***VIRGINIA DEPARTMENT OF EDUCATION***

***PO Box 2120***

***Richmond, Virginia 23218-2120***

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| **Application for Planning Grant Funding**  **FY 2022 Teacher Apprenticeship Residency Partner Planning Grant Request for Proposals** |

**Funding:** Virginia’s American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER)

**Application Due:** **September 2, 2022**

**Application Format:** The application must be submitted electronically in pdf format. Please send the electronic copy to [Shawna.LeBlond@doe.virginia.gov](mailto:Shawna.LeBlond@doe.virginia.gov). The subject line of the email should read: “FY2022 Teacher Apprenticeship Residency Planning Grant”

**Grant Period:** September 9, 2022 to November 30, 2022

**Agency Contact:** Shawna LeBlond

Grants Specialist, Department of Teacher Education and Licensure @[Shawna.LeBlond@doe.virginia.gov](mailto:Shawna.LeBlond@doe.virginia.gov) or

(804) 692-0172

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| **Planning Grant Solicitation** |

In conjunction with the Virginia Commonwealth University, Center for Leadership, the Department of Teacher Education and Licensure is soliciting proposals for apprenticeship residency program partnerships. This solicitation for proposals is to support eligible applicants that intend to develop a new apprenticeship residency or expand an existing residency program in the coming year.

Planning grants will be awarded through a competitive process to assist eligible entities in planning the development and establishment of new or expanding residency apprentice programs.

**Eligibility**: To be eligible for the grant, local education agency (LEA) or state approved educator preparation programs (EPPs) must develop the partnership’s capacity to design, prepare for, and implement apprenticeship (employment) programs in the form of a teacher (undergraduate or graduate) apprenticeship residency program. State-approved teacher preparation programs may collaborate with multiple divisions simultaneously for the partnership (3 maximum). The department of Teacher Education and Licensure will provide planning capacity-building grants of up to $20,000 to selected recipients to support the development of apprenticeship residencies.

**Funding:** Selected recipients will be award $20,000 per proposal to develop or expand an teacher residency apprenticeship program partnership between a division/public school and an approved EPP. If selected, recipients will be eligible for $20,000 in funding for the fall academic semester 2022. The funding may be used to assist in the development of a formal Apprenticeship Residency Program proposal, which will be due August 2023.

**Required prior to grant proposal submission:**

1. Interested applicants ***must*** submit a **letter of intent (LOI)** to apply via the above mentioned submission email process and attend a planning grant overview webinar. The LOI must include:

* Project director name(s), the name(s) of the lead school divisions, consortia, educational collaborative or postsecondary institution for which the applicant seeks planning funding; and
* The contact information (including name, title, email address, and phone number) for the project director and lead personnel who should be included on any communications regarding this grant program prior to the submission of a full application.

***Please note:***  The LOI to apply should be completed as soon as possible and must be completed *prior to the VDOE planning grant project webinar on August 19.   
Applications will not be considered if the LOI is not received prior to the webinar.*

2). **Participation in a grant overview and technical support webinar is required**

A pre-proposal webinar will be conducted starting at 9:00 AM on Friday, August 19, 2022. The purpose of this webinar is to (1) clarify application guidelines;

(2) emphasize portions of the guidelines considered especially important; and (3) answer questions.

Webinar questions should be forwarded to [Shawna.LeBlond@doe.virginia.gov](mailto:Shawna.LeBlond@doe.virginia.gov) via email by August 10, 2022, to ensure sufficient time to analyze and prepare responses.

| **Pre-Grant Proposal Overview and Technical Support Webinar** | |
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| Webinar Session: Apprentice Residency Planning Grant Webinar Friday, August 19 9:00 AM – 10:30 AM  Google Meet joining info  Video call link: https://meet.google.com/ucc-enor-jvp  Or dial: (US) +1 609-666-4152‬ PIN: 193 015 084‬#‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬ |

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| **Introduction and Challenge** |

In Virginia, the United States Department of Labor and Industry (DOLI) maintains approximately 15,000 apprentices serving in the private and public sectors, and in the military settings. One of DOLI’s missions is to improve opportunities for business and employees in the commonwealth and to contribute to economic development and quality of life for all Virginians. School divisions and youth have benefited from the existing [Virginia Youth Registered Apprenticeship (YRA)](about:blank) program for many years.

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.

**State Pipeline Expansion**  
Paving the way for teacher and educator workforce development nationwide, the Virginia Department of Education (VDOE) will explore a new way to strengthen teacher pipelines and establish a U. S. Department of Labor approved Grow Your Own (GYO) state model for those seeking teacher licensure.The VDOE will seek to sponsor Teacher Occupation Apprenticeship programs between divisions and 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). Sponsors assume full responsibility for the administration and operation of the apprenticeship program. Potentially a state agency could design apprenticeship programs (competences based on [*Virginia Regulations Governing the Review and Approval of Education Programs*)](https://law.lis.virginia.gov/admincode/title8/agency20/chapter543/) 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

**Virginia’s Teacher Apprenticeship Residency**Virginia will pilot the apprenticeship model using a demonstrated delivery method with a strong record of preparation and retention: Teacher Residencies**.** The model is an evolution of the state’s residency model combined with division’s grow your own approach for the recruitment of teachers. Virginia's Teacher Registered Residency Apprenticeship program will offer sustainable funding opportunities through several workforce grant programs available to DOLI approved [apprenticeship programs.](https://apprenticeship.workforcegps.org/resources/2017/04/27/10/56/Funding-Sources-for-Registered-Apprenticeship-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’s future apprenticeship residency programs will include these components:**  (a)non-teacher of record contractual employment (b) school-based mentors, (c) employment opportunity 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).

**Partnership Roles and Responsibilities**

**State Role and Resources:**   
As the *intermediary sponsor*, the VDOE would have the responsibility of onboarding and training new employer division partners and making sure new apprentices have mentors and understand the responsibility of satisfying all requirements leading to licensure in Virginia.

The VDOE will seek to create Registered Apprenticeship work plans for educators 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.* The intermediary sponsor is responsible for program oversight, administration responsibilities including DOLI program registration, related technical instruction outline and program approval, program wage scale, apprentice follow up including registration, cancellations, and completions to ensure quality. Following the planning grant year 2022 and program implementation in 2023, the VDOE will continue to monitor partnerships and maintain all required reporting elements necessary for program partnerships, implementation, and outcomes.

**Employer (Division) Role**  
An employer who commits to hiring, mentoring, and supervising an apprentice as an educator agrees to build and launch lasting teacher apprenticeship programs, school divisions will:   
1. 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.   
  
2. 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.   
  
3. Pay apprentice to earn and learn (employment). As candidates earn their degree and licensure credential, divisions pay apprentices as educational assistants (paraprofessional or instructional aid) 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.**   
  
4. 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](https://www.doe.virginia.gov/teaching/career_resources/mentor/mentorteacherguidelinesweb2021.pdf) 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.

5. The division must consider how the apprentice employment will be linked with future teaching commitment with the division.

6. Survey current part-time or contractual staff that may be interested in this teacher licensure pathway (GYO)

* Sample [Tennessee’s Teacher Apprenticeship: The Role of a District](https://www.tn.gov/content/dam/tn/education/grow-your-own/TDOE-GYO-Info-Sheets-Tennessee%E2%80%99s%20Teacher%20Apprenticeship%20The%20Role%20of%20a%20District.pdf)

**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 identify vacancies, review data trends, and source talent from their community and region. Across the state, division staff capacity and staff varies, 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*](https://law.lis.virginia.gov/admincode/title8/agency20/chapter543/) must be addressed.

According to a 2021 memo from National Center of Teacher Residencies ... “the teacher residency programs mirror those of apprenticeships–partnerships between employers (LEAs) and training institutions (EPPs); recruiting from the local area; signiﬁcant ﬁeld experience with a skilled mentor; and integrated curriculum and instruction deﬁned by the partnership. Yet, registered apprenticeship programs are able to access *workforce development funding* as a strategy to improve ﬁnancial sustainability.” Read more about the components of the [Residency Model from the National Center of Teacher Residencies](https://nctresidencies.org/).  
  
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 residency models or 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 least10 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. 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.

Sample [Tennessee’s Teacher Apprenticeship: The Role of an EPP](https://www.tn.gov/content/dam/tn/education/grow-your-own/TDOE-GYO-Info-Sheets-Tennessee%E2%80%99s%20Teacher%20Apprenticeship%20The%20Role%20of%20an%20EPP.pdf)

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| **Application and Proposal Components** |

Listed below are the general directions for completing the application. In order to be considered, a complete application must be submitted. The application must be emailed in pdf. format to [Shawna.LeBlond@doe.virginia.gov](mailto:Shawna.LeBlond@doe.virginia.gov).

1. Use the Application Cover Page form (page 9 of this application). The form must be signed by the appropriate organization leadership or designee.

2. The narrative sections of the application must be single-spaced (double-spaced between paragraphs) with one-inch margins (8-1/2 by 11-inch paper), and the font used must be 12-point Times New Roman.

3. A form is not provided for the narrative; however, **please use the section numbers and topics as headers in the narrative section.**

4. Pages within the application are to be front side of the page only and numbered, beginning with page one. Applications should be organized in the order in which the requirements are presented in the application, beginning with the cover page. Number all the pages consecutively throughout the document. Reliance on the use of and reference to appended materials is discouraged. If appended materials are required, these should be kept to a minimum.

5. Each paragraph in the proposal should reference the number of the corresponding section of the application. Information which the applicant desires to present that does not fall within any of the requirements of the application should be inserted at an appropriate place or be attached at the end of the proposal and designated as additional materials. Proposals that are not organized in this manner risk elimination from consideration if reviewers are unable to find where the application requirements are specifically addressed.

6. A budget outlining how the planning grant will be used during the grant period must be provided. A budget narrative is also required. A progress report due in early December will provide an update on budget spending and related activities.

7. Proposals should be as thorough and detailed as possible so that the VDOE may properly evaluate the applicant’s capabilities to meet the requirements of the grant.

8. Signed letters of support from the partner division leadership must be included.

9. Ownership of all data, materials, and documentation originated and prepared for the Virginia Department of Education pursuant to the application shall belong exclusively to the VDOE and be subject to public inspection in accordance with the *Virginia Freedom of Information Act.*

10. The electronic copy in pdf. format must be sent to [Shawna.LeBlond@doe.virginia.gov](mailto:Shawna.LeBlond@doe.virginia.gov). The subject line of the email should read: Grant Proposal for Teacher Apprenticeship Residency Partnership FY22. The application, copies, and electronic copy must be received no later than **September 2, 2022**.

**Application Cover Page**

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| **Name of Virginia Higher Education Institution** |  | | | **Unique Entity Identifier** | |  |
| **Partners** |  | | | | | |
| **Name: Participating School Division(s) Name & Superintendent’s Region Number** |  | | | | | |
| **Name: Fiscal Agent (must be Public Organization)** |  | | **Name: Grant Director** | |  | |
| **Title:** |  | | **Title:** | |  | |
| **Mailing Address:** |  | | **Mailing Address:** | |  | |
| **City/State/Zip** |  | | **City/State/Zip** | |  | |
| **Telephone:** |  | | **Telephone:** | |  | |
| **E-mail:** |  | | **E-mail:** | |  | |
| **Total grant funds requested:** | | **$** | | | | |

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| **CERTIFICATION BY AUTHORIZED OFFICIAL**  The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the governing body of this institution or agency duly authorizes the filing of this application. By my signature, I assure that the grant funds will be spent in accordance with state laws and regulations and the program will adhere to state and federal laws and regulations governing public institutions of higher education and public schools in the Commonwealth of Virginia. | |
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| Printed Name of Authorized EPP Official | Title of Authorized EPP Official |
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| Signature of Authorized EPP Official | Date |
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| Printed Name of Authorized School Division Official | Title of Authorized School Division Official |
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| Signature of Authorized School Division Official | Date |

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| **Proposal Outline** |

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

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| **I. Division or Regional Needs** |

Please describe the division(s) trends overtime and projected teacher needs and how the proposed apprenticeship program will address those needs to expand division pipelines for quality teachers. 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)?

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| **II. Apprenticeship Planning Proposal** |

Describe and provide a detailed blueprint of how the planning process will be conducted among partners. Who will lead the charge? Who has agreed to participate? What is the time line for implementation? What are the specific questions the process will address? What community resources is your group(s) bringing to the table – meeting space, social media, reporting? Will experts be contracted to discuss the data or to help explore the most promising approaches for addressing the problem? Describe the program partnership members. Is this a new or existing partnership?

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| **III. Planning Goals, Objectives, and Activities** |

Planning Goals, Objectives, and Activities: In an outline format, specify the planning goal(s) the partners will achieve and what activities will be used to accomplish these goals.

*For example*, a F2S stakeholder group consisting of school administrators and staff, teachers, EPP faculty, agency partners and other organizations will develop the plan after garnering innovative ideas from national case studies.   
  
**Objective** 1: By October 2022, the Project Director (PD) will form a stakeholder team including staff, parents, farmers and food manufacturers and recruit a consultant with F2S expertise.   
  
**Activities**:  
1.1 Recruit at least six internal and external collaborators to serve on the stakeholder team. Who: PD by October 2022 or month one of the grant.   
1.2 Develop a work plan based on grant objectives and establish a meeting schedule. Who: Stakeholder group, by October 2022 or month one of the grant.

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| **IV. Incentives, Wages and Supports** |

Pay Scale: Apprentices are also required to receive pay and reflective increases as their skills and knowledge increase. Apprenticeships start by establishing an entry wage and an ending wage. From there, programs 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. What potential options are available in the respective divisions? Can a new employment position entitled “Apprentice” be created by the division? Please provide potential wage pay scales or ranges for apprentice. What incentives will be given to Apprentice mentors for participation and training?

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| **VII Budget Model** |

The budget narrative should clearly describe anticipated expenditures for the planning process among all stakeholders.

**Funds may be used for:**Stipends to support convening and planning.Consultant and contract fees to provide planning-related professional development.Other costs that are negotiated with the department such as survey distribution and implementation.

**Progress Report:** Recipients of these planning funds will be required to submit, a progress report to the Office of Teacher Education and Licensure describing the progress and outcomes of the planning process by December 1, 2022. The report must include evidence of partner collaboration and action taken in the planning process. The progress report should contain narrative and supporting artifacts such as meeting minutes including participants; proposed MOUs; listing of pre-qualified K-12 apprenticeship candidates, projected numbers for enrollment; and survey results of interested participants.

**RESOURCES**

**For more information on effective apprenticeship residency programs consider reviewing the following:**

* [Grow Your Own Case Study: The Clarksville- Montgomery Model](https://www.tn.gov/content/dam/tn/education/grow-your-own/TDOE-GYO-Clarksville-Case%20Study.pdf) ( undergraduate)
* The Montana Teacher Residency Demonstration Project <https://opi.mt.gov/Educators/Teaching-Learning/Montana-Teacher-Residency> (undergraduate model)
* [Residency Model from the National Center of Teacher Residencies](https://nctresidencies.org/).
* American Association of Colleges for Teacher Education (AACTE), recently hosted awebinar called “Apprenticeships: a New and Innovative Approach to Addressing Teacher Shortage” and the link to the recorded session can be found [here](https://aacte.org/events/apprenticeships-a-new-and-innovative-approach-to-addressing-teacher-shortage/).
* TN Playbook [https://www.tn.gov/content/dam/tn/education/grow-your-own/tdoe-gyo-playbook.pdf](about:blank)
* Division Grow Your Own Models <https://growyourown.tnedu.gov/pathway-to-teach/learn/school-based-professional/teacher-apprenticeship-program>
* [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> ∙ Employer involvement ∙ On-the-job training ∙ Related training and classroom instruction ∙ Rewards for skills gains ∙ A credential (or degree).
* Registered apprenticeship programs, visit the [labor and industry’s website](http://www.dli.pa.gov/Individuals/Workforce-Development/apprenticeship/Pages/default.aspx).   
  [Https://www.apprenticeship.gov/sites/default/files/employer\_fact\_sheet.pdf](https://www.apprenticeship.gov/sites/default/files/employer_fact_sheet.pdf)
* VDOE Approved Programs- EPP Approval: The Virginia Board of Education (BOE) must approve all Virginia educator preparation programs that lead to licensure. To be approved, all preparation programs must ensure that candidates have the opportunity to attain the knowledge, dispositions, and skills specified by the [*Virginia Regulations Governing the Review and Approval of Education Programs*](https://law.lis.virginia.gov/admincode/title8/agency20/chapter543/), meet BOE assessment requirements, have clinical experiences in accordance with guidelines established by the regulations, and meet all other standards, and procedures for licensure.