



NYS Educator Workforce Development HUB



Establishing a **Registered Teacher Apprenticeship Program**

A Guide and Workbook to Establishing
NYS **Registered Apprenticeship Programs**

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The NYS Educator Workforce Development HUB are lifelong educators with experience in the many dimensions of education.

FOR MORE INFORMATION, PLEASE VISIT WWW.EDHUBNY.ORG



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An Invitation

Dear Colleague,

Teachers are the backbone of our democracy – nurturing confidence, curiosity and creativity; building skillful, critical thinkers; and fostering informed citizens. A well-prepared teacher in every classroom is one of the most important resources we can provide students. To expect success from students, we must start with teacher preparation.

The educator workforce crisis is real and presents an opportunity to transform teacher preparation using residencies to build NYS Department of Labor **Registered Apprenticeship Programs (RAPs)**.

A RAP is a residency-based Apprentice program, involving partnerships with Districts and/or BOCES (employers) who pay Apprentices; union affiliates (co-sponsors) who provide on-the-job support for Apprentices; and Educator Preparation Programs (related instruction providers) who provide degree coursework, supervision, and recommendation for initial certification. The NY State Educator Workforce Development HUB (the HUB) helps partners through the development of RAPs. As a technical assistance center, the HUB offers support, guidance, and resources to explore and establish Registered Apprenticeship Programs to meet educator workforce needs.

The HUB's vision to “create a dynamic, diverse, and well-prepared educator workforce” is realistic and timely. This guidance document offers key details and steps to register a RAP. We offer it to support partnerships as they engage in this legacy initiative.

Please reach out for additional support and assistance in establishing a Registered Apprenticeship Program.

Sincerely,



Colleen McDonald, HUB Director

To learn more, visit the NYS Educator Workforce Development HUB website at www.edhubny.org

Background

There is a new pathway in teacher preparation called a **Registered Apprenticeship Program (RAP)**. Registered Apprenticeship Programs offer a structured, locally designed and consistent framework for teacher preparation which results in a highly-skilled educator workforce. In NYS, the Department of Labor State Apprenticeship Agency oversees the Registered Apprenticeship process and programs.

There's a lot to digest when it comes to teacher residencies and Registered Apprenticeship Programs (RAPs). The NYS Educator Workforce Development HUB's goal is to help districts create and support robust, effective RAPs that are clinically rich and deeply collaborative. The creation of a RAP opens the door to funding streams and resources to help resident/ Apprentices, in paid employment with possible tuition assistance, acquire the necessary teacher competencies and understandings for early career success. Research shows quality Institution of Higher Education (IHE) residency programs (which are the foundations of the RAP model) increase teacher retention rates, strengthen school culture, increase workforce diversity, and improve student learning.

“Teacher” was recognized in 2021 as a NYS Department of Labor Apprenticeship title, allowing districts, unions, and Institutions of Higher Education to partner in creating Registered Apprenticeship Programs (RAPs). RAPs are built on registered IHE residency programs (approved by SED) and designed to embed IHE degree work for teacher candidates as Apprentices over an extended period of time (at least one full academic year) in daily collaboration with experienced teachers. RAPs remove barriers to entering the profession by providing paid employment, possible tuition assistance, and other supports that broaden equity and access.

RAP partnerships, for the Apprenticeship title of TEACHER, work in conjunction with the Department of Labor (DOL) and State Education Department (SED). Apprentices must meet the state outline and requirements for initial teacher certification.

- RAPs create partnerships between employers (school districts and/or BOCES), local union affiliates, and Institutions of Higher Education (IHE) Educator Preparation Programs (EPPs).
- Apprenticeships combine hands-on work experience (employer) and related instruction (IHEs); and lead to a professional, well-prepared educator workforce (teachers).
- An Apprenticeship is a proven and familiar training and employment model involving a formal, paid placement.

Background

Districts, as the employer and RAP sponsor, can partner with multiple IHEs based on projected educator workforce certification needs. Similarly, IHEs might be part of many district RAPs depending on enrollment in their certification programs and districts' needs.

The NYS Department of Labor's addition of "Teacher," and more recently, Teaching Assistant, to the list of approved Apprentice titles, coupled with the long-standing quality foundation of NYS Department of Education in teacher preparation, creates exponential opportunities to solve the educator workforce crisis in New York.

Additional resources now exist to leverage and combine the proven strengths of both residencies and Apprenticeships to create Registered Apprenticeship Programs which remove barriers for candidates and meet districts' specific needs.

Important Note: Definitions/Terminology

Because RAPs bring together NYS Dept. of Labor and Dept of Education programs for the first time, it is important to crosswalk the language of Dept of Labor's workforce development models with Dept of Education's regulatory language. The language of each system is unique, yet what they describe is often parallel.

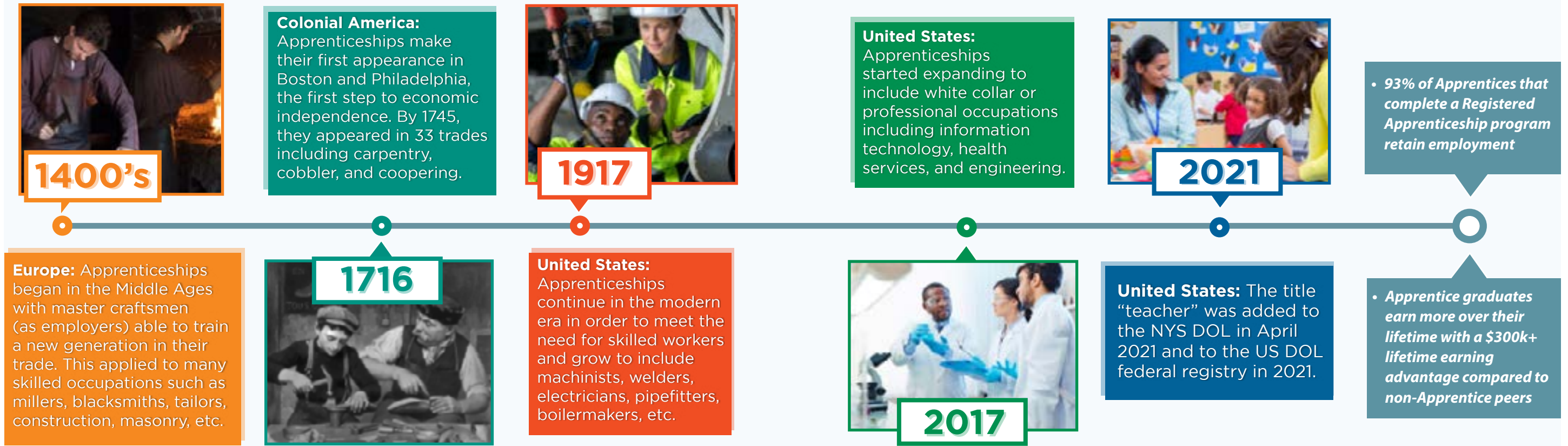
***Please note numbered items are hyperlinked and also appear in the reference list by number.**

See the **Appendix (pg 43)** for a full list and comparison of relevant terms.

A History:

Apprenticeships have always offered paid employment while the trainee learns. In the role of Apprentice, they contribute to the work while they are learning the craft.

The Apprenticeship model, being paid to learn, has successfully been used to train a new generation workforce across sectors for centuries.



Registered Apprenticeship Program Partners

RAPs are successful with partners who are well informed, transparent, and involved from start to finish. Partners understand the importance of collaboration, and are committed to using teaching Apprenticeships to promote teacher quality and student learning. Technical assistance through the HUB provides support and networking opportunities, familiarizing partners with the content and resources available to assist the creation and implementation of Registered Apprenticeship Programs (RAPs).

Trust, flexibility, proactiveness, persistence, and teamwork are essential elements of any successful venture, particularly one as unique and opportune as this RAP initiative.

Sponsor (District/BOCES)

Districts and/or BOCES, as employers, are the foundation of the Registered Apprenticeship Program. In the role as sponsors, they are responsible for the administration and management of the RAP. Sponsors work with their partners to fulfill responsibilities and expectations defined in agreed upon Memorandums of Understanding (MOUs), to ensure Apprenticeship success. Strong district partners have a clear sense of their current and projected employment needs. They have the capacity to administer the program in the district, and work with flexible and creative EPP partners to meet the needs of district employers and teacher/apprentices. Above all, strong partnerships align with teacher recruitment and retention goals, maintain capacity to support and contribute to program success, and demonstrate a willingness to collaborate and sustain strong working relationships.

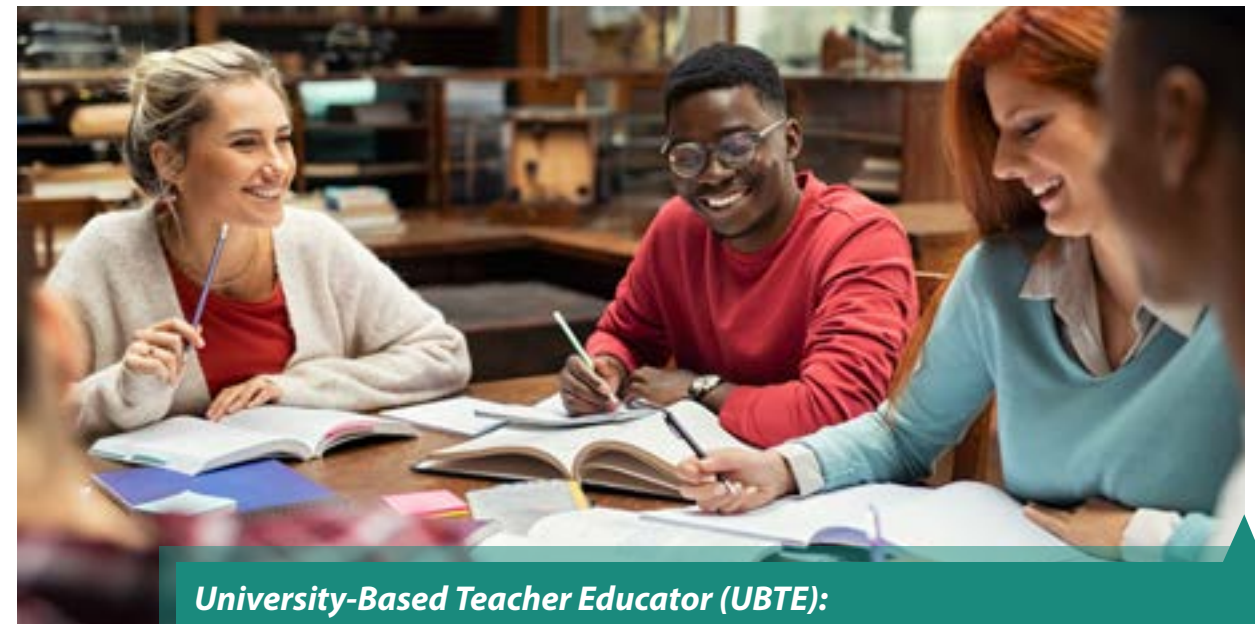
School-Based Teacher Educator (SBTE):

Teachers currently employed in the sponsoring district and working with teacher candidates during their clinical experiences as part of a registered educator preparation program.



Co-Sponsor (Union Affiliate)

Union affiliates are critical contributors to the development and implementation of a RAP. Union affiliates can co-sponsor and their members play a crucial role in guiding resident/Apprentices/teacher candidates into the teaching profession. They work with the district/BOCES employer to help pinpoint district needs and negotiate protocols for current members to serve as School-Based Teacher Educator/Journeyworker, as well as the needed supports and compensation. This legacy work promotes a highly competent, steady workforce for school communities.



University-Based Teacher Educator (UBTE):

Previously known as field supervisors, are employed by a college or university with a registered educator education program and who work with teacher candidates to promote their professional learning.

Related Instruction Provider (Institutions of Higher Education)

IHE Educator Preparation Programs (EPPs), referred to as Related Instruction Providers by DOL, deliver the SED-approved program coursework, field supervision, and assessments that meet accreditation and SED requirements (including the recommendation for initial teacher certification). EPPs, districts, and unions partner to integrate/modify/create curricula that best supports Apprentices' learning in the on-the-job experience. Multiple EPPs can be identified as Related-Instruction providers within one RAP to meet district/BOCES candidate and certification needs.

Developing a Registered Apprenticeship Program (RAP)

The RAP process is an authentic P-20 collaborative effort encompassing three key components: Orientation, Design and Implementation, with phases requiring strong partner involvement and input.

The following sections outline the components and considerations.

- **Phase One: Orientation** develops an understanding of the creation of a RAP;
- **Phase Two: Design** involves RAP development by all stakeholders and submission of completed registration forms to the NYS Department of Labor; and
- **Phase Three: Implementation** encompasses launch, coordination, and ongoing work leading to a successful Registered Apprenticeship Program.

Phase 1: Orientation to Registered Apprenticeship Programs (RAPs)

1. Arrange for [HUB](#)¹ facilitation and technical assistance to learn how to create a RAP; including connecting with a Dept of Labor Workforce Program Specialist.
2. Determine projected district/BOCES staffing needs.
3. Build awareness of RAPs across partners including the district/BOCES (school board), local union affiliate, IHEs, and community by establishing the “Why” for this important work (see list of talking points).
4. Select College or University partner(s) with an SED-approved Residency Program(s), or willing to apply for approval, to partner in a Memorandum of Understanding (MOU) in order to meet district hiring needs.
5. *Optional:* BOCES Component School Districts should contact the local BOCES to discuss establishing a CoSer for potential reimbursements should another component district be interested in developing a group program.
6. Identify program team roles and responsibilities.
7. Develop common goals and objectives for the Registered Apprenticeship Program.
8. Develop a partnership work plan with deadlines and access the NYS Department of Labor forms needed to register the Apprenticeship ([completed form exemplars](#)²). **NOTE: The work plan roles are reflective of participants from all stakeholder groups and therefore, the same table appears in each stakeholder group’s Phase One and Phase Two sections.**
9. Revisit Residency MOU with partners to ensure understanding of obligations, clear roles & responsibilities, communications, and data sharing.

PHASE 1: ORIENTATION TOOLS DISTRICT AND BOCES

Arrange for [HUB](#)¹ facilitation and technical assistance to learn about and understand how to create a RAP; including:

- partnering with local union affiliate as Co-Sponsor,
- selecting Institutions of Higher Education partners as Related Instruction Providers, and
- connecting with a NYS Dept of Labor Workforce Program Specialist.

Why Register an Apprenticeship Program?

Apprenticeships leverage teacher residency programs which are grounded in research and return-on-investment.

- At the heart of teacher residency models are the contextual teacher workforce needs of school districts. [Districts are equal partners](#)⁵ in how teachers are recruited and prepared.
- Highly-skilled residents/Apprentices* are **classroom-ready** for work after program completion. [92% of Residency Graduates](#)³ reported entering the classroom with more effective skills than the typical new teacher.
- Reduces new teacher turnover, improves effectiveness, and [increases savings to districts by retention](#)⁴, leading to high returns on investment. Studies of teacher residency programs consistently point to the high retention rates of the graduates, even after several years, with rates ranging from 80–90% in the same district after three years and 70–80% after five years.
- Residency programs exponentially increase the impact effective teachers have on student learning. [91% of Principals](#)³ stated residents **outperform** teachers prepared through other pathways, leading to improved student learning.
- [Residencies show improved classroom/school climate with improved student discipline](#).⁶
- Apprentices may occasionally serve as the substitute for the School-Based Teacher Educator in their classroom, which ensures continuity of learning for students.
- District paraprofessionals (teaching assistants and uncertified substitutes) could find paid Apprenticeships a viable pathway into teaching and state certification.
- Residencies positively impact School-Based Teacher Educators, of which [98% agree that participation in the residency program improved their abilities as a teacher leader](#).³

***NOTE:** While all Apprentices in a RAP will be in a NYSED Registered Residency program and eligible to hold a Residency certificate, not all residents will be registered as Apprentices.

A. Determine projected district/BOCES staffing needs

Schools/subject areas/grade levels where there are anticipated vacancies based on trends in attrition, retirements, or enrollment growth		
School	Grade Level(s)	Subject

B. Select one or more potential College or University partners with *SED-approved Residency Programs (or willing to apply for approval)* for certificate areas sought.

Considerations for Selecting IHE Partners: Flexible, collaborative, communicative, and creative in addressing context-specific district priorities; strong capacity to support program and reach common goals; committed to RAP partnerships			
IHE Partner Attributes	Certification Areas	IHE Partner (Current and Potential)	SED-Approved IHE Residency Program with access to the Residency Certificate*
	Meet current and future staffing needs		Yes / No / In Progress
			Yes / No / In Progress
			Yes / No / In Progress
			Yes / No / In Progress

***Districts will need IHEs to have Registered Residencies able to recommend the Residency Certificate to hire and pay resident Apprentices.**

C. Identify RAP project team roles and responsibilities to establish the RAP.

<p>Sponsors (District/BOCES): The sponsor is responsible for administration and management of the RAP. Responsibilities include programming implementation within the District and schools. The local Union Affiliate will serve as Co-Sponsor to the project.</p>		
RAP Project Role	Responsibilities	Name & Contact Info
<p>Team Leader(s) - may be part of the school leadership team; if not, must be able to work with the school's leadership team</p>	<ul style="list-style-type: none"> oversees district's School-Based Teacher Educator recruitment strategy and operations oversees district resources and capacity for project ensures work plan is on track and communicated with district communicates with NYS DOL and completes required paperwork and program monitoring 	
<p>Team Member(s) (as needed: may include but not limited to IHE and district faculty, School-Based Teacher Educator, University-Based Teacher Educator)</p>	<ul style="list-style-type: none"> participate in recruitment, selection, and matching process; gradual release, related instruction alignment with On-The-Job Training (OJT); and other protocols as determined by the committee 	
<p>Liaisons</p> <ul style="list-style-type: none"> School building leader Union Affiliate EPP Liaison 	<ul style="list-style-type: none"> supports the district's RAP process maintains open communication and consistent, shared responsibility between central administration, schools within district, union affiliate, IHEs, and the community provides input on resident/Apprentices' selection, performance and evaluation 	
<p>Lead Professional Learning Specialist This role could be filled or shared by a stakeholder (admin, teacher, teacher leader, IHE) that has experience creating and facilitating professional learning</p>	<ul style="list-style-type: none"> supports the district's RAP process supports School-Based Teacher Educator professional learning and works with IHE on University-Based Teacher Educator professional learning identifies targeted learning needs for stakeholder groups and creates appropriate professional learning opportunities 	

D. Develop a work plan with deadlines, including the NYS Department of Labor forms required to register the Apprenticeship Program (completed form examples²).

PHASE 1 WORK PLAN		
Action	Person Responsible	Due Date
Contact HUB ¹ for facilitation and technical assistance.		
Create District/BOCES and local union affiliate RAP Team and identify roles and responsibilities.		
Establish RAP Project Team meeting cadence.		
Identify potential resident/Apprentice placements; identify future district staffing needs.		
Promote district/community awareness of RAP.		
Identify/select IHE(s) with SED-approved residency programs.		
For component districts, contact local BOCES to discuss CoSer for potential reimbursements.		
Compile DOL documents and forms for RAP		
Revisit Residency MOU located in EPP Residency Agreement with partners to establish obligations, roles & responsibilities, protocols and procedures communications, and data sharing.		

UNION AFFILIATES

Arrange for [HUB](#)¹ facilitation and technical assistance to learn about the RAP creation process, and the union's opportunity to:

- partner with districts/BOCES and Related Instruction Providers,
- negotiate School-Based Teacher Educator compensation, and
- participate in the identification of School-Based Teacher Educators and the selection of Apprentices.

Why collaborate to build a Registered Apprenticeship Program?

Apprenticeships create a legacy initiative in educating the next generation of effective, passionate, and highly qualified teachers.

- Offers opportunities for teacher leadership pathways by guiding an Apprentice as a School-Based Teacher Educator.
- Develops leadership; [98% of Mentors agree that participation in the residency program improved their abilities as a teacher leader.](#)³
- Allows the union to negotiate compensation for members who are assuming additional responsibilities as School-Based Teacher Educators guiding and supporting teacher candidates.
- Establishes potential to diversify staff within district.
- Creates continuity of learning for students when Apprentices serve as the substitute for the School-Based Teacher Educator in their classroom.
- Provides a pathway for district paraprofessionals and uncertified substitutes interested in becoming certified teachers.
- Engages future members in the profession with training and support from current members as School-Based Teacher Educators.
- Builds union membership in the profession.
- Strengthens community relations by proactively meeting teacher workforce needs.
- Onboards and supports the newest members of the profession, exponentially increasing the impact effective teachers have on student learning.

A. Consider the Local Affiliate role and capacity for supporting RAP.

Considerations: flexibility; capacity and collaboration to support program (members' time and training); impact of Apprenticeship pathways on potential members; collaborative, communicative, and creative in aligning mentor teacher role and responsibility with School-Based Teacher Educator roles and responsibilities; communication among Labor Management team and community regarding need and importance of building a Residency Apprenticeship Program.

Certification Areas and number of Anticipated Vacancies within Next Five Years	Current Capacity to Support School-Based Teacher Educators and Residents/Apprentices	Opportunities to Build Awareness/Interest among Members regarding the RAP

B. Workplan: Build a collaboratively developed communication plan

Message	Who Needs to Know	Who's Responsible

C. Identify RAP project team member roles and responsibilities

(Note: this team comprises the same membership across all partners)

Co-Sponsor: Supports the administration and management of the RAP to provide a well-trained, well-supported teacher workforce pipeline. Responsibilities may include helping recruit, train, and support School-Based Teacher Educators and resident/Apprentices, work with IHEs on the alignment of degree coursework with school-based curriculum, and collectively bargain for compensation of SBTEs.		
RAP Project Role	Responsibilities	Name & Contact Info
Team Leader(s) - may be part of the school leadership team; if not, must be able to work with the school's leadership team	<ul style="list-style-type: none"> oversees district's School-Based Teacher Educator recruitment strategy and operations oversees district resources and capacity for project ensures work plan is on track and communicated with district communicates with NYS DOL and completes required paperwork and program monitoring 	
Team Member(s) (as needed: may include but not limited to IHE and district faculty, School-Based Teacher Educator, University-Based Teacher Educator)	<ul style="list-style-type: none"> participate in recruitment, selection, and matching process; gradual release, related instruction alignment with On-The-Job Training (OJT); and other protocols as determined by the committee 	
Liaisons <ul style="list-style-type: none"> School building leader Union Affiliate EPP Liaison 	<ul style="list-style-type: none"> supports the district's RAP process maintains open communication and consistent, shared responsibility between central administration, schools within district, union affiliate, IHEs, and the community provides input on resident/Apprentice selection, performance and evaluation 	
Lead Professional Learning Specialist This role could be filled or shared by a stakeholder (admin, teacher, teacher leader, IHE) that has experience creating and facilitating professional learning	<ul style="list-style-type: none"> supports the district's RAP process supports School-Based Teacher Educator professional learning and works with IHE on University-Based Teacher Educator professional learning identifies targeted learning needs for stakeholder groups and creates appropriate professional learning opportunities 	

INSTITUTIONS OF HIGHER EDUCATION

Arrange for [HUB](#)¹ facilitation and technical assistance to learn about and understand how Registered Apprenticeship Programs are developed in partnership with districts/BOCES, and the critical role IHEs play as Related Instruction providers.

Why register a Residency pathway with NYSED and collaborate with partners to build a Registered Apprenticeship Program?

Apprenticeships leverage teacher residency programs which increase enrollment, retention, and support to provide greater access for a broader, more diverse group of candidates.

- Increases enrollment in Educator Preparation Programs by providing paid employment opportunities and possible tuition assistance, expanding candidate access to a teaching career.
- Increases access and equity to boost enrollment of a diverse student population. ["Those enrolled in teacher residency programs tend to be more demographically diverse than those in traditional educator preparation programs. Across teacher residency programs nationally, 45% of residents were teachers of color in 2015- 2016, which is more than double the national average \(19%\) of teachers of color entering the profession."](#)⁷
- Reduces barriers to teacher certification since residents as Apprentices are paid positions and may also receive tuition assistance.
- Gains access to financial support for emergent partnerships.
- Embeds academic learning with on-the-job experience playing a critical role in educating the next generation of effective, passionate, and highly-qualified teachers.
- Residency programs [strengthen existing P-20 partnerships](#)⁸ and exponentially increase the impact effective teachers have on student learning. [91% of Principals agree that residents outperform teachers prepared through other pathways, leading to improved student learning.](#)³
- Enhances community relations by partnering with districts in the recruitment and preparation of resident/Apprentices to meet context-specific teacher workforce needs.
- Build a stronger alumni base as employment and retention rates increase.
- Creates a unique identity that enhances the IHE's reputation and Educational Preparation Program status among students and peers.

A. Examination of Current Programs and Enrollment

Considerations			
SED-Registered Educator Preparation Programs	Certification Areas Offered	Current and/or Projected Enrollment	SED-Approved Residency Program with access to the Residency Certificate
			Yes / No / In Progress
			Yes / No / In Progress
			Yes / No / In Progress
<p>Further Considerations: flexibility; capacity to support program (i.e. faculty, University-Based Teacher Educators); relationship between residency pathway and other program pathways offered; collaborative nature of and commitment level to RAP partnerships; communication frameworks and internal communication across departments (admissions, financial aid, marketing); and creativity in aligning teacher preparation with educational needs</p> <p>Identifying IHE Lead: oversees application for Residency pathway, IHE resources and project capacity</p>			
Continued Examination of Current Programs to Develop Residency Track			
Potential Residency Program Pathways		Changes Needed to Existing Program(s)	
<p><i>Residency Track Workbook and directions available to provide guidance in NYSED application process.</i></p>			

B. Identify potential school district(s) partner(s) to assist in the creation of a RAP

Considerations: flexible, collaborative, communicative, and creative in integrating theory and practice; strong capacity to support residency and reach common goals; committed to RAP partnerships			
District	Certification Areas (Future staffing needs)	# of Anticipated Placements	SED-Approved Residency Program providing access to the Residency Certificate
			Yes / No / Maybe
			Yes / No / Maybe
			Yes / No / Maybe



C. Identify project team roles and responsibilities to establish the RAP.

(Note: this team comprises the same membership across all partners)

INSTITUTION of HIGHER EDUCATION (IHE): Educator Preparation Programs (Related Instruction providers) are responsible for degree coursework, supervision, and recommendation for initial certification.		
RAP Project Role	Responsibilities	Name & Contact Info
Team Leader(s) may be part of the school leadership team; if not, must be able to work with the school/sponsor's leadership team	<ul style="list-style-type: none"> oversees district's School-Based Teacher Educator recruitment strategy and operations oversees district resources and capacity for project ensures work plan is on track and communicated with district communicates with NYS DOL and completes required paperwork and program monitoring In addition IHE: <ul style="list-style-type: none"> communicates with NYS DOL and completes required DOL paperwork for tuition assistance if applicable oversees curriculum alignment with Residency experience 	
Team Member(s): as needed: may include but not limited to IHE and district faculty, School-Based Teacher Educator (SBTE), University-Based Teacher Educator (UBTE)	<ul style="list-style-type: none"> participate in recruitment, selection, and matching process; gradual release, related instruction alignment with On-The-Job Training (OJT); and other protocols as determined by the committee 	
Liaisons <ul style="list-style-type: none"> School building leader Union Affiliate EPP Liaison 	<ul style="list-style-type: none"> supports the district's RAP process maintains open communication and consistent, shared responsibility between central administration, schools within district, union affiliate, IHEs, and the community provides input on resident/Apprentice selection, performance and evaluation 	
Lead Professional Learning Specialist This role could be filled or shared by a stakeholder (admin, teacher, teacher leader, IHE) that has experience creating and facilitating professional learning	<ul style="list-style-type: none"> supports the district's RAP process supports School-Based Teacher Educator professional learning and works with IHE on University-Based Teacher Educator professional learning identifies targeted learning needs for stakeholder groups and creates appropriate professional learning opportunities 	

D. Develop a work plan with deadlines

PHASE 1 WORK PLAN		
Action	Person Responsible	Due Date
Contact HUB ¹ for facilitation and technical assistance.		
Examine current programs and partnerships.		
If needed: Apply to register current programs with a residency track to provide access to the Residency Certificate. Residency Track Workbook and directions here.		
Promote IHE awareness of residency pathway(s).		
Identify potential P-12 partners, future placement needs, and district priorities.		
Discuss with P-12 partners Residency MOU in previously submitted SED-approved EPP Residency Agreement to establish obligations, roles & responsibilities, protocols and procedures, communications, and data sharing.		
Identify IHE team members, including the University-Based Teacher Educators.		
Become familiar with Apprenticeship competencies ⁹ and guidelines for SUNY tuition reimbursement ¹⁰ .		
Develop a marketing and recruitment plan to promote residency pathways for candidates.		



Phase 2: Design and Registration of Registered Apprenticeship Program (RAP)

1. Arrange for [HUB](#)¹ facilitation and technical assistance.
2. Confirm hiring needs (grade levels, subject areas) to determine program size/capacity.
3. Identify School-Based Teacher Educator roles and responsibilities.
4. Develop resident/Apprentice and School-Based Teacher Educator identification criteria and process, based on district and community needs, in collaboration with the local union affiliate and in consultation with the IHE partner(s).
5. Identify IHE EPP department point of contact for coordination purposes.
6. Design orientation materials for resident/Apprentice, School-Based Teacher Educator and University-Based Teacher Educator.
7. Align IHE related instruction with classroom experience, mapping out college coursework sequence and structure, gradual release plan, and duration of the on-the-job-learning experience for opportunities to more strongly integrate theory with practice and meet district goals as outlined in the SED Residency Program Registration.
8. Review SED Certification and DOL Apprenticeship Program requirements ([Competencies and Related Instruction Requirements](#))⁹ to ensure resident/Apprentices meet all requirements for graduation and certifications.
9. Provide resident/Apprentice comprehensive support such as ongoing professional development and coaching to monitor and support their progress.
10. Build in ongoing support for School-Based Teacher Educators through coaching and professional development.
11. Verify each resident/Apprentice has received their SED Teacher Residency Certificate prior to assignment (required for resident/Apprentice to be paid by the district).
12. Develop budget considering district funding streams and other funding sources that offset costs (Title Funding, Foundation Aid, BOCES CoSer, DOL Apprenticeship Expansion Grants, as examples).
13. Identify data to be collected and establish RAP metrics.
14. Review and submit the NY Department of Labor Apprenticeship Program Application.

PHASE 2: DESIGN AND REGISTRATION TOOLS

DISTRICT AND BOCES

Arrange for [HUB](#)¹ facilitation and technical assistance to learn about and understand how to create a RAP; which includes connecting with a Dept of Labor Workforce Program Specialist.

A. Identify School-Based Teacher Educator (SBTE) roles and responsibilities

Considerations: to create an environment of trust, caring, and honesty to establish and maintain a strong relationship, promoting professional growth.

1. Orient the resident/Apprentice around school/district policies and procedures, and school/community resources and services. **This can be accomplished by resident/Apprentice participation in new teacher orientation.**
2. Work with resident/Apprentice to coach, model, co-plan, and co-teach using effective pedagogy based on SED Teaching Standards and DOL TEACHER competencies, as well as all non-instructional roles and responsibilities. Assist in preparation of lessons, analyzing student work, interpreting and using curriculum materials, using data/assessments to inform practice, organizing classroom procedures and protocols, and performing non-instructional duties.
3. Model professionalism, advocacy, and a growth mind-set for both students and resident/Apprentice.
4. Use reflective conversations and data to engage the resident/Apprentice in collaborative problem solving, and analytic/reflective thinking, promoting growth and self-directed learning.
5. Provide guidance with transition (gradual release) from pre-service preparation to independent professional practice.
6. Promote IHE program alignment with classroom practice.
7. Provide information, assistance, counsel, and collegial support.
8. Foster strategies to engage stakeholders and strive to maintain open communications with University-Based Teacher Educator, IHE faculty, school building leadership, union affiliate & community.
9. Participate in all district professional development and orientations designed to enhance effectiveness as a School-Based Teacher Educator.

B. Establish School-Based Teacher Educator (SBTE) identification criteria and process in collaboration with the Local Union Affiliate in consultation with the IHE partner(s).

Considerations		
Criteria	Process	Partners
<p><i>SED requires 1) SBTE be certified in the certification subject area sought by the teacher candidate (Apprentice); 2) have at least three years of full-time teaching experience or the equivalent, in an educational setting, in the subject area of certification sought by the teacher candidate; and (3) be designated by the school or district as a school-based teacher educator; or be rated effective or highly effective in their most recent annual professional performance review or other evaluation conducted pursuant to section 3012-d of the Education Law or other applicable law and regulation; or hold a national board certificate.</i></p> <p>Years experience (including tenure): evidence of a desire to serve as a SBTE; pedagogical skills; leadership; ability to collaborate with others; communication skills; open to feedback; interpersonal skills; reputation within/outside district</p>	<p>Nomination process (self, peer or other); application packet materials; candidate review committee membership, interview questions and rubric, other</p>	<p>Union affiliate, district administration, IHE partner</p>

C. Establish resident/Apprentice identification criteria and process in collaboration with the Local Union Affiliate in consultation with the IHE partner(s)

Considerations: The NYS Dept. of Labor AT-508 form, a scoring and ranking tool, requires Apprentice selection to be based on criteria established by the partnership and in alignment with the categories listed. Only 40% of candidates' scores can be based on the interview, with the remaining 60% assigned from the point allocation established in the categories listed on the AT-508.

Criteria	Process	Partners
<ol style="list-style-type: none"> 1. Commitment to advancing in education field 2. Admitted to a NYS approved EPP with Registered Residency Program 3. Complete NYSDOL Selection Standards and Evaluations form (AT 508).¹¹ 	<p>Resident/ Apprentice review committee membership, interview questions and rubric, other</p>	<p>District, Union affiliate, and IHE partner(s)</p>

D. Orientation materials

Considerations for resident/Apprentice		
District and Program Materials	Schedule	Other
<ul style="list-style-type: none"> • Teacher Handbook (school schedule, vacations, inclement weather; expectations, leave policies); • Resources and facilities; • Introduction to faculty and staff; getting to know students and families; • Curriculum map and gradual release schedule; resident/Apprentice evaluation criteria; • Professional obligations; records keeping 	<p>SBTE, presenters from school and partners; summer session (include in New Teacher Orientation); ongoing sessions; other</p>	

Considerations for School-Based and University-Based Teacher Educators: include shared responsibility, collaboration, communication, creativity integrating theory and practice, building joint support systems

Program Curricula	Schedule
Program requirements and expectations including: <ul style="list-style-type: none"> • calendars and communication protocols; • adult learning theory; • co-planning/teaching methods; • program partner contacts; • feedback protocols; • program evaluation, and scheduling; • program alignment and gradual release documents; • resident/Apprentice evaluation tools and protocols; • expectations (roles and responsibilities) 	<ul style="list-style-type: none"> • summer session; • ongoing sessions; • other

E. Develop budget in collaboration with union affiliate

Fiscal Year	Budget Item	Considerations	Amount	Funding Considerations
	Resident/Apprentice	Must be at least minimum wage and have one wage progression during the program		District Funded
	School-Based Teacher Educator	Compensation negotiated with the local Union Affiliate		(As negotiated) District Funded
	School-Building Leader	To be determined based on SBL responsibilities and contract language		(As negotiated) District Funded
Net Cost				

F. Develop a work plan with deadlines

PHASE 2 WORK PLAN		
Action	Person Responsible	Due Date
Contact HUB ¹ for facilitation and technical assistance.		
Identify School-Based Teacher Educator roles and responsibilities.		
Establish School-Based Teacher Educator identification criteria and process in collaboration with the local union affiliate and in consultation with the IHE partner(s).		
Design orientation materials for resident/Apprentice(s), School-Based Teacher Educator(s), and University-Based Teacher Educator(s).		
Work with IHE partner(s) to map the alignment of related instruction with practical classroom experience, college coursework sequence and structure, gradual release plan, and duration of the on-the-job learning experience (may be included in Residency MOUs).		
Finalize and sign off on resident/Apprentice and School-Based Teacher Educator agreements (negotiated) articulating identification criteria, expectations, and responsibilities between resident apprentice, School-Based Teacher Educator, and partners.		
Build in ongoing support for resident/Apprentice and School-Based Teacher Educator through coaching and professional development.		
Develop budget while considering funding sources that offset costs (BOCES CoSer, NYS DOL AEG Grants, as examples).		
Identify data to be collected and establish RAP metrics.		
Review, complete, and submit the NYS Department of Labor Apprenticeship Program Application.		

UNION AFFILIATES

Arrange for [HUB](#)¹ facilitation and technical assistance to learn about and understand how to create a RAP; including connecting with a NYS Dept. of Labor Workforce Program Specialist.

A. Establish School-Based Teacher Educator (SBTE) identification criteria and process in collaboration with the local union affiliate in consultation with the IHE partner(s)

<p>Considerations: ability to collaborate with others; communication skills; open to feedback; interpersonal skills; reputation within/outside district; years experience (including tenure); pedagogical skills; leadership; evidence of a desire to serve as a SBTE;</p>		
Criteria	Process	Partners
<p><i>SED requires 1) SBTE be certified in the certification subject area sought by the teacher candidate (Apprentice); 2) have at least three years of full-time teaching experience or the equivalent, in an educational setting, in the subject area of certification sought by the teacher candidate; and (3) be designated by the school or district as a school-based teacher educator; or be rated effective or highly effective in their most recent annual professional performance review or other evaluation conducted pursuant to section 3012-d of the Education Law or other applicable law and regulation; or hold a National Board certificate.</i></p>	<p>Nomination process (self, peer or other); application packet materials; candidate review committee membership; interview questions and rubric; other</p>	<p>District administration, IHE partner, community member, other</p>

B. Establish resident/Apprentice identification criteria and process in collaboration with the District, in consultation with the IHE partner(s)

<p>Considerations: The NYS Dept. of Labor AT-508 form, a scoring and ranking tool, requires Apprentice selection to be criteria be based on criteria established by the partnership and in alignment with the categories listed. Only 40% of candidates' scores can be based on the interview, with the remaining 60% assigned from the point allocation established in the categories listed on the AT-508.</p>		
Criteria	Process	Partners
<p>1. Commitment to advancing in education field 2. Admitted to a NYS approved EPP with Registered Residency Program 3. Complete NYSDOL Selection Standards and Evaluations form (AT-508).¹¹</p>	<p>resident/Apprentice review committee membership, interview questions and rubric, other</p>	<p>District and IHE partner(s)</p>

C. Develop budget in collaboration with District/BOCES

Fiscal Year	Budget Item	Considerations	Amount	Funding Considerations
	Resident/Apprentice	Must be at least minimum wage and have one wage progression during the program		District Funded Other info: BOCES CoSER
	School-Based Teacher Educator	Compensation negotiated with the local union affiliate	TBD	(As negotiated) District Funded Other info: BOCES CoSER
	School-Building Leader	To be determined based on SBL responsibilities and contract language	TBD	(As negotiated) District Funded Other info: BOCES CoSER
Net Cost				

D. Develop a work plan with deadlines

PHASE 2 WORK PLAN		
Action	Person Responsible	Due Date
Contact HUB ¹ for facilitation and technical assistance to create RAP.		
Work with District and IHE to Identify School-Based Teacher Educator (SBTE) roles and responsibilities.		
Establish School-Based Teacher Educator (SBTE) identification criteria and process in collaboration with the district and in consultation with the IHE partner(s).		
Finalize and sign off on resident/Apprentice and School-Based Teacher Educator (SBTE) agreements (negotiated) articulating selection criteria, expectations, and responsibilities between resident Apprentice, School-Based Teacher Educator (SBTE), and partners.		

INSTITUTIONS OF HIGHER EDUCATION

Arrange for [HUB](#)¹ facilitation and technical assistance to learn about and understand how to create a RAP; including connecting with a NYS Dept. of Labor Workforce Program Specialist.

A. Identify University-Based Teacher Educator roles and responsibilities

Considerations
University-Based Teacher Educator Roles and Responsibilities
<ol style="list-style-type: none"> 1. Orient the resident/Apprentice around university/college clinical practice policies and procedures, and resources and services. This may be accomplished through an orientation specific for resident/Apprentices. It also could be done in collaboration and coordination with the school district. 2. Create an environment of trust, caring, and honesty with the resident/Apprentice to establish and maintain a strong relationship that promotes professional growth. 3. Collaborate with the Team Leader, Liaison, School-Based Teacher Educator; and other IHE faculty in addressing resident/Apprentice needs. 4. Schedule and facilitate relevant seminars. 5. Visit and observe residents/Apprentices as prescribed by the program outline and as requested; review and provide feedback on lesson and unit planning and implementation. 6. Provide constructive, written and oral feedback to residents/Apprentices concerning their progress throughout the residency; use reflective conversations and data to engage the resident/Apprentice in collaborative problem solving, and analytic/reflective thinking to promote growth and self-directed learning. 7. Provide all residents/Apprentices with an evaluation which is fair, consistent, thorough, and in keeping with the standards established by IHE, its accrediting body, and partnering school district(s). 8. Model professionalism, advocacy, and a growth mind-set for both resident/Apprentice and SBTEs. 9. Provide guidance with transition (gradual release) from pre-service preparation to independent professional practice. Promote IHE program alignment with classroom practice. 10. Promote IHE program alignment with class practice. 11. Provide information, assistance, counsel, and collegial support. 12. Maintain open communications with School-Based Teacher Educator, IHE faculty, school building leadership, union affiliate and community.

B. Follow SED requirements and College policy in selecting University-Based Teacher Educator (UBTE)

Considerations: setting of previous classroom teaching (urban, rural, suburban); pedagogical skills; ability to collaborate with others; communication skills; open to feedback; interpersonal skills; reputation within college; school district; community		
Criteria	Process	Partners
NYSED regulatory definition: The University-Based Teacher Educators (UBTE) <i>"engaged in clinical supervision shall: (1) be involved in program development as appropriate; and (2) have at least 3 years of full-time teaching or related experience in any grade, pre-kindergarten through 12."</i>	Submission and review of applications; assignments of existing supervisors	IHE partner, UUP, district administration, Union affiliate

C. Establish resident/Apprentice application process

Considerations: Residency pathway is clearly distinguished from other pathways on application to program; flexibility in selection criteria that prevents limiting candidate pool to potentially biased measures.		
Criteria	Process	Who Reviews and Accepts
Admission Requirements:		

D. Establish resident/Apprentice selection and matching criteria and process in collaboration with the school district

Considerations: (NYSDOL Form AT-508) Selection Standards and Evaluations form		
Criteria	Process	Partners
<ol style="list-style-type: none"> 1. Commitment to advancing in education field 2. Admitted to a NYS-approved EPP with Registered Residency Program 3. Learning styles and personal dispositions 4. Growth-mindset, openness to feedback and reflection 	resident/Apprentice review committee membership, interview questions and rubric, other	IHE, District, Union affiliate, and partner(s)

E. Orientation materials

Considerations for the resident/Apprentice		
Orientation Topics	Schedule	Other
<ul style="list-style-type: none"> • College and Teacher Handbooks (school schedule, vacations, inclement weather; expectations, leave policies); • Resources and facilities; • Introduction to faculty and staff; getting to know students and families; • Instructional programs, software, program protocols and district priorities; • Gradual release document/schedule and curriculum considerations; • Non-instructional responsibilities; • Professional dispositions (ie: dress, mannerisms, communication tone, confidentiality); • Schedule of seminars; observations; • Resident/Apprentice evaluation criteria (for degree completion) 	UBTE, SBTE, presenters from school and partners; summer session (include in New Teacher Orientation); ongoing sessions; other	

Considerations for School-Based and University-Based Teacher Educators (UBTE) include shared responsibility, collaboration, communication, creativity integrating theory and practice, building joint support systems

Orientation Topics	Schedule
Program requirements and expectations including: <ul style="list-style-type: none"> • calendars and communication protocols; • adult learning theory; • co-teaching methods; • program partner contacts; • program, evaluation, and scheduling; • program alignment and gradual release documents; • resident/Apprentice evaluation tools and protocols; • expectations (roles and responsibilities) 	summer session; ongoing sessions; other



F. Develop a work plan with deadlines

PHASE 2 WORK PLAN		
Action	Person Responsible	Due Date
Contact HUB ¹ for facilitation and technical assistance in working with district/BOCES to create RAP.		
Identify University-Based Teacher Educator roles and responsibilities.		
Establish (or follow) University-Based Teacher Educator identification criteria and process in collaboration with UUP and in consultation with district partner(s).		
Design orientation materials (resident/Apprentice and School-Based Teacher Educator/ University-Based Teacher Educator) in consultation with District partners.		
Map the alignment of related instruction (degree coursework) with practical classroom experience, college coursework sequence and structure, gradual release plan, and duration of the on-the-job-learning experience (may be included in Residency MOU).		
Provide resident/Apprentice comprehensive support such as ongoing seminars and observations.		
Complete verification for Residency Certificate. Submit residents' names for NYSED Teacher Residency Certificate.		
Build in ongoing support for University-Based Teacher Educator and other EPP faculty through coaching and professional development.		
Work with financial aid to defer payments for resident/Apprentices who qualify for tuition assistance.		
Identify data to be collected and establish RAP metrics.		
Become familiar with NYSDOL Apprenticeship standards and requirements to better understand and support expectations for resident/Apprentice.		

Phase 3: Implementing the Registered Apprenticeship Program

1. Continue to utilize the [HUB](#)¹ for facilitation and technical assistance.
2. Finalize budget with district and/or BOCES board approval for target number of resident/Apprentices.
3. If not previously done, partners should execute MOU (IHEs, school district/BOCES, and Union Affiliates.)
4. Work with all partners to consolidate and utilize resources from Phase Two and create one RAP implementation plan with indicators for success, **including:**
 - A. Communications, recruitment and marketing plans for attracting resident/Apprentices and Journeyworkers/School-Based Teacher Educators, and for maintaining open lines of communication among partners and stakeholders.
 - B. Resident/Apprentice and collectively-bargained School-Based Teacher Educator (SBTE) agreements articulating identification criteria, expectations, compensation, roles and responsibilities.
 - C. Identification of program criteria and outcomes (indicators of success) and the progress monitoring tools needed for measurement.
 - D. Development of a data-sharing plan (ie. resident/Apprentice performance and retention in the classroom and the EPP; state certification exam results; RAP program metrics), and other data deemed important for partners to guide and inform adjustments.
 - E. Development of a meeting schedule to regularly (monthly and by semester) review data against intended program impacts and outcomes.
5. Establish a steering team framework with stakeholder representatives which may be a continuation of the RAP development team.



PHASE 3: IMPLEMENTATION TOOLS FOR ALL PARTNERS

Arrange for [HUB](#)¹ facilitation and technical assistance to learn about and understand how to create a RAP; including connecting with a Dept of Labor Workforce Program Specialist.
Note: Phase Three tools are regularly updated and new tools will be shared as they are created.

A. Recruit and market with partners to attract resident/Apprentices and School-Based Teacher Educators

Considerations: NYSDOL Teacher Apprentices must be enrolled in a NYSED approved Residency program.		
Target Group: resident/Apprentices	Clarity of Message	Communication Tool
<ul style="list-style-type: none"> • undergraduate students • newly admitted EPP MST or MAT graduate students • paraprofessionals or uncertified substitute teachers with a bachelor's degree 	<ul style="list-style-type: none"> • keep message simple • be clear about program benefits, details, supports and requirements through FAQs and various media • engage partners and network 	<ul style="list-style-type: none"> • Postings on school and EPP websites • surveys, videos, info sessions, conferences/forum, and other social media

Target Group: School-Based Teacher Educators	Purpose	Communication Tool
<ul style="list-style-type: none"> • utilize strong internal communications; • review and adjust identification process 	<ul style="list-style-type: none"> • Same as above 	<ul style="list-style-type: none"> • faculty/staff meetings • newsletters

B. Monitor program outcomes (indicators of success) and assessment tools

Considerations			
Indicators of success	Success Measure	Partner(s) Involved	Timing
Resident/Apprentice program completion and NYSED certification	<ul style="list-style-type: none"> • NYSED certification requirements • School community and professional development participation • Resident/Apprentice and stakeholder surveys 	<ul style="list-style-type: none"> • District and/or BOCES • IHE • Intermediary 	<ul style="list-style-type: none"> • Completion of EPP program • Completion of Apprenticeship • Ongoing
Increase in student learning, and school/classroom culture	<ul style="list-style-type: none"> • classroom observations and reflection on instructional outcomes • student surveys and interviews 	<ul style="list-style-type: none"> • District and/or BOCES and Union Affiliate (including SBTE and resident/ Apprentice) • IHE, including UBTE 	<ul style="list-style-type: none"> • Pre/post • Monthly • Quarterly • Ongoing
SBTE increase in instructional performance and self-efficacy	<ul style="list-style-type: none"> • classroom observations and reflection on instructional outcomes • SBTE and stakeholder surveys 	<ul style="list-style-type: none"> • District and/or BOCES and Union Affiliate 	<ul style="list-style-type: none"> • End of Apprenticeship • On-going
Partnership effectiveness	<ul style="list-style-type: none"> • stakeholder feedback • steering team functionality 	<ul style="list-style-type: none"> • District and/or BOCES and Union Affiliate (including SBTE and resident/ Apprentice) • IHE, including UBTE 	<ul style="list-style-type: none"> • On-going
Increase in teacher workforce diversity	<ul style="list-style-type: none"> • Percent educator diversity (Race, gender, LGBTQ, BIPOC, socioeconomic) 	<ul style="list-style-type: none"> • District and/or BOCES • IHE 	<ul style="list-style-type: none"> • End of Apprenticeship
Apprenticeship	<ul style="list-style-type: none"> • enrollment • completion • retention 	<ul style="list-style-type: none"> • District and/or BOCES • IHE 	<ul style="list-style-type: none"> • During and following completion of Apprenticeship
Other			

C. Create a data-sharing plan between partners

Considerations			
Potential Data to be Shared	Organization Holding Data	Personnel	Frequency
Resident/Apprentice classroom observations and reflection on instructional outcomes	<ul style="list-style-type: none"> • P-12 • IHE 	<ul style="list-style-type: none"> • SBTE • UBTE 	<ul style="list-style-type: none"> • Ongoing
EPP course grades*	<ul style="list-style-type: none"> • IHE 	<ul style="list-style-type: none"> • IHE Faculty 	<ul style="list-style-type: none"> • By semester
Resident/Apprentice and stakeholder surveys	<ul style="list-style-type: none"> • P-12 • IHE 	<ul style="list-style-type: none"> • SBTE • UBTE 	<ul style="list-style-type: none"> • By semester
Student surveys and interviews	<ul style="list-style-type: none"> • P-12 	<ul style="list-style-type: none"> • SBTE 	<ul style="list-style-type: none"> • Pre/post Apprenticeship measures
School community and professional development participation	<ul style="list-style-type: none"> • P-12 	<ul style="list-style-type: none"> • SBTE • Other 	<ul style="list-style-type: none"> • Ongoing
Resident/Apprentice attendance	<ul style="list-style-type: none"> • P-12 	<ul style="list-style-type: none"> • *District reporting system 	<ul style="list-style-type: none"> • Ongoing
And time accrued (see NOTE below)			
Resident/Apprentice professional dispositions*	<ul style="list-style-type: none"> • P-12 • IHE 	<ul style="list-style-type: none"> • SBTE • UBTE • District leadership 	<ul style="list-style-type: none"> • As needed or as part of the observation agreement
Other			

***FERPA considerations which will need release forms developed by partners and executed by resident/Apprentice.**

NOTE: In NY, we use the absence reporting system to deduct 8 hours per day of absence since we know that the actual school time is 8 x 184 days.

E. Develop a work plan with deadlines

PHASE 3 WORK PLAN		
Action	Person Responsible	Due Date
Contact HUB ¹ for facilitation and technical assistance to create RAP.		
Finalize and sign off on resident/Apprentice and negotiated School-Based Teacher Educator, University-Based Teacher Educator agreements articulating identification criteria, expectations, and responsibilities between resident/Apprentice, SBTE, UBTE and partners.		
Implement marketing and recruitment plan for RAP Program SBTEs, UBTEs, and resident/Apprentices.		
Implement identification strategies for resident/Apprentices, SBTEs, and UBTEs.		
Complete hiring paperwork, including employment verification for Residency Certificate. <i>Districts will verify each resident/Apprentice has received their SED Teacher Residency Certificate prior to start date.</i>		
Implement and adjust program outcomes and assessment tools as needed.		
Create a data-sharing plan between District and/or BOCES and IHE to ensure clear communications and program monitoring.		
Develop and execute onboarding strategies or programs for resident/Apprentices, SBTEs, and UBTEs as needed. Could include summer orientation.		
Develop and deliver resident/Apprentice, SBTE, and UBTE comprehensive support such as ongoing district level professional development and coaching sessions to monitor and support progress.		
Conduct all pre-assessments as described in the RAP data sharing plan at the beginning of the school year.		
Suggested: Celebrations of program and participant milestones enhances stronger connections and sense of community among all stakeholders.		

Optional:

Create or revise district strategic action plan (see below)

Though not required, creating or revising the district strategic action plan to incorporate the RAP initiative is one additional step that rewards stakeholders with clarity and focus.

Considerations for Strategic Planning		
Component	Elements	Person Responsible
Core beliefs, vision, mission, goals and objectives, time	<ul style="list-style-type: none"> • Include representation from all partners, EPP students, parents, P-12 students (gr 5 or higher), BOE • follow SMARTER principle (Specific, Measurable, Achievable, Realistic, Timely, Evaluate, Revise) • begin prior to start of academic year 	<i>This work should be facilitated by someone with experience developing Strategic Action Plans.</i>

NOTE: Strategic Action Planning can also be a valuable tool for IHE partners.



District/BOCES RAP Funding Considerations

Registered Apprenticeship programs help address teacher workforce challenges by providing districts high quality, diverse, and career-ready candidates. Resident/Apprentices are paid wages by the district/BOCES sponsor, and in some cases, may also receive tuition reimbursement and other support services. This financial support opens pathways to individuals interested in pursuing a career in education.

Employing teacher candidates, in paid positions, as Apprentices opens opportunities to a deeper pool of candidates, broadening the pipeline. As with other Apprenticeship fields, resident/Apprentice’s contribution to the work of teaching and student learning as a paid employee provides substantial return-on-investment.

Districts, as employers, have the opportunity, grounded in at least one year residencies, to shape the learning and experience with district priorities, curriculums, and protocols as residents/Apprentices apply degree coursework. [Research shows](#)¹² that residencies provide considerable value with improved student performance and behavior, increased workforce diversity, positive school culture, and reduced teacher attrition producing a significant fiscal impact as the economic and social costs to hire new teachers can skew to over \$20,000 per hire. Using a RAP model, employers (districts and/or BOCES) invest up front and immediately see a return-on-investment.

Other essential positions for funding consideration are School-Based Teacher Educators (SBTEs - defined by DOL as journeyworkers) and RAP Coordinator as a new position or part of an existing position. SBTEs, who are compensated based on local collective bargaining agreements, do the important work of guidance, demonstration, teaming, and coaching that help resident/Apprentices connect college coursework, classroom practice and instructional decision making. Experienced teachers, as they enter this new role, may need some professional development support in coaching, adult learning principles, and co-teaching practices. The RAP Coordinator role is important to the success of the program, assisting with things such as recruitment, onboarding, support for teachers and Apprentices, and overseeing the interface with the Dept of Labor and IHEs.

Foundation Aid/Every Student Succeeds Act (ESSA)/ Individuals with Disabilities Education Act (IDEA)/ American Reinvestment and Recovery Act (ARRA)

Foundation aid restoration provides an opportunity for funding an Apprenticeship program. If not already allocated, Federal funds from ESSA and IDEA (Including Title funds) are other legitimate and approved funding streams for Apprentice programs as long as funding targets the identified student populations defined in the grant. For example, programs in Title I schools that serve high percentages of socio-economically disadvantaged students, or programs focusing on special education, can access ESSA and IDEA funds, respectively, to offset Apprentice compensation costs.

For more information, [click here](#).¹³

BOCES Cooperative Services Agreements (CoSERS)

BOCES Cooperative Services Agreements are another option to help fund RAPs in BOCES component schools. Districts can partner with a BOCES (there are 37 in the state) to provide state-reimbursable shared, relevant, and cost-effective programming. The BOCES state-aid reimbursement model provides districts with monies for investing in recruitment, hiring, and retention strategies of high-quality new teachers. Reimbursements are based on each district's state aid ratio, and are made the year following district program expenditures. The CoSER is a sustainable model used by [The Classroom Academy](#)¹⁴, the first Registered Apprenticeship Program in New York.

New York State Department of Labor (DOL)

Each year NYSDOL releases funding for Registered Apprenticeships. Currently, Apprenticeship Expansion Grant 4 (AEG4) has been released offering up to \$15,000 per resident/Apprentice to support program costs including up to 50% of wages, tuition costs, books and/or other tools. AEG grants can be written by a sponsor, co-sponsor, or RAP intermediary.

SUNY Apprenticeship Fund

To support and expand the number of NYSDOL Registered Apprenticeship programs, SUNY offers up to \$5,000 to cover SUNY College or University tuition costs and fees.

Apprenticeship Building American Grant Monies

The HUB is able to provide districts/BOCES one-time employer funding to offset costs to implement a Registered Apprenticeship Program. The HUB will also provide one-time collaboration funding to Union Affiliates and IHE partners to integrate college coursework and classroom practice.

Final Thoughts

The present teacher workforce crisis is a window of opportunity, to implement the time-proven Apprenticeship model, offering a new, holistic way of preparing teachers for success. Registered Apprenticeships are an effective, high-quality "earn and learn" model providing paid on-the-job experiences alongside an accomplished School-Based Educator with job-related instruction (college courses). Investing in teacher preparation through paid Apprenticeships provides our future teachers with high-quality, successful and affordable pathways into the profession; assuring districts have the tools to attract and retain the talent for student success.

Appendix

Definition and Crosswalk of Apprenticeship Terms - New York Context

Terminology	
Education Term or Explanation	NYS Department of Labor Term
<p>Teacher Candidate: Individuals enrolled in a SED-registered residency program (at least one academic year), that are placed full-time in a classroom setting and working 1:1 with a School-Based Teacher Educator (journey worker)</p>	<p>Apprentice: Full-time paid employees who produce high-quality work while they learn skills that enhance their employment prospects. <i>They are paid on a graduated scale; this assures that salary reflects the degree of skill achieved.</i></p> <p>Note: residents outside of a Registered Apprenticeship Program are not Apprentices, and do not have access to DOL resources, supports and national credentials that are available to participants in a Registered Apprenticeship Program.</p>
	<p>Registered Apprenticeship Program: A NYS DOL registered program which meets one of the title definitions and engages an employer sponsor, union affiliates and related instruction providers.</p>
<p>This term applies to the experienced teacher that will provide the on-the-job guidance and support to the resident/Apprentice. In teacher preparation programs they are now called, School-Based Teacher Educator. School-Based Teacher Educators are individuals who are employed in the sponsoring district and work with teacher candidates during their clinical experiences as part of the registered program to promote professional learning.</p>	<p>Journeyworker: Experienced employee or union member that oversees and guides the work of the resident/Apprentice in the on-the-job placement.</p>
<p>Educator Preparation Programs have traditionally referred to these field placements as student teaching, residency or clinical placements. Please note: the traditional model does not meet the amount of OJT time required to be considered an Apprenticeship.</p>	<p>On-the-Job-Training (OJT): Time spent in the placement working directly with the journeyworker (teacher-of-record). This includes both instructional and non-instructional duties as outlined by the collective bargaining agreement.</p>
<p>For the title TEACHER: Related instruction requires enrollment in a NYS registered teacher preparation program for coursework which meets section 52.21 of the Commissioner's Regulations and usually is provided in 45 hour (or 3 credit) courses. The resident/Apprentice must complete all requirements for the educator prep program to be eligible for the program recommendation required for the competency assessment, including all NYS certification exams. Mandatory workshops can be provided by the district/BOCES or IHE or approved 3rd party. <i>(See Appendix B for specific requirements)</i></p> <p>University-Based Teacher Educators, previously known as field supervisors, are individuals employed by a college or university with a registered educator education program and who work with teacher candidates to promote their professional learning.</p>	<p>Related Instruction (RI): In NYS, resident/Apprentices are required to take a minimum of 144 hours of related instruction per year.</p>
<p>TEACHER</p>	<p>Title: The title an Apprentice will receive once the program is successfully completed.</p>

Education Term or Explanation	NYS Department of Labor Term
<p>In NYS, 1:1 is the ratio for the Teacher title, meaning each candidate (resident/Apprentice) will be working directly with (at least) one teacher (Journey worker).</p>	<p>Ratio: As defined by the new title, refers to the number of resident/Apprentices assigned to Journey workers.</p>
<p>This term applies to the experienced teacher that will provide the on-the-job guidance and support to the resident/Apprentice. In teacher preparation programs they are now called, School-Based Teacher Educator. School-Based Teacher Educators (previously known as cooperating teachers) are individuals who are currently employed in the sponsoring district and work with teacher candidates during their clinical experiences as part of the registered program to promote professional learning.</p>	<p>Journeyworker: Experienced employee or union member that oversees and guides the work of the resident/Apprentice in the on-the-job placement.</p>
<p>Wages provided to the resident/teacher candidate/Apprentice or teacher/ journey worker. Wages for the Apprentice must reflect at least minimum wage and increase once during the course of training through the Apprenticeship (see below).</p> <p>NOTE: To be paid by the school district or BOCES, the resident/Apprentice must have a SED Residency Certificate (RC)¹⁵: Certificate held by a resident enrolled in a NYS registered residency program in order to be paid by the district for employment as a resident and/or Apprentice. The RC requires three steps including 1) IHE verifying the candidate's enrollment in a residency program, 2) district/BOCES verifying employment, and 3) candidate completing the RC application on the SED website.</p>	<p>Wages: Pay received for work done in the placement by either the Apprentice or Journeyworker.</p>
<p>The wage of the resident/Apprentice must show at least one incremental increase over the course of the placement.</p>	<p>Graduated Scale: Reflects incremental pay increase over time as new skills or competencies are developed.</p>
Program Delivery Methods	
<p>Competency Based: resident/Apprentices complete a minimum of 1,000 hours of on-the-job training in any areas of the training outline. Resident/Apprentices register for at least 144 hours of related instruction. Resident/Apprentices participate until they have shown competency for each skill in the training outline. Competencies are demonstrated through both written and hands-on assessments.</p>	<p>Competencies: based on the NYS Teacher Standards and National Board Five Core Propositions. <i>(See Appendix A for Work Processes Competencies)</i></p>
<p><i>Time Based: Includes 2,000 hours minimum of on-the-job training and 144 hours minimum of related instruction per year.</i></p>	<p>N/A</p>
<p><i>Hybrid: This is a combination of Time-Based and Competency Based approaches.</i></p>	<p>N/A</p>
<p>Appendix A⁹: Aspect of the New Title that describes the competencies and hours required to be met through the Apprenticeship.</p>	<p>Competencies listed are based on the NYS Teacher Standards and National Board Five Core Propositions.</p>
<p>Appendix B⁹: Aspect of the New Title that describes the related instruction to be provided and assessment(s) needed for the competencies.</p>	<p>The title of TEACHER, requires enrollment in a NYS registered educator preparation program for coursework. Mandatory or additional workshops can be provided by the district/BOCES, the IHE, or an approved 3rd party.</p>
<p>144 hours</p>	<p>The minimum number of related instruction hours required per year.</p>

Apprenticeship Stakeholders	
Employer	The organization employing and paying the resident/Apprentice for work performed.
Union (State or local level)	Since teachers are organized and collectively bargain, apprenticeships should: <ul style="list-style-type: none"> • provide partnership/support or • sign-off on the registration of the program.
Sponsor	The organization coordinating the Apprenticeship program. May be the Employer, the union, or another entity.

Types of Sponsorships ¹⁶	
<p>Individual Non-Joint Program: <u>one employer sponsor w/out union co-sponsor</u> (if employees are represented by a union, the union can review and provide comments to the program)</p> <p>Individual Joint Program: programs is <u>co-sponsored by one employer along with the union</u> which represents the employees.</p> <p>Group Non-Joint Program: <u>sponsored by an association or group of employers w/out a union</u> (if employees are represented by a union, the union can review and provide comments to the program) A list of participating providers is given to DOL and new employers can join or leave at any time. resident apprentices can work in any of the participating employers and can rotate. The association has a BOD or other governing body that acts as the program sponsor.</p> <p>Group Joint Programs: Programs are <u>sponsored by an association or group of employers with a union</u>. They create a Joint Apprenticeship Committee (JAC)-an equal number of employer and employee representatives. Acts as the program sponsor. A list of participating providers is given to DOL and new employers can join or leave at any time. Residents/Apprentices can work in any of the participating employers and can rotate.</p>	
Funding and Timeline	
Funding Accessible Once Registered	Once registered with the DOL as an Apprenticeship, the sponsor or related instruction provider may apply for funds (if available) through various state and federal sources (these include the Apprenticeship Expansion Grant (AEG-2), Apprenticeship State Expansion (AES), and/or SUNY AIM funding).
Apprenticeship Registration Timeline Note: When the Registration forms are returned to and posted by DOL, applicants (to register an Apprenticeship) may complete and submit the grant application. No funds can be forthcoming until the Apprenticeship is contingently Registered.	<ul style="list-style-type: none"> • Work with the HUB for assistance and Call the DOL representative • Receive the necessary forms • Review and complete forms with HUB and the DOL representative • Complete and return the forms • Posted for 30 Days for public comment • Reviewed by DOL • Receive Contingent Approval from DOL (Council meetings for approval are scheduled quarterly) • Register Apprentices

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