



**GROW YOUR OWN -
REGISTERED TEACHER
APPRENTICESHIP
PROGRAM**

*Department of Teacher Education and Licensure
Virginia Department of Education
PO Box 2120
Richmond, Virginia 23218-2120*



COMPETITIVE GRANT APPLICATION

Grow Your Own – Registered Teacher Apprenticeship Program

Issue Date: April 25, 2024

Title: Grow Your Own – Registered Teacher Apprenticeship Program

Issuing Agency: Virginia Department of Education

Agency Contact: Shawna LeBlond, Director
Office of Apprenticeships
Virginia Department of Education
PO Box 2120
Richmond, Virginia 23218-2120

Issued to: Virginia Public School Divisions

Funding Authority: American Rescue Plan – Elementary and Secondary
Emergency Relief (ARP ESSER) – Contingent Upon
Funding

Grant Period: November 1, 2023 (or upon Grant Award) – September 30,
2024, with possible extension through May 2026,
contingent upon ESSER extension

Application Submission Deadline: Applications accepted on a rolling basis

Interested applicants (school divisions) are requested to electronically submit a grant application to Ms. Shawna LeBlond at Shawna.LeBlond@doe.virginia.gov.

Please direct all inquiries, questions, and requests for information to: Ms. Shawna LeBlond, Director, Office of Apprenticeships Virginia Department of Education, either by email to Shawna.LeBlond@doe.virginia.gov or phone (804) 750-8594.

All of the conditions imposed herein, the undersigned offers and agrees to operate a grant program in accordance with the attached signed grant application or as mutually agreed upon through subsequent negotiation.

The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, age, political affiliation, veteran status, or against otherwise qualified persons with disabilities in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

APPLICATION PROCEDURES

In order to be considered for selection, school divisions must submit a complete application. The completed and signed **Proposal Cover Page** must be submitted.

Proposals should be submitted electronically. The proposal must be submitted via e-mail to Shawna.LeBlond@doe.virginia.gov, with the **Subject Line of GYO-Registered Teacher Apprenticeship Program – School Division Name**

IMPLEMENTATION GRANT SOLICITATION

The Department of Teacher Education and Licensure within the Virginia Department of Education is soliciting proposals for Grow Your Own- Registered Teacher Apprenticeship grant. This solicitation for proposals is to support eligible applicants to implement a teacher apprenticeship program starting in the 2024-2025 school year. Grants will be awarded through a competitive process to assist eligible entities in establishing and implementing an apprenticeship program.

Eligibility: To be eligible for the grant, the local education agency (LEA), in partnership with a state-approved Educator Preparation Program (EPP), must propose a Registered Apprenticeship Teacher Program with program completers eligible to become teachers-of-record by no later than May 2026. Applicants must specify in their budget what activity of this proposed program will be covered by grant funds within the current grant term ending on September 30, 2024. Applicants must also specify program activity and budget details through the end of the complete program, in the event that VDOE is able to fund activity beyond this initial grant term. LEAs may either apply as an individual division or apply as part of a regional consortium. Apprenticeship programs may support apprenticeships at the undergraduate level only. Proposals must offer a comprehensive description of the proposed program, including details on employment options, potential program enrollment, plans for recruitment, timeline, projected program completion numbers by May 2026, comprehensive plans for budget, including compensation for apprentices, mentors, and additional staff support in addition to a proposed sustainability plan if grant funding is not available.

Priority: Priority will be given to regional consortiums in hard-to-staff areas of Virginia with the capacity to provide the most cost-effective proposed program for the greatest number of teacher apprentices completed by May 2026.

A regional approach can be either a Superintendent's region applying together or neighboring school divisions applying as a consortium regardless of Superintendent's Region.

For Example: One approach could be that all school divisions in region 7 apply together or a consortium approach could be if Carroll County, Pulaski County, Galax City (all region 7) partner with Floyd County, Patrick County and Montgomery County (all region 6) to apply as a consortium because they are neighboring school divisions.

Funding: A total of \$10 million in American Rescue Plan-Elementary Secondary School Emergency Relief (ERP-ESSER) funding is contingently available through May 2026.

To be eligible for the grant, the local education agency (LEA), in partnership with a state-approved Educator Preparation Program (EPP), must propose a Registered Apprenticeship Teacher Program with program completers eligible to become teachers-of-record by no later than May 2026. Applicants must specify in their budget what activity of this proposed program will be covered by grant funds within the current grant term ending on September 30, 2024. Applicants must also specify program activity and budget details through May 2026, in the event that VDOE is able to fund activity beyond this initial grant term.

For this cycle of the grant, funding may be used to support an existing apprenticeship program or implementation of a new apprenticeship program for the 2024-2025 school year. LEAs or a consortium of LEAs should outline plans for their program through May 2026.

Total costs for the program may be shared between (1) VDOE grant funds, (2) tuition and program cost discounts provided by EPPs, including the accounting of braided financial aid sources like the Pell Grant, (3) LEAs, and (4) the Virginia Department of Workforce Development and Advancement (VDWDA), Division of Registered Apprenticeship.

Applicants may use up to 10% of the total grant award on apprentice wage supports; otherwise, it is assumed that LEAs will provide progressive wages to registered apprentices on an *in-kind* basis, as apprentices are employed in a non-teacher of record position (such as an instructional assistant/paraprofessional or a similar position). Applicants must also indicate how they will phase out the use of any grant funds used for apprentice wage supports.

VDOE anticipates that most program costs will come from EPP tuition. VDOE highly encourages EPPs to offer tuition discounts so that more apprentices can enter the program. VDOE highly encourages EPPs to account for projections of Pell Grants and other financial aid sources in their proposed budgets, which may be leveraged to drive cost per-candidate costs charged to VDOE grant dollars.

Application Appendices:

Appendix A-Apprenticeship Overview

Appendix B-Division Checklist

Appendix C-VDOE Apprenticeship Work Process

Appendix D- Competencies – Professional Standards for Apprentices

Appendix E- Sample Wage Scale

Appendix F-Budget Template with OMEGA Codes

Appendix G-Proposal Cover Page

INTRODUCTION

The VDOE seeks to sponsor apprenticeship programs between divisions and Educator Preparation Programs (EPPs). Virginia's teacher apprenticeship model will align leading practices in educator preparation and development with the rigors of the national registered apprenticeship process. The VDOE's teacher apprenticeship model will be federally recognized, nationally approved, and state monitored.

The purpose of the Grow Your Own – Registered Teacher Apprenticeship grant is to prepare individuals to enter and succeed in the state’s registered teacher apprenticeship program and ultimately, in the school division of their respective employment. The program will drive economic development through skills and educational attainment and create pathways to better paying careers and advanced credentials. The apprenticeship implementation grant also seeks to eliminate economic barriers commonly associated with an individual’s inability to invest in skills training and teacher preparation. Grant funds will be awarded to successful applicants responding to this competitive grant solicitation process.

The state-sponsored Registered Apprenticeship program must include these components: (a) non-teacher of record contractual employment, (b) school-based mentors, (c) employment opportunity for apprentices upon graduation from an accredited institution of higher education, and (d) integration of education and career pathway. Additionally, the program will provide a variety of services to ensure success in their coursework and employment (for example, individualized professional development plan).

We acknowledge that both EPPs and divisions may establish multiple partnerships to meet the needs of their local context and serve as many apprenticeship candidates as possible. This grant application is designed so that divisions may apply in collaboration with EPPs for preliminary approval of an apprenticeship program model. EPPs must offer course work from an existing, approved undergraduate degree program.

STATEMENT OF NEEDS

The application must include each of the following components of the program.

1. Program Overview, Goals, Objectives, and Outcomes

Provide a detailed narrative description of the Registered Apprenticeship program. Describe the goals, objectives (measurable), and expected outcomes (using some qualitative data) of the Registered Apprenticeship program. Please describe the division vacancy trends over time, projected teacher needs, and how the proposed apprenticeship program will address those needs to expand division pipelines for high-quality teachers. Please include any additional data which informs your program design and implementation (*such as retention or exit data*)?

Description of the core team for each partnership that will be responsible for successful planning, implementation, and management of the program. Please include details to address “Who or What office” will be responsible for data collection and program evaluation? Applicants should review and ensure that the program proposal abides by the terms of the Division Checklist (Appendix B) and Work Process (Appendix C). Applicants must also include a letter of support from leadership at the partnering EPP.

Suggested questions to consider: What is the timeline for implementation including recruitment timelines, coursework outline and completion dates? What community resources are brought to the table by each partner? Is this a new or existing partnership?

Applicants may consider using an outline format to specify the planning goals, objectives, and outcomes. A sample outline is included below:

Objective 1: By March 2023, the division Apprenticeship Manager will project enrollment for the summer 2023 pilot division cohort.

Activities:

1.1 Design and administer apprenticeship interest survey among all paraprofessionals currently employed at the elementary level. Recruit at least six internal and external collaborators to serve on the stakeholder team. Who: Apprenticeship Manager by April 2023

2.1 Design Mentor Apprentices Model with Two School-Based Educators for Each Apprentice

2. Program Design and Partnership

To meet both federal and state standards, applications must demonstrate planning and sustainable programming for the approved On-the-Job Training (OJT) Competencies for the teacher apprenticeship.

On-the-Job Training Competencies: The Grow Your Own -Registered Teacher Apprenticeship program will be competency-based, meaning the model is built on the apprentice's ability to demonstrate competencies in an observable and measurable way. The VDOE has provided OJT Competencies (See Appendix D), as required and approved by USDOL registered apprenticeships in 2023, detailing the necessary job-based learning an apprentice must demonstrate. The OJT Competencies reflect performance standards for Virginia Teachers. Mentor teachers will be asked to assess and verify mastery of the competencies for apprentices to move to completion.

Related Technical Instruction (RTI) Hours: To ensure candidates complete all coursework requirements to become fully licensed and demonstrate the OJT competencies (See Appendix C Work Process), it is critical that programs are thoughtful about how they blend on-the-job learning and traditional coursework.

Please outline a potential 2-year program timeline for completion of the Registered Apprenticeship program by May 2026, including the 2000 – 3000 OJT Hours and 288 RTI. This section may contain both narrative and graphic presentations.

Please include a sample advising worksheet that would reflect a baccalaureate degree fulfilling all licensure requirements and completion of all apprenticeship requirements as an appendix item.

Successful potential implementation plans will detail the commitments that partnerships will be making in Memorandums of Understanding (MOUs) or Agreements, include communication plans for advertising the program to key audiences and stakeholders, elements of the partnership, detail the commitments participant apprentices must agree to before joining the program, and include plans for sustaining a successful program over time. What investments are being made in this partnership and strategies for sustainability from all stakeholders? School divisions must provide signed letters from division superintendents stating support as a partner and agree to provide at least one-third cost of the program.

Signed MOU/Agreements from parties indicating the program commitment and agreement can be included as supporting evidence. Any supplemental materials that may be beneficial for the reviewers' consideration can be included as an appendix item.

3. Teacher Apprentice Recruitment, Selection and Exit Criteria

Describe the requirements and selection process for the teacher apprentices to potentially participate in this selective program. Include the requirements for applying for participation, selection criteria, and partner involvement in the selection process. Given existing division vacancy data and current EPP program data, how would your apprenticeship program seek to increase recruitment efforts to meet the diversity of your community? What strategies for recruitment will be used for the program? Who will lead program recruitment and retention of apprentices?

Please closely align any selection criteria and program admission with the VDOE Registered Apprenticeship Work Process (Appendix C).

Proposals should also include an outline of program exit criteria such as how degree requirements are met (licensure) with the EPP and procedures for mentor's evaluation of program competencies.

Exit Requirements and Licensure: In order to complete Virginia's teacher Registered Apprenticeship model, apprentices must meet key exit requirements and state required licensure elements:

- Meeting the state endorsement requirements to become a licensed teacher
- Fully completing related instruction or EPP sequence of courses
- Fully completing structured, on-the-job student teaching or/and clinical experiences
- Meeting any other requirements partnerships require in their apprenticeship program

Employers are also expected to keep records on all individuals who participate in the program and provide updates on employment activity that occurs during the program and employment status following the program.

Proposals may contain artifacts such as a draft of the division apprenticeship application including any future employment commitments with the division upon completion of the program.

4. Mentor Selection, Recruitment, and Incentives

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 effective teacher preparation in the apprenticeship model. Mentors for the new apprentice will play a key role in the success of the program and of the apprentice.

What stipend amount or other benefits will mentor teachers receive?

Please provide a narrative description or artifact for what selection, preparation, training, and ongoing support will look like for mentor teachers. The division must outline how mentors will be supported with release time or other innovation in mentor assignment to ensure a high level of engagement with the apprentice. The state will provide a required training module for all apprenticeship mentors.

The VDOE provides some [Guidance for Mentor Programs for Beginning and Experienced Teachers](#) highlighting some division program management strategies for the Commonwealth.

5. Wages, Incentives and Supports

The Grow Your Own – Registered Teacher Apprenticeship program seeks to eliminate economic barriers commonly associated with an individual’s inability to invest in skills training or teacher preparation. In order to mitigate these barriers, apprentices are also required to be paid at least \$14 per hour and to receive progressive increases as their skills and knowledge develop. Apprenticeship administrators start by establishing an entry wage and an ending wage. From there, programs must incorporate progressive wage increases as apprentices attain skill benchmarks. At least 1 progressive wage increase must occur when apprentices complete 50% of the competencies. Division partners are asked to explore hiring options for non-teacher of record employment opportunities and career paths. A potential wage pay scale or range must be included as part of the application. Please attach as an appendix item. A sample wage scale is included in the Appendix F.

Applicants may use up to 10% of the total grant award on apprentice wage supports; otherwise, it is assumed that LEAs will provide progressive wages to registered apprentices on an *in-kind* basis, as apprentices are employed in a non-teacher of record position (for example as an instructional assistant/paraprofessional or similar position). Applicants must also indicate how they will phase out the use of any grant funds used for apprentice wage supports.

Describe the incentives and supports (such as tuition, fees paid for assessments, training, mentoring) provided to the teacher apprentices. Provide programmatic strategies to ensure apprentices will be successfully prepared to receive a degree, meet all licensure requirements upon completion of the 2-year program, and complete all the requirements of the apprenticeship program.

Please note that all partner-EPPs must offer a tuition discount and decrease any non-applicable institutional fees. Applications will be given a base score in this section based on the cost per credit offered as identified below:

Cost per credit	Base Score
Under \$100	+20
\$101 - \$150	+18
\$151 - \$200	+16
\$201 - \$250	+14
\$251 - \$300	+12
\$301 - \$350	+10
\$351 - \$400	+8
\$401 - \$450	+6
\$451 - \$500	+4
\$501 - \$550	+2
\$551+	+0

Applications should still designate what percentage discount the EPP partner is offering in their narrative.

School divisions should include a detailed outline of how they would plan to offer the apprentice up to 24 months of on-the-job training and incorporate all other components from the Division Checklist (attached in Appendix B). Apprentices may count to 1000 hours from previous jobs, field placements, or practicum at the division as part of their 2000 - 3000 hours with employer verification.

Describe the incentives and supports (such as tuition discounts, training, mentoring) provided by the school division and partner-EPP to the mentors. Priority will be given for innovation in development of new incentives for mentor teachers and models for coaching and engagement in support of the apprentice.

Applicants must include a summary table to specify the incentives and supports and designate responsibility. The summary table must be included as an appendix item.

An example is included below.

<i>Activity</i>	<i>Recipient</i>	<i>Responsible</i>
<i>Provide a \$200 stipend for completion of mentoring training workshops</i>	<i>Mentor</i>	<i>School Division</i>
<i>Mentor Training Workshop</i>	<i>Mentor</i>	<i>EPP</i>
<i>65% Apprentice Tuition Reimbursement</i>	<i>Apprentice</i>	<i>EPP</i>

Suggested questions to consider: What potential options are currently available in the respective divisions? Can a new employment position entitled “Apprentice” be created by the division?

6. Evaluation and Accountability

Impact Measurement: Develop a plan for how data would be collected throughout the implementation of the program through May 2026 for monitoring program effectiveness and demonstrating impact. How will program 90-day outcomes align with grant outcomes of enrollment, achieve degree or licensure, and maintain with school division after program completion in May 2026? Follow standard VDOE reporting and monitoring requirements. At minimum, grant applicants should plan to collect the following data to be reported bi-annually:

- GPA and Praxis II/Assessment Scores
- Program Completion and Graduation Rates
- Candidate Survey Feedback
- Mentor Survey Feedback
- Division Services and Support Feedback
- Division Placement and Employment
- Future - Employment Duration

Proposals must include an evaluation plan that:

- 1) At a minimum, assesses:
 - a. The effectiveness of the program in meeting the stated goals and objectives.
 - b. The success of identifying and recruiting well-qualified candidates to work in a high-needs school environment including enrollment data, retention strategies,

- c. The effectiveness of the partnership; and
 - d. The perceptions of the program's success by participants and partners.
- 2) Describes the data that will be used to evaluate program effectiveness/impact. Applications must include how partner school divisions shall provide data requested by the university partner to evaluate program effectiveness by the mutually agreed upon timelines.
 - 3) Includes in the evaluation plan how the university and school division collect, or plan to collect, information to organize meaningful data to inform the program of its effectiveness and how such information will be used for continuous program and partnership improvement.

7. Budget and Budget Narrative

Applicants are required to submit a budget ending in September 2024 as well as a proposed budget showing proposed activities and anticipated expenditures through May 2026. If possible, VDOE will provide timely notice in the event that grant activity beyond September 30, 2024 is able to be funded. The budget submitted should reflect the reasonable costs of running the proposed program and include all proposed program and operating expenses, including all expenses associated with payments that would be made to participants via tuition funding.

Describe how the partnership will support the budget for programs either before starting the partnership or in the program's annual budget for start-up and operating costs. The budget and budget narrative should detail how the partner school divisions will sustain the proposed program.

The budget narratives should clearly describe anticipated expenditures and demonstrate a clear reimbursement schedule on a quarterly or semesterly basis. The narrative should outline the justification for the overall amount requested from grant funding and describe any in-kind contributions from LEAs and/or partners.

Expenditures should be organized under the categories on the Budget Form (Appendix F), or a reasonable facsimile thereof the document arranged by the Online Management of Education Grant Awards (OMEGA) system.

EVALUATION AND AWARD CRITERIA

Proposals will be evaluated by VDOE using the attached criteria. The maximum number of points that an application can receive is 100. Refer to the **Statement of Needs** section for additional detail on which the proposal will be evaluated.

All proposals must include the attached Proposal Cover Page signed by the Superintendent or Superintendent's designee.

All applicants, regardless of whether they received previously awarded planning grant funds, are considered new applicants for this funding cycle and will be evaluated on the basis of quality, comprehensiveness, completeness, accuracy, and appropriateness of response.

Applications that do not adhere to the required sections of this proposal application will be viewed as incomplete and not be reviewed.

PROPOSAL REVIEW AND AWARDS

Applications will be reviewed by a panel convened by VDOE. Following the review, the school division grant contact will be notified to clarify information or to discuss any modifications of the proposal that may be required.

Once a grant award has been issued, funds will be disseminated on a reimbursement basis via the OMEGA system. Funds must be expended during the designated grant award period. If possible, VDOE will provide timely notice in the event that grant activity beyond September 30, 2024 is able to be funded.

Recipients should plan to submit biannual reports for every year of the grant award period. Reporting deadlines will be communicated via the grant award notification.

APPENDICES

Appendix A: Program Introduction and Overview

In November 2021, the US Department of Labor, Office of Apprenticeship approved K-12 teaching as an “apprenticeable” occupation. As a result, programs that train and provide workforce development opportunities for K-12 teachers are now eligible to apply and become “registered apprenticeship” programs.

Registered Apprenticeship – The term “registered apprenticeship,” means a program that contains national industry standards and is registered with the U.S. Department of Labor (USDOL) (or a federally recognized state apprenticeship agency). Virginia’s two-year program will require 288 minimum hours of related technical instruction (RTI) and at least 2,000 on-the-job training hours (See Appendix C Work Process). At the completion of every USDOL registered apprenticeship program, the individual receives an industry informed and nationally recognized credential from USDOL. More information on Registered Apprenticeship can be [found here](#). It is strongly encouraged that all applicants familiarize themselves with registered apprenticeship prior to developing their proposal.

The VDOE seeks to sponsor Grow Your Own – Registered Teacher Apprenticeship programs between divisions and Educator Preparation Programs (EPPs). VDOE’s teacher Registered Apprenticeship model will align leading practices in educator preparation and development with the rigors of the national registered apprenticeship process. The VDOE’s teacher Registered Apprenticeship model will be federally recognized, nationally approved, and state monitored. As part of this federal recognition, the State Apprenticeship Agency, Virginia Registered Apprenticeship has been granted the responsibility for approving registered apprenticeships in the state of Virginia. Both agencies will coordinate to approve apprenticeships with the VDOE serving as the sponsor of record and the Virginia Department of Workforce Development and Advancement (VDWDA) approving apprentices sponsored by the VDOE.

Under the system, the state (VDOE) will serve as the sponsor of record assuming responsibility for the administration and operation of the apprenticeship program. The state agency will design the Registered Apprenticeship programs (competencies based on [Virginia Regulations Governing the Review and Approval of Education Programs](#)) and work collaboratively with school divisions (employers) that have the capacity to provide jobs to apprentices providing hands-on learning and EPP technical instruction for apprentices.

Through this grant, Virginia will pilot the Registered Apprenticeship model. In these cases, the Registered Apprenticeship program represents an evolution of the state’s residency model, in that the model includes features of the division’s grow-your-own approach for the recruitment of teachers. As a registered apprenticeship program with VDWDA, the state and apprentice become eligible for further sustainable funding through VDWDA workforce grant programs. The initial investment in quality of programming will pay off for years and ultimately ensure a permanent, sustainable source of effective teachers for students.

The state-sponsored Registered Apprenticeship program must include these components: (a) non-teacher of record contractual employment, (b) school-based mentors, (c) employment opportunity for apprentices upon graduation from an accredited institution of higher education, and (d) integration of education and career pathway. Mentor models may include some retired educators, if they support the school-based mentor in the division. Additionally, the program will provide a variety of wraparound

services to ensure success in their coursework and employment (for example, individualized professional development plan).

Review the [Department of Labor's fact sheet](https://www.apprenticeship.gov/sites/default/files/Employer_Fact_Sheet.pdf) including 5 key components on registered apprenticeships https://www.apprenticeship.gov/sites/default/files/Employer_Fact_Sheet.pdf

Roles and Responsibilities:

State Role: As the sponsor of record, the VDOE is responsible for onboarding and training new employer-division partners and ensuring that new apprentices have assigned mentors and understand the responsibility of satisfying all requirements leading to licensure in Virginia.

The VDOE has created registered apprenticeship workplans for educators (See Appendix C), including program requirements and curriculum linked with licensure endorsements in areas such as Elementary Education PreK-6 and Mathematics or other subject areas at the undergraduate levels. As the sponsor of record, the state is responsible for program oversight, administration responsibilities including VDWA program registration, related technical instruction outline and program approval, progressive wage scale, apprentice follow-up including registration, cancellations, and completions to ensure quality.

The VDOE will continue to monitor partnerships and maintain all required reporting elements necessary for program partnerships, implementation, and outcomes.

The VDOE's Director of Apprenticeship on behalf of the state will serve as the lead technical assistance hub for teacher registered apprenticeship models. The Apprenticeship Office will support program questions, both for aspiring educators and future programs. Serving current educators, future candidates, new and current division/EPP partnerships, and stakeholders. The Apprenticeship Office will operate as the one-stop-shop for programmatic support and technical assistance.

Employer (Division) Role: An employer who commits to hiring, mentoring, and supervising an apprentice as an educator agrees to build and launch a lasting teacher apprenticeship program. School divisions will:

1. Agree and abide by the terms outlined in the VDOE's Teacher Apprenticeship Division Employer Checklist attached in the Appendix B.
2. Co-design high quality programs with EPPs. Reviewing K-12 student performance data, vacancy trends, sources of future teachers, and individual school needs, divisions design programs that directly support talent gaps.
3. Train educators that students need most. Through job-embedded classroom training, mentor feedback, and 1:1 coaching, divisions develop lasting talent in real time. Program apprentices learn the division's culture, priorities, and best practices from mentor teachers, training in the content and specialty areas most needed by students. VDOE Teacher Performance Standards will be used to create job-embedded classroom training.
4. Pay apprentice(s) to earn and learn (employment). As apprentices earn their degree and licensure credential, divisions pay them as educational assistants (paraprofessional or instructional aid or a newly created position; apprentice with the division) in a multi-year structure. The progressive wages compensate a candidate's increasing ability, mirroring their growing responsibility and competency. **Apprentices are restricted from accepting teacher of record contracts or provisional licenses.**

5. Select school-based mentors or mentor management structures that allow maximum engagement with the apprentice. The VDOE's [2021 Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers](#) may provide criteria for selection and structures for program management. Apprentices complete structured and supported on-the-job training overseen by a mentor/coach/journey worker that aligns with the work processes defined by VDWD. A.
6. The division must consider how the apprentice employment will be linked with future teaching commitment with the division, such as asking apprentices to sign a letter of commitment.
7. Survey current part-time or contractual staff that may be interested in this teacher licensure pathway.

For an example, see [Tennessee's Teacher Apprenticeship: The Role of a District Educator](#)

Preparation Program (EPP) Role: EPPs can support the foundation of a strong partnership with school divisions. To build and launch lasting apprenticeship programs, EPPs can:

1. Support divisions to define their local need. EPPs can help division(s) identify vacancies, review data trends, and source talent from their community and region. Across the state, division staff capacity and staff vary, and EPPs have an opportunity to help support elements of this work.
2. Co-design flexible programs that meet division and teacher needs. Addressing previous challenges – like preparation barriers or coursework cost and length – can attract new candidates. All licensure requirements and related Virginia Regulations Governing the Review and Approval of Education Programs must be addressed.
3. Commit to the long-term success of the divisions and teachers. EPPs can chart a new course for the profession through their collaboration and reimagination. With apprenticeships, EPPs can develop innovative programs for credentialing and clear pathways into the profession.
4. Consider how clinical experiences for existing degree programs can be aligned with the apprenticeship employment requirements (non-teacher employment). Apprenticeship programs are appropriate for co-teaching or internship experiences. Additionally, the apprentice may be employed as a substitute or other non-teacher of record roles. The employment hours may affect the length of the program. A culminating clinical experience shall include a minimum of 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school for at least 10 weeks. All clinical experiences for endorsement areas must meet the requirements in the Regulations. For example, if a preK-12 endorsement is sought, teaching activities shall be at the elementary and middle or secondary levels.
5. Applicants must also consider how to ensure the success of the apprenticeship program by offering additional support to the mentor teachers participating in the program. EPPs may be able to offer tuition discounts or professional development coursework to mentor teachers.
6. Program end criteria. In addition to a degree or associated licensure credentials, VDWD. A will issue an end of program credential, which indicates successful completion of a Registered Apprenticeship Program.
7. All Virginia EPPs programs offered by EPPs that lead to licensure must be approved by the State Board of Education (BOE). To be state approved, all licensure programs must ensure that candidates have the opportunity to attain the knowledge and skills specified by the BOE, have clinical experiences in accordance with guidelines established by the BOE, and meet all other standards, procedures, and guidelines established by the *Virginia Regulations for Approved Programs*.

Appendix B: Division Checklist

Teacher Registered Apprenticeship Division Employer Checklist Virginia Department of Education

Adapted from the Minimum standards for apprenticeship, registered with the Virginia apprenticeship council

According to Chapter 6, Title 40.1 Code of Virginia Section 4. Apprenticeship Agreements

- _____ The Apprenticeship Agreement must be signed by the apprentice and the VDOE's authorized representative and registered with the State Apprenticeship Agency. The apprentice must receive a copy of the signed Apprenticeship Agreement and the Minimum Standards document.

Section 6. Term of Apprenticeship

- _____ The apprentice must fulfill the minimum of 2,000 hours of reasonably continuous employment.
- _____ The employment must be supplemented by a minimum of 144 hours/year of related instruction (Total 288 RTI hours).
- _____ Any overtime hours will be credited to the term of apprenticeship.

Section 10. On-the-Job Training (OJT)

- _____ The apprentice shall be given instruction and work experience as established by industry practice and as listed in Virginia's work processes.
- _____ Division Mentor will confirm completion of competency requirements and verify educational and previous experience.

Section 11. Related Instruction

- _____ Each apprentice shall receive related instruction and shall provide the division employer with evidence of satisfactory participation and progress following completion of each designated portion (such as degree transcript, training certificates).
- _____ A minimum of 144 hours of related instruction (RTI hours) is recommended for *each year* of apprenticeship, to be completed during the full term.
- _____ The Apprenticeship Agreement can be suspended or canceled when an apprentice does not satisfactorily complete either the on-the-job learning or related instruction. Exceptions may be allowed for sickness or injury.

Section 13. Periodic Evaluation

- _____ The progress of each apprentice's job performance and related instruction is subject to a periodic review prior to the expiration of each wage period by the employer. Should a review reveal a lack of interest or ability on the part of the apprentice, the apprentice will be informed of the deficiency and may be placed on probation for a sufficient period to determine improvement or failure. At the end of the probationary period (i.e., after 500 hours), if the apprentice has not shown acceptable improvement, the apprenticeship agreement may be suspended or canceled.

Employer must notify the VDOE Director of Apprenticeships with a progress report each semester.

The VDOE Director of Apprenticeships must promptly notify the apprentice and the VDWD in writing of any suspension or cancellation.

Section 14. Hours of Work

- _____ Hours of work for apprentices are determined by the division employer and apprentice, with full-time being the norm. Part-time schedules are permitted and must be recorded the same as for all other employees.
- _____ Time spent at related instruction (course enrollment) may not be considered as hours of work.
- _____ Sponsors shall not require apprentices to work hours that would interfere with attending related instruction except in emergencies.

Section 15. Apprentice Wages

- _____ The term of each apprenticeship program shall be divided into periods, with wages that progressively increase as the apprentice progresses in skill and productivity.
- _____ Wages are based on the basic rate paid to teachers and must reflect any credit given for previous experience. Overtime shall be based on the same percentage as that paid to all other hourly employees.
- _____ The minimum wage (\$14 per hour) paid to all apprentices employed under these Standards is recorded in the Program Registration.
- _____ Apprentices who are given credit for previous training or experience shall be paid the wage rate commensurate with the period to which such credit advances them.

Section 16. Suspension or Cancellation

- _____ **Suspension and Cancellation** - Apprenticeship Employment agreements may be suspended or canceled at any time for an appropriate reason. The VDOE Director of Apprenticeships must notify VDWD in writing within 45 days stating the reason for the suspension or cancellation.

Section 19. Number of Apprentices to be Trained in the Program

- _____ To ensure adequate training of apprentices, the division employer must ensure that each Mentor is assigned to no more than two apprentices unless that individual's position is strictly limited to mentoring.
- _____ Mentor completes Signed 671 Registration Form and submits copy of approved apprentice education transcript.

Teacher Registered Apprenticeship Common Terms

Apprentice: A paid employee who participates in structured on-the-job training (OJT) to prepare for a successful career. Apprentices earn a progressive wage as their skills and productivity increase.

Clinical experiences/Student Teaching: Time spent in the placement working directly with the teacher-of-record. Clinical experiences provide fully supported, increasingly demanding opportunities to apply coursework and to reflect on practice under direct supervision of the teacher-of-record that serves as the cooperating teacher/mentor. This can be time spent directly with students or doing other aspects of the job like professional development, extracurricular activities, lesson planning, and parent communication as outlined in the collective bargaining agreement under the direct supervision of the journey worker/mentor. OJT is developed and outlined by the VDOE Director of Apprenticeships and division to meet local needs. Licensure endorsement requirements must be met for respective subject areas such as 10 weeks and 150 direct instructional hours for culminating clinical experiences.

Cooperating Teacher/Mentor: An experienced worker who has attained a mastery level of skill, abilities, and competencies required for the occupation, and who oversees and guides the work of the apprentice in the on-the-job placement (deliverables include progress reports and documentation of competency mastery). The Cooperating teacher (teacher of record) may serve as the mentor. Retired educators may be used to support the teacher of record with mentor responsibilities.

Credentials: Apprentices earn a portable, nationally recognized credential within their industry: the USDOL Certificate of Completion of Apprenticeship.

Employer: Any person or school division employing an apprentice, whether or not such person or organization is a party to an Apprenticeship Agreement with the apprentice.

Registration Agency: The Virginia Department of Workforce Development and Advancement has the responsibility for registering apprenticeship programs and apprentices; providing technical assistance; conducting reviews for compliance with 29 CFR part 29 subpart A, and part 30; and quality assurance assessments.

Registered Apprenticeship Program (RA): Registered Apprenticeship is an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and where individuals can obtain paid work experience, receive progressive wage increases, classroom instruction, and a portable, nationally recognized credential.

Related Technical Instruction (RTI): Technical Instruction (hours) that supports the tasks to be learned with knowledge-based education including state approved degree program requirements leading to licensure recommendation (also include statutory licensure trainings such as CPR, dyslexia, division required PD).

Sponsor: Virginia Department of Education will be the sponsor of record who will operate the apprenticeship program, and in whose name the program is (or is to be) registered or approved. The Sponsor is fully responsible for the administration and running of the Registered Apprenticeship Program.

Structured On-the-Job Training (OJT): Registered Apprenticeship Programs provide structured on-the-job training (OJT) to prepare for a successful career. The OJT includes instruction from an experienced mentor. All apprenticeships must include at least 2000 hours of OJT (2 year period).

Teacher Candidate: Individuals enrolled in a State approved teacher preparation program, placed in a classroom setting, and who works 1:1 with a lead teacher (cooperating teacher/mentor) assigned by the school of placement.

Wage Schedule: A progressively increasing schedule of wages paid to the apprentice consistent with the skill acquired. The entry wage must not be less than the minimum wage prescribed by the Fair Labor Standards Act.

Appendix C: VDOE Registered Apprenticeship Work Process

Virginia Program Guide – Competency Based Teacher Degree Program

1) **On-The-Job Training (Employment)** **Total Hours 2000-3000**

Complete a minimum of 12 -24 months *or more* of successful, in-school employment (non-teacher of record) at which time the candidate must have successfully completed **Items 2, 3, and 4 below**. A two-year program written at minimum of 2000 hours /competency based. Credit for previous school-based work experience and/or apprentice experience will be considered for up to 1000 hours.

2) **On-the-Job Training Competencies (see Appendix D)**

These competency standards are based on the [Guidelines for Uniform Performance Standards and Evaluation Criteria for Teacher](#) approved by the Virginia Board of Education in 2021. These learning progressions apply to teachers throughout their careers, so the base level standards are used for apprentices. It is expected that apprentices will develop their skills within each progression during the apprenticeship.

The mentor teacher, working in collaboration with a supervising faculty member from the participating educator preparation program, determines whether the apprentice has demonstrated adequate mastery of each standard. Deliverables will include, but are not limited to the following: Apprentice Time/Meeting Log, Observation Documents, Formative Feedback Forms, Final Evaluation

3) **Related Technical Instruction Hours (RTI)** **288 minimum hours** a. **Education related: Bachelor's Degree**

- May include associate degree or 60 transfer credit hours
- Completion of all licensure endorsement requirements as required in the [Approved Program Regulations](#) include board [required licensure assessments](#) and all [statutory requirements](#).
- Virginia Literacy Act outcomes

4) **Progressive 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 but is at least \$14 per hour. Wages must show at least one progressive increase during the apprenticeship after completion of 50% of the OJT Competencies.

Appendix D: On-The-Job Training Competencies/Professional Standards Rubric for Apprentices

These competency standards are based on the [*Guidelines for Uniform Performance Standards and Evaluation Criteria for Teacher*](#) approved by the Virginia Board of Education in 2021. These learning progressions apply to teachers throughout their careers, so the base level standards are used for apprentices. It is expected that apprentices will develop their skills within each progression during the apprenticeship.

The mentor teacher, working in collaboration with a supervising faculty member from the participating educator preparation program, determines whether the apprentice has demonstrated adequate mastery of each standard. Deliverables will include but are not limited to the following: Apprentice Time/Meeting Log, Observation Documents, Formative Feedback Forms, Final Evaluation.

The Learner and Learning	Learning Progression (Level One)	Date Achieved	Initials
<p><u>Standard #1: Professional Knowledge</u></p> <p>The apprentice demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</p>	<p>Drawing on their understanding of the established knowledge base for education, including the science of learning and child and adolescent development, the apprentice observes learners, noting changes and patterns in learners across areas of development, and seeks resources, including from families and colleagues, to adjust teaching.</p> <p>The apprentice demonstrates an accurate, current, and specific knowledge of the subject matter and a working knowledge of relevant technology.</p> <p>The apprentice bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels.</p>		
<p><u>Standard #2: Instructional Planning</u></p> <p>The apprentice plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-</p>	<p>Drawing upon their understanding of emergent/multilingual learners, exceptional needs, and learners' background knowledge, the apprentice observes individuals and groups of learners to identify specific needs and responds with individualized support,</p>		

<p>based strategies and resources to meet the needs of all students.</p>	<p>flexible grouping, and learning experiences.</p> <p>The apprentice analyzes and uses multiple sources of student learning data to guide planning and plans accordingly for pacing, sequencing, content mastery, transitions and application of knowledge.</p> <p>The apprentice develops appropriate course, units and daily plans and adapts plans when needed.</p> <p>The apprentice applies interventions, modifications, and accommodations based on IEPs, IFSPs, 504s and other legal requirements, seeking advice and support from specialized support staff and families.</p> <p>The apprentice follows a process, designated by a school or district, for identifying and addressing learner needs (e.g., Response to Intervention) and documents learner progress.</p>		
<p>The Learner and Learning</p>	<p>Learning Progression (Level One)</p>	<p>Date Achieved</p>	<p>Initials</p>
<p><u>Standard #3: Instructional Delivery</u></p> <p>The apprentice uses a variety of research-based instructional strategies appropriate for the content areas to engage students in active learning, to promote key skills, and to meet individual learning needs.</p>	<p>The apprentice accurately and effectively communicates concepts, processes, and knowledge in the discipline, and uses vocabulary and academic language that is clear, correct, and appropriate for learners.</p> <p>The apprentice draws upon initial knowledge of common misconceptions in the content area, uses available resources to address them, and consults with their mentor teacher and other colleagues on how to anticipate the learner's need for explanations and experiences that create accurate understanding in the content area.</p> <p>The apprentice differentiates the instructional content, process, product and</p>		

	<p>learning environment to meet individual development needs in addition to encouraging active student engagement.</p> <p>The apprentice develops higher order thinking through questioning and problem solving activities.</p> <p>The apprentice links new concepts to familiar concepts and helps learners see them in connection to their prior experiences.</p> <p>The apprentice communicates clearly, checks for understanding using multiple levels of questioning and adjusts instruction accordingly.</p> <p>The apprentice uses instructional technology to enhance student learning in the classroom or in a virtual setting.</p>		
The Learner and Learning	Learning Progression (Level One)	Date Achieved	Initials
<p><u>Standard #4: Assessment of/for Student Learning</u></p> <p>The apprentice systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.</p>	<p>The apprentice uses, designs, or adapts a variety of classroom formative assessments, matching the method with the type of learning objective.</p> <p>The apprentice uses data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction to meet learner needs. They use digital and/or other records to support their analysis and reporting of learner progress.</p> <p>The apprentice engages each learner in examining samples of quality work on the type of assignment being given. They provide learners with criteria for the assignment to guide performance. Using these criteria, they point out strengths in performance and offer concrete suggestions for how to improve. They</p>		

	<p>structure reflection prompts to assist each learner in examining their work and making improvements.</p> <p>The apprentice matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth.</p> <p>The apprentice implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs.</p> <p>The apprentice differentiates assessments, which may include providing more challenging learning goals for learners who are advanced academically.</p> <p>The apprentice works with their mentor to communicate constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.</p>		
<p>The Learner and Learning</p>	<p>Learning Progression (Level One)</p>	<p>Date Achieved</p>	<p>Initials</p>
<p><u>Standard #5: Learning Environment</u></p> <p>The apprentice uses resources, routines, and procedures to provide a respectful, positive, safe, and student-centered environment that is conducive to learning.</p>	<p>The apprentice works with students in varying configurations as the apprentice's instructional skills develop, progressing from one-on-one and small group settings to instruction of an entire classroom.</p> <p>In collaboration with the mentor teacher, the apprentice sets expectations for the learning environment appropriate to school/district policies and communicates expectations clearly to families.</p> <p>The apprentice articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work. The apprentice collaborates with the mentor teacher to</p>		

	<p>develop and implement purposeful routines that support these norms.</p> <p>The apprentice communicates verbally and nonverbally in ways that demonstrate respect for each learner.</p> <p>The apprentice is a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment.</p> <p>The apprentice manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time.</p> <p>The apprentice varies learning activities to involve whole group, small group, and individual work, to develop a range of learner skills.</p> <p>The apprentice provides opportunities for learners to use interactive technologies responsibly.</p>		
The Learner and Learning	Learning Progression (Level One)	Date Achieved	Initials
<p><u>Standard #6: Culturally Responsive Teaching and Equitable Practices</u></p> <p>The apprentice demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and achievement for all students.</p>	<p>The apprentice disaggregates assessment, engagement, behavioral, and attendance data by student groups, and identifies and applied differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.</p> <p>The apprentice fosters classroom environment that creates opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process.</p> <p>The apprentice builds meaningful relationships with all students anchored in affirmation, mutual respect and validating utilizing culturally responsive teaching</p>		

	<p>practices and by modeling high expectations for all students.</p> <p>The apprentice utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.</p> <p>The apprentice teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.</p>		
The Learner and Learning	Learning Progression (Level One)	Date Achieved	Initials
<p><u>Standard #7: Professionalism</u></p> <p>The apprentice demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.</p>	<p>The apprentice understands and complies with federal and state laws and school and division policies, ethical guidelines and procedural requirements related to learners’ rights and teachers’ responsibilities.</p> <p>The apprentice maintains positive professional behavior (e.g. appearance, demeanor, punctuality and attendance).</p> <p>The apprentice observes and reflects upon learners’ responses to instruction to identify areas and set goals for improved practice.</p> <p>The apprentice seeks and reflects upon feedback from colleagues to evaluate the effects of their actions on learners, colleagues, and community members.</p>		

	<p>The apprentice incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.</p> <p>The apprentice accesses information and uses technology in safe, legal, and ethical ways.</p>		
The Learner and Learning	Learning Progression (Level One)	Date Achieved	Initials
<p><u>Standard #8: Student Academic Progress</u></p> <p>The work of the apprentice results in acceptable, measurable, and appropriate student academic progress</p>	<p>The apprentice directs students' learning experiences through instructional strategies linked to learning objectives and content standards.</p> <p>The apprentice sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.</p> <p>The apprentice makes the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning.</p> <p>As appropriate to the learning objective, the apprentice prepares learners to use specific content-related processes and academic language. They also incorporate strategies to build group work skills.</p> <p>The apprentice analyzes individual learner needs (e.g., language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs.</p>		

Appendix E: Sample Wage Scale

Progressive Wage Models

Providing apprentices with escalating job responsibilities where they can learn on-the-job is an essential component of the model. Apprentices are also required to receive pay and reflective increases as their skills and knowledge increase. The minimum entry wage for an apprentice is required to be at least \$14 per hour for the Virginia teacher Registered Apprenticeship. Division employers must provide at least 1 progressive wage increase when 50% of the on-the-job training competencies have been met.

Associated Wage Progression

Apprenticeships start by establishing an entry wage and an ending wage. From there, programs build in progressive wage increases as skill benchmarks are attained by apprentices.

Apprentices shall be paid a progressively increasing schedule of wages based on **either a percentage or a dollar amount** of the current hourly journey worker wage rate, which is: \$27.42

Wage Progression

(2-Year Term) Example:

Entry Level Wage:\$14.00
1st period:\$16.00
2nd increase:\$20.00
3rd increase:\$23.00
4th increase:\$27.42

Many apprenticeship agreements provide a specific percentage of the journey worker/mentor rate due for each level of apprenticeship, which can then be applied to the prevailing wage rate listed for the classification in the applicable wage determination to calculate the wage rate that can be paid to apprentices at each stage of apprenticeship while they are working on the project.

Sometimes, however, the agreement only lists the rates paid to apprentices and the rate paid to mentors. For apprentices enrolled in such registered apprenticeship programs, the listed apprentice rate can be divided by the journey worker rate listed in the apprenticeship agreement to convert it to a percentage, which can then be applied to the base hourly wage rate listed in the applicable wage determination to find the applicable rate for apprentices while they are working on the project.

EXAMPLES OF WAGE SCHEDULES VARIED BY EVALUATION METHOD AND SPONSOR TYPE

Here are different scenarios for how sponsors may determine wage schedules. In example 1, we show how different triggers can be used for wage progression between a competency- and time-based program. In example 2, we show how an employer operating in different states might modify their wage schedule to be competitive in each market.

Example 1. Competency- versus Time-Based Wage Schedules

Competency-based programs 50 competencies			Time-based programs 3,000 hours		
Wage schedule 1a			Wage schedule 1b		
Level	Competencies	Wage	Level	Hours	Wage
Entry	0	\$16	Entry	0	\$16
Intermediate	30	\$22	Intermediate	1,500	\$22
Exit	50	\$30	Exit	3,000	\$30

Example 2. Multi-State or Multi-Employer Schedules

Employers in states with higher costs of living			Employers in states with lower costs of living		
Wage schedule 2a			Wage schedule 2b		
Level	Competencies	Wage	Level	Competencies	Wage
Entry	0	\$19	Entry	0	\$15
Intermediate	30	\$30	Intermediate	30	\$22



Appendix F: Budget Template Form
Application for Grant Funding
for a Grow Your Own – Registered Teacher Apprenticeship

Budget Narrative: Applicants must specify in their budget what activity of this proposed program will be covered by grant funds within the current grant term ending on September 30, 2024. Applicants must also specify program activity and budget details through May 2026, in the event that VDOE is able to fund activity beyond this initial grant term. Applicants are encouraged to submit two separate budget templates and clearly identify the anticipated period of award period at the top. The narrative should outline the justification for the overall amount requested from grant funding as well as describe in-kind contributions, if any, or other matching funds that may be provided by the division or other partners. A form is not provided so prepare the narrative using the itemized titles and codes shown.

Period of Award: November 1, 2023 – September 30, 2024 <i>(Applicants should change this date when specifying budget details through May 2026 for clarity)</i>					
Applying School Division/Partner EPP					
Personal Services 1000					
	Description				Grant Funds Requested
Job titles of individuals whose salary will be charged to this program	Program Role	% FTE	Salary	Total charged to grant for this individual	
				\$	
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
Total Personal Services 1000					

Employee Benefits 2000

Job titles of individuals whose benefits will be charged to this program	% Benefits	Salary	Total	Grant Funds Requested
0		\$0	\$0	
0		\$0	\$0	
0		\$0	\$0	
0		\$0	\$0	
Total Employee Benefits 2000				\$

Purchased/Contractual Services 3000

Description (Please provide detailed cost calculations.)	Grant Funds Requested
Total Purchased Contractual Services 3000	\$

Internal Services 4000

Description (Please provide detailed cost calculations.)	Grant Funds Requested
Total Internal Services 4000	\$

Other Charges 5000

Description (Please provide detailed cost calculations.)	Grant Funds Requested
Total Other Charges 5000	\$

Materials and Supplies 6000

Description (Please provide detailed cost calculations.)	Grant Funds Requested
Total Materials and Supplies 6000	\$

Budget Categories and Codes	Grant Funds Requested
Personal Services (1000)	\$0
Employee Benefits (2000)	\$0
Purchased/Contractual Services (3000)	\$0
Internal Services (4000)	\$0
Other Charges (5000)	\$0
Material and Supplies (6000)	\$0
Total Program Budget	\$0

A description of every object code is provided for reference. Any incentive awards or stipends provided are taxable to the recipient. School divisions are responsible for ensuring that all taxes are properly remitted.

ONLINE MANAGEMENT OF EDUCATION GRANT AWARDS (OMEGA) OBJECT CODE DESCRIPTIONS

Personal Services (1000): Include salaries and wages for employees. Entries should identify program staff positions and titles; the appropriate rate of pay per hour, day, week, or month; and the total amount or percent of their work time to be charged to the program.

Employee Benefits (2000): Include job-related benefits that are provided to employees as part of their total compensation. Fringe benefits (proportioned to the percent of their work time to be charged to the program) include the employer's portion of FICA, retirement, insurance (life, health, disability, etc.).

Purchased/Contractual Services (3000): Include fees for special professional services to the program by individuals or firms not involved as program staff (employees) of the university. Include name and title of consultant, and the type of consultant services to be provided.

Internal Services (4000): Include charges from internal services to other functions, activities, or elements of the organization for the use of internal services, such as print shop or central purchasing/central stores.

Other Charges (5000): a) Travel expenses should be itemized in this section. Transportation, lodging, and other appropriate travel expenses of program staff and consultants should be budgeted in accordance with the institution's policies and regulations, based on the Commonwealth of Virginia's current travel regulations. All program travel must be directly related to grant activities. b) Stipends should be included in this section. Include the number and amount of stipends. Please provide detailed information on the stipends in the narrative.

Supplies and Materials (6000): Include supplies, materials, and services directly used for this program. This category includes the following: office supplies; educational materials for participants; books and audiovisual materials; and postage, printing, publication, and photocopying services.

Appendix G: Proposal Cover Page

2024-2025 GRANT APPLICATION FOR SCHOOL DIVISIONS TO APPLY FOR APPRENTICESHIP IMPLEMENTATION GRANT

PROPOSAL COVER PAGE

Applying School Division:	Superintendent's Region:
Address:	
Partnering EPP(s):	
Endorsement(s):	
Degree Level(s):	Projected Enrollment:
Required Appendix Items: Wage/Pay Scale, Incentive/Support Summary Chart	
Name of Grant Contact: <small>(Must be at School Division level)</small>	Title:
Email:	Telephone:
Total Funding Amount Requested:	\$

Certification by the Division Superintendent:

I certify to the best of my knowledge that the information in this proposal is correct; the filing of this proposal is duly authorized by the school board/division; and the division will adhere to the requirements of the grant. This school division will submit to the Department of Education.

Typed or Printed Name of Division Superintendent or Designee	
Signature of Division Superintendent or Designee	Title Date