



**Grow Your Own – Registered Teacher
Apprenticeship Program**

**Competitive Subgrant Request for Applications
(RFA)**

Department of Teacher Education and Licensure

Virginia Department of Education

PO Box 2120

Richmond, Virginia 23218-2120

Issue Date: September 5, 2024

Application Due Dates: November 1, 2024

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General Information

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 Educator Preparation Providers

Funding Authority:

State Apprenticeship Expansion Formula Subgrant

Grant Period:

January 1, 2025 – June 30, 2027

Application Submission Instructions:

Interested applicants (educator preparation programs) are requested to electronically submit a grant application no later than 4 p.m. on November 1, 2024 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 Building a Vertically Aligned RAP system for Aspiring Virginia Educators project is supported by the U.S. Department of Labor. A total of \$6 million or 100 percent will be financed with federal funds.

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.

Introduction:

The growing teacher shortage is an increasingly urgent issue around the United States and in the Commonwealth of Virginia. The total number of teacher preparation completers has dropped by more than 25 percent between 2011 and 2021.¹ This national trend has not left the Commonwealth unaffected. According to the Virginia Board of Education, there were 1,063 unfilled teaching positions for the 2019-20 school year. In April 2023, the Staffing and Vacancy Report tool showed 3,573 teacher vacancies for the 2022-23 school year, a 236% increase from 2020. Our most vulnerable student populations are often most impacted by acute teacher shortages. For example, special education teachers are “least likely to be well prepared and where turnover is greatest.”²

“Grow Your Own” (GYO) strategies offer a promising solution for improving teacher recruitment and retention efforts and lowering barriers to entry that may prevent passionate, talented individuals from earning their degree and entering the teaching profession. Research suggests that educators are more likely to teach near their hometowns.³ At the same time, VDOE knows that extending the length of time that an aspiring educator spends training in a classroom under the supervision of a mentor teacher, prior to independently taking on full classroom responsibilities, will increase outcomes for both the aspiring teacher and their future students. In acknowledgement of this data and in alignment with Governor Youngkin’s directive to build an innovative, no-cost K-12 teacher apprenticeship program, VDOE and the Virginia Department of Workforce Development and Advancement (“Virginia Works”) seek to use the registered apprenticeship framework to expand and codify Grow Your Own registered teacher apprenticeship programs as the “gold standard” of teacher preparation, ultimately preparing individuals to thrive as teachers in the school division of their respective employment.

In July 2024, the VDOE, in partnership with Virginia Works, was awarded \$6 million in competitive State Apprenticeship Expansion Funding (SAEF) by the U.S. Department of Labor. These funds will enable VDOE to expand its registered apprenticeship program for K-12 educators while also building pre-apprenticeship on-ramps into the teaching profession. As part of this SAEF subgrant, the VDOE seeks to sponsor apprenticeship programs between school divisions and Educator Preparation Providers (EPPs), for preliminary approval or expansion of an apprenticeship program model. Virginia’s Registered Teacher Apprenticeship model will be federally recognized, nationally approved, and state monitored, aligning leading practices in educator preparation and development with the rigors of the national registered apprenticeship process.

VDOE encourages EPPs to establish multiple partnerships with school divisions to meet the needs of divisions’ local contexts and serve as many apprentices as possible. Grant funds will be awarded to successful EPPs responding to this competitive subgrant solicitation process.

¹ Saenz-Armstrong, P. (2023). Data brief: How do trends in teacher preparation enrollment and completion vary by state? National Council on Teacher Quality. Online Report Summary. Accessed June 10, 2024: <https://www.nctq.org/blog/Data-Brief:-How-do-trends-in-teacher-preparation-enrollment-and-completion-vary-by-state>

² Carver-Thomas, D., & Darling-Hammond, L. (2017). Teacher turnover: Why it matters and what we can do about it. *Learning Policy Institute*.

³ Grow Your Own Teachers Initiatives Resources (2018). Texas Comprehensive Center at American Institute for Research. <https://files.eric.ed.gov/fulltext/ED594981.pdf>.

Procurement Purpose

The purpose of the Virginia Department of Education (VDOE) Competitive SAEF Subgrant is to create a pathway for aspiring teachers – who may currently be education assistants/ paraprofessionals, substitute teachers, tutors, non-certified employees, parents, guardians, or other community members – to earn their bachelor’s degree with licensure to become a Virginia teacher no later than June 30, 2027.

Via the release of this competitive subgrant opportunity, the Virginia Department of Education (VDOE) seeks to sponsor and fund high-quality teacher registered apprenticeship program models that will be designed and implemented in partnership between school divisions and eligible state-approved Educator Preparation Providers (EPPs). 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 successful completion of the program; 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).

The VDOE GYO Competitive Subgrant Program plans to award up to \$2,550,000 in this competitive round of the SAEF subgrant opportunity to EPPs in partnership with school divisions or a consortia of school divisions, who will outline in their budget and budget narrative (see technical response Item 3 and Appendix E) how they will allocate the grant award from VDOE to operate a Grow Your Own program according to the specifications in “Terms for Applicant.”

This opportunity provides competitive, reimbursement-based funding from VDOE to the EPPs, who in turn will cover all tuition, textbooks, certification assessments, and fees on behalf of candidates selected by participating school divisions for participation in the GYO Program. **The VDOE GYO Competitive Grant is heavily weighted in favor of a higher number of candidates served, while still maintaining program quality.**

Applicants must propose a budget no greater than \$2,550,000 that covers the entire program at no-cost to the teacher apprentice. Grant dollars must be used for participant tuition, books, cost, fees, program costs, etc. (see Technical Response Item #3 for additional details), and not wages or other administrative elements. Indirect costs are also prohibited. Applicants must submit budgets on a per-candidate basis based on the maximum number of candidates they could support. The application will be scored according to a cost-per-candidate basis, and VDOE may opt to partially award a subgrant to an applicant (for example, if an applicant submits an application for \$500,000 to support 50 candidates, VDOE may choose to award to \$250,000 to support 25 candidates).

This Grant builds upon the first two rounds of the VDOE Grow Your Own Program Competitive Grant, the first of which closed on December 15, 2023, and the current round on August 30, 2024. The table below summarizes key structural differences and similarities between the different rounds.

Feature	Previous Rounds	This Round
Eligible Applicants	School divisions were lead applicants. School divisions partnered with Virginia-based educator preparation providers to submit an application.	Any Virginia Educator Preparation Provider who offers a certification pathway that is eligible for licensure in the Commonwealth of Virginia is eligible to be a lead applicant. A signed MoA indicating partnership between an EPP and the partner school division(s) is required as part of the application.
Length of Program	2-year programs were prioritized.	EPPs must submit programs that will allow all apprentices to complete the program no later than June 30, 2027.
Budget and Budget Narrative	<p>Budget reflects reasonable costs of running the program, including program and operating expenses, and expenses associated with payments that would be made to participants via tuition funding.</p> <p>School divisions are required to provide at least one-third of the dollar cost of each program. VDOE funding will account for one-third of the total program costs. Participants are eligible for VDWD A workforce grant programs. The final third of total program costs will be funded through a combination of VDWD A contributions, discounts provided by EPPs and other federal grants such as Pell Grants etc.</p>	Grant dollars may be used by the EPP to launch or expand a teacher apprenticeship program. Grant dollars must be used for participant tuition, books, cost, fees, program costs, etc. Wages and administrative costs are not eligible. The apprentice must not bear any cost of any part of the program.
<i>Additional considerations</i>	<i>Review the Mandatory and Technical Requirements of this document for required components of the SAEF subgrant application and key selection criteria.</i>	

Eligible Applicants

The Department of Educator Preparation within the Virginia Department of Education is opening this competitive solicitation to any Educator Preparation Program (EPP) who can offer a pathway that leads to a bachelor’s degree and licensure to teach in Virginia by June 30, 2027. Please note the Mandatory Requirements outlined in the “Application Components” section of this RFA, which must all be satisfied in order for an application to be considered.

Priority: Priority will be given to partnerships with divisions in hard-to-staff areas of Virginia. See Technical Response #1 for scoring details.

Funding: A total of \$2,550,000 is available for this round of the SAEF Competitive Subgrant. VDOE may choose to award all available funds in this round of the subgrant application, or VDOE may choose to rollover available subgrant funds into a later round. This decision will be made based on the competitiveness of applications received and will be made at the discretion of VDOE and Virginia Works. Grant dollars must be used for participant tuition, books, cost, fees, program costs, etc. Wages and administrative costs are not eligible. Indirect costs are prohibited.

Event	Time	Date
Application Released		September 5, 2024
Information Session #1	10:00 a.m.	September 10, 2024
Information Session #2	2:00 p.m.	September 13, 2024
Additional Questions Submitted for Clarification		Rolling
Application Deadline	4:00 p.m.	November 1, 2024
Notice of Contract Award	4:00 p.m.	December 6, 2024
Proposed Contract Start Date *		January 1, 2025

Schedule (Eastern Standard Time)

*Note: All contract signature deadlines and proposed contract start dates are tentative and subject to all final approvals once grant awards are determined.

Applicants may submit questions to Ms. Shawna LeBlond at Shawna.LeBlond@doe.virginia.gov.

Proposals must be received by VDOE by 4:00 p.m. (EST) on the date due. All responses must be submitted as directed in the **Submissions Instructions** section of this RFA. Failure to do so will result in disqualification. *Responses not submitted on time will not be reviewed.* If you need assistance with submitting your proposal, please reach out to Ms. Shawna LeBlond.

Scope of Work Summary

Terms for EPP Applicant

The following Scope of Work summary provides an overview of the minimum requirements that selected awardees will be expected to provide upon contract award.

1. As part of their application, applicants must confirm that they have read and agree to the **“Scope of Work Summary”**. Upon grant award, all applicants and school division partners will be required to sign an agreement with the Virginia Department of Education.
2. The Awardee must provide aspiring educators (“participants”) with a tuition-free education resulting in a bachelor’s degree with at least one certification field. All certification fields offered as part of the proposed partnership must be mutually agreed upon by the Awardee and the partnering school division(s). The Awardee must already be approved to offer the certification fields they have proposed in their application(s).
3. Grant funding must entirely cover tuition, textbooks, and fees for all selected participants. No cost for programming shall be passed on to participants.
4. The Awardee must certify that apprentices can complete the apprenticeship no later than June 30, 2027.
5. The Awardee must certify that all coursework is part of the state-approved program leading to licensure. Any institutional requirements including coursework or seminars not related to the approved licensure program shall be waived or shall be provided at no cost to the apprentice and not charged to SAEF subgrant funds.
6. The Awardee must agree to cover the cost of one issuance of each required certification assessment for all selected participants who complete the GYO Virginia program. Unless covered by the Awardee’s approved grant budget, additional issuance of a required certification exam will be paid for by the division or participant.
7. The Awardee must work with the partnering division(s) to place each participant in a paid non-teacher-of-record position for the duration of their participation in the program.
8. Awardee and school division partner(s) must allow for each participant’s clinical experience during the program to satisfy the EPP Awardee’s clinical internship/student teaching requirements for educator candidates.
9. The Awardee must work with the division partner(s) to ensure that participants will not serve as the teacher-of-record in a clinical practice setting during their completion of the program.
10. The Awardee must allow for school division(s) to make the final decision on the selection of all participants. All selected participants must meet all state and local requirements for employment as well as all admission requirements for the partner Awardee institution in which they will be enrolled.
11. The Awardee must ensure that if a participant chooses to unenroll from the Awardee’s program prior to their completion of the program, the Awardee will allow the school division in which that participant was placed

- to select a new participant to enroll in the program at no additional cost to the division or the replacement participant.
- a. Replacement participants may be enrolled up to two (2) semesters after program start date; otherwise, if a participant unenrolls after one semester of the program, their seat shall remain unfilled.
 - b. All grant payments to the Awardee shall be reimbursement-based, so the Awardee should not retain any future funds allocated on a per-participant basis for any participant who unenrolls from the program. Invoices should reflect expenses that are proportional to the number of participants enrolled in the program.
12. The Awardee must agree to allow any partner division, at the division's sole discretion, to purchase additional participant seats in the approved GYO Virginia program at the Awardee's prorated amount per participant, as outlined in the grant award and corresponding budget.
13. The Awardee must submit a proof of participant progress report, at the end of the semester, that outlines program progress and outcomes to date. Minimum semesterly report requirements include:
- a. Participant progress data
 - b. Participant names
 - c. Demographic data
 - d. GPAs
 - e. School division employer
 - f. Enrollment status (enrolled vs. unenrolled)
 - g. Degree and/or certification currently held/pursuing
 - h. Any other relevant information as requested by the Virginia Department of Education.
14. The Awardee shall provide to the Virginia Department of Education, within 30 calendar days of the conclusion of the grant term, a written final report that outlines program activities and outcomes. Minimum final report requirements include:
- a. Comprehensive summary of program activities and outcomes
 - b. Participant progress data outlined in scope item #13.
 - c. Graduation status, certification assessment passage status, and employment status for each participant
 - d. Overall evaluation of program effectiveness, including participant graduation rate and certification assessment passage rates
 - e. School division satisfaction survey regarding the effectiveness of the participants' preparation as a result of the program
 - f. Participant satisfaction survey, assessing mentor/resident advisor, curriculum, program support, and overall program experience
 - g. Recommendations for program improvements for future participants
15. For the duration of the grant term, the Awardee and all partners must be responsive to all program evaluation requests from the Virginia Department of Education.
16. The Awardee must provide supplementary academic, career, and certification preparation support, within grant funding, to all participants enrolled in the programs, as outlined in their grant application and proposal.
17. The Awardee and all partner school divisions shall agree to cooperate with the Virginia Department of Education in establishing their Grow Your Own program as a Registered Apprenticeship program, if pursued by the Virginia Department of Education.

18. The Awardee is encouraged to coordinate with any partner divisions to have participants pay back grant funds if they do not complete a 3-year teaching commitment in the same division they were trained in if full-time employment was offered. Payback is encouraged to be proportional to the percentage of time the participant spent as a teacher, and funds ultimately shall be reimbursed to the Virginia Department of Education. All participants shall be made aware of any teaching commitments prior to the start of the program.
19. Unused funding from the Awardee’s award may be reallocated or collected, at the discretion of the Virginia Department of Education. Any modifications shall be submitted to the Virginia Department of Education for prior approval at least 90 days prior to the end of the grant award period.
20. The Awardee shall otherwise implement a Grow Your Own program as specified in their application’s response to the Application Component section of this RFA, including all specifications outlined by the applicant in response to Mandatory Requirement and Technical Response items.

Partnership Requirements

All applications must include letter(s) of support signed by the superintendent or designee from each proposed division partner. This letter must certify the following:

- The division is willing to participate in the grant program in partnership with the applicant.
- The division has reviewed and agrees to its role and responsibilities as a partner, as outlined in the Scope of Work Summary and Technical Response sections of this RFA.
- The division certifies that it has been involved in determining, and approves of, the teacher certification field(s) and degree(s) that will be offered via the proposed partnership.
- If a grant is awarded, the division is willing to sign a formal memorandum of agreement (MoA) with the Virginia Department of Education, as part of its participation in the program, that further outlines and clarifies its role and responsibilities.

Upon subgrant award, a Memorandum of Agreement shall be established between VDOE and each Division Partner. VDOE will separately establish a subgrant agreement with each successful EPP.

Application Components

Mandatory Requirements (Pass/Fail)

The applicant must address all mandatory requirement items listed below and provide, in sequence, all requested information and documentation. Applications that do not earn a passing score in all mandatory requirement items will not be considered for award. All mandatory requirements must be met and given a passing score in order for an application to receive remaining scores for the Technical Response section.

Item	Mandatory Requirements	Score <i>(For state use only)</i>
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M1	<p>Contact Info: Detail the name, title, email address, mailing address, and telephone number of the Project Director that the Solicitation Coordinator should contact regarding the response.</p>	
M2	<p>Partner Info: Provide the entity name, point of contact, phone number, and email address for each organization involved in this partnership. This should include information for both the EPP submitting the application as well as any divisions with whom the EPP is proposing to partner. This should be included as an appendix item and be submitted in a chart format.</p>	
M3	<p>Agrees to Scope of Services: The EPP should provide a statement confirming that, if awarded a subgrant, they will accept and agree to all terms and conditions outlined in the Scope of Work and Terms for Applicants. VDOE will work with the successful applicant to establish a formal subgrant agreement after notice of intent to award.</p>	
M4	<p>Approved to Certify: State the name(s) of the certification area(s) offered to candidates through this application's program. Provide a statement confirming that the applicant is already approved to offer recommendation for certification in all of the applicable certification fields, prior to the submission of their application.</p>	
M5	<p>School Division Letter(s) of Support: Include attached letter(s) of support from all proposed partner division(s), and/or partnership agreements with each of the proposed partner divisions. Each letter of support must certify the following:</p> <ul style="list-style-type: none"> ● The division has reviewed and agrees to its role and responsibilities as a partner, as outlined in the Scope of Work and Technical Response sections of this subgrant application. ● The division has been involved in determining, and approves of, the teacher certification field(s) and degree(s) that will be offered via the proposed partnership. ● If a grant is awarded, the division is willing to sign a formal memorandum of agreement (MoA) with the Virginia Department of Education, as part of its participation in the program, that further outlines and clarifies its role and responsibilities. 	
M7	<p>No Cost to Participants: Provide a statement confirming that, if the grant is awarded, participants will not bear any costs from tuition, textbooks, or fees.</p>	
M8	<p>Progressive Wage Schedule: The applicant submits a progressive wage schedule for the proposed teacher registered apprenticeship program. This schedule clearly indicates the (minimum) wage levels that apprentices will earn as they progress through the program, as well as any additional wage increases apprentices will receive while completing the teacher registered apprenticeship program. This progressive wage schedule must also include the minimum starting rate which an apprentice would earn if they were to successfully complete the apprenticeship program, successfully complete all requirements for</p>	

	initial teacher licensure in Virginia, and successfully transition into a licensed teaching role within the school division.	
M9	Registered Apprenticeship: Provide a statement indicating that, upon successful program implementation, applicant and division partners are willing to participate in registration of the GYO program as an official Registered Apprenticeship with the Virginia Department of Workforce Development and Advancement, with the Virginia Department of Education serving as sponsor.	

Technical Response (100 Points)

The applicant must address all technical response items and provide, in sequence, the information requested. The evaluation team members will evaluate the responses and assign a score to each item using the rubric below. See **Technical Response Rubric** for a detailed breakdown of how each Technical Response Item will be scored.

#	Technical Response Item	Max Points	Score <i>(For state use only)</i>
T1	School Division Partner(s): List your school division partner(s). See the scoring rubric for details on how points are awarded based on the number of partners supported and whether the partner(s) is/are in hard-to-staff areas. If your proposal will address any hard-to-staff areas of Virginia, please state so, and provide data to support your claim.	10	
T2	<p>Cost Per Teacher Apprentice: Provide a count of the total number of teacher apprentices that the applicant and the partnering school divisions intend to enroll in the proposed teacher registered apprenticeship program.</p> <p>Each application will be scored on a cost per apprentice basis. As a reminder, note that grant funds must fund all tuition, textbooks, certification assessments, and fees on behalf of candidates selected by participating school divisions, and candidates may not bear any costs.</p> <p><i>Ex) If an applicant requests \$200,000 and indicates they will support 20 candidates, their cost per candidate is \$10,000. See the rubric in the appendix on how this cost per candidate is scored against other applications.</i></p>	30	

T3	<p>Budget, Budget Narrative, and Reimbursement Schedule: Submit a proposed budget and an accompanying budget narrative. The budget must be annualized for each calendar year of the program (assuming awards made in December 2024 with programming beginning January 2025) and must categorize all proposed costs for the program.</p> <p>The Budget Narrative should include a detailed narrative outlining how requested grant funds will be allocated and spent in service of the proposed teacher registered apprenticeship program that will be implemented in partnership between the EPP applicant and their school division partner(s).</p> <p>As a reminder, applicants may use funds for the following purposes:</p> <ul style="list-style-type: none"> ● Tuition and program costs for teacher apprentices ● Assessments and fees for teacher apprentices ● Asset-based wraparound support services for teacher apprentices and journeyworker mentor teachers ● Financial incentives (i.e., stipends) for journeyworker mentor teachers ● This should not include wages, salaries, or financial incentives (i.e., stipends) for individual apprentices or administrators of the program. Note that the most competitive applications from a budget and capacity perspective will maximize the percentage of total grant funds used for candidate tuition and support. <p>All applicants and partnering EPPs should strongly consider (and outline accordingly) within their Budget Narratives any external financial aid sources such as Pell Grants and other available external funding sources before submitting their budget, and the availability of such funds should be factored into the amount of funds requested (and net program costs indicated) by the applicant.</p> <p>Provide a statement that your institution will agree to the reimbursement schedule that VDOE shall promulgate after grant award.</p> <p>Expenditures should be organized under the categories on the Budget Form Appendix E or a reasonable facsimile thereof the document arranged by the Online Management of Education Grant Awards (OMEGA) system.</p>	10	
T4	<p>Certification Type(s): What type of teacher certification(s) will participants earn? Will the proposed program offer certification in a single area, or multiple areas, or dual certification in Special Education?</p>	15	
T5	<p>Program Design: Address the following questions relative to program design:</p> <ol style="list-style-type: none"> 1) Will all candidates start and end the program at the same time, or 	5	

	<p>will start/end dates be staggered? Explain.</p> <ol style="list-style-type: none"> 2) How was the vision for the GYO program developed? What process was used to incorporate input from students, educators, paraprofessionals, and diverse stakeholders in the community? 3) How did the applicant determine the proposed certification field(s) that will be offered? How was this determination based on the current needs, data trends, and existing talent pools within the division? 4) Who is the intended recruitment and talent pool for this program, and what degrees or credentials must intended participants currently possess in order to be eligible for the program? 		
T6	<p>Coursework and Timeline: Provide a timeline of program activity and intended course schedule. This response should include, at a minimum:</p> <ol style="list-style-type: none"> 1) Descriptions of how courses will be delivered (online, in-person, hybrid), and an outline of where courses will be offered (e.g. on-campus, online learning management system, etc.) 2) Course descriptions and full course schedule for the proposed GYO program, including number of credit hours for the degree 3) Description of how candidates will complete all coursework by no later than June 30, 2027. Please provide any differentiating details if completion dates are contingent upon any candidate details. 	5	
T7	<p>Details of Clinical Experience: Provide a description of the 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following:</p> <ol style="list-style-type: none"> 1) How does the mentor model align with the Virginia Board of Education approved Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers? 2) How will high-quality mentor teachers be chosen and paired? 3) Will the EPP/division partner(s) offer stipends or additional payments to assigned mentor teachers? If yes, how much will be offered, or are other incentives offered? 4) How will participants gradually take on more instructional responsibility over the course of the grant? 5) What evaluation process will be established to provide feedback to participants and mentor teachers throughout the program? 	5	
T8	<p>EPP-Division Partnerships: Provide a description of the respective partnership roles between the applicant and the partner division(s). Please specify which parties are responsible for which elements of the program.</p>	5	
T9	<p>Wraparound Supports: Describe in detail the academic, career, and certification preparation support plan that the EPP and division partners will offer to participants to ensure success during their completion of the program. What ongoing support will be offered, if any, following</p>	5	

	completion of the program? How will apprentices progress through an individualized professional development plan?		
T10	Science of Reading: Outline how your program would promote understanding of the Science of Reading within all participants.	5	
T11	High-Quality Instructional Material: Describe how candidates will learn to use high-quality/standards-aligned materials to ensure that all students have meaningful access to grade-appropriate, culturally responsive instruction.	5	
Total points possible:		100 points	

Technical Response Rubric

Question	Points Earned			
<p>T1: School Division Partner(s): List your school division partner(s). See the scoring rubric for details on how points are awarded based on the number of partners supported and whether the partner(s) is/are in hard-to-staff areas. If your proposal will address any hard-to-staff areas of Virginia, please state so, and provide data to support your claim.</p>	<p>1 point Applicant partners with 1 school division.</p>	<p>3 points Applicants partners with 2 school divisions.</p>	<p>5 points Applicant partners with 3+ school divisions.</p>	<p>10 points Applicant partners with 3+ school divisions and prioritizes hard-to-staff areas, which is justified by sufficient data in their proposal response.</p>
<p>T2: Cost Per Teacher Apprenticeship: Provide a count of the total number of teacher apprentices that the applicant and the partnering school divisions intend to enroll in the proposed teacher registered apprenticeship program.</p> <p>Each application will be scored on a cost per apprentice basis. As a reminder, note that grant funds must fund all tuition, textbooks, certification assessments, and fees on behalf of candidates selected by participating school divisions, and candidates may not bear any costs.</p>	<p>Maximum Points: 30 points</p> <p>Score = (Lowest Cost/Participant of All Applicants Divided by Cost/Participant of Applicant) * 30</p> <p><i>E.g. If Applicant A requests \$200,000 and indicates they will support 20 candidates, their cost per candidate is \$10,000. If Applicant B requests \$150,000 and indicates they will support 20 candidates, their cost per candidate is \$7,500. Assuming Applicants A and B are the only applicants, Applicant B would be the minimum price per apprentice across all applications and would receive $(\\$7,500/\\$10,000)*30 = 22.50$ points. Applicant A would receive $(\\$7,500/\\$10,000)*30 = 22.50$ points</i></p>			
<p>T3: Budget, Budget Narrative, and Reimbursement Schedule: Submit a proposed budget and an accompanying budget narrative. The budget must be annualized for each calendar year of the program (assuming awards made in December 2024 with programming beginning January 2025) and must categorize all proposed costs for the program.</p> <p>The Budget Narrative should include a detailed narrative outlining how requested grant funds will be allocated and spent in service of the proposed teacher registered</p>	<p>0 points The item is not addressed or includes unallowed costs.</p>	<p>1 point EPP provides both a budget and budget narrative for the program, but items are poorly detailed, contain several errors, and/or do not clearly align to stated program goals.</p> <p>The budget does not demonstrate a commitment to reducing program costs.</p>	<p>5 points EPP provides both a budget and budget narrative for the program, but items are somewhat lacking in detail, contain errors, and/or only somewhat align to stated program goals.</p> <p>The budget demonstrates a commitment to maximizing the impact of subgrant dollars by doing some of the following: braiding multiple funding sources, reducing tuition rates for GYO candidates, and waiving institutional fees.</p>	<p>10 points EPP provides both a budget and budget narrative for the program, and items are well detailed, contain no errors, and are clearly aligned to stated program goals.</p> <p>The budget demonstrates a clear commitment to maximizing the impact of subgrant dollars by braiding multiple funding sources, reducing tuition rates for GYO candidates, and/or waiving institutional fees.</p>

<p>apprenticeship program that will be implemented in partnership between the EPP applicant and their school division partner(s).</p> <p>As a reminder, applicants may use funds for the following purposes:</p> <ul style="list-style-type: none"> • Tuition and program costs for teacher apprentices • Assessments and fees for teacher apprentices • Asset-based wraparound support services for teacher apprentices and journeyworker mentor teachers • Financial incentives (i.e., stipends) for journeyworker mentor teachers • This should not include wages, salaries, or financial incentives (i.e., stipends) for individual apprentices or administrators of the program. Note that the most competitive applications from a budget and capacity perspective will maximize the percentage of total grant funds used for candidate tuition and support. <p>All applicants and partnering EPPs should strongly consider (and outline accordingly) within their Budget Narratives any external financial aid sources such as Pell Grants and other available external funding sources before submitting their budget, and the availability of such funds should be factored into the amount of funds requested (and net program costs indicated) by the applicant.</p> <p>Provide a statement that your institution will agree to the reimbursement schedule that VDOE shall promulgate after grant award.</p> <p>Expenditures should be organized under the categories on the Budget Form Appendix E or a reasonable facsimile thereof the document</p>				
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arranged by the Online Management of Education Grant Awards (OMEGA) system.				
T4: Certification Type(s): What type of teacher certification(s) will participants earn? Will the proposed program offer certification in a single area, or multiple areas, or dual certification in Special Education?	0 points The item is not addressed.	5 point The applicant offers a single-certification only.	10 points The applicant offers dual-certification.	15 points The applicant offers dual-certification, including in SPED.
T5: Program Design: Address the following questions relative to program design: <ol style="list-style-type: none"> 1. Will all candidates start and end the program at the same time, or will start/end dates be staggered? Explain. 2. How was the vision for the GYO program developed? What process was used to incorporate input from students, educators, paraprofessionals, and diverse stakeholders in the community? 3. How did the applicant determine the proposed certification field(s) that will be offered? How was this determination based on the current needs, data trends, and existing talent pools within the division? 4. Who is the intended recruitment and talent pool for this program, and what degrees or credentials must intended participants currently possess in order to be eligible for the program? 	0 points The item is not addressed.	1 point Response does not contain a clear description of intended program design, and/or two or more of the required components are missing or lacking in sufficient detail.	3 points Response contains a clear description of intended program design, but one of the required components is missing or lacking in sufficient detail.	5 points Response contains a clear description of intended program design, and all of the required components are fully addressed in sufficient detail. Program is clearly designed with community priorities in mind.
T6: Coursework and Timeline: Provide a timeline of program activity and intended course schedule. This response should include, at a minimum: <ol style="list-style-type: none"> 1. Descriptions of how courses will be delivered (online, in-person, hybrid), and an outline of where courses will be offered (e.g. on-campus, online learning management system, etc.) 2. Course descriptions and full course schedule for the proposed GYO 	0 points The item is not addressed.	1 point Timeline and course schedule are unclear or incomplete, or two of the required components are missing or lacking in sufficient detail.	3 points Timeline and course schedule are complete, but one of the required components is missing or lacking in sufficient detail.	5 points Timeline and course schedule are complete, and all of the required components are provided in sufficient detail.

<p>program, including number of credit hours for the degree</p> <p>3. Description of how candidates will complete all coursework by no later than June 30, 2027. Please provide any differentiating details if completion dates are contingent upon any candidate details.</p>				
<p>T7: Details of Clinical Experience: Provide a description of the 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following:</p> <ol style="list-style-type: none"> 1. How does the mentor model align with the Virginia Board of Education approved Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers? 2. How will high-quality mentor teachers be chosen and paired? 3. Will the EPP/division partner(s) offer stipends or additional payments to assigned mentor teachers? If yes, how much will be offered, or are other incentives offered? 4. How will participants gradually take on more instructional responsibility over the course of the grant? 5. What evaluation process will be established to provide feedback to participants and mentor teachers throughout the program? 	<p>0 points The item is not addressed.</p>	<p>1 point Response does not contain a clear description of the clinical model to be employed during the program, and/or two or more of the required components are missing or lacking in sufficient detail.</p>	<p>3 points Response contains a clear description of the clinical model to be employed during the program, but one of the required components is missing or lacking in sufficient detail.</p>	<p>5 points Response contains a clear description of the clinical model to be employed during the program, and all required components are addressed in sufficient detail.</p>
<p>T8: EPP-Division Partnerships: Provide a description of the respective partnership roles between the applicant and the partner division(s). Please specify which parties are responsible for which elements of the program.</p>	<p>0 points The item is not addressed.</p>	<p>1 point Narrative is incomplete and/or lacks a clear outline of responsibilities for each party.</p>	<p>3 points Narrative is complete and includes a clear outline of responsibilities for each party, but lacks some level of detail describing responsibilities of each party in managing specific elements of the grant program, including recruitment, selection and placement of candidates, etc.</p>	<p>5 points Narrative is complete and includes a clear outline of responsibilities for each party, with a high level of detail describing responsibilities of each party in managing specific elements of the grant program, including recruitment, selection and placement of candidates, etc.</p>

<p>T9: Wraparound Supports: Describe in detail the academic, career, and certification preparation support plan that the EPP and division partners will offer to participants to ensure success during their completion of the program. What ongoing support will be offered, if any, following completion of the program? How will apprentices progress through an individualized professional development plan?</p>	<p>0 points The item is not addressed.</p>	<p>1 point Narrative provides a poor level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants, and does not clearly outline how support will be differentiated based on the prior experience of the participants.</p>	<p>3 points Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants but does not clearly outline how support will be differentiated based on the experiences of the participants.</p>	<p>5 points Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants to ensure success both during and after their completion of the program. Narrative provides a clear outline of how support will be differentiated based on the experiences of the participants.</p>
<p>T10: Science of Reading: Outline how your program would promote understanding of the Science of Reading within all participants.</p>	<p>0 points The item is not addressed.</p>	<p>1 point Applicant provides a poorly detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in the “Science of Reading.”</p>	<p>3 points Applicant provides a moderately detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in the “Science of Reading.” Description lacks specificity around how the “Science of Reading” will be embedded.</p>	<p>5 points Applicant provides a highly detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in the “Science of Reading.” Description includes a high level of specificity around how the “Science of Reading” will be embedded within coursework for all participants.</p>
<p>T11: High-Quality Instructional Material: Describe how candidates will learn to use high-quality/standards-aligned materials to ensure that all students have meaningful access to grade-appropriate, culturally responsive instruction.</p>	<p>0 points The item is not addressed.</p>	<p>1 point Applicant provides a poorly detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in HQIM/standards-aligned materials.</p>	<p>3 points Applicant provides a moderately detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in HQIM. Description lacks specificity around how HQIM/standards-aligned materials will be embedded within coursework.</p>	<p>5 points Applicant provides a highly detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in HQIM. Description includes a high-level of specificity around how HQIM/standards-aligned materials will be embedded within coursework for all participants.</p>
<p>Total Points Possible: 100 Points</p>				

MoA between VDOE and Partner Division(s)

Upon award, all partnering divisions will be required to sign an MoA with VDOE. This MOA will include, at minimum, the following terms:

- The division is willing to participate in the GYO Virginia grant program, in partnership with the EPP applicant. The division will partner with the EPP to ensure each participant serves in a non-teacher-of-record position such as an education assistant (also known as a paraprofessional) position for a minimum of 1-year.
- The division must employ participants in a non-teacher-of-record position such as a paraprofessionals (or a similar student-facing classroom position) and ensure participants serve in classrooms with highly effective mentor teachers that will serve as clinical mentors. Each participant must be assigned to a high-quality mentor teacher. All mentor programs should be aligned with the Virginia Board of Education approved Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers.
- The division certifies that it has been actively involved in determining, and approves of, the teacher certification field(s) and degree(s) that will be offered via the proposed GYO Virginia partnership.
- The division acknowledges that in the paid non-teacher-of-record position, participants must engage in instructional activities such as co-teaching, planning for instruction, small groups, tutoring, professional learning communities and grading.
- The division acknowledges that in the paid non-teacher-of-record position, participants may not be assigned non-instructional duties during the instructional day such as lunchroom monitoring, substitute teaching (except when the participant's mentor teacher is absent), study hall, office duty, or in-school suspension. This grant does not limit duties assigned before or after the regular school day.
- The division agrees to all teacher-of-record policies outlined in this grant application.
- The division may enter into an agreement with participants to ensure a commitment to teach within their division for a minimum of three years upon earning their teaching certification (with conditions for repayment if a participant does not fulfill this commitment).
- The division is able to replace a candidate at no additional cost into the program if a previous candidate drops out within two (2) semesters of start of the program. Replacement participants may be enrolled up to two (2) semesters after the program start date.
- The division reserves the right to purchase additional seats at the prorated amount per participant, as outlined in the grant award. (For example, if an EPP says they can produce 14 candidates for a \$100,000 grant, then the division may purchase additional "seats" at \$7,143 per candidate with their own funds, separate from this GYO Virginia grant program.)

APPENDICES

Appendix A: 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 Employer Acceptance Agreement must be signed by the Division Partner's Superintendent or designee and the VDOE's authorized representative and registered with the State Apprenticeship Agency.

___ The Apprenticeship Agreement must be signed by the apprentice and the Division Partner's authorized representative and registered with the State Apprenticeship Agency within 15 business days of program start. 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. The VDOE Director of Apprenticeships must promptly notify the apprentice and the Virginia Department Workforce Development and Advancement 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 VDWDA 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.

____ Division employer completes signed Program Registration and Apprenticeship Agreement 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 mentor teacher. Licensure endorsement requirements must be met for respective subject areas such as 10 weeks and 150 direct instructional hours for culminating clinical experiences.

Mentor Teacher/Journey Worker: An experienced teacher who has attained a mastery level of skill, abilities, and competencies required for the occupation, and who oversees, guides and evaluates the work of the apprentice in the on-the-job placement. 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 with a lead 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 B: 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

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 C: 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>Standard #1: Professional Knowledge</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>		

The Learner and Learning	Learning Progression (Level One)	Date Achieved	Initials
<p>Standard #2: Instructional Planning</p> <p>The apprentice plans using the Virginia Standards of Learning, the school’s curriculum, student data, and engaging and research based strategies and resources to meet the needs of all students.</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, 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. 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>Standard #3: Instructional Delivery</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</p>		

The Learner and Learning	Learning Progression (Level One)	Date Achieved	Initials
	<p>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 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>		
<p>Standard #4: Assessment of/for Student Learning</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</p>		

The Learner and Learning	Learning Progression (Level One)	Date Achieved	Initials
	<p>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 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. 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>		

The Learner and Learning	Learning Progression (Level One)	Date Achieved	Initials
<p>Standard #5: Learning Environment</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.</p> <p>The apprentice collaborates with the mentor teacher to 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>		

The Learner and Learning	Learning Progression (Level One)	Date Achieved	Initials
	<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>		
<p>Standard #6: Culturally Responsive Teaching and Equitable Practices</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 applies 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 valuing, acknowledging, 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 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,</p>		

The Learner and Learning	Learning Progression (Level One)	Date Achieved	Initials
	<p>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>		
<p>Standard #7: Professionalism</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). 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>		

The Learner and Learning	Learning Progression (Level One)	Date Achieved	Initials
	<p>The apprentice accesses information and uses technology in safe, legal, and ethical ways.</p>		
<p>Standard #8: Student Academic Progress</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 D: 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 one 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.

School divisions must provide their progressive wage schedule for GYO apprentices employed in their division. Note that Virginia has a \$14/minimum wage.

Appendix E: Budget Template

Period of Award	January 1, 2025 - June 30, 2027
Applying Education Preparation Provider (EPP)	<insert EPP name>

Personal Services 1000							
NOTE: This is not an allowable expense for grant funding, however applicants can demonstrate any in-kind contributions such as personnel who will be tasked with grant's management.							
Name of Individual	Program Role	% FTE	Salary	Total in-kind contribution	Grant Funds Requested	Other funding source (optional)	Total cost
				\$0			\$0
				\$0			\$0
				\$0			\$0
				\$0			\$0
				\$0			\$0
Total Personal Services:							\$0

Employee Benefits 2000

NOTE: This is not an allowable expense for grant funding, however applicants can demonstrate any in-kind contributions such as personnel who will be tasked with grant's management.

Name of Individual	Program Role	% FTE	Salary	Total in-kind contribution	Grant Funds Requested	Other funding source (optional)	Total cost
				\$0			\$0
				\$0			\$0
				\$0			\$0
				\$0			\$0
				\$0			\$0
				\$0			\$0
Total Employee Benefits:							\$0

Purchased/ Contractual Services 3000			
Description (Please provide detailed cost calculations.)	Grant Funds Requested	Other funding source (optional)	Total cost
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
Total Purchased Contractual Services:			\$0

Internal Services 4000			
Description (Please provide detailed cost calculations.)	Grant Funds Requested	Other funding source (optional)	Total cost
			\$0
			\$0
			\$0
			\$0
			\$0
Total Internal Services:			\$0

Other Charges 5000			
Description (Please provide detailed cost calculations.)	Grant Funds Requested	Other funding source (optional)	Total cost
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
Total Other Charges:			\$0

Materials and Supplies 6000			
Description (Please provide detailed cost calculations.)	Grant Funds Requested	Other funding source (optional)	Total cost
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
			\$0
Total Materials and Supplies (6000)			\$0

Total Program Budget for the Grow Your Own - Registered Teacher Apprenticeship Program			
Budget Categories and Codes	Source of Funds		Total Cost
	Grant Funds Requested	Other funding source (optional)	
Personal Services (1000)	\$0	\$0	\$0
Employee Benefits (2000)	\$0	\$0	\$0
Purchased/Contractual Services (3000)	\$0	\$0	\$0
Internal Services (4000)	\$0	\$0	\$0
Other Charges (5000)	\$0	\$0	\$0
Materials and Supplies (6000)	\$0	\$0	\$0
Total Program Budget	\$0	\$0	

The total Grant Funds requested cell must match the number on the Grant Proposal Cover Page. A description of every object code is provided for reference. Any incentive awards or stipends provided are taxable to the recipient. Grantee is responsible for ensuring that all taxes are properly remitted.

Budget Narrative: The budget narrative should clearly describe anticipated expenditures. 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.

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 F: Proposal Cover Page

2024-2025 GRANT APPLICATION FOR EDUCATOR PREPARATION PROVIDERS TO APPLY FOR APPRENTICESHIP IMPLEMENTATION GRANT

Applying Educator Preparation Provider:

Address:

Partnering School Division(s) & Superintendent’s Region(s):

Endorsement Area(s):

Number of Candidate Seats:

Name of Grant Project Contact:
(Must be at Educator Preparation Provider level)

Title:

Email:

Telephone:

Name of Fiscal Agent Contact:

Title:

Email:

Telephone:

Total Grant Funding Amount Requested:

\$

Certification by the Educator Preparation Provider: 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 educator preparation provider; and the provider will adhere to the requirements of the grant. This educator preparation provider will submit to the Virginia Department of Education.

Name and Title of Provost/Dean/Director (EPP):

Signature of Provost/Dean/Director (EPP):