



NYS Educator Workforce Development HUB



Establishing a **Registered Teacher Apprenticeship Program**

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

THE TEAM



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

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TABLE OF CONTENTS

AN INVITATION	1
BACKGROUND	2
REGISTERED APPRENTICESHIP PROGRAM PARTNERS	4
PHASE 1: ORIENTATION	
<hr/>	
DISTRICTS & BOCES	7
UNION AFFILIATES	12
INSTITUTIONS OF HIGHER EDUCATION	15
PHASE 2: DESIGN & REGISTRATION	
<hr/>	
DISTRICTS & BOCES	20
UNION AFFILIATES	26
INSTITUTIONS OF HIGHER EDUCATION	29
PHASE 3: IMPLEMENTATION	
<hr/>	
ALL PARTNERS	35
DISTRICT/BOCES RAP FUNDING CONSIDERATIONS	39
FINAL THOUGHTS	41
<hr/>	
APPENDIX	42
REFERENCES	46



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.		

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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