

Paving the Way: Developing Pathways for Expanded Learning Educators into Teaching

Final Report

Summer 2021



California AfterSchool Network

CONNECT. CONVENE. INSPIRE.

Table of Contents

Executive Summary	3
1. Introduction	5
2. Overview of Work Completed	5
3. The Opportunity	7
4. Expanded Learning Quality Standards and Workforce Competencies	11
5. Promising Teacher Preparation Models	15
6. Recommendations	16
Appendices	i
<i>A.Acknowledgements</i>	<i>i</i>
<i>B.Paving the Way: Pathways for Expanded Learning Educators into Teaching Convening Summary</i>	<i>iv</i>
<i>C.Potential Preparation Models</i>	<i>vii</i>
<i>D.Scan of Potential Funding Opportunities</i>	<i>xix</i>

Executive Summary

The Opportunity

As California’s teacher shortages persist, California is in need of more teachers, particularly teachers of color and bilingual teachers. Compared to the K-12 teaching workforce, the expanded learning workforce, which is estimated to consist of over 30,000 educators, is highly representative of California’s students. Additionally, expanded learning educators are often from the same community they serve. Expanded learning educators also possess essential teaching competencies and

many see their experience in expanded learning as stepping stones to becoming teachers, making them ideal teacher candidates.

Characteristics Of An Effective Pathway

There is a need to create more intentional pathways for the expanded learning workforce to access high-quality teacher preparation programs, such as teacher residency programs, to become credentialed teachers. Teacher preparation pathways for expanded learning educators should include:

- Flexible schedules to accommodate continued work in expanded learning
- Recognition of prior expanded learning experience
- Supervised clinical practice / on-the-job training, with opportunities for some of this practice to take place in expanded learning settings
- Fair wages that compensate candidates for the time they spend teaching
- Mentorship and coaching provided by experienced teachers (with compensation)
- Wraparound supports to assist candidates

Recommendations

The following strategies are intended to support the above outlined recommended pathway characteristics and supports for expanded learning educators to become teachers.

Local Partnerships

Local partnerships must consider the needs, past experiences, and competencies of expanded learning educators when designing programs and curriculum. These partnerships should at minimum include local educational agencies, expanded learning programs, and teacher preparation programs.

State Systems

State systems should convene to discuss and advance opportunities for strengthening alignment and coordination across systems and supporting development of expanded learning teacher pathways throughout the state. At minimum, state systems partners should include the Commission for Teaching Credentialing, California Department of Education (including the Expanded Learning Division), CSU Chancellor's Office. Additional state partners may include the Community College Chancellor's Office, the University of California Office of the President, and state workforce development partners such as the California Department of Industrial Relations.

Intermediary Support

Intermediary organizations can play a critical role in supporting partnerships and pathways by sharing information, resources, and supports for the expanded learning teacher pathways.

1. Introduction

As schools and educators return to in-person instruction, and teacher shortages persist, California is in great need of well-prepared and diverse teachers. The majority of California's expanded learning educators — which includes anyone who works in a before or after school program, in a summer program, or in an out-of-school program — are young, bilingual people of color who come from the same communities they serve and have strong knowledge and abilities in youth development. These characteristics position the expanded learning workforce to become the kinds of teachers California's students need. However, there is work to be done to coordinate across systems at the local and state levels to provide this workforce with access to high quality teacher preparation pathways.

In 2021, the California AfterSchool Network (CAN) led a collaborative effort to identify the current opportunities and challenges to strengthen teacher pathways for the expanded learning workforce at the state level, supported two expanded learning providers and their partners to explore these pathways at a local level, and shared information and resources with key stakeholders. This report summarizes the findings from this effort, including recommended strategies for advancing this important work.

2. Overview of Work Completed

Between March and August 2021, the [California AfterSchool Network \(CAN\)](#) and its partners explored potential pathways for expanded learning educators to become credentialed teachers, with a particular focus on bilingual expanded learning educators. This work included the following key activities, which are described below:

- Community of Practice
- Discovery
- Stakeholder Convening
- Training and Resource Development

COMMUNITY OF PRACTICE

CAN partnered with the [National Center for Teacher Residencies \(NCTR\)](#) to convene a Community of Practice (CoP) focused on exploring the [teacher residency model](#) as a high-quality pathway for expanded learning educators to become credentialed teachers. Representatives from LA's BEST Afterschool Enrichment Program (LA's BEST) and California Teaching Fellows Foundation (CTFF) participated in a four-part series to understand and apply the core components of the teacher residency model to their local context. CTFF's partners from California State University Fresno, the Fresno County Superintendent of Schools, and local school superintendents, principals, and staff also participated in the CoP.¹ The CoP examined the following

¹ See Appendix A for the list of CoP participants.

primary topics: Partnering and designing for equity, training site selection, the residency year, and designing for financial sustainability and scale.

DISCOVERY

CAN engaged the [Glen Price Group \(GPG\)](#) to provide research and planning support for this effort. GPG conducted a discovery process to better understand the following topics:

- The current context and opportunity for establishing teacher pathways for expanded learning educators
- Existing teacher and expanded learning educator competencies
- Potential teacher preparation pathways, including teacher residencies and registered apprenticeships
- Barriers and incentives for establishing teacher pathways for expanded learning educators
- Strategies for funding, sustaining, and scaling teacher pathways for expanded learning educators
- Existing and potential salary and pay structures for expanded learning teacher candidates

As part of this discovery process, GPG conducted desk research and reviewed existing literature, conducted informational interviews with experts in teacher preparation, apprenticeships, workforce development, and expanded learning, and synthesized key findings in a discovery report.²

STAKEHOLDER CONVENING

In late August 2021, CAN hosted a virtual convening *Paving the Way: Developing Pathways for Expanded Learning Educators into Teaching*. During this event, over 100 stakeholders joined to learn about the potential to develop the expanded learning workforce as a potential new generation of teachers. The event included:

- Remarks from keynote speaker, California State University Chancellor's Office, Assistant Vice Chancellor Marquita Grenot-Scheyer;
- A presentation from NCTR about the teacher residency model as a lever for equity;
- Presentations from the Community of Practice participants, including LA's Best, California Teaching Fellows Foundation, Fresno County Superintendent of Schools, and CSU Fresno;
- A preview of the draft recommendations from this report; and
- Time for small group reflection on the information presented and discussion of potential next steps.³

TRAINING AND RESOURCE DEVELOPMENT

In partnership with the [California School-Age Consortium \(CalSAC\)](#), CAN developed and disseminated training resources to assist expanded learning staff working with

² See Appendix A for a list of interviewees.

³ See Appendix B for more information on the convening.

students most impacted by COVID-19, with an emphasis on multilingual students. Training resources included live virtual modules and “bite-sized” videos demonstrating easy-to-implement strategies to support the social, emotional, and academic well-being of multilingual learners. These resources support the development of essential competencies that can be applied in the classroom for those who continue on a pathway to becoming teachers.

3. The Opportunity

There are over 30,000 expanded learning staff that work in publicly funded expanded learning programs at 4,500 schools across California, serving over 900,000 students.⁴ California’s expanded learning workforce will be growing to support the implementation of an additional \$1.75 billion for expanded learning programs in the state’s 2021-22 budget.⁵ As a result, the expanded learning workforce will continue to be an integral and increasingly viable resource to leverage for teacher development. Strengthening pathways for expanded learning educators to become credentialed teachers has the potential to alleviate the teacher shortage, diversify the state’s teacher workforce, support better outcomes for students, and benefit the expanded learning field.

While all of California’s students deserve well-prepared teachers, unfortunately, California is currently experiencing a significant teacher shortage. As a consequence, many districts rely on teachers with substandard credentials and permits to the detriment of California’s learners. In addition, teachers with substandard credentials and permits are most likely to teach in districts and schools with high concentrations of low-income and students of color.⁶ Research shows underprepared teachers negatively impact student achievement.⁷ The state’s recent investments to expand transitional kindergarten for all four-year olds will increase the demand for well-prepared teachers, potentially worsening the existing teacher shortage.

California not only needs more teachers to alleviate the teacher shortage and support TK expansion, but it also needs teachers who reflect the linguistic and racial diversity of its students. Research suggests that increasing the diversity of California’s teachers has the potential to strengthen outcomes for students and support teacher retention.⁸ However, California’s current teacher workforce does not reflect the demographics of the state’s students.

California serves over six million K-12 students across the state, most of which (over 72%) are students of color.⁹ However, less than 40% of California’s K-12 teachers

⁴ Partnership for Children and Youth, [The Expanded Learning Workforce Factsheet](#).

⁵ [California State Budget Summary 2021-22](#)

⁶ Learning Policy Institute, [Sharpening the Divide: How California’s Teacher Shortages Expand Inequality](#).

⁷ Ibid.

⁸ Learning Policy Institute, [Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color](#).

⁹ [California Department of Education 2020-21 Enrollment by Ethnicity and Grade](#)

are teachers of color. Table 1 compares recent demographic data on the race and ethnicity of California’s students and teachers.

Table 1: Demographics of California’s K-12 Students and Teachers		
	Students ¹⁰	Teachers ¹¹
Hispanic / Latinx	55.3%	21.1%
White (non-Hispanic / Latinx)	21.7%	61.2%
Asian	9.5%	5.8%
African American	5.2%	3.9%
Filipino	2.4 %	1.5%
American Indian or Alaska Native	0.5%	0.5%
Pacific Islander	0.4%	0.3%
Two or more races	4.1%	.97%
No response	0.9%	4.6%

Compared to the K-12 teacher workforce, the expanded learning workforce is more representative of the diverse student population in California. The majority of the expanded learning workforce in California is composed of people of color (70%). Almost 18% of students enrolled in California’s public schools are English language learners in which the top three home languages include Spanish (81.97%), Vietnamese (2.16%), and Mandarin (1.82%).¹²

The majority of the expanded learning workforce is believed to be bilingual in English and Spanish, with at least one major provider having a workforce that is 90% bilingual.¹³ Additionally, the vast majority of the expanded learning workforce live in the communities where they serve.¹⁴ This is significant because California’s publicly funded expanded learning programs serve communities that are furthest from opportunity. For example, schools with CDE-funded expanded learning programs are more likely to serve English language learners (28.5%) and students experiencing economic poverty (82.2%) than the state average (19.3% and 60.9% respectively).¹⁵

Staff who work in California’s publicly-funded expanded learning programs are already well-positioned to transition into TK-12 teaching positions based on their existing competencies, experiences supporting student and family health and wellbeing, and interest in becoming TK-12 teachers. As described later in this

¹⁰ Ibid

¹¹ California Department of Education, [Fingertip Facts on Education in California](#).

¹² California Department of Education, [English Learner Students by Language by Grade, State of California, 2020-21](#)

¹³ Ibid

¹⁴ Data for largest publicly funded afterschool provider, serving 40,000 children daily: Partnership for Children and Youth, [The Expanded Learning Workforce Factsheet](#).

¹⁵ California AfterSchool Network, [State of the State of Expanded Learning in California 2018-19](#).

report, expanded learning educators already possess key competencies needed to become a high-quality teacher (see [Competencies section](#)). The expanded learning workforce is already leading the movement for whole child health and wellness and community schools¹⁶ and has provided integral support to families, students, and schools during the COVID-19 pandemic.¹⁷ Fortunately, expanded learning educators have expressed interest in teacher pathways: expanded learning site coordinator surveys from recent years indicate that, on average, more than half of site coordinators are interested in a career in the K-12 workforce, with over one quarter of site coordinators wanting to become TK-12 teachers.¹⁸

Strengthening pathways for the expanded learning workforce to become teachers will also help expanded learning programs recruit, support, and nurture expanded learning educators. Established career ladders are a proven tool for supporting the incumbent workforce¹⁹ and can help expanded learning providers attract and retain a high-quality workforce.

California should seize this critical opportunity to support today's expanded learning workforce to become the high-quality teachers of tomorrow.

Community of Practice Spotlight

Examples from the community of practice highlight how these opportunities present themselves in the field.

California Teaching Fellows Foundation (CTFF) and Partners

Through strategic relationships with community colleges, public universities, and private colleges, CTFF recruits college students to work in afterschool and expanded learning programs as part of a pipeline strategy to support the development of potential new teachers.

CTFF is part of a larger “grow your own” pipeline that begins training students from the community to work with students in expanded learning programs and then support them to enroll in the newly launched Rural Teacher Residency Program. The Rural Teacher Residency Collaborative is a partnership between CTFF, California State University Fresno, the Fresno County Superintendent of Schools, and local rural school districts. Upon completion of the program, new teachers get hired in a nearby district, often in the same one where they completed their residency.

The demographics of the teacher residents mirror those of the districts and their students. Many of the teacher residents are students of color and first generation who are going back into their communities to teach. Additionally, 53% of the mentor teachers are teaching in the district they attended for their K-12 education. One, partner district reported that 100% of their mentor teachers were formerly K-12 students in their district.

¹⁶ See: [Whole Child Health and Wellness Strategic Direction and Call to Action](#).

¹⁷ California AfterSchool Network, [A Hub of Community Resilience: California's Expanded Learning Programs Respond to Crisis](#).

¹⁸ California AfterSchool Network, [State of the State of Expanded Learning in California 2018-19](#).

¹⁹ Career Ladders Project, [Career Ladders and Pathways for the Hard-to-Employ](#).

LA's BEST

LA's BEST expanded learning educators mirror the demographics of the expanded learning workforce in California. Over 90% of their staff are people of color and many are from the same community they serve. One in four LA's BEST staff were also part of the program as young people. Additionally, according to a 2021 Staff Survey conducted by the Claremont University Evaluation Center, 45% of LA's BEST staff are interested in obtaining a pre-K-12 teaching position after their employment with LA's BEST and 70% of staff stated that LA's BEST has significantly shaped their interest in teaching as a career.

4. Expanded Learning Quality Standards and Workforce Competencies

California's expanded learning workforce have opportunities to work in high-quality programs where they develop specialized competencies that align to the competencies they'll need to become TK-12 teachers.

Publicly funded expanded learning programs in California seek to be quality driven. *The Quality Standards for Expanded Learning in California* describe high levels of quality for expanded learning programs at the programmatic, staff, and participant levels.²⁰ These standards were developed by the California Department of Education Expanded Learning Division and the California AfterSchool Network Quality Committee to help ensure high quality programs across the state. The standards create the conditions for expanded learning staff to develop and demonstrate knowledge, skills, and dispositions for working with California's diverse students and their families.

CAN and its partners asked key stakeholders to identify the core competencies that the expanded learning workforce develop while working in California's expanded learning programs that will help them succeed as credentialed teachers. The identified competencies included:

- Student and family engagement
- Relationship development with students, families, other educators, and community programs
- Whole child approaches such as supporting social-emotional learning and health and wellness
- Classroom management
- Experiential and service-based learning
- Understanding of culture and language
- How to incorporate student voice and choice
- Youth development
- Adapting to rapidly changing situations and managing multiple competing priorities

²⁰ [California Quality Standards for Expanded Learning](#).

- Critical thinking
- Making do with the “resources, space, and students that show up”
- “Willingness to fail” and try new things

Many of these competencies are supported and documented in existing resources that guide program quality and professional development for California’s expanded learning programs, including:

- The *California Core Competencies for Before and/or After School Professionals* describe the recommended knowledge and skills for state and federally funded expanded learning professionals working in California.²¹ These competencies were developed by [ASAPconnect](#) and expanded learning leaders from across California.
- The [National AfterSchool Association’s Core Knowledge and Competencies for Afterschool and Youth Development Professionals](#) also describe the knowledge, skills, and dispositions necessary “to provide high-quality afterschool and youth development programming and support the learning and development of children and youth.” These competencies were developed for programs across the country.²²

The *California Core Competencies for Before and/or After School Professionals* and the *Core Knowledge and Competencies for Afterschool and Youth Development Professionals* are well-aligned with the *California Teaching Performance Expectations (TPEs)*, that “comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California.”²³ Table 2 below demonstrates the alignment between these competency frameworks.

Community of Practice Spotlight

California Teaching Fellows Foundation (CTFF) and Partners

Once in the program, CTFF invests in the professional development of the Teaching Fellows through trainings on classroom management, trauma-informed care, among many other topics. CTFF recognizes that the Teaching Fellows also need holistic supports so they also support the fellow’s personal growth and development through life coaching, financial literacy workshops, and more. Lastly, through all the supports and training, Teaching Fellows get paid to work in expanded learning programs and gain valuable experience that will set them up for success if they decide to enroll in a teaching credentialing program. Every teaching fellow receives 32 hours of paid professional development and 700 hours of hands-on experience with opportunity for feedback and support.

²¹ ASAP Connect, [California Core Competencies for Before and/or After School Professionals](#).

²² National AfterSchool Association, [Core Knowledge and Competencies for Afterschool and Youth Development Professionals](#).

²³ California Commission on Teacher Credentialing, [California Teaching Performance Expectations](#).

LA's BEST

Using the Quality Standards for Expanded Learning in California, LA's BEST provides robust training and professional development to their staff. The team provides training on leadership; behavioral management; meeting the social, emotional, intellectual and physical needs of students; and caring for students who may face particular challenges in school or at home. Staff are also trained to help children build self-esteem and guide students to set and achieve goals. A unique part of the staff development includes teaching staff how to explore their students' interests and then create programs that reflect those interests and choices.

Competencies highlighted in green indicate clear alignment and competencies highlighted in blue indicate indirect alignment with TPEs. An asterisk (*) indicates alignment with multiple TPEs.

Table 2		
CTC - California Teaching Performance Expectations Domain	ASAP Connect - California Core Competencies for Before and / or After School Professionals Skill Areas ²⁴	NAA - Core Knowledge and Competencies for Afterschool and Youth Development Professionals Content Area ²⁵
1. Engaging and supporting all students in learning	<ul style="list-style-type: none"> Families and Communities 	<ul style="list-style-type: none"> Family, School, and Community Relationships Youth Engagement
2. Creating and maintaining effective environments for student learning	<ul style="list-style-type: none"> Curriculum and Learning Environment* 	<ul style="list-style-type: none"> Cultural Competency and Responsiveness Interaction with Children and Youth Learning Environments and Curriculum*
3. Understanding and organizing subject matter for student learning	<ul style="list-style-type: none"> Child and Youth Development* Curriculum and Learning Environment* 	<ul style="list-style-type: none"> Learning Environments and Curriculum* Child/Youth Growth and Development*
4. Planning instruction and designing learning experiences for all students	<ul style="list-style-type: none"> Child and Youth Development* Curriculum and Learning Environment* 	<ul style="list-style-type: none"> Learning Environments and Curriculum* Child/Youth Growth and Development*
5. Assessing student learning	N/A	<ul style="list-style-type: none"> Child/Youth Observation and Assessment
6. Developing as a professional educator	<ul style="list-style-type: none"> Professionalism 	<ul style="list-style-type: none"> Professional Development and Leadership Program Planning and Development
N/A	<ul style="list-style-type: none"> Healthy and Safe Environment 	<ul style="list-style-type: none"> Safety and Wellness
N/A	<ul style="list-style-type: none"> Program Management (for PM staff) 	N/A

²⁴ ASAP Connect, [California Core Competencies for Before and/or After School Professionals](#).

²⁵ National AfterSchool Association, [Core Knowledge and Competencies for Afterschool and Youth Development Professionals](#).

5. Promising Teacher Preparation Models

In order for expanded learning teacher pathways to address the state's teacher shortage and support equity-driven student outcomes, these pathways must include high-quality teacher preparation models. CAN and its partners explored potential models for high quality teacher preparation for the expanded learning workforce with a particular focus on the teacher residency model.

There are many teacher preparation programs across the state, but teacher residency programs are continuously elevated as the 'gold standard' for teacher preparation due to their rich clinical experience. Apart from the rich clinical experience, residencies are consistently cited as the ideal teacher preparation model because they can help address teacher shortages, especially in high need areas and fields, through improved recruitment and retention. Residencies provide candidates with strong preparation in the communities they will teach, connections to mentors, and financial incentives. Research shows that residency models have long lasting positive impacts including the recruitment of a more diverse teacher pool, better rates of retention, and improved student outcomes.²⁶ Teacher residency programs can be a lever for equity because they provide rigorous and robust preparation strategies that help identify and prepare diverse teachers to teach the diverse students of California. Additionally, research suggests that when residents train to teach with a high-quality mentor teacher, student learning is also amplified.²⁷ For these reasons, the Community of Practice worked closely with NCTR to understand how the residency model can be used to prepare the expanded learning workforce to become TK-12 teachers.

CAN and GPG also explored the registered apprenticeship model as a potential innovative teacher pathway. Registered apprenticeships and teacher residency models were explored in unison because both have similar programmatic structures. Key components of teacher residency programs include: classroom instruction, supervised clinical training aligned to coursework, stipends to residents, a supportive mentor, and often leads to a job in the same community where the residency occurs. Similarly, registered apprenticeship programs also include on-the-job training, mentors, compensation to apprentices, and a job upon completion of the program.²⁸ There is ongoing work in California to establish a registered apprenticeship program for individuals interested in working in the expanded learning field. Additionally, informational interview participants suggested that there is growing interest in using the registered apprenticeship program to access workforce development funding to help sustain teacher residency programs.

²⁶ Learning Policy Institute, [The Teacher Residency: An Innovative Model for Preparing Teacher](#).

²⁷ Glass Frog Solutions, [Exploring the Ancillary Benefits of Residency and Differential Staffing Programs](#).

²⁸ See Appendix C for additional information on teacher residency programs and registered apprenticeships and areas of alignment.

6. Recommendations

In order to maximize the opportunities described above, California's systems leaders must create pathways that recognize and value the experience of the expanded learning workforce and support them to access and complete high-quality teacher preparation programs.

Teacher preparation pathways for the expanded learning workforce should include:

- Targeted outreach and recruitment
- Flexible schedules that allow candidates to continue working in their expanded learning programs while they complete their credentialing requirements
- Recognition of prior expanded learning experience, with opportunities for candidates to earn credit for prior learning to help expedite degree completion
- Supervised clinical practice / on-the-job training, including some supervised clinical practice that takes place in expanded learning settings, where candidates can apply what they learn in their coursework and gain practical classroom experience
- Fair wages that compensate candidates for the time they spend teaching and provide them a living wage
- Mentorship and coaching provided by experienced teachers, with compensation for the mentor
- Wraparound supports for candidates to help them:
 - Navigate and apply for additional financial supports
 - Address basic needs, such as housing, food security, child care, and transportation
 - Prepare for credentialing exams
- Strong partnerships between educator preparation programs, local educational agencies, expanded learning programs, and other relevant community partners such as workforce development boards and labor organizations
- Dedicated capacity to oversee partnership development, program coordination, fund development, etc.
- Creative blending and braiding of funding

Community of Practice Spotlight: California Teaching Fellows Foundation (CTFF) and Partners

Through CTFF's partnership with CSU Fresno and the Fresno County Superintendent of Schools, former Teaching Fellows are recruited into the Rural Teacher Residency Program. The new teacher candidates are supported through and into enrollment, provided with residency placement, on-site credential curriculum, a mentor teacher, professional development, a living stipend, and preferential hiring upon completion. The intentional outreach and recruitment to Teaching Fellows has helped foster strong, informed, equipped, and empowered educators from the community.

As part of a larger vision, CTFF and its partners are developing the Residency Fellow Program which will focus on mentorship and early integration of expanded learning and teaching fellows that will help lend to recruitment and retention efforts by having teacher residents engage with teaching fellows.

It is also important to recognize that the vast majority of educator preparation programs in California focus on preparing educators that already have their bachelor's degree. However, less than a quarter of California's Expanded Learning Workforce currently hold a bachelor's degree.²⁹ It will be critical to explore and establish onramps for expanded learning educators to obtain their bachelor's degree in preparation to enroll in educator preparation programs. These pathways may include:

- Traditional undergraduate experiences at community colleges and universities, and guided and facilitated transfer pathways
- Pre-apprenticeships and apprenticeships, such as the Expanded Learning Apprenticeship that is under development in California
- The Classified Employee Teacher Credentialing Program, which supports pathways for classified school staff to obtain their bachelor's degree and teaching credentials — California's 2021-22 State Budget prioritizes funding for local classified employee teacher credentialing programs that recruit and support expanded learning staff

Community of Practice Spotlight: LA's BEST

LA's BEST has been trying to better understand its staff's needs and desires to support them in their personal and professional development as educators. Through surveys and informal communications, it is clear that many of their staff wish to pursue and complete their bachelor's degree and many also want a career in teaching. Their staff have stated that they would like information and clear pathways on what options and opportunities are available to them. Given that most of the staff are also from the under-resourced communities LA's BEST serves, many don't have supports and knowledge to help them navigate through all the hurdles of completing a college degree and enrolling in a credentialing program.

Recognizing the value of their staff, LA's BEST hopes to continue learning more about the barriers and challenges their staff face so they can more intentionally build and support career pathways in education. The first step in such a pathway will involve supporting staff to pursue their bachelor's degree.

RECOMMENDED STRATEGIES

The expanded learning workforce is an overlooked resource and often misunderstood by policy makers and planners working to address key deficiencies and shortages in California's teaching workforce. As outlined earlier in this report, expanded learning educators are not only demographically well positioned to

²⁹ Partnership for Children and Youth, [The Expanded Learning Workforce Factsheet](#).

become the teachers of tomorrow, but they also possess many of the essential competencies necessary to be successful teachers. At the same time, much work remains to be done to communicate the qualities that expanded learning educators bring. Additionally, many existing teacher preparation programs, pathways, and supports around the state work in isolation from each other. Key next steps must include strong collaboration between these programs to ensure that expanded learning programs and educators have access to teacher preparation programs through strong, innovative, and sustained partnerships, program design, and implementation.

The following strategies are intended to support the above outlined recommended pathways and supports for expanded learning educators to become teachers.

Local Partnerships

Local partnerships will be critical to the success of teacher pathways for the expanded learning workforce. These partnerships should include, at minimum, local educational agencies, expanded learning programs, and teacher preparation programs. Key strategies for local partnerships to support expanded learning teacher pathways include:

- Conduct targeted outreach and recruitment to support expanded learning educators to enroll in existing educator preparation programs
- Design programs to respond to the unique needs of the expanded learning workforce, such as course schedules that enable candidates to continue working in afterschool programs
 - These pathways should utilize the teacher residency model or similarly rigorous and high-quality teacher preparation models to produce well-prepared teachers that are more likely to stay in the profession
- Identify opportunities and test approaches for candidates to demonstrate competencies developed through previous expanded learning experience, with opportunities for candidates to earn credit for prior learning
- Identify opportunities and test approaches for some supervised clinical practice to take place in high quality expanded learning settings
- Document and communicate this work to support replication and scale

Community of Practice Spotlight: LA's BEST

LA's BEST recognizes that their expanded learning staff members have an incredible potential to be lifelong educators given their great skills, experience, and background. Supporting their development will strengthen the overall K-12 teaching force and also provide staff with additional career growth opportunities. Their potential short-term next steps include:

- *Gathering more information about needs & interests of staff*
- *Hosting general information sessions on teaching career pathways*
- *Inviting district HR teams and universities to host information sessions for staff*
- *Providing a clear and concise road map with personal next steps to interested staff*
- *Offering credential and interview prep coaching sessions to interested staff*

- *Continuing conversations with university and district partners*

As part of a potential long-term next step, LA's BEST hopes to continue exploring the teacher residency model and formal partnerships with university and district partners and find ways to collaborate with other expanded learning providers to maximize resources, such as funding, partnerships, and trainings.

State Systems

It is critical that state systems support local partnerships and convene to advance opportunities for strengthening alignment and coordination. Representatives from relevant state systems should convene to discuss and advance opportunities for strengthening alignment and coordination across systems and supporting development of expanded learning teacher pathways throughout the state. At minimum, state systems partners should include the Commission for Teaching Credentialing, California Department of Education (including the Expanded Learning Division), CSU Chancellor's Office. Additional state partners may include the Community College Chancellor's Office, the University of California Office of the President, and state workforce development partners such as the California Department of Industrial Relations. Key strategies for state systems leaders to support expanded learning teacher pathways include:

- Provide information, financial resources, and technical assistance to foster strong local partnerships between teacher preparation programs, local educational agencies, and expanded learning programs
- Coordinate information sharing between agencies and systems about priorities, initiatives, and other opportunities related to growing a diverse teacher workforce in California
- Strengthen data collection and reporting about the expanded learning workforce, teacher licensure, and teacher vacancies
- Consider opportunities to leverage the expanded learning workforce for current and planned educator preparation investments
- Include the expanded learning workforce as a priority target population for future educator preparation investments
- Based on the work of local partnerships, examine opportunities and potential policy changes needed to allow candidates to demonstrate competencies developed through previous expanded learning experience, with opportunities for candidates to earn credit for prior learning to help expedite degree completion
- Based on the work of local partnerships, examine opportunities and potential policy changes to allow some supervised clinical practice to take place in expanded learning settings

Intermediary Support

Intermediary organizations can play a critical role in supporting partnerships and pathways by sharing information, resources, and supports for the expanded learning teacher pathways. Key strategies for intermediary organizations to support expanded learning teacher pathways include:

- Provide the expanded learning field with information and resources, including how to access and complete a teacher preparation program
- Educate key stakeholders about potential funding opportunities and how they can be creatively blended and braided to support teacher pathways for the expanded learning workforce³⁰
 - Provide technical assistance to support innovative partnerships to apply for relevant funding opportunities to support teacher pathways for the expanded learning workforce
- Raise awareness and understanding about the expanded learning workforce, including the expanded learning program quality standards, educator competencies, and the impact of expanded learning on student learning and social emotional outcomes
- Document and communicate about model pathways, programs, bright spots, and lessons learned³¹
- Support the replication and scaling of promising programs
- Support collaboration at state and local levels by convening state system leaders to discuss opportunities for strengthening alignment
- Explore opportunities to leverage previously untapped funding streams to help sustain these high-quality teacher pathways. Examples include the registered apprenticeship program that would enable access to workforce funding for educator preparation
 - Facilitate shared learning among state and local education and workforce leaders about opportunities and challenges for alignment between the teacher residency model and registered apprenticeship model
 - Work with local workforce development boards to raise awareness of educator preparation pathways and examine how teacher apprenticeships may fit the criteria for WIOA funding priorities (high wage and high growth)
 - Identify teacher residency programs that are interested in registering as apprenticeships and support them to register
- Leverage existing networks or programs already in place in intermediaries to provide holistic supports for expanded learning educators working to become teachers

Given that many of these strategies will require additional financial resources, intermediary organizations should pursue opportunities for partnership with philanthropic organizations and state systems leaders to support these efforts.

Conclusion

The expansive expanded learning workforce is highly representative of the diverse population of students in California. These dedicated individuals are mostly from the

³⁰ See Appendix D: Scan of Potential Funding Opportunities

³¹ For example, sharing a recent report by Education Trust: [A Natural Fit: Supporting After-School Staff of Color in Teacher Pipelines](#).

same communities they serve and many of them view their time in expanded learning as a stepping stone into a long career in education. California's high quality expanded learning settings provide opportunities for the workforce to develop and apply core competencies that are also essential for becoming credentialed teachers. It is critical for systems leaders and decision makers to acknowledge this diverse and capable workforce and support them through new and existing pathways to become well-prepared, high-quality teachers. Through the recommended strategies outlined in this report, California can pave the way for a strong and lasting teaching workforce that results in better outcomes for all.

Appendices

A. Acknowledgements

Funders

This work was made possible by generous support from The Emerging Bilingual Collaborative.

Partners

Thank you to our partners in this work:

- The National Center for Teacher Residencies
- The Glen Price Group
- The California School-Age Consortium (CalSAC)

We would like to especially thank the National Center for Teacher Residencies (NCTR) for leading LA's BEST and the California Teaching Fellows Foundation (CTFF) in a Community of Practice, and to the Community of Practice participants for allowing us to learn with them.

Community of Practice Participants

LA's BEST and CTFF staff participated in the Community of Practice. In addition, CTFF invited several partners to participate in the Community of Practice sessions. Those listed in the table below attended at least one session.

Name	Affiliation
Brooke Berrios	Fresno County Superintendent of Schools
Christina Macias	Fresno State University
Eric Gurna	LA's BEST
Evelyn Moctezuma	Fresno State's Rural Teacher Residency Program
Dr. Hank Gutierrez	Fresno County Superintendent of Schools
Dr. Heather Horsley	Fresno State University
Jeannette Ocampo	Golden Plains Unified School District
Juanita Villar	Mendota Elementary
Dr. Kathleen Godfrey	Fresno State University
Laura Beebe	LA's BEST
Malia Villarreal	California Teaching Fellows Foundation
Mandi Guizar	Kerman Unified School District
Martín Macías	Golden Plains Unified School District
Mike Snell	California Teaching Fellows Foundation

Paving the Way: Developing Pathways for Expanded Learning Educators into Teaching
California AfterSchool Network - Summer 2021

Mirla Urzua	LA's BEST
Natalie Dodson	California Teaching Fellows Foundation
Pam Sellick	Kerman Unified School District
Randy Jarrett	Mendota Unified School District
Dr. Randy Yerrick	Fresno State University
Rihyanna Cervantes	Washington Elementary
Dr. Roy Mendiola	Firebaugh - Las Deltas Unified School District
Sarah Marshall	Firebaugh - Las Deltas Unified School District
Surjit Viridi	Mendota Unified School District
Tracey Coelho	Firebaugh - Las Deltas Unified School District

Informational Interview Participants

We appreciate the following stakeholders who participated in individual or group informational interviews during the Discovery phase. These informational interviews helped deepen our understanding of systems, barriers, opportunities, and potential pathways for the expanded learning workforce to become credentialed teachers.

Name	Affiliation
Aleah Rosario	Partnership for Children and Youth
Arron Jiron	Independent Consultant
Cara Mendoza	California Commission on Teacher Credentialing
Jeff Davis	California AfterSchool Network
Jen Deitrich	Partnership for Children and Youth
Jessica Gunderson	Partnership for Children and Youth
Jillian Luchner	Afterschool Alliance
Josh Modin	Foundation for California Community Colleges
Kathleen White	City College of San Francisco
Kelly Mackey	Department of Apprenticeship Standards
Leslye Lugo	California AfterSchool Network
Macy Parker	Silver Giving Foundation
Mary Vixie Sandy	California Commission on Teacher Credentialing
Marquita Grenot-Scheyer	CSU, Office of the Chancellor
Naomi Ondrasek	Learning Policy Institute
Randi Wolfe	Early Care and Education Pathways to Success (ECEPTS)
Rebecca Goldberg	Rebecca Goldberg Consulting
Shanell Brumfield	Foundation for California Community Colleges
Tim Aldinger	Foundation for California Community Colleges

B. *Paving the Way: Pathways for Expanded Learning Educators into Teaching* Convening Summary

The *Paving the Way: Pathways for Expanded Learning Educators into Teaching* took place virtually on Monday, August 23rd, 2021. Over 100 stakeholders joined the [convening](#).

Stakeholders

Some of the stakeholders represented during the convening include:

- County offices of education
- School districts
- Expanded learning providers
- Research and advocacy organizations
- Funders
- State agencies, including the California Department of Education
- Institutions of higher education
- Community based organizations

About the Expanded Learning Workforce

CAN provided information on:

- The infrastructure of expanded learning in California
- How expanded learning is a vehicle for equity
- The changes happening within expanded learning, particularly the large investments and expansion of the workforce
- The development of the expanded learning quality standards
- Demographics of the workforce
- Core expanded learning workforce competencies

Keynote Speaker

Marquita Grenot-Scheyer, Assistant Vice Chancellor for Educator Preparation and Public School Programs for the California State University, Office of the Chancellor provided remarks on:

- The chronic teacher shortage
- Statewide investments directed at teacher preparation
- CSU initiatives working on teacher preparation
- The underexplored potential of the expanded learning workforce

Residencies As A Lever For Equity

NCTR presented their mission and theory of change, highlighting how teacher residency programs can be a lever for more equitable outcomes for students. They also shared an overview of the work undertaken by the community of practice.

Looking Local: Presentations from the Community of Practice

Community of practice participants from Los Angeles and Fresno shared about their work to develop pathways for expanded learning educators to become teachers.

LA's *BEST* shared data on who their staff is, how they hope to continue learning about their needs in order to support them through a teacher preparation pathway, and some of their short and long term next steps.

California Teaching Fellows Foundation (CTFF), CSU Fresno, and Fresno County Superintendent of Schools highlighted the importance of partnerships when developing teacher residency programs and they also shared information on the Rural Teacher Residency Program they have launched.

The Community of Practice spotlights captured throughout this report reflect key information presented by the Community of Practice participants at the August convening.

Draft Recommendations

GPG provided a recap of the opportunity that expanded learning educators present to help mitigate the teacher shortage and shared a high-level version of the recommendations included in this report.

Reflection

Participants were randomly placed in small breakout rooms to reflect on all the information presented and respond to the following guiding reflection question: *From your perspective, what are key next steps for advancing teacher pathways for expanded learning educators? Who should be involved?*

Participants recorded their response to these questions in a shared [google document](#). High level themes included:

- Local strategies
- Financial supports
- Partnerships
- Advocacy and structural change
- Program design and curriculum
- Existing barriers
- Scaling
- Funding and investment
- Apprenticeships

Additional Resources

- A full recording of the convening is linked [here](#)
- [Paving the Way Convening Slide Presentation](#)
- CoP Slides:
 - [LA's BEST](#)
 - [California Teaching Fellows Foundation \(CTFF\) and Partners](#)

C. Potential Preparation Models

There is momentum to explore registered apprenticeships as a more accessible and supportive pathway for teacher preparation that emphasizes clinical experience and mentorship. This builds on efforts of the early learning and care field to develop registered apprenticeships. For instance, Early Care & Education Pathways to Success (ECEPTS) has established pathways for entry level positions in early care and education to be “on-ramps and springboards to well-paid careers in early care and education and a variety of related, respected fields.”³² Another model is the City College of San Francisco Early Childhood Development Apprenticeship Program, which prepares early care and education professionals and special education paraprofessionals. One known example of a teacher residency program that is also a registered apprenticeship is Classroom Academy, located in the state of New York.³³ Classroom Academy is a two-year graduate level program that has all the characteristics of a residency program (clinical practice, integrated coursework, stipends for candidates and mentors, etc.) that has been successfully registered as an apprenticeship.

Through these examples, researchers and systems leaders have begun exploratory discussions on the potential of this approach, particularly to establish a registered apprenticeship for expanded learning educators. Registering apprenticeships that utilizes a teacher residency model would both provide a connection to the workforce development system that could bring in new sources of funding for teacher preparation, while also keeping the high-quality teacher preparation that teacher residencies provide.

There are several similarities in the goals and structures of residency and apprenticeship models. Both residencies and apprenticeships emphasize on-the-job (OTJ) experiential learning in combination with a classroom learning component. While residency models usually provide a stipend to program participants and apprenticeships include paid work, both models include some compensation to participants. In an effort to make OTJ as authentic as possible, both residency and apprenticeship models rely on close relations between the institutions delivering the coursework and employers. Similarly, classroom learning for both models often takes place in institutions of higher education. Utilizing mentorship to provide one-on-one training and guidance is also fundamental to both models. Additionally, a key similarity in the end goals of each model is to secure employment for the program participant after program completion. This end goal not only benefits program participants, but also contributes to workforce development purposes more broadly.

This appendix provides a high-level comparison of the two models and a more detailed description about each individual model based on information gathered

³² [Ecepts Website](#).

³³ Classroom Academy, [A NYS Apprenticeship Program](#).

during the Discovery phase.

Teacher Residencies and Registered Apprenticeships Crosswalk

The following table provides a side-by-side comparison of the key characteristics of both residents and apprenticeship models.

Key Characteristics		
Themes	Teacher Residencies ³⁴	Registered Apprenticeships
Program Duration	<ul style="list-style-type: none"> One full school year 	<ul style="list-style-type: none"> Typically four years, but can range from as short as one year to as long as six years³⁵
Requirements	<ul style="list-style-type: none"> Bachelor's degree 	<ul style="list-style-type: none"> No uniform formal education requirements
Costs to participant	<ul style="list-style-type: none"> Tuition Teacher preparation tests 	<ul style="list-style-type: none"> No tuition costs to apprentices
Compensation	<ul style="list-style-type: none"> Stipends to mentor teachers Stipends for residents 	<ul style="list-style-type: none"> Progressively increasing wages in proportion to acquired skills³⁶
Coursework	<ul style="list-style-type: none"> In addition to hands-on work in the classroom, residents engage in master's-level education coursework designed to inform and enrich the residency experience 	<ul style="list-style-type: none"> Classroom learning often takes place in community or technical colleges or other vocational schools³⁷
Post-Completion	<ul style="list-style-type: none"> Residents are typically hired by school districts Residents receive a master's degree and teaching credential 	<ul style="list-style-type: none"> Apprentices receive a Certificate of Completion³⁸ For RAPs registered with US DOL, apprentices should receive a "portable, nationally-recognized credential"³⁹ Expectation of employment upon completion⁴⁰
Partnerships	<ul style="list-style-type: none"> Collaborative partnerships between institution of higher education and local educational agency (LEA) 	<ul style="list-style-type: none"> Example of partners include:⁴¹ <ul style="list-style-type: none"> Business partners Public workforce system partners

³⁴ About Residency Models: [NCTR Website](#); [California Education Code, Title 2, Section 44415](#)

³⁵ Center for American Progress, [Training for Success: A Policy to Expand Apprenticeships in the United States](#).

³⁶ Apprenticeship.gov, [Program Comparison](#).

³⁷ Center for American Progress, [Training for Success: A Policy to Expand Apprenticeships in the United States](#).

³⁸ U.S. Department of Labor, [Certificate of Completion Example](#).

³⁹ Apprenticeship.gov, [Create a new program](#).

⁴⁰ Stakeholder informational interview.

⁴¹ Workforce GPS, https://mahernet.adobeconnect.com/_a14339732/psrzns0mf3iv/

		<ul style="list-style-type: none"> ○ Workforce intermediaries ○ Educational institutions ○ Apprenticeship systems
Mentors	<ul style="list-style-type: none"> ● TK-12 credentialed teacher with at least three years of classroom experience ● Provide ongoing formal and informal coaching and feedback 	<ul style="list-style-type: none"> ● Mentorship is done on a one-to-one ratio; however, sometimes this ratio can be increased to accommodate appropriate training required for specific occupational skills⁴² ● Mentors provide support, coaching, and guidance to apprentices through their on-the-job learning experiences
Benefits to Employers	<ul style="list-style-type: none"> ● LEAs can focus residencies to prepare teachers for shortage areas ● Principals know the resident’s strengths and needs because they are teaching and learning in the schools/districts where they will be hired to teach, leading to targeted and differentiated supports for new teachers ● Produces higher retention rates because the new teachers are familiar with the school and community they serve ● Creates a diverse workforce that is representative of the students served 	<ul style="list-style-type: none"> ● Ability to recruit and develop a pipeline of skilled workers. ● Financial incentives: potential access to state and federal funding streams⁴³ ● Produces higher retention rates because of trust on the part of the employees. Employees understand that employers who are developing RAs are investing in their workers’ careers⁴⁴ ● Creates a diversified and flexible workforce and larger pool of employees with specific skills ● Increases productivity; employees in a structured training program are motivated to achieve⁴⁵

⁴² Apprenticeship.gov, [Program Comparison](#).

⁴³ [California’s Registered Apprenticeship Program a Model for the Future](#).

⁴⁴ Kelly Mackey, Regional Director of Strategic Partnerships for the State of California’s Division of Apprenticeship Standards ([Podcast](#)).

⁴⁵ California Department of Industrial Relations, [Public works information - frequently asked questions](#).

Teacher Residency Model

California *Education Code* defines teacher residency programs as a “program that partners with one or more teacher preparation programs accredited by the commission and in which a prospective teacher teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.”⁴⁶

Acknowledging that teacher residency programs produce high-quality and well-prepared teachers, the State of California made a \$75 million investment in teacher residency programs in the 2018-19 Budget Act. This investment was appropriated for the Commission on Teacher Credentialing (CTC) to establish a competitive grant program to support teacher residencies in California.⁴⁷ The funds were distributed to 33 residency programs across the state to develop and expand existing teacher residency programs which focused on Science, Technology, Engineering, and Math (STEM), Special Education (SPED), and Bilingual Education. With the help of philanthropic partners, the California Teacher Residency Lab (The Lab) was launched to support and help sustain programs by providing a community of practice and technical assistance to participating programs.⁴⁸

WestEd conducted a formative evaluation of the California Teacher Residency grantees’ first year and found that residency partnerships saw progress on the number of teachers in high need areas, the number of teachers of color, and all stakeholders valued the residency program.⁴⁹

Due to the COVID-19 pandemic, continued investment in teacher residency programs was halted for the 2019-20 and 2020-21 California budget. The 2021-22 state budget, however, brings back the investment, appropriating \$350 million one-time funds to expand teacher residency programs. Additionally, President Biden’s proposed American Families Plan includes \$2.8 billion in teacher residency programs and Grow Your Own programs.⁵⁰

Salary and Pay Structures

The structures of salaries and compensations can vary greatly depending on the teacher preparation pathway model. Pay structure and amount will likely vary on a district-by-district or even a school-by-school basis. If a teacher pathway program wants to support and retain its participants, it should take into consideration local costs of living, which vary greatly across California. Further, when considering cost of living, a teacher preparation program must also weigh the impact of different supportive services it might offer in combination with wages that could potentially offset various cost of living expenditures such as transportation, healthcare, and

⁴⁶ [California Education Code, Title 2, Section 44415.](#)

⁴⁷ Ibid.

⁴⁸ Californians Dedication to Education Foundation, [California Teacher Residency Lab.](#)

⁴⁹ For the full program findings, see: West Ed, [Launching the California Teacher Residency Grant Program Findings from Year 1 \(2019/20\).](#)

⁵⁰ [Fact Sheet: The American Families Plan](#)

child care. The table below illustrates disparate costs of living in the two different Community of Practice communities within California.

Communities of Practice Cost of Living ⁵¹				
Counties	Fresno County Monthly Costs		Los Angeles County Monthly Costs	
Family Structure	1 Adult, 0 Children	2 Adults, 2 Children	1 Adult, 0 Children	2 Adults, 2 Children
Annual Total	\$36,169	\$73,872	\$42,825	\$92,295

Who Pays?

Teacher residents are generally paid by a combination of higher education partners, philanthropies, school districts,⁵² and individual schools.⁵³ Resident stipends are most often funded by short-term grants; however, when schools or school districts contribute to funding for resident stipends, this is considered a much more sustainable and financially secure approach.⁵⁴ According to NCTR, stipends comprise about half of program costs.⁵⁵

How Does Payment Occur?

Residents are paid through the form of stipends.

How Much are Participants Paid?

NCTR teacher residency programs typically provide a stipend ranging between \$2,500 and \$38,611 during their residency year, with an average resident receiving \$20,673. Some states, such as Louisiana, determine the amount that a teacher resident makes based on how much an individual would make at a typical part-time job. This approach can be justified because residents are often taking classes while working.⁵⁶

It is also important to consider the compensation that resident mentors receive. NCTR program mentors typically receive compensation ranging from \$1,000 to \$5,000 per year, with an average mentor receiving \$2,964.⁵⁷

Registered Apprenticeships

The United States Congress passed the National Apprenticeship Act (aka the Fitzgerald Act) in 1937 to establish a national system of Registered Apprenticeship

⁵¹ Economic Policy Institute, [Family Budget Calculator](#).

⁵² Education Writers Association, [Teacher Residencies: The Future of Teacher Prep?](#)

⁵³ National Center for Teacher Residencies, [Improving the Financial Sustainability of NCTR Partner Programs](#).

⁵⁴ National Center for Teacher Residencies, [Design For Impact: Designing a Residency Program for Long-Term Financial Sustainability](#).

⁵⁵ National Center for Teacher Residencies, [Improving the Financial Sustainability of NCTR Partner Programs](#).

⁵⁶ National Center for Teacher Residencies, [Design For Impact](#).

⁵⁷ National Center for Teacher Residencies, [Improving the Financial Sustainability of NCTR Partner Programs](#).

programs (RAPs).⁵⁸ RAPs allow apprentices to learn occupational skills in the classroom in combination with hands-on, paid, on-the-job training.⁵⁹ Today, apprenticeship programs in California can register with the U.S. Department of Labor Office of Apprenticeships (OA) and/or the California Department of Industrial Relations Division of Apprenticeship Standards (DAS) (see “governing entities” section below).

State certified apprenticeship in California can be traced back to 1939 with the passage of the Shelly-Malone Act, but it wasn’t until 1970 that funds were made available for classroom learning through the Montoya Act. California’s AB 554 (2011) required state and local Workforce Investment Boards to utilize Federal Workforce Investment Act (Now Workforce Innovation and Opportunity Act) training funds for apprenticeship and pre-apprenticeship activities.⁶⁰

Today, the State of California is leading the nation in the number of RAPs, with close to five times as many registered as the next closest state.⁶¹ The following table provides additional detail for California’s RAPs in comparison with the United States as a whole.

Fiscal Year 2020 Apprenticeship Data ⁶²					
	Active Apprentices	New Apprentices	Program Completers / Graduates	Active Programs	New Programs
California	96,579	32,252	14,189	1,179	111
National	636,515	222,243	82,379	25,732	3,143

According to a 2018 report, these numbers are expected to increase, reaching a goal set by former Governor Jerry Brown of 128,000 apprenticeships by 2026.⁶³

Characteristics of a Registered Apprenticeship Program

Some of the key characteristics of Registered Apprenticeship Programs (RAPs) are described below.

Duration

According to the Center for American Progress, RAPs typically last about four years, but can range from as short as one year to as long as six years in duration. RAPs

⁵⁸ U.S. Department of Labor, [History and Fitzgerald Act](#)

⁵⁹ California Department of Industrial Relations, [Best Practices: Preparation for Apprenticeship Training](#)

⁶⁰ California Workforce Investment Board, [White Paper: Apprenticeship as a Critical Component of an “Earn and Learn” Job Training Strategy in California](#)

⁶¹ According to an informational interview with a DAS representative.

⁶² U.S. Department of Labor, Employment and Training Administration, [Data and Statistics, State Apprenticeship Data](#)

⁶³ Social Policy Research Associates & Jobs for the Future, [Closing the Gap: The Future of Apprenticeship in California](#)

combine classroom and on-the-job training (OJT) with approximately 144 hours spent in the classroom and 2,000 hours on the work site.⁶⁴

Setting

Fundamental to an apprenticeship program is the opportunity for an apprentice to learn the skills of an occupation at the work site, in the actual environment in which they hope to work. A distinguishing feature of a registered apprenticeship, however, is the opportunity for an individual to complement their OJT with classroom learning, which is sometimes referred to as Related Training and Instruction (RTI). Classroom learning often takes place in community or technical colleges or other vocational schools.⁶⁵

Mentorship

RAPs include mentorship during OJT. Mentorship is often provided on a one-to-one basis; however, sometimes ratios can be increased to accommodate training required for specific occupational skills.⁶⁶

Compensation

Apprenticeships provide an opportunity to “earn while you learn.”⁶⁷ Beginning wages and benefits are set by sponsoring programs (see “Key RAP Partners” section below). In California, wages are set in consultation with and subject to the approval of the Chief DAS.^{68, 69} Compensation for a registered apprenticeship is required to correspond with the apprentice’s skill level, meaning that as an individual progresses through the apprenticeship program, their wages must progressively increase (See “Salary and Pay Structure” section below).⁷⁰

Pre-Apprenticeships

DAS also registers pre-apprenticeship programs to prepare individuals to enter and succeed in DAS Registered Apprenticeship programs.⁷¹ In order to become registered with DAS, a pre-apprenticeship program must be formally associated with at least one DAS Registered Apprenticeship Program sponsor.⁷² According to interview participants, Pre-apprenticeships do not involve OJT and instead only focus on classroom instruction.⁷³ According to one key informant interviewee, pre-apprenticeship training can be of value for individuals who require certain

⁶⁴ Center for American Progress, [Training for Success: A Policy to Expand Apprenticeships in the United States](#).

⁶⁵ Ibid.

⁶⁶ Apprenticeship.gov, [Program-Comparison](#).

⁶⁷ [Calapprenticeship.org](#)

⁶⁸ The individual serving in this role is a duly authorized representative ([Source](#)) and is also the secretary of the California Apprenticeship Council ([Source](#)).

⁶⁹ Chapter 2. California Apprenticeship Council, Subchapter 1. Apprenticeship, Article 3. [Standards for Minimum Wages, Maximum Hours and Working Conditions](#).

⁷⁰ Apprenticeship.gov, [Program-Comparison](#).

⁷¹ California Department of Industrial Relations, [Pre-Apprenticeship Program Registration](#).

⁷² Ibid

⁷³ According to an informational interview with a DAS representative.

courses or basic knowledge to be prepared for an RAP.⁷⁴

Salary and Pay Structures

Compensation for RAPs are highly dependent on factors such as the duration of the program.

Who pays?

According to a participant interview, compensation for a teacher preparation RAP would likely come from either the school district or the other relevant entities placing the individual in the classroom.⁷⁵

How does payment occur?

As described throughout this report, apprenticeship wage structures must progressively increase as an apprentice advances through an RAP. Wage structures can be designed using the following approaches:⁷⁶

Time-Based Approach: This pay-scale approach increases pay based on the completion of on-the-job training hours. Generally, this type of apprenticeship lasts between one and four years.⁷⁷ After determining the starting wage and the length of the program, a RAP would have different hours-based stages that determine wages. For example, a RAP could have an increase of pay after 25%, 50%, and 75% of hours are completed until the final wage is achieved.

Competency-Based Approach: This pay-scale approach increases pay based on the skills obtained that can be demonstrated. Some form of evaluation of apprentice skills and knowledge must be conducted to determine whether an apprentice can advance to the next competency-based pay scale. Generally, this type of apprenticeship lasts between one and four years.⁷⁸ Similar to the time-base approach described above, RAPs would need to first determine competencies, and then develop different pay scales that are associated with the attainment of competencies. For example, an RAP could have an increase of pay after 25%, 50%, and 75% of total competencies are attained until 100% of competencies are achieved, which will produce the final wage of the program.

Hybrid Approach: This pay-scale approach measures skill based on a combination of time completion and competencies attained. Generally, this type of apprenticeship lasts between one and four years, averaging at two to two and a half years.⁷⁹

How much are participants paid?

Specific amounts of pay and compensation will vary depending on the budget of the RAP sponsor and/or training institution, and on educational institutions' existing wage scales for their normal staff.

⁷⁴ Ibid.

⁷⁵ Ibid.

⁷⁶ Apprenticeship.gov, [Standards Builder User Guide](#).

⁷⁷ Ibid.

⁷⁸ Ibid.

⁷⁹ Ibid.

According to the U.S. Department of Labor Bureau of Labor Statistics, apprentices generally earn approximately half of what a fully qualified worker makes in a given industry.⁸⁰ The following table provides the average annual wage for K-12 teachers in the Community of Practice Regions (Fresno and Los Angeles), and in California as a whole.

Annual Mean Wage Estimates (May 2020) ⁸¹			
Occupation Title (all of the following exclude special education / career and technical education)	Fresno	Los Angeles-Long Beach-Anaheim	California
Kindergarten Teachers	\$76,200	\$84,990	\$76,450
Elementary School Teachers	\$84,780	\$90,600	\$85,110
Middle School Teachers	\$72,390	\$88,220	\$81,940
Secondary School Teachers	\$96,200	\$87,230	\$86,900

⁸⁰ U.S. Bureau Of Labor Statistics, [Apprenticeships: Outlook and wages in selected occupations.](#)

⁸¹ U.S. Bureau Of Labor Statistics, [Overview of BLS Wage Data by Area and Occupation.](#)

D. Scan of Potential Funding Opportunities

The discovery process included identification of potential funding opportunities that could be used to support pathways for expanded learning educators to become credentialed teachers. This discovery process coincided with the release of the 2021-22 California budget, which included unprecedented investments in expanded learning and educator preparation.

The table below summarizes potential funding opportunities that were identified by informational interview participants and through review of the 2021-22 state budget.⁸² These opportunities include:

- Investments in expanded learning that could pay and support the expanded learning workforce
- Investments in educator preparation that can support educator preparation programs and individual teacher candidates
- Investments in workforce development that could potentially support registered apprenticeship programs

Opportunity Name & Funding Agency	Amount Available (if known)	Description	Eligible Recipients	Notes and Considerations
Expanded Learning				
Expanded Learning Opportunities (ELO) Grant	CA 21-22 Budget: \$1.8 billion (Including \$1 billion ongoing and \$753.1 million one-time funds, expected to increase to \$5 billion in 2025-26)	Provides local educational agencies (LEAs) the opportunity to provide supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks.	<ul style="list-style-type: none"> • Local Educational Agencies 	<ul style="list-style-type: none"> • Strategy 2 includes educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
Educator Preparation				
California Teacher Residency Grant Program (Commission on Teacher Credentialing)	CA 21-22 Budget: \$350,000,000 over five years (max of \$25,000 per teacher candidate in the residency program)	Provides one-time grants to develop new, or expand, strengthen, or improve access to existing, teacher residency programs that support: <ul style="list-style-type: none"> • Designated shortage fields, including special education, bilingual education, science, computer science, technology, engineering, mathematics, transitional kindergarten, or kindergarten, and any other fields identified by the commission based on an annual 	<ul style="list-style-type: none"> • Local Education Agencies (LEAs) • Must have an institution of higher education (IHE) as a partner • May work with other community partners or 	<ul style="list-style-type: none"> • Competitive grant • Requires an 80% match of the grant amount per participant (may be in-kind) • Focuses on candidates who already have a BA • Candidates teach at least half-time alongside a mentor teacher for at least one full school

⁸² This table draws from a number of sources, including the State Budget, relevant trailer bills, state agency websites, and funding solicitations. Some descriptions have been copied directly from the source without quotation.

Paving the Way: Developing Pathways for Expanded Learning Educators into Teaching
California AfterSchool Network - Summer 2021

		<p>analysis of hiring and vacancy data; or</p> <ul style="list-style-type: none"> Local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local educational agency community's diversity 	nonprofit orgs	<p>year</p> <ul style="list-style-type: none"> Candidates are required to agree to serve in sponsor's jurisdiction for four years Eligible expenses include: <ul style="list-style-type: none"> Teacher preparation costs Stipends for mentors Residency program staff costs Mentoring and induction following initial preparation
California Classified School Employees Credentialing Program (Commission on Teacher Credentialing)	CA 21-22 Budget: \$125,000,000 over five years (max of \$24,000 per participant teacher candidate)	<p>Provides grants to support at least 5,208 classified school staff in becoming credentialed teachers. "Classified school employee" means a person employed on a full-time or part-time basis as a classified school employee by a local educational agency.</p> <p>The 2021-22 Budget gives priority to LEAs that have a plan to create a new, or expand an existing, program that recruits and supports expanded learning and preschool program staff and address kindergarten and early childhood education teacher shortages.</p>	<ul style="list-style-type: none"> LEAs 	<ul style="list-style-type: none"> Competitive grant Focuses on candidates who have at least an AA Up to 10% of budget can support program administration
Golden State Teacher Grant Program (California Student Aid Commission)	CA 21-22 Budget: \$500,000,000 over five years (\$20,000 per candidate)	One-time grant funds of up to \$20,000 to each student enrolled within an accredited California IHE on or after January 1, 2020, in a professional preparation program leading to a preliminary teaching credential, approved by the CTC, if the student commits to working in a high-need field at a priority school for four years after the student receives the teaching credential.	<ul style="list-style-type: none"> Individual teacher candidates 	<ul style="list-style-type: none"> Competitive grant
California Pre-Kindergarten Planning and Implementation Grant Program (California Department of Education)	CA 21-22 Budget: \$300 million, \$100 million of which will be used for competitive grants to increase the number of highly qualified teachers available to serve in	<p>A state early learning initiative with the goal of expanding access to classroom-based prekindergarten programs at LEAs.</p> <p>The Superintendent shall award one hundred million dollars (\$100,000,000) in competitive grants to local educational agencies to increase the number of highly-qualified teachers available to serve California state preschool programs and</p>	<ul style="list-style-type: none"> LEAs LEAs may apply on behalf of a consortium of providers including CA state preschool programs and Head Start 	<ul style="list-style-type: none"> Competitive grant Allowable expenses include but are not limited to: <ul style="list-style-type: none"> Tuition, supplies, and other related educational expenses Transportation and childcare costs Substitute teacher pay for professionals currently working

	<p>specified capacities</p>	<p>transitional kindergarten pupils, and to provide California state preschool program, transitional kindergarten, and kindergarten teachers with training in providing instruction in inclusive classrooms, culturally responsive instruction, supporting dual language learners, enhancing social-emotional learning, implementing trauma-informed practices and restorative practices, and mitigating implicit biases to eliminate exclusionary discipline, pursuant to this section.</p> <p>Grants awarded for professional development may be used for costs associated with the educational expenses of current and future California state preschool program, transitional kindergarten, and kindergarten professionals that support their attainment of required credentials, permits, or professional development in early childhood instruction or child development, including developing competencies in serving inclusive classrooms and dual language learners.</p>	<p>programs</p> <ul style="list-style-type: none"> • LEAs may partner with accredited IHEs that provide high-quality or credit-bearing trainings, or apprenticeship programs 	<p>in CSPP, TK, or K classroom</p> <ul style="list-style-type: none"> ○ Stipends and PD expenses ○ Career, course, and professional development supports ○ Linked courses, cohorts, or apprenticeship models
<p>National Board for Professional Teaching Standards Certification Incentive Program (California Department of Education)</p>	<p>CA 21-22 Budget: \$250 million over five years</p>	<p>One-time investments to incentivize 2,500 highly qualified National Board Certified teachers to teach and mentor other instructional staff in high-poverty schools.</p> <p>A teacher attaining a national board certification will be eligible for an award of up to \$25,000 if the teacher agrees to teach at a high-priority school, which is a school with 55% or more of its pupils classified as an English learner or foster youth, or eligible for a free or reduced-price meal.</p> <p>A teacher who initiates the process of pursuing a certification from the National Board for Professional Teaching Standards when teaching at a high-priority school will be eligible for a grant of \$2,500.</p>	<ul style="list-style-type: none"> • Individual teachers 	<ul style="list-style-type: none"> • Competitive grant • Could potentially be used to support teacher and or mentor stipends

Workforce Development				
California Apprenticeship Initiative (Chancellor of the California Community Colleges)	CA 21-22 Budget: \$30,000,000 Applicants may request up to \$500,000 for each proposed program	Seeks to create new and innovative apprenticeship opportunities in priority and emerging industry sectors or areas in which apprenticeship training does not currently exist (per California <i>Education Code</i> Section 79148.1). According to the current RFA , “Priority will be given to applications proposing programs in new, innovative, and non-traditional sectors that are responsive to economic recovery with equity in light of the COVID-19 pandemic.”	<ul style="list-style-type: none"> California Community College Districts (CCDs) and Unified School Districts/LEAs 	<ul style="list-style-type: none"> Competitive grant The current grant period is open between August 17, 2021 and December 17, 2021 (see RFA) One-time grants / not intended to provide ongoing funding Could help provide the seed funding to register residency programs as apprenticeships
Apprenticeship Related and Supplemental Instruction (RSI), also known as Montoya Funds (California Community College Chancellor’s Office)		California provides state funding to support related supplemental instruction (i.e. classroom instruction for apprenticeships). Community College districts and LEAs approved by the Division of Apprenticeship Standards can receive reimbursement for classroom instruction for apprentices.	<ul style="list-style-type: none"> Community College Districts and LEAs that partner with apprenticeship program sponsors 	<ul style="list-style-type: none"> California <i>Education Code</i> Section 8152 specifies the reimbursement rate for RSI⁸³
California Workforce Accelerator Fund (California Workforce Development Board & Employment Development Department)		Competitive grants that support projects that accelerate skill development, employment, and reemployment for one or more target populations.	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> Competitive grant Information about the program and previous award cycles is available on the CWDB website
Strong Workforce Program (California Community College Chancellor’s Office)		Supports Career Technical Education at K-12 LEAs and CA Community Colleges.	<ul style="list-style-type: none"> Community college districts (Local share) 	
Workforce Innovation and Opportunity Act (WIOA) Title IB (U.S. Department of Labor’s Employment		Supports On-the-Job Training (OJT), Related Training Instruction (RTI), and supportive services for individuals. Funding is distributed to states using a formula and typically administered by local Workforce Development Boards.	<ul style="list-style-type: none"> Local Workforce Development Boards 	<ul style="list-style-type: none"> Could provide ongoing funds for on-the-job training for registered apprenticeships

⁸³ https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=8152_&nodeTreePath=1_1_6_1_5&lawCode=EDC

and Training Administration)				
------------------------------	--	--	--	--

In addition to the funding opportunities identified in the table above, interview participants flagged a number of potential future funding opportunities to monitor:

- California’s pending [Assembly Bill 520](#) (Gibson) would establish the California Diversifying the Teacher Workforce Grant Program in the State Department of Education to provide one-time competitive grants to local educational agencies to develop and implement new, or expand existing, programs that address a local need to develop a teacher workforce that serves all pupil populations, including Black pupils.
- President Biden’s Administration’s Infrastructure Bill. The original proposal for this bill included investments in teacher residency programs and other “grow-your-own” models. However, the version of this bill passed by the Senate in August 2021 did not appear to include these investments.