

Teacher Registered Apprenticeship Application Process & Funding Webinar

Alaska Department of Education and Early Development

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Agenda

- Background
- Financial Sustainability
- Employer Sign-On Process
- Next Steps and DEED Supports

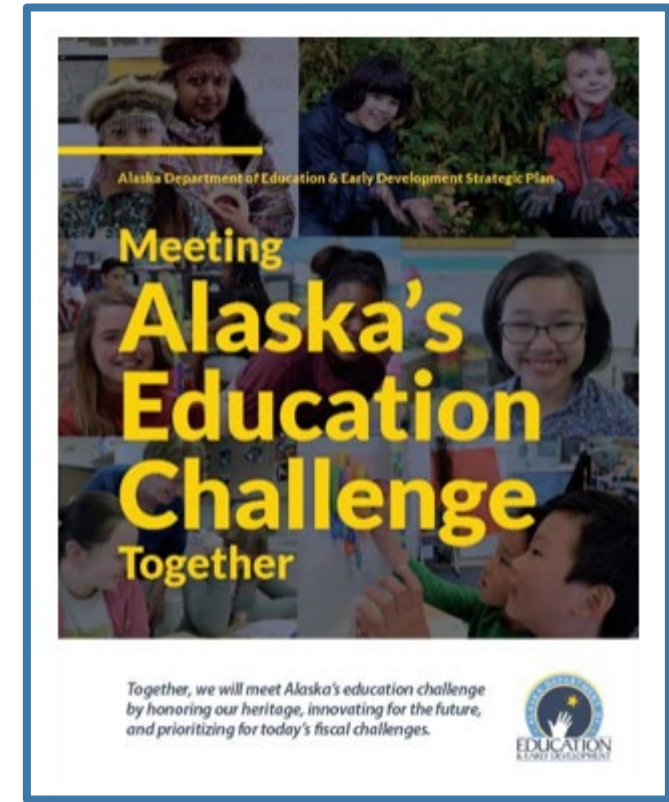
Mission, Vision, and Purpose

Mission	Vision	Purpose
An excellent education for every student every day.	All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them. - Alaska Statute 14.03.015	DEED exists to provide information, resources, and leadership to support an excellent education for every student every day.

Strategic Priorities: Alaska's Education Challenge

Five Shared Priorities:

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals.
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.



education.alaska.gov/akedchallenge

Benefits of Joining the Teacher Registered Apprenticeship Program

Grow your own educator workforce

- Develop a sustainable pipeline of teachers from within your community.

Reduce Teacher Shortages

- Address hiring challenges with a long-term, structured training approach.

Enhance Workforce Stability

- Retain talent by offering career progression opportunities for local candidates.

Financial Support

- Access funding sources such as WIOA, SAEF, STEPP, and potential legislative allocations to offset program costs

Stronger Community Connection

- Incorporate local and regional tribal voices to create culturally relevant mentorship and training programs.

Hands-On Experience

- Apprentices gain practical classroom experience under the guidance of mentor teachers, ensuring they are well-prepared for full-time teaching roles.

Compliance & Administrative Support

- DEED manages reporting, compliance, and registration processes, reducing administrative burdens on districts.

DEED Sponsorship Support for Employers

TRACKING APPRENTICE REQUIREMENTS

COMPLIANCE MONITORING

DEED ensures that all apprentices meet program requirements, including coursework, in-class teaching experience, and mentorship expectations.

PROGRESS DOCUMENTATION

DEED tracks apprentice milestones, ensuring they are on pace to complete their apprenticeship and certification.

DATA COLLECTION & REPORTING

DEED collects and reports apprenticeship data for continuous improvement and accountability.

DEED AS LIASION WITH U.S. DEPARTMENT OF LABOR (USDOL)

PROGRAM REGISTRATION & COMPLIANCE

DEED works directly with USDOL to maintain program approval and ensure adherence to federal apprenticeship standards.

FUNDING & RESOURCE ACCESS

DEED facilitates access to federal grants and workforce funding to offset costs for school districts.

POLICY & REGULATION GUIDANCE

DEED helps employers navigate evolving apprenticeship regulations and requirements at the federal and state levels.

DEED & NCGYO TECHNICAL SUPPORT

TECHNICAL ASSISTANCE FOR DISTRICTS

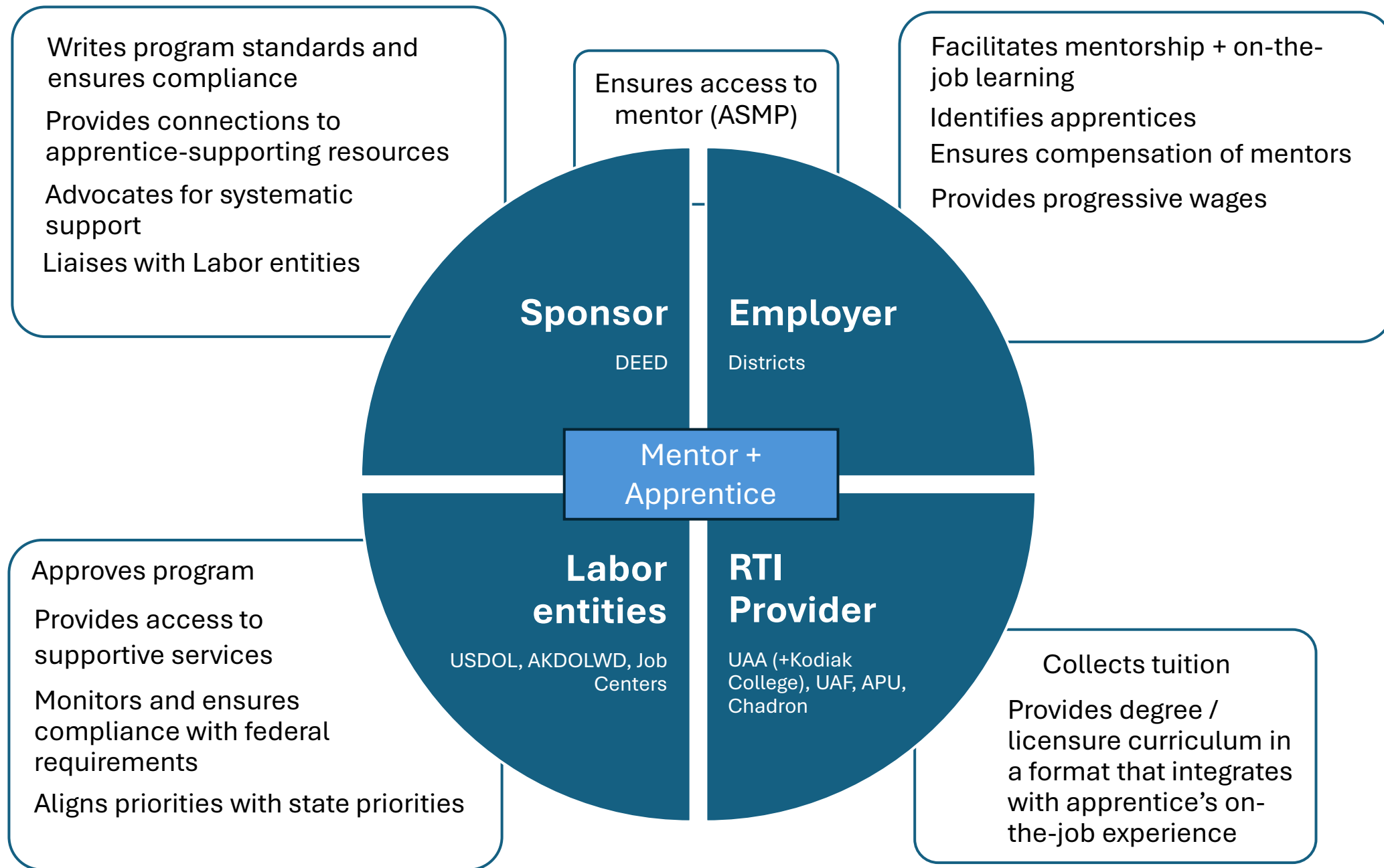
DEED, in collaboration with the National Center for Grow Your Own (NCGYO), provides direct support to employers in designing and implementing registered apprenticeship pathways.

BEST PRACTICES & TRAINING

DEED and NCGYO offer technical assistance, professional development, and mentorship strategies to ensure districts successfully onboard/support apprentices.

CUSTOMIZED SUPPORT MODELS

NCGYO helps tailor mentorship and instructional models to fit Alaska's unique education landscape, including rural and tribal school systems.



Apprenticeship Program

Core Components

CORE COMPONENTS

1. Apprenticeship length can be from 1–6 years
2. Apprenticeships are paid positions
3. RAPs require 2000* hours of On-the-Job Learning (OJL) and a minimum of 140 Related Technical Instruction (RTI) in a calendar year
4. Bachelor's degree required to get a Type A Teacher Certificate
5. US Department of Labor, State of Alaska Statute, and University Accreditation Requirements must be met
6. A partnership with an institution of higher learning able to give institutional recommendation for administrative certification in Alaska is required for a Type B Administrative Certificate
7. Apprenticeship sponsors can be employers, state or regional entities, and coalitions of organizations
8. Approved sponsors set criteria for Apprentice selection

Financial Sustainability

Summary of Costs

Cost	Amount Per Apprentice	Possible Funding Source
Related Technical Instruction (EPP Tuition)	\$10,000 - \$15,000 per year	Federal grants Legislative funding (TRR and future appropriations) EPP scholarships and discounts Braided district funding
Apprentice Progressive Wage	Varies by district	Existing district salary/wage schedules
Mentor Training	\$2,000 - \$2,500 if provided by ASMP	Federal grants Legislative funding Braided district funding
Mentor Stipend	Discretionary by district, likely \$1,000 - \$7,000	Legislative funding Braided district funding
Wraparound Supports	Varies	Federal grants WIOA Braided district funding

\$20,431

Cost of Single Teacher Turnover, Annual

Costs include:

- Separation (exit processes, payout)
- Recruitment (advertising, interviews)
- Hiring (onboarding, HR processing)
- Orientation & Training (professional development)
- Preparation (curriculum alignment, classroom setup)



District Tools for Sustainability

Strategic Funding

Repurposing Vacancy Funds and Leveraging Tuition Reimbursement

Braiding Title II, Title III, and IDEA

Leveraging Perkins V

Partnering with Local and Regional Organizations

Partnering with selected EPPs



DEED Support

Securing federal grants and collaborating with EPPs

USDOL's *State Apprenticeship Expansion Formula Subgrant Pilot Programs*

- \$2M in funding for (1) no-cost tuition for pilot teacher apprentices and (2) delivery of statewide mentor program
- EPPs offer programming at ~\$10k/year per apprentice, with varied on-ramps
- Round 1 established pilot partners, with future rounds exploring expansion to additional districts

What does this mean for districts now?

- Price points for EPP programs established
- Contact EPPs about signing onto SAEF subgrant; there may be funding available for additional districts beyond initial pilot partners



DEED Support

Partnering with AKDOLWD
and Job Centers

Partnering with AKDOLWD and Job Centers to Unlock Workforce Innovation Opportunity Act Funds

- Apprentice-driven supportive services
- Allowable expenses include: tuition and fees, supportive services such as transportation, childcare & other necessary expenses; career counseling and job placement assistance.
- DEED and AKDOLWD streamlining the onboarding timeline and identifying single point of contact

What does this mean for districts now?

DEED will coordinate conversations with AKDOLWD and Job Centers once apprentices are enrolled and registered

Employer Sign-On Process

Information Needed of Districts to Become a T-RAP Employer in DEED-sponsored Program

Designate a T-RAP Coordinator

- Identify a district staff member to oversee the apprenticeship program.
- The coordinator will be the primary POC with DEED.

Complete the initial DEED intake form

- **Provide basic information**, such as address, phone/fax number and POC
- Submit **Progressive wage** information
- Submit signed **Union Waiver letter**
- Outline district **implementation plan**
 - Identify DEED approved partner EPP(s)
 - Identify Mentors and training selections
 - Describe advertising and recruitment strategies
 - Describe how local Tribal voices will be incorporated
 - Detail how apprentices will be mentored, trained, and gradually given more teaching responsibilities.



intake form

Employer's Appendix D

- Collected information will be used to create the Employer's Appendix D
- Appendix D will be submitted for approval by the U.S. Department of Labor.

Intake Qs: Progressive Wages

Question	Example Response 1	Example Response 2
What is the projected starting salary for a first-year teacher position after completion of the apprenticeship program?	\$50,000/year	Exact starting salary may vary based on placement, but the minimum that a certified teacher with a bachelor's degree can earn in my district is <insert amount>.
How will apprentices be classified?	Existing teacher aide schedule with annual step increases	Custom wage schedule with semi-annual wage increases, assuming satisfactory progression through the program
What is the minimum starting wage for an apprentice? Note that apprentices may earn higher than the starting wage on a case-by-case basis, but a minimum starting wage should be indicated for all apprentices.	See compensation for <insert apprentice classification> in the attached compensation manual. Starting compensation will be commensurate to prior years of experience.	All apprentices will start the program at \$20/hour, plus benefits and fringe. This minimum amount may be increased in future cohorts, but all apprentices per cohort will start at the same level.
How much will apprentices earn at the progressive “checkpoints” of the program? Provide information that could populate a table of progressive wages.	Teacher aides experience a 3% annual step increase each year (see compensation manual for details)	Each semester, apprentices will earn an additional \$2/hour, assuming satisfactory progression through the program.

Intake Q: Union Waiver

Districts will need to provide a union waiver letter, signed by their local union

Letter Template



U.S. Department of Labor

Employment and Training
Administration Office of
Apprenticeship
222 West 8th Ave., Suite 213
Anchorage, Alaska 99513
Office: 907-271-5035



UNION WAIVER

Local Union Name of Labor Management Organization is aware that a United States Department of Labor, Office of Apprenticeship Registered Apprenticeship Program for the occupation of Teacher has been developed at the Department of Education and Early Development.

The Union agrees to waive participation in the operation of the program at this time with the understanding that if a conflict should arise between the existing Bargaining Agreement, and the Apprenticeship Standards, the Bargaining Agreement shall prevail. The Local Union maintains the right to withdraw this waiver if they believe the Apprenticeship Program is not operating in the best interest of the apprentice.

At your request, the Department of Education and Early Development will make available a copy of the Apprenticeship Standards, and any future amendments/modifications, to the Local Union. The Union shall have access to all apprentice actions, including new apprentice registrations, cancellations, and completions.

For The Union

Signature

Name/Title

Date

Program Sponsor

Signature

Kelly Manning, Deputy Director, IEE, DEED
Name/Title

Date

Intake Q: Partnership with DEED-Approved EPP(s)

- Districts will partner with one or more DEED approved EPP
- Approved EPPs:
 - [University of Alaska Anchorage \(UAA\)](#)
 - [University of Alaska Anchorage – Kodiak College](#)
 - [University of Alaska Fairbanks \(UAF\)](#)
 - [Alaska Pacific University \(APU\)](#)
 - Chadron State College (CSC)



CHADRON STATE COLLEGE



School of Education
UNIVERSITY of ALASKA ANCHORAGE



Intake Q: Apprentice Selection Procedures

Districts establish selection criteria based on high-level guidelines:

- Outline recruitment and selection processes, including how local tribal voice(s) will be incorporated and how accessibility for all aspiring educators will be ensured.
- Apprentices must be employed full-time in a student-facing, classroom position, working toward mastery of teacher competencies.
- Projected number of apprentices for the fall 2025 cohort and estimated program length.
- *SAEF funding prioritizes individuals with advanced standing who can complete their degree in 1-2 years.*
- DEED offers an Advanced Standing Guide to help determine apprentices with prior experience who may qualify for advanced standing in the apprenticeship program.



[Advanced Standing Guide](#)

Intake Q: Incorporating Tribal Voice



Outline how mentors will be selected and matched in collaboration with local tribal voice(s).



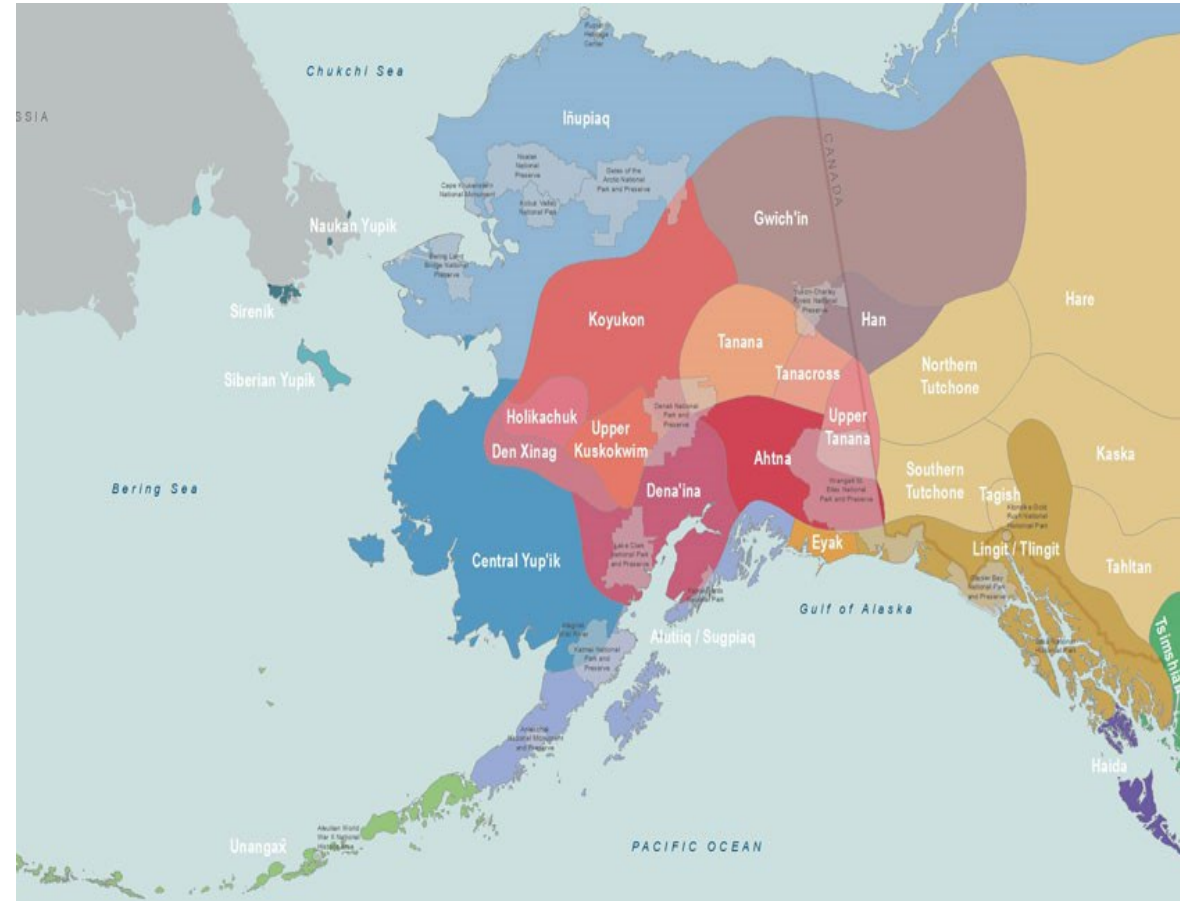
Demonstrate how tribal voice is centered in training and assessing apprentices.



Describe how local tribal voice(s) will be incorporated into mentorship training, selection, and the apprentice experience.



If incorporating local tribal voice(s) is not possible, explain why and outline how regional tribal voice(s) will be included.



Mentor Teacher Selection & Responsibilities

Selection Process

- Districts will identify and select qualified mentor teachers to guide apprentices (ASMP support option available)

Training Support

- DEED provides comprehensive mentor training through the Alaska Statewide Mentor Project, plus EPP specific mentor support.

Mentor Responsibilities

- Evaluate and sign off on apprentices' on-the-job competencies.
- Utilize DEED's reporting tool to track apprentices' progress, including hours and competencies.

Cultural Standards

- Mentors will guide apprentices in meeting Alaska Cultural Standards.
- Apprentices will create a portfolio and upload documents to the training tool to demonstrate cultural competency.

Intake Q: Mentor Components

Apprenticeships are designed for the apprentice to work closely under the guidance of a mentor teacher or mentor teachers, and for the employer to assess progress along on-the-job competencies. Address the following:

- DEED will offer mentor training through the Alaska Statewide Mentor Project at no-cost to the district. Please indicate if you will use this training. If not, describe how you will ensure your mentors are trained.
- Please outline how apprentices will structurally experience mentorship, training, and gradual increase in teaching responsibilities in your district.
- How will apprentices' competency demonstration be tracked? How can apprentices use a portfolio approach to demonstrate cultural competencies, with the guidance of local tribal voice(s)?
- Will mentors be compensated? If so, how much?

Intake Q: Anti-Harassment Training

- All employers in the Registered Apprenticeship program must complete anti-harassment training.
- Applies to all employees who interact with apprentices.
- Districts must provide proof of training completion.
- If the district does not provide such training, USDOL training resource available.

Next Steps and DEED Supports

EMPLOYER (DISTRICT) NEXT STEPS

APRIL	Select the EPP or EPPs with whom you would like to partner. Reach out to see if they will partner for SAEF subgrant Round 2.
APRIL	Identify a district office T-RAP point of contact. Complete the DEED Intake form
MAY	Identify mentors and recruit apprentices. Identify potential district funding sources (vacancies, Title, IDEA, Perkins)
JUNE/JULY	Apprentices enroll with EPPs and in T-RAP.
AUGUST	Launch T-RAP.
SEPTEMBER/OCTOBER	Optional: Mentors attend annual ASMP professional development.

DEED Optional Office Hours for Districts



Offering additional support for districts with questions or guidance on the intake form, providing an opportunity for direct assistance and clarification.



Join us on Zoom at 9:00 AM on:

April 15th

April 22nd

April 29th



<https://us06web.zoom.us/j/84307519880?pwd=7WAlWF8fbfNuFmqPiQJcsiArlaPtT2.1>

Meeting ID: 843 0751 9880

Passcode: 387745

Contact Information

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Stay Connected



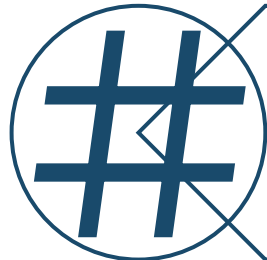
Website

- education.alaska.gov



Phone

- Main Line: (907) 465-2800
- Teacher Certification: (907) 465-2831



Social Media

- @AlaskaDEED