



**REPORT ON IMPLEMENTING EXECUTIVE
ORDER NO. 732 REGARDING THE TEACHER
REGISTERED APPRENTICESHIP PILOT
PROGRAM**

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Partners in Development

The following agencies and organizations have already participated in, or agreed to participate in, the development of Alabama’s teacher registered apprenticeship pilot program.

- The Governor’s Office of Education and Workforce Transformation (GOEWT)
- The Alabama Office of Apprenticeship (AOA)
- The Alabama State Department of Education (ALSDE)
- The Alabama Commission on Higher Education (ACHE)
- The School Superintendents of Alabama (SSA)
- The Council for Leaders in Alabama Schools (CLAS)
- The Alabama Association of Colleges of Teacher Education (ALACTE)
- The Alabama Committee on Credentialing and Career Pathways – Education and Training Technical Advisory Committee (ACCCP-TAC)

Key Goals

The shortage of qualified teachers in Alabama is well-documented and reflective of national trends. The AOA is working in partnership with the ALSDE to create a high-quality, sustainable, and scalable apprenticeship program to help meet this critical education and workforce need. The registered apprenticeship pilot program under development will serve to:

- increase overall teacher quality and retention by enhancing the amount of classroom experience a teacher has before becoming a teacher of record.
- put teachers into the classroom faster by letting them become a teacher of record during their final year of teacher preparation program.
- improve the rigor, consistency, and effectiveness of teaching mentors by formalizing the competencies they should be assisting apprentice teachers to master.
- add teachers to the pipeline by improving recruitment and by removing financial barriers to accessing training.
- create a realistic and affordable pathway for upskilling incumbent workers to be fully certificated teachers.

Program Scope

Early in the development discussion, a decision was made to build the pilot program only for the occupation of “Secondary School Teacher,” not “Special Education” or “CTE” as named in the statewide list of in-demand occupations. By keeping a specific focus on a single occupation, the participating pilot partners will be able to establish the structures and processes for using apprenticeship to train teachers. Adding other types of teachers to the teacher registered apprenticeship program after a successful pilot will be a significantly simpler process once the programmatic frameworks are in place.

Limited pilot funding necessitates a sustainable model for the teacher registered apprenticeship program so the scope of the pilot is not too large to fund. The pilot program has a goal to place forty teacher apprentices in classrooms in the fall semester of 2024. Additionally, it may be possible for local school systems to fund additional teacher apprentices from local revenue sources.

General Outline of the Apprenticeship

On-the-Job Learning (OJL)

Apprenticeship programs can be designed as time-based, competency-based, or hybrid. These terms relate to the way the on-the-job learning (OJL) is measured. The Alabama teacher apprenticeship will be a competency-based program. An apprentice's success in the OJL portion of the training is measured by their demonstration of proficiency in specific job-related competencies. Since all apprenticeships are employer-driven, the competencies are being facilitated by the AOA and are being developed through a collaboration between the School Superintendents of Alabama and the Council for Leaders in Alabama Schools. A competency workgroup has been established and is in the process of reviewing and refining a set of competencies. Their initial meeting was held February 23, 2023, and group will deliver a completed set of competencies April 17, 2023.

Teacher RA Competency Workgroup			
Dr. Brenda Coley	Superintendent	Russell County Schools	coleyb@russellcsd.net
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Dr. Jose Reyes	Superintendent	Calhoun County Schools	jreyes@ccboe.us
David Wofford	Superintendent	Chickasaw City Schools	dwofford@chickasawschools.com
Heath Harmon	Principal	Oxford City Schools	heharmon.oh@oxboe.com
Ross Reed	Principal	Auburn City Schools	rtreed@auburnschools.org
Alonzo Barkley	Principal	Coffee County Schools	barkleya@coffeecounty.k12.al.us
Kellie Hubbard	Principal	Tuscaloosa County Schools	khubbard@tcss.net

The competency workgroup was provided with a sample set of competencies that was collected by the ALSDE during a review of national examples as well as a set developed by the Technical Advisory Committee for Education and Training of the Alabama Committee on Credentialing and Career Pathways. The initial work of the group has focused on identifying competencies only in the broadest categories of "employability skills" and "pedagogy skills." This initial set will be turned over to a postsecondary workgroup representing educator preparation programs. That postsecondary workgroup will be asked to categorize the competencies in logical categories related to the coursework associated with the degree path. They will be given the opportunity to suggest some additional competencies to the employer workgroup if they identify specific gaps that, if filled, might allow articulation or prior learning assessment credit. The aforementioned model was used by the Alabama Department of Early Childhood Education apprenticeship and resulted in apprentices being able to earn 9 hours of credit toward their degree based on the demonstrated mastery of competencies through the OJL component.

Related Technical Instruction (RTI)

After employers define the skills necessary to be proficient in an occupation, the next step in the apprenticeship development process is identifying the related instruction needed by apprentices. In the case of the teacher registered apprenticeship, the technical instruction is already well-defined and is reviewed and approved by the ALSDE through the process used to approve. The Teacher Preparation section at the ALSDE is tasked with implementing the standards adopted by the State Board of Education for the preparation of well-prepared and effective teachers and instructional support personnel. ALSDE staff work with educator preparation programs at Alabama colleges and universities to assure continuous compliance with all standards in the Teacher Education Chapter of the AL Administrative Code. The apprenticeship model represents a path to and through the existing post-secondary programs. It will not remove the requirement for a bachelor's degree in education. Instead, it removes barriers to accessing the degree and improves the connection from the university coursework to the real-world application of the content.

The only eligible education preparation programs are the institutions approved by the Alabama Board of Education. A teacher candidate completing their training through the apprenticeship will hold the same degree and certificate as a teacher candidate pursuing a traditional four-year degree and educator preparation program. It will be essential during the public rollout and marketing phases of the teacher registered apprentice pilot program to make sure that it is explicitly clear that registered apprenticeship is just as rigorous as other certification pathways.

The deans and certification officers for each of Alabama's twenty-five (25) approved teacher preparation have been invited to an introductory meeting to be held virtually April 4, 2023. The Alabama Association of Colleges of Teacher Education is assisting with this convening and will serve as a central point of contact and communication with the various institutions. The Alabama Commission on Higher Education (ACHE) will also be engaged.

To participate, an education preparation program will have to commit to offering flexible coursework options suitable to the needs of a working adult. A preliminary survey of publicly available information about the offerings of the various education preparation programs has found that many Alabama institutions are well positioned to accommodate such learners.

Beyond flexible methods of instructional delivery, universities will also have to commit to a change in the standard course sequence. The most notable change will be taking the course typically referred to as "teacher internship" and move it from the second semester of the senior year of the degree plan. In the apprenticeship, this course will need to be assigned during the junior year and will have a duration spanning first and second semesters. This year-long classroom experience is at the heart of the apprenticeship. No course content changes will be necessary, and initial discussions indicate the sequencing change should not constitute a "substantive change" necessitating any permissions from accrediting bodies. ACHE has offered assistance with this phase of development.

Necessary Agency Actions

The ALSDE will be the sole sponsor of a group program for the entire state. This model is like the model currently in use by the Alabama Department of Early Childhood Education for the early childhood educator apprenticeship program. Utilizing ALSDE as the state-level sponsor promotes consistency and

guarantees alignment of the apprenticeship program with certification requirements. It will also reduce planning and reporting burdens on the local education agencies.

The ALSDE has confirmed it is willing and able to create a “Teacher Apprentice (TA) License” and will not need any special authorization or code changes to do so. This crucial step is key to distinguishing the TA as a unique pathway and different occupation than teacher’s aide or paraprofessional. Best practices learned from the development of the nurse apprentice permit by the Alabama Board of Nursing are serving as an excellent roadmap for this aspect of the work. The work by the nursing board to create the intermediate credential clearly defined the scope of practice and the OJL expectations of the nurse apprentice, thus distinguishing their role from other occupations. Modeling that technique with an intermediate credential for teacher apprentices will have the same benefits. During development, the ALSDE will establish any necessary rules, documents, and timelines needed to execute this step.

Qualifications for Application to TA Program

The following minimum qualifications will be in place for a teacher candidate applying to join the teacher registered apprenticeship pilot program. Some detailed elements are still under development with the employers and the ALSDE. Any minimum qualifications added to the program will be evaluated by the AOA to avoid discriminatory and to guarantee they are directly related to the occupation.

- The applicant must be a student able to enter year 3 of a educator preparation program.
- The responsibility will be on the teacher candidate to apply to the teacher registered apprenticeship pilot program and to apply and to be accepted to an educator preparation program participating in the teacher registered apprenticeship pilot program.
- Applicants may be transfer students or students already enrolled in teacher a preparation program.
 - Work still needs to be done with colleges of education and the ALSDE to develop a scalable articulation and transfer pathway for teacher registered apprenticeship candidates.
- Because the year-long OJL is under direct supervision of a Journey Worker (JW) teacher and is mandatory, no person will be permitted to begin the apprenticeship during the final year of a teacher prep program.
- Employment is a requirement of apprenticeship. Nobody is an apprentice until they are hired by an employer who wants to invest in their training. As such, an applicant must be hired by an LEA with an active apprenticeship, and the LEA will request the teacher apprentice license.
- Application to the ALSDE for a TA license will include the same background checks and other standard licensure requirements associated with other types of temporary or emergency teaching certificates.
- The TA license will be good for 2 academic years from issuance or until the employing LEA notifies the ALSDE the apprentice has been terminated from the program and/or terminated from employment.

Timeline of the Apprenticeship

The general timeline for a teacher apprenticeship will be as follows.

- Year 1 as a TA:
 - Work as a TA under the direct supervision of one fully-licensed JW teacher and simultaneously complete coursework (online/evening/weekend) toward a BS degree.
 - Evaluation of competencies is conducted by JW teacher and is part of summative evaluation for the TA to continue in apprenticeship.
 - School administrators will also conduct regular observations using the LEA's standard observation procedures to determine continued employment status of the TA.
 - Depending on the unique needs of each apprentice and the direction given by their employer, an apprentice may be required to complete coursework during the summer. In most cases, some summer course work will be recommended to reduce the load during the academic year.
- Year 2 as TA:
 - TA will have completed demonstration of a specified subset of competencies under supervision of a JW teacher during year 1.
 - The TA will be assigned their own classroom and will be assigned a normal class load.
 - A JW of the LEA's choosing (preferably, but not necessarily the same teacher from year 1) will be assigned to meet with the TA on at least a weekly basis to conduct mentoring sessions, review lesson plans, and to provide support and peer coaching.
 - School administrators will conduct classroom observations to assess the TA's proficiency in remaining competencies. The recommendations of the administrators will serve as summative evaluation to determine program completion.
 - In addition to OJL competency demonstration, the TA must complete their teaching degree by the end of their spring semester in time to follow normal application processes for renewable teacher certification. Completion of the degree and attainment of a renewable teacher certificate are the final steps required to complete the apprenticeship.
- Year 3: The TA will be fully licensed and on normal salary and assignment.

Journeyworker Teacher Benefits and Requirements

In the education arena, the JW is also commonly referred to as the mentor. While the terms are largely interchangeable, using the JW terminology will be helpful to clearly distinguish those supporting traditional mentoring programs from those who are working within the parameters of the apprenticeship program.

- JW gets the benefit of an additional adult in the classroom during year one of the program to assist students, help with grading, and provide instruction.
- A stipend will be paid to the JW for the additional work of training and evaluating the TA.
- JWs must have recommendation from the local building principal.
- JWs must have a regular renewable teaching certificate.
- JWs must have completed a minimum number of years of teaching experience.
 - CLAS and SSA membership will be consulted during the process to develop a minimum JW stipend.

Restricted Activities for a Teacher Apprentice

To provide the greatest opportunity for success for a TA and to ensure TAs are not given work for which they aren't prepared, the employer workgroup is engaged in discussing reasonable limitations of duty assignments to allow teacher registered apprentices to focus on academic study and practice. Understanding that employers need TAs to be productive employees, a balance must be established. CLAS and SSA members will be consulted during the development process for input on ways to provide a balance between candidate responsibility and development.

- TAs may not serve as short or long-term substitute teachers.
- TAs may not be assigned courses in the schedule or students for whom they are the primary teacher until year 2 of the apprenticeship.
- *Still under discussion*—
 - TAs may not be assigned or allowed to accept coaching duties, club sponsorships, or other extracurricular responsibilities during year 1. In year 2, LEAs should evaluate teacher progress in coursework toward degree and make an informed decision before considering allowing extracurricular assignments.
 - Incumbent workers in LEAs who already have extra-curricular duties may continue those activities at the discretion of the LEA.

Employment Rights

Apprenticeship programs are not inherently tied to unions or labor organizations, though many unions have historically offered apprenticeships. The establishment of this apprenticeship does not in any way constitute any collective bargaining or labor affiliation.

- Apprenticeships do not add to or take away any employment rights.
- TAs are full-time employees on the same contract length as fully licensed teachers.
- Retirement and benefits are the same as any other employees.
- Tenure rules would be the same as teachers on emergency certifications.
- All standard human resource policies of the LEA apply to TAs.

Pay Scale

The apprenticeship standards will define a minimum wage threshold participating employers must pay in order to participate. LEAs may choose to pay above these floors at their local discretion. The specific amounts of pay for each participating LEA will be detailed in the Employer Acceptance Agreement that participating LEAs will sign. Suggested pay scales based on an example salary schedule of \$43,358.00. The floor amount will be adjusted any time there is a change to the state's base rate of teacher pay.

Registered apprenticeships are eligible to be added to the GI Bill list by the State Approving Agency, which is housed inside the Alabama Community College System. Veterans participating in registered apprenticeships can access their GI Bill benefits to receive a stipend on top of their apprentice wages. For an apprenticeship to qualify, the apprenticeship program must include a starting pay rate of at least 65% of the JW wage and a completion wage of at least 85% of the JW wage. This framework is commonly used to set starting and ending apprentice wages and is being applied for this program.

STEP 1: Year 1	65% of base teacher pay (\$28,182.70)	Complete (XX) competencies and (YY) coursework to progress to STEP 2 pay scale.
STEP 2: Year 2	85% of base teacher pay (\$36,854.30)	Complete (XX) competencies, (YY) coursework, and renewable licensure to progress to year standard pay scale.
Year 3	100% of base teacher pay (\$43,358.00)	

Costs of Related Technical Instruction

The AOA has a policy requiring employers to serve as the “last-dollar scholarship” for apprentices . After an apprentice has applied available financial aid and gift aid (excluding loans) the employer accepts responsibility for any remaining costs of related instruction. It is this employer investment in their people that sits at the heart of apprenticeship’s outstanding recruitment and retention performance.

The costs will vary for each apprentice, based on the university with whom their employer is participating and the levels of financial aid available for each apprentice. This cost would be dependent on the university chosen and the individual apprentice’s qualifications for financial aid.

ACHE gathered annual cost estimates from 14 public universities in the state. The average cost for a year of tuition, fees, books, and College of Education fees is \$12,472. The median is approximately \$12,500. The high end of the range is \$16,348 and low end is \$8,828.

Costs of On-the-Job Learning

At current base pay rates, the wages for the first year of the teacher registered apprenticeship pilot program are approximately \$28,182.70. This amount represents a significant raise for most paraprofessionals and teacher aides and would be an attractive incentive for them to consider going back to school to upskill into a certified teaching position. The individual circumstances of each prospective apprentice will be unique, and factors like years of experience or stipends paid for other work assignments will make the move to a teacher apprenticeship more or less financially desirable for each candidate.

TA Salary expenditure estimates:

- Year 1 investment by LEA of \$28,182.70 on salary
 - Since the LEA is not using an FTE, this funding will have to come from the local budget or from an outside source.
- Year 2 savings to LEA of \$6,503.70 on salary (Funded by regular full FTE)
 - Because the LEA is able to assign the TA to an open classroom and draw down a full FTE, the 85% salary of year 2 means the LEA will save 15% of a salary.
- In total, the approximate unfunded salary cost to the LEA would be \$21,679.00.

Journeyworkers will be required to provide mentorship, training, and evaluation for their assigned TA. To compensate them for this additional work and time, they will be paid a stipend. The amount below has not been confirmed yet and is only being used to allow for budget planning purposes. CLAS and SSA

membership will be consulted to determine the JW stipend floors. As with the TA wages, an LEA may choose to pay more than the floor if they so desire.

- \$4,150 per year JW stipend x 2 is \$8,300

N.B.: In the development of any group apprenticeship program, the AOA provides guidance to employers who are competitors for available talent to help them avoid illegal anti-competitive behaviors like wage suppression. Employers must not collude to fix wages and will be advised appropriately whenever they are gathered for the purposes of conducting wage surveys.

Total Cost Estimates Summary

Based on the calculations for the costs of OJL and RTI, the following amounts are recommended for funding and planning purposes. Since the primary target audience of this pilot cohort of apprentices is incumbent workers, and since the benefits calculation for everyone would be extremely variable, these calculations of total cost are exclusive to the salary amounts. Only wages are defined in the standards of an apprenticeship, but the ALSDE and LEAs considering hiring apprentices should conduct their own specific cost estimates to determine more precise amounts for individual apprentices.

\$21,679 Additional salary costs for two years

\$25,000 Tuition and fees for two years

\$ 8,300 JW teacher stipend for two years

\$54,979 Total

Funding Source

Many public schools in Alabama are only able to hire staff using funds provided by the state and cannot use local funds for salaries, so some external source will be necessary to make this apprenticeship possible. Based on the estimates provided, the AOA is recommending budgeting \$60,000 per apprentice to LEAs to cover costs of apprentices, excluding benefits. This amount should make participation possible for any LEA in the state. With a target of 40 apprentices in the initial cohort, the total need would be \$2.4 million for pilot funding for the 2-year apprenticeship. **The \$2.4 million line item for the teacher registered apprenticeship pilot program included in Governor Ivey's FY2024 Education Trust Fund budget will be sufficient to meet the needs of the program. The program partners request that the Legislature appropriate the full request included in the Governor's budget.** The recommendation is that these funds be used to reimburse employers for the actual expenses incurred in wage and RTI costs.

Lessons Learned from Other State Implementations

Before embarking on the development of this program, the AOA consulted with subject matter experts and apprenticeship leaders around the nation. Sample work processes and competency lists were gathered. Various sponsorship structures were evaluated for strengths and weaknesses. Some of the most common and resounding lessons and bits of advice from those discussions are paraphrased here.

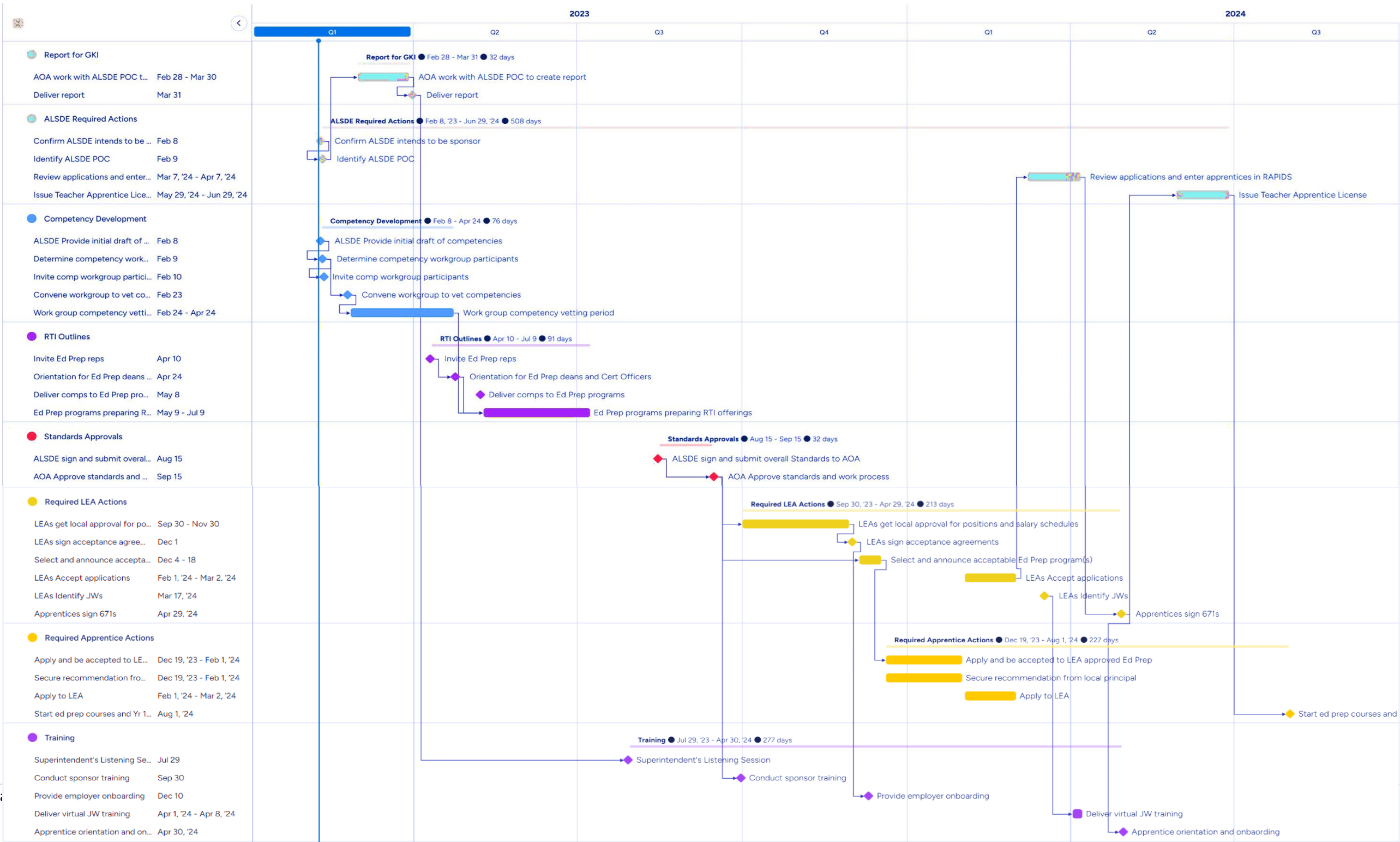
- Do not use one-time funds to stand this up. Go small and sustainable. Once you prove it works, the funding can grow with the program.
- Avoid “reverse referrals” to make sure an additional number of teachers are added to the pipeline and you are not simply relabeling existing teacher candidates.
- Do not allow substitutes to be enrolled as apprentices and checking off OJL.
- Make sure apprentices are really in classes practicing to be teachers and they are not just keeping their same prior job as an aid and taking college classes at night.
- Do not attempt to enroll youth straight out of high school. Too many students change their path before they’d ever get to the point of providing any benefit to the LEA, and a loss of the investment in the RTI is much more likely.
- Choose the JWs carefully. Start with evaluations of teacher effectiveness and always include local principal input.
- Strive for consistency to avoid a “wild west” of models. Too many different models in play creates confusion and limits transferability.

Launch Timeline

The initial hope of those involved in development was to be able to launch the pilot in the fall semester of 2023. However, once the work began in earnest and a timeline was developed, it became readily apparent that was an unattainable target. There would have been insufficient time for the employers to develop quality competencies or for the universities to adapt their program sequencing. Further limiting factors include the necessary time for essential activities like promoting the program, having a sufficiently long window for interested individuals to apply and be accepted to teacher preparation programs, having time for LEAs to create the new TA positions and pay scales, and myriad other tasks. A Gantt chart was developed mapping out the timelines and key activities necessary. This chart is helping the partners clearly visualize the work and monitor progress.

Having come to the realization that the fall of 2023 target was not conducive to the development of a quality program, the timeline was adjusted to include a **launch date of August 2024**. At the end of this report is screenshot of the Gantt chart used to map out the necessary steps for program development. It is not intended to be adhered to exactly. Instead, the dates and activities are fluid and reflective of the work as it progresses. With the launch set for August 2024, the backward planning provides much more reasonable windows for all the work to be accomplished. All partners involved are confident we can develop and launch an excellent program on time.

Nick Moore in the Governor’s Office of Education and Workforce Transformation (GOEWT) is monitoring progress, providing connections to the work of the Alabama Committee on Credentialing and Career Pathways, and helping the with the facilitation of meetings. The GOEWT is in regular and ongoing contact with the AOA and ALSDE and will be able to provide timely updates.



Tea

Report for GKI

Project	Status	Timeline	Dependent On
AOA work with ALSDE POC to create r...	Working on it	Feb 28 - Mar 30	Identify ALSDE POC
Deliver report		Mar 31	AOA work with ALSDE POC to create report
+ Add Project			
		Feb 28 - Mar 31	

ALSDE Required Actions

Project	Status	Timeline	Dependent On
Review applications and enter apprent...		Mar 7, '24 - Apr 7, '24	LEAs Accept applications
Confirm ALSDE intends to be sponsor	Working on it	Feb 8	-
Identify ALSDE POC	Working on it	Feb 9	Confirm ALSDE intends to be sponsor
Issue Teacher Apprentice License		May 29, '24 - Jun 29, '24	Apprentices sign 671s
+ Add Project			
		Feb 8, '23 - Jun 29, '24	

Competency Development

Project	Status	Timeline	Dependent On
ALSDE Provide initial draft of compete...	Working on it	Feb 8	-
Convene workgroup to vet competen...		Feb 23	Determine competency workgroup participants
Determine competency workgroup pa...		Feb 9	ALSDE Provide initial draft of competencies
Work group competency vetting period		Feb 24 - Apr 24	Convene workgroup to vet competencies
Invite comp workgroup participants		Feb 10	Determine competency workgroup participants
+ Add Project			
		Feb 8 - Apr 24	

RTI Outlines

Project	Status	Timeline	Dependent On
Orientation for Ed Prep deans and Cer...		Apr 24	Invite Ed Prep reps
Invite Ed Prep reps		Apr 10	-
Ed Prep programs preparing RTI offeri...		May 9 - Jul 9	Orientation for Ed Prep deans and Cert Officers Work group competency vetting period
Deliver comps to Ed Prep programs		May 8	-
+ Add Project			
		Apr 10 - Jul 9	

Standards Approvals

Project	Status	Timeline	Dependent On
ALSDE sign and submit overall Standa...		Aug 15	-
AOA Approve standards and work pro...		Sep 15	ALSDE sign and submit overall Standards to AOA
+ Add Project			
		Aug 15 - Sep 15	

Required LEA Actions

Project	Status	Timeline	Dependent On
LEAs get local approval for positions a...		Sep 30 - Nov 30	AOA Approve standards and work process
LEAs Identify JW's		Mar 17, '24	-
Apprentices sign 671s		Apr 29, '24	Review applications and enter apprentices in RAPIDS
LEAs sign acceptance agreements		Dec 1	LEAs get local approval for positions and salary schedules
LEAs Accept applications		Feb 1, '24 - Mar 2, '24	-
Select and announce acceptable Ed Pr...		Dec 4 - 18	AOA Approve standards and work process
+ Add Project			
		Sep 30, '23 - Apr 29, '24	

Required Apprentice Actions

Project	Status	Timeline	Dependent On
Apply and be accepted to LEA approv...		Dec 19, '23 - Feb 1, '24	Select and announce acceptable Ed Prep program(s)
Apply to LEA		Feb 1, '24 - Mar 2, '24	-
Secure recommendation from local pri...		Dec 19, '23 - Feb 1, '24	-
Start ed prep courses and Yr 1 RA		Aug 1, '24	Issue Teacher Apprentice License
+ Add Project			
		Dec 19, '23 - Aug 1, '24	

Training

Project	Status	Timeline	Dependent On
Conduct sponsor training		Sep 30	AOA Approve standards and work process
Provide employer onboarding		Dec 10	LEAs sign acceptance agreements
Customize JW training material		-	-
Deliver virtual JW training		Apr 1, '24 - Apr 8, '24	Customize JW training material LEAs Identify JW's
create onboarding outline and resourc...		-	-
Apprentice orientation and onbaording		Apr 30, '24	create onboarding outline and resources Apprentices sign 671s
Superintendent's Listening Session		Jul 29	Deliver report
+ Add Project			
		Jul 29, '23 - Apr 30, '24	