



## Ohio Teacher Apprenticeship Application

**Overview:** Ohio's Teacher Apprenticeship model aligns leading practices in educator preparation and development with the rigors of a registered apprenticeship program. The Ohio Teacher Apprenticeship model is designed to strengthen partnerships between higher education and K-12 schools and their communities. The Ohio Departments of Higher Education, Education, and Jobs and Family Services partnered together to develop the standards of the program now recognized by the State Apprenticeship Agency. The Ohio Departments of Higher Education (ODHE) and Jobs and Family Services (ODJFS) will coordinate to approve apprenticeships with the Ohio Department of Higher Education serving as the sponsor and the Ohio Department of Jobs and Family Services approving apprentices sponsored by the ODHE.

**Application Design:** The Ohio Teacher Apprenticeship model combines on-the-job experience with high-quality training and preparation. This model starts with the creation of a strong partnership between an Educator Preparation Program (EPP) and a district/other signatory employer of licensed K-12 teachers. The partnership should identify teacher recruitment and retention goals, exhibit capacity to support and contribute to the success of the program and demonstrate a willingness to collaborate and sustain a strong working relationship.

Educator Preparation Programs and districts/other signatory employers may establish multiple partnerships to meet their local needs and serve as many apprenticeship candidates as possible. This application is designed so that EPPs and districts and/other signatory employers may apply together after they have established a formal partnership.

**EPP Approval:**

In accordance with [Ohio Revised Code 3333.048](#) all Ohio Educator Preparation Programs that lead to licensure must be approved by the Chancellor. To be approved, all licensure programs must ensure they meet the minimum requirements set forth in [OAC 3333-1-05](#). Licensure programs approved prior to fall 2021 are requested to resubmit for approval through the ODHE program approval process for inclusion in a teacher apprenticeship program.

**State Role and Resources:** The Ohio Department of Higher Education (ODHE) will continue to monitor EPPs and maintain all required reporting elements necessary for program partnerships, implementation, and outcomes. If you have not already been in contact with Ohio Department of Higher Education to inform them of your intent to apply, please reach out at [EdApprentice@highered.ohio.gov](mailto:EdApprentice@highered.ohio.gov). **Please consider ODHE as a partner in developing your program.**

## Section I: CONTACT INFORMATION

All Teacher Apprenticeships must include a signatory employer and an educator preparation program. Please include at least two contacts for each. Other partners may include but are not limited to: ESCs, districts, local unions, community colleges, and local workforce boards. If there are multiple signatory employers, please choose a primary point of contact to list first below.

### **Signatory Employer(s) Information - Primary point of contact for teacher apprenticeship program**

Name of Organization:

Address:

Primary Program Contact Name:

Primary Program Contact Title:

Primary Program Contact Phone:

Primary Program Contact Email:

Secondary Program Contact Name:

Secondary Program Contact Title:

Secondary Program Contact Phone:

Secondary Program Contact Email:

Please add any additional signatory employer contact information as an attachment.

### **EPP Information**

Name of Institution:

Address:

Primary Program Contact Name:

Primary Program Contact Title:

Primary Program Contact Phone:

Primary Program Contact Email:

Secondary Program Contact Name:

Secondary Program Contact Title:

Secondary Program Contact Phone:

Secondary Program Contact Email:

### **Other Partner(s)**

Name of Organization:

Address:

Primary Program Contact Name:

Primary Program Contact Title:

Primary Program Contact Phone:

Primary Program Contact Email:

Please add additional partner(s) contact information as an attachment.

## Section II: GENERAL INFORMATION

A list of approved teacher licensure programs is available [here](#). Please complete the following information that apply to your Teacher Apprenticeship program application.

Teaching license:  and

Level: *(please check all that apply)*

Bachelor's    Master's    Post-Baccalaureate Graduate    Post-Baccalaureate Undergraduate

Date licensure program was approved by ODHE:

Target Population: *(please check all that apply)*

High school student    Adult with some college    Adult with no college    Bachelor's degree holder

When (term and year) do you expect your first apprentices to start?

## Section III: APPRENTICESHIP PROGRAM DESIGN

**An Ohio Registered Apprenticeship program** is a program that combines on-the-job training (OJT) and related instruction (RI) under program standards that are approved by Ohio State Apprentice Council (OSAC), and that adequately complies, as determined by OSAC, with the requirements of [Ohio Administrative Code \(OAC\) 5101:11](#).

### **Related Instruction:**

Please attach the program plan of study to include all coursework to be completed with tentative schedule.

**A plan of study for related instruction requirement is included.**

Describe how the related instruction will be completed and if CCP or community college coursework will be included. Please include supports provided along with how it will be offered so that apprentices will be able to complete while employed full-time.

**On-the-Job Training:**

**The Ohio Standards for the Teaching Profession (OSTP) will serve as the work competencies to demonstrate completion of the on-the-job training requirement.** Please see the [OSTP rubric document](#) and know that specific tasks and cultural norms for districts can be included as sub-competencies. Lead (Mentor) teachers are asked to assess and verify mastery of the competencies for apprentices to move to completion. The competencies should be used to guide the development of the On-the-Job training (OJT) experience and partnerships should ensure apprentices will be successfully proficient in each competency by the end of an apprenticeship. Apprentices must meet “proficient” for each category before completing the apprenticeship. The completion of the work competencies will be signed-off by the lead teacher in consultation with the faculty advisor. Please include the OSTP rubric document to demonstrate additions or indicate none have been added.

**An OSTP rubric document is included.**

Provide a brief narrative of the plan for evaluation to ensure apprentice is making satisfactory progress and support provided to apprentice in completing OJT.

Please outline below the time required to complete this apprenticeship model. You may describe in terms of academic years, terms, or the number of months, what makes clear when comparing to the related instruction plan of study.

How long to complete apprenticeship program:

Number of on-the-job training hours:

Number of college credit hours required for each level of program offered:

Please list level and then number of credit hours, for example: master’s degree – 34 credit hours

## Section IV: TREND DATA

Assessing both EPP and district data will help identify target numbers for recruiting program participants to fill vacancies and assist with sustainability goals. Please consider data relevant to the teaching license being targeted without a teacher apprenticeship program and consider years as an academic year fall to spring when completing the following. If completed during summer the current year represents the upcoming academic year.

**Please describe district(s) trend data in the targeted license:**

| Number of...            | 3 years ago | 2 years ago | Last year | Current year | Projected next year |
|-------------------------|-------------|-------------|-----------|--------------|---------------------|
| Current teachers        |             |             |           |              |                     |
| Exiting teachers        |             |             |           |              |                     |
| Open positions/searches |             |             |           |              |                     |

**Please describe the EPP trend data in the targeted license:**

| Number of...      | 3 years ago | 2 years ago | Last year | Current year | Projected next year |
|-------------------|-------------|-------------|-----------|--------------|---------------------|
| Enrolled students |             |             |           |              |                     |
| Completers        |             |             |           |              |                     |

**Apprenticeship Impact:** Describe the target numbers for the program, what is the ideal cohort number and how often is a new cohort expected to start. What will the impact be on the numbers reported in the tables above.

Expected number of apprentices in year one, two and three:

Year 1:

For Year two please include the sum of new apprentices with those you expect to be continuing from year one.

Year 2:

For Year three please include the sum of the new apprentices with those you expect to be continuing from previous years.

Year 3:

## Section V: RECRUITMENT AND SELECTION

**Recruitment process:** Please describe the communication plan intended for use in recruitment, include who will be responsible for coordinating recruitment efforts. Consider ways to reach potential apprentices including the use of teacher academies, educator rising chapters, flyers, in-person events, social media, etc.

**Apprentice application process:** Describe the process and/or submit a document including elements that will be used in the apprentice application process. Things to consider include FAFSA completion, FERPA release, current education with transcripts, current experience working in schools, interviews, and recommendations.

**Selection process:** Provide a brief narrative or submit a document describing the selection process for apprentices including the criteria developed for selection.

**Credit for Prior Experience:** Provide a brief narrative or submit a document describing the process for awarding credit for prior experience of apprentices. The decision shall be based on fair and equitable criteria, using objective methods to assess the individual's work history, previous learning, and/or present skills.

**Wage Scale:** Apprentices shall be paid a progressively increasing schedule of wages that is based on a percentage of the local teacher starting salary schedule and that is equal to or higher than the pay rate for paraprofessional staff. Wages must show at least one progressive increase during the apprenticeship. **Below is an example** of a wage schedule:

**Example Apprentice Wage Schedule**

| Period of Training | Percent of Journey worker’s (Teacher’s) Rate | Apprentice’s Rate |
|--------------------|--|-------------------|
| 1                  | 53%  | \$26,000.00/year  |
| 2                  | 100%   | \$49,500.00/year  |

**Apprentice Wage Schedule**

| Period of Training | Percent of Journey worker’s (Teacher’s) Rate | Apprentice’s Rate |
|--------------------|--|-------------------|
| 1                  |  |                   |
| 2                  |  |                   |
| 3                  |  |                   |

The local union(s) were consulted on the establishment of the apprentice wage scale.

**Section VI: LEAD (MENTOR) TEACHER**

**Mentor Selection Process:** Every apprenticeship program includes structured on-the-job learning, and apprentices receive hands-on training from an experienced mentor at the job site. Quality mentoring and feedback are foundational components of an effective Teacher Apprenticeship model.

Please provide a narrative description of criteria developed for the lead (mentor) teacher. Describe and/or submit artifact for what selection, preparation, training, and ongoing support will look like for lead (mentor) teachers.

What compensation will lead (mentor) teachers receive?

## Section VII: PARTNERSHIP

### **Roles and responsibilities of partners:**

The signatory employer is responsible for on-the-job training and evaluation along with keeping ODHE informed of the status of apprentices in the program. The Educator Preparation Program is responsible for the related instruction and keeping the signatory employer informed of the academic progress of apprentices in the program.

The Signatory Employer shall provide the sponsor (ODHE) with apprentice records, to include:

- All apprentice candidate applications
- Intent-to-Sponsor Letters
- Apprenticeship agreement
- Credit voucher

The Signatory Employer shall provide the sponsor (ODHE) with updates of apprentice progress, to include:

- Hours of on-the-job training hours logged by Work Process Schedule at the end of each term.
- Notification of apprentice wage increases annually.
- Results of apprentice progress evaluations at the end of each term.



**Partners:** Please describe the roles and responsibilities of each partner in the apprenticeship program and how efforts will be coordinated. Describe articulation and other formal agreements made between partners and plans for communication between partners for program management.

**Memorandum of Understanding (MOU):** Once partnerships have established a proposed model and are ready to launch, it is important to establish a legal agreement between partners that details program obligations, responsibilities, and data sharing parameters. An MOU between the district, EPP, and other key partners should outline the role and responsibilities of each party involved, commitments and expectations, and elements of the partnership. Other partners besides the district and EPP should be included if they are obligated to administer or be involved in any key responsibilities for executing the apprenticeship program.

Please attach the following items for review and consideration:

- Signed MOU from parties indicating the program commitment and agreement is included.**
  
- Any supplemental materials that may be beneficial for the reviewers' consideration are included.**

Please list by name all attachments included:

## Section VIII: ASSURANCES

**Data Sharing Agreement:** A data sharing agreement should be established between partners to include the EPP and signatory employer and any other partners and/or potential research and evaluation partners. Developing a data sharing agreement is needed when partners are interested in sharing program data with each other, such as apprentice classroom performance or apprentice teacher evaluation data.

- **Assurance Statement:** *I recognize that a Data Sharing Agreement must be used to govern data sharing and use between the EPP, signatory employer, local districts, and partnerships should ensure sufficient information is shared with one another to spur continued improvement. Our MOU will include a Data Sharing Agreement with partnership details. I also agree to provide program data and participant information to the sponsor, Ohio Department of Higher Education as requested.*

**On-the-Job Learning Competencies:** Applications must demonstrate planning and programming for the approved On-the-Job Training (OJT) Work Competencies for the Teacher Occupation Apprenticeship.

- **Assurance Statement:** *I recognize that On-the-Job Training Competencies should be used to guide the development of the EPP coursework and on-the-job experience, and partnerships should ensure apprentices will be successfully proficient in each competency by the end of the apprenticeship. I will ensure apprentices have the opportunity to experience On-the-Job Training opportunities related to the license they will earn.*

**Exit Requirements and Licensure:** In order to earn a teaching license while completing the Ohio Teacher Apprenticeship model, apprentices must meet key exit requirements and state required licensure elements including:

- Meeting the state credential requirements (pass OAEs) to become a licensed teacher
  - Fully completing related instruction or EPP sequence of courses
  - Fully completing structured, on-the-job student teaching experience
  - Meeting any other requirements partnerships require in their apprenticeship program
- **Assurance Statement:** *I recognize that Exit Requirements and State Licensure are fundamental elements of a Grow Your Own Teacher Apprenticeship, and our program is designed to meet the needs for a candidate's completion, credentialing, and employment.*

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EPP authorized representative and title

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Signatory Employer Primary representative and title

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EPP Signature & Date

I agree to all the above assurance statements.

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Signatory Employer Signature & Date

I agree to all the above assurance statements.