDT), on March 17, 2023**. Proposals that are received after the deadline will not be accepted unless the deadline is modified by the Department of Education.

Email Address: Shawna.LeBlond@doe.virginia.gov

Please include in the subject line: Teacher Apprenticeship Implementation Grant

IMPLEMENTATION GRANT SOLICITATION

The Department of Teacher Education and Licensure within the Virginia Department of Education is soliciting proposals for Apprenticeship Implementation Grants. This solicitation for proposals is to support eligible applicants implement a teacher apprenticeship program starting in March 2023. Implementation grants will be awarded through a competitive process to assist eligible entities in establishing and implementing an apprenticeship program or expanding an existing residency program to take on the required aspects of an apprenticeship program.

Eligibility: To be eligible for the grant, the local education agency (LEA), in partnership with a state-approved Educator Preparation Program (EPP), must propose a model and implementation plan for a teacher apprenticeship program. Apprenticeship programs may support apprenticeships at the undergraduate, graduate, or post-bachelor's/masters' levels. Proposals must offer a comprehensive description of the proposed program, including details on employment options, potential program enrollment, plans for recruitment, timeline, projected program completion numbers, and comprehensive plans for budget, including compensation for apprentices, mentors, and additional staff support.

Pre-Application Webinars: To assist potential applicants in developing strong proposals in response to the Implementation Grant Solicitation application, VDOE will host an information webinar for interested stakeholders to learn more about the program objectives and submission requirements. A question-and-answer session is held before the conclusion of every webinar.

Time/Date: Feb 16, 2023, 03:30 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://doe-virginia-gov.zoom.us/j/85436958744?pwd=T2FHazltK3BoOTRjbmlNGx0N0xzdz09>

Meeting ID: 854 3695 8744

Passcode: 373761

One tap mobile

+13017158592

Funding: LEAs may apply for grants of up to \$200,000 to launch the program. During our pilot phase, funding will be restricted in scope and timeline. For this initial cycle of the grant, funding may be used to support an existing apprenticeship program, implementation of an apprenticeship program for the 2023-2024 academic year, or to expand an existing residency program to take on the required aspects of an apprenticeship program for the 2023-2024 academic year.

This grant funding may be used for existing division personnel costs or to create a new position to help facilitate the apprenticeship program (such as division apprenticeship manager position or apprentice – non teacher of record). Funding may also be used to support costs of implementing the program such as marketing expenses or for recruitment events. Proposals should clearly articulate plans to use the funds for the following:

- Apprentice wages (a progressive pay model based on the division’s criteria)
- Mentor Incentives and training
- Any additional staff support compensation (division coordinators, substitutes)
- Tuition support for apprentice participants (potentially residency match funding)
- Assessment fees for apprentice participants
- Other anticipated expenses

Now registered with the Virginia Department of Labor and Industry (VDOLI), the state’s Apprenticeship Program and participants become eligible for further sustainable funding through VDOLI workforce grant programs. The initial investment in quality of programming will pay off for years and ultimately ensure a permanent, sustainable source of effective teachers for students.

Application Appendices:

Appendix A-Apprenticeship Overview

Appendix B-Division Checklist

Appendix C-VDOE Apprenticeship Work Process

Appendix D-Sample Wage Scale

Appendix E-Budget Template with OMEGA Codes

Appendix F-Proposal Cover Page

INTRODUCTION

Building on the September 2022 Teacher Apprenticeship Partner Planning Grant Request for Proposals ([Superintendent Memo 172-22](#)), the VDOE seeks to sponsor Teacher Occupation Apprenticeship programs between divisions and Educator Preparation Programs (EPPs). Virginia’s future Teacher Apprenticeship model will align leading practices in educator preparation and development with the rigors of the national registered apprenticeship process. The VDOE’s Teacher Apprenticeship model will be federally recognized, nationally approved, and state monitored.

Through this implementation grant, Virginia will pilot the apprenticeship model. The purpose of the Teacher Apprentice Implementation grant is to prepare individuals to enter and succeed in the state's Registered Teacher Apprenticeship program and ultimately, in the school division of their respective employment. The program will drive economic development through skills and educational attainment and create pathways to better paying careers and advanced credentials. The apprenticeship implementation grant also seeks to eliminate economic barriers commonly associated with an individual's inability to invest in skills training and teacher preparation. Grant funds will be awarded to successful applicants responding to this competitive grant solicitation process.

The state-sponsored apprenticeship program must include these components: (a) non-teacher of record contractual employment, (b) school-based mentors, (c) employment opportunity for apprentices upon graduation from an accredited institution of higher education, and (d) integration of education and career pathway. Additionally, the program will provide a variety of wraparound services to ensure success in their coursework and employment (for example, individualized professional development plan).

We acknowledge that both EPPs and divisions may establish multiple partnerships to meet the needs of their local context and serve as many apprenticeship candidates as possible. This grant application is designed so that divisions may apply in collaboration with EPPs for preliminary approval of an apprenticeship program model. EPPs must offer course work from an existing, approved program degree and potentially add new endorsement areas over time. If an EPP has multiple division partners, each division should complete the application separately.

STATEMENT OF NEEDS

The application must include each of the following components of the program.

1. Program Overview, Goals, Objectives, and Outcomes

Provide a detailed narrative description of the apprenticeship program. Describe the goals, objectives (measurable), and expected outcomes (using some qualitative data) of the apprenticeship program. Please describe the division vacancy trends over time, projected teacher needs, and how the proposed apprenticeship program will address those needs to expand division pipelines for quality teachers. Is there any additional data you would like to share that informs your program design and implementation (*such as retention or exit data*)?

Description of the core team for each partnership that will be responsible for successful planning, implementation, and management of the program. Please include details to address "Who or What office" will be responsible for data collection and program evaluation? Applicants should review and ensure that the program proposal abides by the terms of the Employer Checklist (Appendix B) and Work Process (Appendix C). Applicants must also include a letter of support from leadership at the partnering EPP.

Suggested questions to consider: Who will lead the charge? Who has agreed to participate? What is the timeline for implementation? What community resources are brought to the table by each partner?

Is this a new or existing partnership? Is this an existing residency or grow your own program that will be converted or aligned with the new apprenticeship model requirements?

Applicants may consider using an outline format to specify the planning goals, objectives, and outcomes. A sample outline is included below:

Objective 1: By March 2023, the division Apprenticeship Manager will project enrollment for the summer 2023 pilot division cohort.

Activities:

1.1 Design and administer apprenticeship interest survey among all paraprofessionals currently employed at the elementary level. Recruit at least six internal and external collaborators to serve on the stakeholder team. Who: Apprenticeship Manager by April 2023

2.1 Design Mentor Apprentices Model with Two School-Based Educators for Each Apprentice

2. Program Design and Partnership

To meet both federal and state standards, applications must demonstrate planning and programming for the approved On-the-Job Learning (OJL) Competencies for the Teacher Occupation Apprenticeship.

On-the-Job Learning Competencies: The Virginia Teacher Apprenticeship program will be competency-based, meaning the model is built on the apprentice's ability to demonstrate competencies in an observable and measurable way. The VDOE has provided On-the-Job Learning Competencies (See Appendix C Work Process), as required and approved by USDOL registered apprenticeships in early 2023, detailing the necessary job-based learning an apprentice must demonstrate. The On-the-Job Competencies reflect performance standard for Virginia Teachers. Mentor teachers will be asked to assess and verify mastery of the competencies for apprentices to move to completion.

On-the-Job Learning Hours: To ensure candidates complete all coursework requirements to become fully licensed and demonstrate the OJL competencies (See Appendix C Work Process), it is critical that programs are thoughtful about how they blend on-the-job learning and traditional coursework.

Please outline a potential 2-year program timeline for completion of the apprenticeship program, including the 4000 OJL Hours and 288 RTI. This section may contain both narrative and graphic presentations or a sample advising worksheet that would reflect degree completion and apprenticeship requirements.

Is this program a: Bachelor's pathway, Master's pathway, Licensure pathway (post degree)?

Successful implementation plans will detail the commitments that partnerships will be making in Memorandums of Understanding (MOUs) or Agreements, include communication plans for advertising the program to key audiences and stakeholders, elements of the partnership, detail the commitments participant apprentices must agree to before joining the program, and include plans for sustaining a successful program over time. What investments are being made in this partnership and strategies for sustainability from all stakeholders?

Signed MOU/Agreements from parties indicating the program commitment and agreement can be included as supporting evidence. Any supplemental materials that may be beneficial for the reviewers' consideration can be included.

3. Teacher Apprentice Recruitment, Selection and Exit Criteria

Describe the requirements and selection process for the teacher apprentices to participate in this selective program. Include the requirements for applying for participation, selection criteria, and partner involvement in the selection process. Given existing division vacancy data and current EPP program data, how would your apprenticeship program seek to increase recruitment efforts for underrepresented educator populations (for example, low income, first generation, underrepresented minority, gender)? What strategies for recruitment will be used for the program? Who will lead program recruitment and retention of apprentices?

Please closely align any selection criteria and program admission with the VDOE Apprenticeship Work Process (Appendix C).

Proposals should also include an outline of program exit criteria such as how degree requirements are met (licensure) with the EPP and procedures for mentor's evaluation of program competencies.

Exit Requirements and Licensure: In order to complete the Virginia Teacher Apprenticeship model, apprentices must meet key exit requirements and state required licensure elements:

- Meeting the state endorsement requirements to become a licensed teacher
- Fully completing related instruction or EPP sequence of courses
- Fully completing structured, on-the-job student teaching or/and clinical experiences
- Meeting any other requirements partnerships require in their apprenticeship program

Employers are also expected to keep records on all individuals that participate in the program and provide updates on employment activity that occurs during the program and employment status following the program.

Proposals may contain artifacts such as a draft of the division apprenticeship application including any future employment commitments with the division upon completion of the program.

* This first cycle of grant funding is targeted for individuals that can complete program requirements within a two-year period.

4. Mentor Selection, Recruitment, and Incentive

Mentor Selection Process: Every apprenticeship program includes structured on-the-job learning, and apprentices receive hands-on training from an experienced mentor at the job site. Quality mentoring and feedback are foundational components of effective teacher preparation in the Apprenticeship model. Mentors for the new apprentice will play a key role in the success of the program and of the apprentice.

What stipend amount or other benefits will mentor teachers receive?

Please provide a narrative description or artifact for what selection, preparation, training, and ongoing support will look like for mentor teachers. The division must outline how mentors will be supported with release time or other innovation in mentor assignment to ensure a high level of engagement with the apprentice. The state will provide a required training module for all apprenticeship mentors.

The VDOE provides some [Guidance for Mentor Programs for Beginning and Experienced Teachers](#) highlighting some division program management strategies for the Commonwealth.

5. Wages, Incentives and Supports

The Apprenticeship Program seeks to eliminate economic barriers commonly associated with an individual’s inability to invest in skills training or teacher preparation. In order to mitigate these barriers, apprentices are also required to be paid and to receive progressive increases as their skills and knowledge develop. Apprenticeship administrators start by establishing an entry wage and an ending wage. From there, programs must incorporate progressive wage increases as apprentices attain skill benchmarks. Division partners are asked to explore hiring options for non-teacher of record employment opportunities and career paths. A potential wage pay scale or range must be included as part of the application. Please attach as an appendix item. A sample wage scale is included in the Appendix D.

Describe the incentives and supports (such as tuition, fees paid for assessments, trainings, stipends, mentoring) provided to the teacher apprentices. Provide programmatic strategies to ensure apprentices will be successfully prepared to receive a degree, meet all licensure requirements upon completion of the 2-year program, and complete all the requirements of the apprenticeship program.

School divisions should include a detailed outline of how they plan to offer the apprentice 2000 hours of on-the-job training each year and incorporate all other components from the Employer Checklist (attached in Appendix B). For example, school divisions may offer the opportunity to work during summer school, allow apprentices to advise during after-school clubs and sports, etc. Apprentices may count previous jobs, field placements, or practicum at the division as part of their 2000 hours with employer verification.

Describe the incentives and supports (such as tuition discounts, trainings, stipends, mentoring) provided by the school division and partner-EPP to the mentors. Priority will be given for innovation in development of new incentives for mentor teachers and models for coaching and engagement in support of the apprentice.

Applicants may consider using a table format to specify the incentives and supports and designate responsibility. An example is included below.

<i>Activity</i>	<i>Recipient</i>	<i>Responsible</i>
<i>Provide a \$200 stipend for completion of mentoring training workshops</i>	<i>Mentor</i>	<i>School Division</i>
<i>Mentor Training Workshop</i>	<i>Mentor</i>	<i>EPP</i>
<i>75% Apprentice Tuition Reimbursement</i>	<i>Apprentice</i>	<i>EPP</i>

Suggested questions to consider: What potential options are currently available in the respective divisions? Can a new employment position entitled “Apprentice” be created by the division?

6. Evaluation and Accountability

Impact Measurement: Develop a plan for how data will be collected throughout the implementation of the program for monitoring program effectiveness and demonstrating impact. How will you define impact or what will success look like? Follow standard VDOE reporting and monitoring requirements. At minimum, grant applicants should plan to collect the following data to be reported bi-annually (June and December).

- GPA and Praxis II/Assessment Scores
- Program Completion and Graduation Rates
- Candidate Survey Feedback
- Mentor Survey Feedback
- Division Services and Support Feedback
- Division Placement and Employment
- Future - Employment Duration

Proposals must include an evaluation plan that, at a minimum, assesses:

- 1) The effectiveness of the program in meeting the stated goals and objectives;
- 2) The success of identifying and recruiting well-qualified candidates to work in a high-needs school environment;
- 3) The effectiveness of the partnership; and
- 4) The perceptions of the program’s success by participants and partners.
- 5) Describe the data that will be used to evaluate program effectiveness/impact. Applications must include how partner school divisions shall provide data requested by the university partner to evaluate program effectiveness by the mutually agreed upon timelines.
- 6) Please include in the evaluation plan how the university and school division collect, or plan to collect, information to organize meaningful data to inform the program of its effectiveness and how such information will be used for continuous program and partnership improvement.

Monitoring reports will be due in June 2023 and December 2023. Final program evaluation is due to the Department of Education by June 30, 2024.

7. Budget and Budget Narrative

Applicants are required to submit a budget ending in May 2024. Program implementation should be inclusive within the grant period. The budget submitted should reflect the reasonable costs of running the proposed program and include all proposed program and operating expenses, including all expenses associated with payments that would be made to participants via tuition funding.

Describe how the partnership will support the budget for programs either before starting the partnership or in the program’s annual budget for start-up and operating costs.

The budget narrative should clearly describe anticipated expenditures. The narrative should outline the justification for the overall amount requested from grant funding, as well as detail. In addition, describe in-kind contributions, if any, or other matching funds that may be provided. Expenditures should be organized under the categories on the Budget Form (Appendix E) provided in the appendix, or a reasonable facsimile thereof the document arranged by the OMEGA object codes.

Grant funds requested may not exceed \$200,000 over the identified grant period.

EVALUATION AND AWARD CRITERIA

Proposals will be evaluated by the Virginia Department of Education using the attached criteria. The maximum number of points that an application can receive is 100. Refer to the **Statement of Needs** section for additional detail on which the proposal will be evaluated.

All proposals must include the attached Proposal Cover Page signed by the Superintendent or Superintendent's designee.

All applicants, regardless of whether they received the planning grant funds are considered new applicants for this funding cycle and will be evaluated on the basis of quality, comprehensiveness, completeness, accuracy, and appropriateness of response.

However, award priority will be given to those applicants that received the planning grants and participated in the network meetings for technical support.

Applications that do not adhere to the required sections of this proposal application will be viewed as incomplete and not be reviewed.

PROPOSAL REVIEW AND AWARD

Applications will be reviewed by a panel convened by the Department of Education. Following the review, the school division grant contact will be notified to clarify information or to discuss any modifications of the proposal that may be required.

Once a grant award has been issued, funds will be disseminated on a reimbursement basis via the Online Management of Education Grant Awards (OMEGA) system. Funds must be expended during the grant period March 1, 2023, to May 31, 2024. The last day to request reimbursement through a level 3 approver will be June 30, 2024.

A progress report will be due no later than **June 30, 2023, and December 15, 2023**. A final program evaluation must be submitted to the Virginia Department of Education no later than **June 30, 2024**.

APPENDICES

Appendix A: Program Introduction and Overview

In November 2021, the USAS Department of Labor, Office of Apprenticeship approved K-12 teaching as an “apprenticeable” occupation. As a result, programs that train and provide workforce development opportunities for K-12 teachers are now eligible to apply and become “registered apprenticeship” programs.

Registered Apprenticeship – The term “registered apprenticeship,” means a program that contains national industry standards and is registered with the U.S. Department of Labor (USDOL) (or a federally recognized state apprenticeship agency). Virginia’s two-year program will require 288 minimum hours of related technical instruction (RTI) and 4,000 on-the-job training hours (See Appendix C Work Process). At the completion of every USDOL registered apprenticeship program, the individual receives an industry informed and nationally recognized credential from USDOL. More information on Registered Apprenticeship can be found [here](#). It is strongly encouraged that all applicants familiarize themselves with Registered Apprenticeship prior to developing their proposal.

Building on the September 2022 Teacher Apprenticeship Residency Partner Planning Grant Request for Proposals ([Superintendent Memo 172-22](#)), the VDOE seeks to sponsor Teacher Occupation Apprenticeship programs between divisions and Educator Preparation Programs (EPPs). Virginia’s future Teacher Apprenticeship model will align leading practices in educator preparation and development with the rigors of the national registered apprenticeship process. The VDOE’s Teacher Apprenticeship model will be federally recognized, nationally approved, and state monitored. As part of this federal recognition, the Virginia Department of Labor & Industry, Division of Registered Apprenticeship (VDOLI) has been granted the responsibility for approving registered apprenticeships in the state of Virginia. Both agencies will coordinate to approve apprenticeships with the Virginia Department of Education serving as the sponsor and the VDOLI approving apprentices sponsored by the VDOE.

Under the system, the state (VDOE) will serve as the State Apprenticeship Agency (SAA) and functions as an “intermediary sponsor,” assuming responsibility for the administration and operation of the apprenticeship program. The state agency will design the apprenticeship programs (competencies based on [Virginia Regulations Governing the Review and Approval of Education Programs](#)) and work collaboratively with school divisions (employers) that have the capacity to provide jobs to apprentices providing hands-on learning and Educator Preparation program (EPP) technical instruction for apprentices.

Through this grant, Virginia will pilot the apprenticeship model. Divisions and EPPs may opt to expand an existing residency program to take on the required aspects of an apprenticeship program. In these cases, the apprenticeship program represents an evolution of the state’s residency model, in that the model includes features of the division’s grow-your-own approach for the recruitment of teachers. As a registered apprenticeship program with the Virginia Department of Labor and Industry (VDOLI), the state and apprentice become eligible for further sustainable funding through VDOLI workforce grant

programs. The initial investment in quality of programming will pay off for years and ultimately ensure a permanent, sustainable source of effective teachers for students.

The state-sponsored apprenticeship program must include these components: (a) non-teacher of record contractual employment, (b) school-based mentors, (c) employment opportunity for apprentices upon graduation from an accredited institution of higher education, and (d) integration of education and career pathway. Mentor models may include some retired educators, if they support the school-based mentor in the division. Additionally, the program will provide a variety of wraparound services to ensure success in their coursework and employment (for example, individualized professional development plan).

Review the [Department of Labor's fact sheet](https://www.apprenticeship.gov/sites/default/files/Employer_Fact_Sheet.pdf) including 5 key components on registered apprenticeships https://www.apprenticeship.gov/sites/default/files/Employer_Fact_Sheet.pdf

Roles and Responsibilities:

State Role: As the intermediary sponsor, the VDOE is responsible for onboarding and training new employer-division partners and ensuring that new apprentices have assigned mentors and understand the responsibility of satisfying all requirements leading to licensure in Virginia.

The VDOE has created Registered Apprenticeship workplans for educators (See Appendix B), including program requirements and curriculum linked with licensure endorsements in areas such as Elementary Education PreK-6 and Mathematics or other subject areas at the graduate and undergraduate levels. As the intermediary sponsor, the state is responsible for program oversight, administration responsibilities including DOLI program registration, related technical instruction outline and program approval, progressive wage scale, apprentice follow-up including registration, cancellations, and completions to ensure quality.

The VDOE will continue to monitor partnerships and maintain all required reporting elements necessary for program partnerships, implementation, and outcomes.

The Apprenticeship Coordinator on behalf of the state will serve as the lead technical assistance hub for teacher apprenticeship models. The Apprenticeship Office will support program questions, both for aspiring educators and future programs. Serving current educators, future candidates, new and current division/EPP partnerships, and stakeholders. The Apprenticeship Office will operate as the one-stop-shop for programmatic support and technical assistance.

Employer (Division) Role: An employer who commits to hiring, mentoring, and supervising an apprentice as an educator agrees to build and launch a lasting teacher apprenticeship program. School divisions will:

1. Agree and abide by the terms outlined in the Virginia Department of Education's Teacher Apprenticeship Division Employer Checklist attached in the Appendix B.
2. Co-design high quality programs with EPPs. Reviewing K-12 student performance data, vacancy trends, sources of future teachers, and individual school needs, divisions design programs that directly support talent gaps.
3. Train educators that students need most. Through job-embedded classroom training, mentor feedback, and 1:1 coaching, divisions develop lasting talent in real time. Program apprentices learn the division's culture, priorities, and best practices from mentor teachers, training in the

content and specialty areas most needed by students. VDOE Teacher Performance Standards will be used to create job-embedded classroom training.

4. Pay apprentice(s) to earn and learn (employment). As apprentices earn their degree and licensure credential, divisions pay them as educational assistants (paraprofessional or instructional aid or a newly created position; apprentice with the division) in a multi-year residency structure. The progressive wages compensate a candidate's increasing ability, mirroring their growing responsibility and competency. **Apprentices are restricted from accepting teacher of record contracts or provisional licenses.**
5. Select school-based mentors or mentor management structures that allow maximum engagement with the apprentice. The VDOE's [2021 Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers](#) may provide criteria for selection and structures for program management. Apprentices complete structured and supported on-the-job training overseen by a mentor/coach/journeyworker that aligns with the work processes defined by DOLI.
6. The division must consider how the apprentice employment will be linked with future teaching commitment with the division, such as asking apprentices to sign a letter of commitment.
7. Survey current part-time or contractual staff that may be interested in this teacher licensure pathway.

For an example, see [Tennessee's Teacher Apprenticeship: The Role of a District Educator](#)

Preparation Program (EPP) Role: EPPs can support the foundation of a strong partnership with school divisions. To build and launch lasting apprenticeship programs, EPPs can:

1. Support divisions to define their local need. EPPs can help division(s) identify vacancies, review data trends, and source talent from their community and region. Across the state, division staff capacity and staff vary, and EPPs have an opportunity to help support elements of this work.
2. Co-design flexible programs that meet division and teacher needs. Addressing previous challenges – like preparation barriers or coursework cost and length – can attract new candidates. All licensure requirements and related Virginia Regulations Governing the Review and Approval of Education Programs must be addressed.
3. Commit to the long-term success of the divisions and teachers. EPPs can chart a new course for the profession through their collaboration and reimagination. With apprenticeships, EPPs can develop innovative programs for credentialing and clear pathways into the profession.
4. Consider how clinical experiences for existing degree programs can be aligned with the apprenticeship employment requirements (non-teacher employment). Apprenticeship programs are appropriate for co-teaching or internship experiences. Additionally, the apprentice may be employed as a substitute or other non-teacher of record roles. The employment hours may affect the length of the program. A culminating clinical experience shall include a minimum of 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school for at least 10 weeks. All clinical experiences for endorsement areas must meet the requirements in the Regulations. For example, if a preK-12 endorsement is sought, teaching activities shall be at the elementary and middle or secondary levels.
5. Applicants must also consider how to ensure the success of the apprenticeship program by offering additional support to the mentor teachers participating in the program. EPPs may be able to offer tuition discounts or professional development coursework to mentor teachers.
6. Program end criteria. In addition to a degree or associated licensure credentials, DOLI will issue an end of program credential, which indicates successful completion of a Registered Apprenticeship Program.

7. All Virginia Educator Preparation Provider (EPPs) programs offered by EPPs that lead to licensure must be approved by the State Board of Education (BOE). To be state approved, all licensure programs must ensure that candidates have the opportunity to attain the knowledge and skills specified by the BOE, have clinical experiences in accordance with guidelines established by the BOE, and meet all other standards, procedures, and guidelines established by the *Virginia Regulations for Approved Programs*.

Resources

National Center of Teacher Residencies: <https://nctresidencies.org>

[Tennessee's Teacher Apprenticeship: The Role of an EPP](#)

Appendix B: Division Checklist

Teacher Apprenticeship Division Employer Checklist Virginia Department of Education

Adapted from the Minimum standards for apprenticeship, registered with the Virginia apprenticeship council

According to Chapter 6, Title 40.1 Code of Virginia Section 4. Apprenticeship Agreements

- _____ The Apprenticeship Agreement must be signed by the apprentice and the VDOE's authorized representative and registered with the DOLI. The apprentice must receive a copy of the signed Apprenticeship Agreement and the Minimum Standards document.

Section 6. Term of Apprenticeship (2-year program)

- _____ The apprentice must fulfill the minimum of 4,000 hours of reasonably continuous employment.
- _____ The employment must be supplemented by a minimum of 144 hours/year of related instruction (Total 288 RTI hours).
- _____ Any overtime hours will be credited to the term of apprenticeship.

Section 10. On-the-Job Learning (OJL)

- _____ The apprentice shall be given instruction and work experience as established by industry practice and as listed in Virginia's work processes.
- _____ Division Mentor will confirm completion of hours industry practice requirements and verify educational and previous experience.

Section 11. Related Instruction

- _____ Each apprentice shall receive related instruction and shall provide the VDOE Coordinator of Apprenticeships with evidence of satisfactory participation and progress following completion of each designated portion (such as degree transcript, training certificates).
- _____ A minimum of 144 hours of related instruction (RTI hours) is recommended for *each year* of apprenticeship, to be completed during the full term.
- _____ The Apprenticeship Agreement can be suspended or canceled when an apprentice does not satisfactorily complete either the on-the-job learning or related instruction. Exceptions may be allowed for sickness or injury.

Section 13. Periodic Evaluation

- _____ The progress of each apprentice's job performance and related instruction is subject to a periodic review prior to the expiration of each wage period by the employer. Should a review reveal a lack of interest or ability on the part of the apprentice, the apprentice will be informed of the deficiency and may be placed on probation for a sufficient period to determine improvement or failure. At the end of the probationary period (i.e., after 1,440 hrs), if the apprentice has not shown acceptable improvement, the apprenticeship agreement may be suspended or canceled.

Employer must notify the VDOE Coordinator of Apprenticeships with a progress report each semester.

The VDOE Coordinator of Apprenticeships must promptly notify the apprentice and the DOLI in writing of any suspension or cancellation.

Section 14. Hours of Work

- _____ Hours of work for apprentices are determined by the VDOE Coordinator of Apprenticeships and apprentice, with full-time being the norm. Part-time schedules are permitted and must be recorded the same as for all other employees.
- _____ Time spent at related instruction (course enrollment) may not be considered as hours of work.
- _____ Sponsors shall not require apprentices to work hours that would interfere with attending related instruction except in emergencies.

Section 15. Apprentice Wages

- _____ The term of each apprenticeship program shall be divided into periods, with wages that progressively increase as the apprentice progresses in skill and productivity.
- _____ Wages are based on the basic rate paid to teachers and must reflect any credit given for previous experience. Overtime shall be based on the same percentage as that paid to all other hourly employees.
- _____ The minimum wages (\$14 per hour) paid to all apprentices employed under these Standards is recorded in the Program Registration.
- _____ Apprentices who are given credit for previous training or experience shall be paid the wage rate commensurate with the period to which such credit advances them.

Section 16. Suspension or Cancellation

- _____ **Suspension and Cancellation** - Apprenticeship Employment agreements may be suspended or canceled at any time for an appropriate reason. The VDOE Coordinator of Apprenticeships must notify DOLI in writing within 45 days stating the reason for the suspension or cancellation.

Section 19. Number of Apprentices to be Trained in the Program

- _____ To ensure adequate training of apprentices, the division employer must ensure that each Mentor is assigned to no more than one apprentice.
- _____ Mentor completes Signed 671 DOLI Form and submits copy of approved apprentice education transcript.

Teacher Registered Apprenticeship Common Terms

Apprentice: A paid employee who participates in structured on-the-job learning (OJL) to prepare for a successful career. Apprentices earn a progressive wage as their skills and productivity increase.

Clinical experiences/Student Teaching: Time spent in the placement working directly with the teacher-of-record. Clinical experiences provide fully supported, increasingly demanding opportunities to apply

coursework and to reflect on practice under direct supervision of the teacher-of-record that serves as the cooperating teacher/mentor. This can be time spent directly with students or doing other aspects of the job like professional development, extracurricular activities, lesson planning, and parent communication as outlined in the collective bargaining agreement under the direct supervision of the journey worker/mentor. OJL is developed and outlined by the VDOE Coordinator of Apprenticeships and division to meet local needs. Licensure endorsement requirements must be met for respective subject areas such as 10 weeks and 150 direct instructional hours for culminating clinical experiences.

Cooperating Teacher/Mentor: An experienced worker who has attained a mastery level of skill, abilities, and competencies required for the occupation, and who oversees and guides the work of the apprentice in the on-the-job placement (deliverables include progress reports and documentation of competency mastery). The Cooperating teacher (teacher of record) may serve as the mentor. Retired educators may be used to support the teacher of record with mentor responsibilities.

Credentials: Apprentices earn a portable, nationally recognized credential within their industry: the USDOL Certificate of Completion of Apprenticeship.

Employer: Any person or school division employing an apprentice, whether or not such person or organization is a party to an Apprenticeship Agreement with the apprentice.

Registration Agency: The Virginia Department of Labor and Industry has the responsibility for registering apprenticeship programs and apprentices; providing technical assistance; conducting reviews for compliance with 29 CFR part 29 subpart A, and part 30; and quality assurance assessments.

Registered Apprenticeship Program (RA): Registered Apprenticeship is an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and where individuals can obtain paid work experience, receive progressive wage increases, classroom instruction, and a portable, nationally recognized credential.

Related Technical Instruction (RTI): Technical Instruction (hours) that supports the tasks to be learned with knowledge-based education including state approved degree program requirements leading to licensure recommendation (also include statutory licensure trainings such as CPR, dyslexia, division required PD).

Sponsor: Virginia Department of Education Coordinator of Apprenticeships will be the Intermediary Sponsor who will operate the apprenticeship program, and in whose name the program is (or is to be) registered or approved. The Sponsor is fully responsible for the administration and running of the Registered Apprenticeship Program.

Structured On-the-Job Learning/Mentorship(OJL): Registered Apprenticeship Programs provide structured on-the-job learning (OJL) to prepare for a successful career. The OJL includes instruction from an experienced mentor. All apprenticeships must include at least 4000 hours of OJL(2 year period).

Teacher Candidate or Resident: Individuals enrolled in a State approved teacher preparation program, placed in a classroom setting, and who works 1:1 with a lead teacher (cooperating teacher/mentor) assigned by the school of placement.

Wage Schedule: A progressively increasing schedule of wages paid to the apprentice consistent with the skill acquired. The entry wage must not be less than the minimum wage prescribed by the Fair Labor Standards Act.

Appendix C: VDOE Apprenticeship Work Process

Virginia Program Guide Teacher Degree Program

- 1) **On-The-Job Training (Employment)** **Total Hours 4000 (500 days @ 8hr per day)**
Teacher's contract 200 days per year

Complete a minimum of 18 -24 months *or more* of successful, in-school employment (non-teacher of record) at which time the candidate must have successfully completed **Items 2, 3, and 4 below**. A two-year program written at minimum of 4000 hours /competency based. * Credit for previous school-based work experience and/or apprentice experience (Youth, Teach for America) will be considered.

Included in the On-the-Job Training
Profession Introduction

- 1) Orientation
- 2) School system rules and policies
- 3) Mentor role and expectations
- 4) Division guidelines and Performance Standards for educators
- 5) Progressive pay scale (per semester/year %)

- 2) See [Professional Standards Rubric](#) – Competencies (Mentor Evaluation Documentation)
- 3) **Mentor Engagement and Deliverables: Apprentice Time/Meeting Log, Observation Documents, Progress and Final Report**
- 4) **Related Technical Instruction Hours (RTI)** **288 minimum hours - 400**
1 credit = 15 hours
1 CEU = 10 hours
a. **Education related: Bachelor's Degree** **120 credits hours**

(Licensure Endorsement/Subject Requirements as highlighted in the [Approved Program Regulations](#))

- May include Associate Degree or 60 transfer credit hours
- VLA outcomes
- Year Clinical Experience - minimum of 10 weeks and 120 hours of direct instruction in area of endorsement (early and culminating progression of experiences)
- Board required licensure [assessments](#)
- Statutory Requirements (50 RTI hours)
- Credit for previous apprentice experience (Youth, Teach for America)

OR

b. Master's Degree

36 credit hours

- (Licensure Endorsement Requirements as highlighted in the [Approved Program Regulations](#))
- Year Clinical Experience - minimum of 10 weeks and 120 hours of direct instruction in the area of endorsement (early and culminating progression)
- Board approved licensure [assessments](#)
- Statutory Requirements (50 RTI hours)
- Credit for previous apprentice experience (Youth, Teach for America)
- Undergraduate degree (determined RTI hours based on transcript review)
 - a) content endorsement/occupational alignment (100 RTI hours)
 - b) limited content/occupational alignment (30 RTI hours)

OR

c. (Post Bachelors/ Masters)

288 minimum /hours credit hours

- [Licensure Endorsement Requirements](#) if employed by division as non-teacher of record
- Year Clinical Experiences (not teacher of record)
- VDOE [Career Switcher Program](#) Level 1 Completion (250 RTI hours)
- Statutory (50 RTI hours)
- Licensure [assessments](#)
- Credit for previous apprentice experience (For example, Youth, Teach for America)
- Undergraduate or Master
 - a) content endorsement/occupational alignment (100-288 RTI hours)
 - b) limited content/occupational alignment (30 RTI hours)

**Upon successful completion of approved education apprenticeship program, apprentice will consider making a commitment to teach with their sponsor (employing school division) for a minimum of two (2) years of teaching.*

Appendix D: Sample Wage Scale

Wage Models

Providing apprentices with escalating job responsibilities where they can learn on-the-job is an essential component of the model. Apprentices are also required to receive pay and reflective increases as their skills and knowledge increase.

Associated Wage Progression

Apprenticeships start by establishing an entry wage and an ending wage. From there, programs build in progressive wage increases as skill benchmarks are attained by apprentices.

The details below highlight the progressive wage model in the *Tennessee* Teacher Apprenticeship Model that participants receive as an apprentice Teacher Aide. Apprentice teachers start earning \$14.48/hr in their first semester for their hours as a Teacher Aide, earning \$15.67 by the end of their third year in the pathway, with associated wage increases at the completion of each semester.

Apprentices shall be paid

a progressively increasing schedule of wages based on **either a percentage or a dollar amount** of the current hourly journey worker wage rate, which is: \$27.42.27

Wage Progression

(3-Year Term) Recommendation:

Entry Level Wage:\$14.48

1st period:\$14.48

2nd increase:\$14.63

3rd increase:\$14.76

4th increase:\$15.05

EXAMPLES OF WAGE SCHEDULES VARIED BY EVALUATION METHOD AND SPONSOR TYPE

Here are different scenarios for how sponsors may determine wage schedules. In example 1, we show how different triggers can be used for wage progression between a competency- and time-based program. In example 2, we show how an employer operating in different states might modify their wage schedule to be competitive in each market.

Example 1. Competency- versus Time-Based Wage Schedules

Competency-based programs 50 competencies			Time-based programs 3,000 hours		
Wage schedule 1a			Wage schedule 1b		
Level	Competencies	Wage	Level	Hours	Wage
Entry	0	\$16	Entry	0	\$16
Intermediate	30	\$22	Intermediate	1,500	\$22
Exit	50	\$30	Exit	3,000	\$30

Example 2. Multi-State or Multi-Employer Schedules

Employers in states with higher costs of living			Employers in states with lower costs of living		
Wage schedule 2a			Wage schedule 2b		
Level	Competencies	Wage	Level	Competencies	Wage
Entry	0	\$19	Entry	0	\$15
Intermediate	30	\$30	Intermediate	30	\$22

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.urban.org/sites/default/files/publication/104473/setting-wages-in-your-registered-apprenticeship-program_0.pdf see full document

Many apprenticeship agreements provide a specific percentage of the journey worker/mentor rate due for each level of apprenticeship, which can then be applied to the prevailing wage rate listed for the classification in the applicable wage determination to calculate the wage rate that can be paid to apprentices at each stage of apprenticeship while they are working on the project.

Sometimes, however, the agreement only lists the rates paid to apprentices and the rate paid to mentors. For apprentices enrolled in such registered apprenticeship programs, the listed apprentice rate can be divided by the journey worker rate listed in the apprenticeship agreement to convert it to a percentage, which can then be applied to the base hourly wage rate listed in the applicable wage determination to find the applicable rate for apprentices while they are working on the project.

Appendix E: Budget Template Form

Application for Grant Funding for a Teacher Apprenticeship Implementation Grant

Grant funds requested may not exceed \$200,000. School divisions must be the fiscal agent.

Period of Award: March 1, 2023 – May 31, 2024								
Applying School Division/Partner EPP								
Personal Services 1000					Source of Funds			Total Cost
Description					Grant Funds Requested	School Division In-Kind	EPP In-Kind	
Job titles of individuals whose salary will be charged to this program	Program Role	% FTE	Salary	Total charged to grant for this individual				
				\$				\$0
				\$0				\$0
				\$0				\$0
				\$0				\$0
				\$0				\$0
				\$0				\$0
				\$0				\$0
Total Personal Services 1000								\$0

Employee Benefits 2000				Source of Funds			Total Cost
Job titles of individuals whose benefits will be charged to this program	% benefits	Salary	Total	Grant Funds Requested	School Division In-Kind	EPP In-Kind	
0		\$0	\$0				\$0
0		\$0	\$0				\$0
0		\$0	\$0				\$0
0		\$0	\$0				\$0
0		\$0	\$0				\$0
0		\$0	\$0				\$0
0		\$0	\$0				\$0
Total Employee Benefits 2000							\$0

Purchased/Contractual Services 3000			Source of Funds		Total Cost
Description (Please provide detailed cost calculations.)	Grant Funds Requested	School Division In-Kind	EPP In-Kind		
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
Total Purchased Contractual Services 3000					

Internal Services 4000	Source of Funds			Total Cost
Description (Please provide detailed cost calculations.)	Grant Funds Requested	School Division In-Kind	EPP In-Kind	
				\$0
				\$0
				\$0
				\$0
				\$0
Total Internal Services 4000				

Other Charges 5000	Source of Funds			Total Cost
Description (Please provide detailed cost calculations.)	Grant Funds Requested	School Division In-Kind	EPP In-Kind	
				\$0
				\$0
				\$0
				\$0
				\$0
Total Other Charges 5000				

Materials and Supplies 6000**Source of Funds**

Description (Please provide detailed cost calculations.)	Source of Funds			Total Cost
	Grant Funds Requested	School Division In-Kind	EPP In-Kind	
				\$0
				\$0
				\$0
				\$0
				\$0
Total Materials and Supplies 6000				

Total Program Budget for the Teacher Apprentice Implementation Grant

Budget Categories and Codes	Source of Funds			Total Cost
	Grant Funds Requested	School Division In-Kind	EPP In-Kind	
Personal Services (1000)	\$0	\$0	\$0	\$0
Employee Benefits (2000)	\$0	\$0	\$0	\$0
Purchased/Contractual Services (3000)	\$0	\$0	\$0	\$0
Internal Services (4000)	\$0	\$0	\$0	\$0
Other Charges (5000)	\$0	\$0	\$0	\$0
Material and Supplies (6000)	\$0	\$0	\$0	\$0
Total Program Budget	\$0	\$0	\$0	\$0

The total Grant Funds requested cell must match the number on the Grant Proposal Cover Page. A description of every object code is provided for reference. Any incentive awards or stipends provided are taxable to the recipient. School divisions are responsible for ensuring that all taxes are properly remitted.

Budget Narrative: The budget narrative should clearly describe anticipated expenditures. The narrative should outline the justification for the overall amount requested from grant funding as well as describe in-kind contributions, if any, or other matching funds that may be provided by the division or other partners. A form is not provided so prepare the narrative using the itemized titles and codes shown.

ONLINE MANAGEMENT OF EDUCATION GRANT AWARDS (OMEGA) OBJECT CODE DESCRIPTIONS

Personal Services (1000): Include salaries and wages for employees. Entries should identify program staff positions and titles; the appropriate rate of pay per hour, day, week, or month; and the total amount or percent of their work time to be charged to the program.

Employee Benefits (2000): Include job-related benefits that are provided to employees as part of their total compensation. Fringe benefits (proportioned to the percent of their work time to be charged to the program) include the employer's portion of FICA, retirement, insurance (life, health, disability, etc.).

Purchased/Contractual Services (3000): Include fees for special professional services to the program by individuals or firms not involved as program staff (employees) of the university. Include name and title of consultant, and the type of consultant services to be provided.

Internal Services (4000): Include charges from internal services to other functions, activities, or elements of the organization for the use of internal services, such as print shop or central purchasing/central stores.

Other Charges (5000): a) Travel expenses should be itemized in this section. Transportation, lodging, and other appropriate travel expenses of program staff and consultants should be budgeted in accordance with the institution's policies and regulations, based on the Commonwealth of Virginia's current travel regulations. All program travel must be directly related to grant activities. b) Stipends should be included in this section. Include the number and amount of stipends. Please provide detailed information on the stipends in the narrative.

Supplies and Materials (6000): Include supplies, materials, and services directly used for this program. This category includes the following: office supplies; educational materials for participants; books and audiovisual materials; and postage, printing, publication, and photocopying services.

Appendix F: Proposal Cover Page

2022-2023 GRANT APPLICATION FOR SCHOOL DIVISIONS TO APPLY FOR APPRENTICESHIP IMPLEMENTATION GRANT

PROPOSAL COVER PAGE

Applying School Division:

Address:

Superintendent's Region:

Partnering EPP(s):

Name of Grant Contact:

(Must be at School Division level)

Title:

Telephone:

Email:

Total Funding Amount Requested

\$

Certification by the Division Superintendent:

I certify to the best of my knowledge that the information in this proposal is correct; the filing of this proposal is duly authorized by the school board/division; and the division will adhere to the requirements of the grant. This school division will submit to the Department of Education.

Typed or Printed Name of Division Superintendent or Designee

Title

Signature of Division Superintendent or Designee

Date

ITEM & Point Value	Criteria	Does the Proposal Address the Criteria?	COMMENTS	Point Value
2. (20)	<p>Program Design and Partnership</p> <p>Points will be awarded for:</p> <p>a. the infrastructure and resources to deliver the teacher apprentice program. b. demonstrates planning and programming for the approved On-the-Job Learning Competencies c. thoughtful blending of on-the-job learning and traditional coursework d. sustainability of program and partnership beyond the 2 year grant e. clear articulation of program design, employment structures and incentive to apprentice for program completion and retention f. structure of partnership and respective responsibilities for engagement and sustainability g. demonstration of investment of resources from partnership.</p>			/20
3. (10)	<p>Teacher Apprentice Recruitment, Selection and Exit Criteria</p> <p>Points will be awarded for:</p> <p>a. the requirements and selection process for the apprentices to participate in the program, including the requirements for applying for participation in the program. b. the targeted areas of endorsements teachers will be prepared. c. alignment with the VDOE Apprenticeship Work Process, d. Outline of program exit criteria e. record/data keeping capabilities and plan</p>	<p>Yes</p> <p>No</p>		/10
4. (15)	<p>Mentor Selection, Recruitment, and Incentive</p> <p>Points will be awarded for:</p> <p>a. description or artifact for selection, preparation, training, and ongoing support for mentor teacher from both the school division and partnering institution b. outline of how mentors will be supported and incentivized to participate in the program d. innovation in mentor assignment or engagement structures to ensure high quality support e. management structure to ensure sustainability f. alignment with VDOE Guidelines for Mentor Teacher Programs.</p>	<p>Yes</p> <p>No</p>		/15

PART II – INDIVIDUAL PANELIST’S REVIEW

Summary

1. Major Strengths of Proposal:

2. Weaknesses of Proposal:

3. Modifications Needed:

4. Final Comments:

Reviewing Panel Member’s Signature

Print Reviewing Panel Member’s Name

Date

NOTE: All completed forms are to become the property of the Virginia Department of Education, Division of Teacher Education and Licensure.