


FUTURE-EDUCATOR APPRENTICESHIP GUIDE

for K-12 schools, school districts, and intermediaries

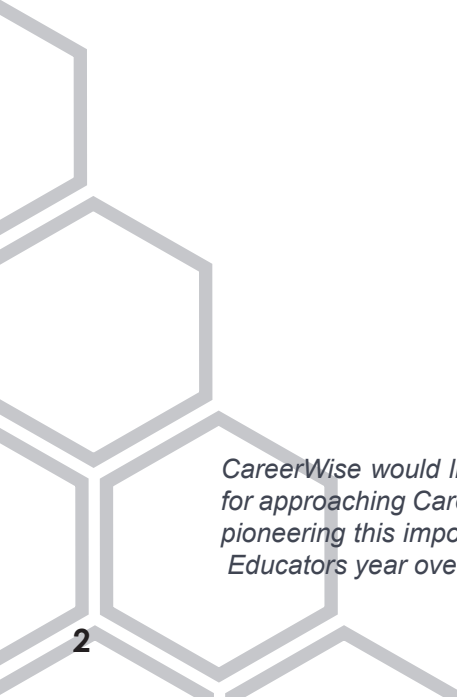


CareerWise

MODERN YOUTH APPRENTICESHIP



This guide serves to help K-12 school districts and intermediaries launch a youth apprenticeship program that supports school districts in hiring diverse talent from within and opens and multiplies career options for students in the education field.



CareerWise would like to acknowledge our partners in the Cherry Creek School District in Colorado for approaching CareerWise with the idea of creating a Future-Educator pathway. We appreciate them pioneering this important work in their district, by hiring large cohorts of youth apprentices as Future-Educators year over year, and sparking interest in this pathway for other districts across the country.



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NATIONAL SHORTAGE OF DIVERSE FUTURE-EDUCATORS

Our schools don't have enough teachers.

The country faces a looming crisis as more teachers than ever are leaving the profession early and enrollment in teacher training programs is down. School districts around the country have significant shortages in their educator talent pipelines, and the projections for future talent are dire.

Certain occupations such as special education teachers, STEM teachers, and career and technical education are especially in high demand. In addition, many districts struggle to develop and hire educators that reflect the diversity of their student population.



SYSTEMIC BARRIERS EXIST AND NEED REVISION

Systemic challenges exist in getting students and paraprofessionals through degree attainment and licensure. These challenges differ from state to state and community to community and must be overcome.

Some of these challenges include:

- **licensing and age requirements** to become a paraprofessional that differ widely from state to state
- **potential ParaPro and/or college requirements** to become a paraprofessional
- the frequent **inability to continue employment** as a paraprofessional while working toward a bachelor's degree
- **in-person requirements** for a bachelor's degree that conflict with in-classroom, work-based learning hours
- rural districts' **inability to retain paraprofessionals locally** if students must seek their bachelor's degree and/or licensure out of the district (due to lack availability of online or locally offered education degrees and licensure)

MODERN YOUTH APPRENTICESHIP AS A SOLUTION

CareerWise is a non-profit intermediary that is at the forefront of helping communities launch modern youth apprenticeships in multiple occupations - including Future-Educator - across the country.

Grow-Your-Own programs such as Teacher Cadet and Educators Rising (and hundreds of others) recruit teens into education, **but few of them include the paid work-based learning experience, training plans based on competency attainment, and post-secondary credits and/or credential attainment that modern youth apprenticeship offers.** Most are focused on exposure and interest, rather than paid training that counts as in-classroom hours for their bachelor's degree and licensure in teaching.



Achieving a Dream Through Apprenticeship

When Arleth was in kindergarten, she created an “All About Me” book — a classroom assignment that allowed the children to reflect on their interests, including their dreams for the future. Arleth drew herself as a teacher. “I knew very early on that I wanted to teach,” she says. Today, she is a graduate of the CareerWise youth apprenticeship program where she trained with Denver Public Schools (DPS) as a para-educator...and she still has that drawing from when she was five. Because of the classroom experience, Arleth gained in her apprenticeship she knows she is ready for the professional role ahead and for the opportunity to influence the lives of young people. “I had teachers that really helped me when I was a student, including through some tough times in my middle school years. Educators really do have such a big impact on our lives — and I want to now have that impact for others.”

Arleth apprenticed at a Denver elementary school.

“By the second year I had my own small office at the elementary school, where I was working with small groups of kids, six students or so at a time,” said Arleth. “I loved that I have my little classroom and I was getting great feedback from the teachers that the students I was working with were growing in their confidence. It was a very rewarding experience.”

According to Nicole Tembrock, Arleth's supervisor and the Dean of Culture at Centennial Elementary, not only did Arleth's time as a CareerWise apprentice help her fast track to college — but it also helped her identify an area of focus within the broader field of education. The opportunity to work in the Early Childhood Education program presented itself when additional support was needed for a Spanish-speaking family. Arleth helped the family identify what their student could work on at home during COVID and ensured that every resource was in place and the lessons were effective. “Arleth really flourished in that relationship,” said Nicole. “She has a skill she brought to that family — and that experience opened up her interest in early childhood education.”

As a result of her interest and passion for early childhood education, Arleth moved to a role as a para-educator for the second year of her apprenticeship — ultimately receiving a full-time job offer from DPS.

When asked what she would share with others, Arleth pauses for a moment, reflecting on her success.

“This program is amazing. I would tell others to just give it a try. You really can start working, learning what appeals to you, and doing whatever you love.”

Arleth is a great example of how apprenticeship can introduce better diversity and inclusion in our workforce as well. “It is so gratifying to see what these young people can accomplish,” said Nicole. “And we definitely need more Latinas and people of color so our students can look to and see themselves in their teachers.”

PARA+ YOUTH APPRENTICESHIP

To tackle some of these challenges, CareerWise supports school districts in hiring high school apprentices as paraprofessionals in the classroom.

- Students work 12-20 hours per week as high school juniors and seniors, while taking related instruction towards their bachelor's degree.
- After high school graduation, apprentices work an additional year while continuing coursework toward their bachelor's degree.
- The goal after apprenticeship completion is for the student to continue earning their bachelor's degree and teacher licensure while working part- or full-time for their home district.

In the short term, this Para+ program has solved districts' immediate hiring needs and helped students launch their careers by providing them with relevant, paid, work-based, in-classroom experience at different levels of education, assisting them in narrowing their areas of interest in, and inspiring their passion for, a career in education.

In the long term, CareerWise has discovered that more extensive systemic changes are needed to create more impactful change for those interested in pursuing a career in education.

TEACHER DEGREE APPRENTICESHIP

CareerWise sees the need to redesign the educator pathway so that all students, especially students in remote areas and underrepresented students, can:

- Earn work-based learning hours and college credit before they begin their bachelor's degree
- Count paid, on-the-job learning toward their degree requirements
- Achieve an accredited bachelor's degree in teaching and their teacher licensure remotely (online)
- Work for their local district while completing their degree and licensure.

and sees it evolving, in tandem with **needed changes in accredited, online higher education and licensure options, into a Teacher-Degree Apprenticeship** in which a student can complete their bachelor's degree and licensure (entirely online, if needed) **without having to interrupt paid, work-based and competency-based apprenticeship hours in the classroom.**

Several emerging programs, such as Reach University, offer such innovative models to students. As these models scale-up, the Para+ model is a great way to start solving immediate hiring needs for districts and launching students into the education pathway with paid classroom experience and the inspiration to continue their degrees in education.

CareerWise began addressing education hiring needs through the Para+ youth apprenticeship

SUCCESSFUL OUTCOMES

Districts with hiring needs for educators can hire, train, and mentor diverse students into their talent pipeline, **developing the educators that they need** and a **workforce that better reflects the student populations they serve**.

Districts benefit from **hiring students part-time as paraprofessionals** after they complete their apprenticeships and while they continue to earn their bachelor's degree and teacher licensure. Apprentices in CareerWise pilot programs have been **hired to work in Early Childhood Education (ECE), elementary and middle schools, as well as summer and after-school programs**.

During the last four years, CareerWise Colorado school districts have hired **85 students** as Future-Educator apprentices from **26 high schools** in four districts, in annual **cohorts as small as one and as large as twenty**. During the pilot program, 48 apprentices actively worked for their districts as paraprofessionals, and many were hired as full-time employees while they pursued their bachelor's degrees in education, while others decided to pursue their degree in education full-time.

In addition to Colorado, CareerWise Elkhart County, currently also hosts Future-Educator apprentices. Apprentices are exposed to **multiple education-related fields such as teaching, counseling, social work, administration, special education (SPED) support, and others**, and the employing district provides them with low-to-no-cost related instruction and higher education coursework that will (ideally) stack towards a four-year degree and beyond while gaining up to 2,000 hours of in-classroom experience.

Apprentices are given preference in the hiring process with their home district upon completion of the program and/or their teacher licensure. **Some students begin receiving retirement benefits** even as apprentices, accelerating their pathway toward earlier retirement.



IS YOUR DISTRICT READY TO HIRE FUTURE-EDUCATORS?

- ▶ Does your district have talent shortages for Early Childhood Education (ECE), elementary and middle schools, and summer and after-school programs?
- ▶ Does your district or school have a desire to increase the diversity of educators, so they better reflect your district's student population?
- ▶ Does your district have a teacher/education pathway from which to recruit interested students?
- ▶ Are your superintendent, district leadership, and Career and Technical Training (CTE) teachers in favor of hiring talent from within?
- ▶ Is Human Resources ready to work through unique hiring challenges with youth apprentices to create a new talent pipeline?
- ▶ Can student schedules be flexible enough to allow students to work in classrooms (i.e., before 3:00 p.m.)?
- ▶ Are there teachers in ECE, elementary, and middle schools raising their hands to be supervisors to student apprentices?
- ▶ Does your state have flexible/innovative licensing environments and offer support and flexibility for early career educators?
- ▶ Can paraprofessionals teach/assist in classrooms without a license in your state?
- ▶ Does teacher licensing in your state permit students to leverage on-the-job work hours prior to college graduation?
- ▶ Can your district or school leverage its existing budget to pay wages for part-time youth apprentices and cover related instruction?

If answers to the above questions are "yes," your district may be well suited to launch a Youth Apprenticeship program for Future Educators

BUILDING A FUTURE-EDUCATOR APPRENTICESHIP PROGRAM



INTERNAL CHAMPIONS

LEADERSHIP/STAFF

To build a successful program it is critical to have strong support from your superintendent, and at least one participating high school and elementary school principal. From there, solid support is needed from teachers who support the hiring, mentoring, and training of student apprentices and from counselors to be on deck to actively recruit high school students for the program. Additionally, having an education-related CTE pathway program assists with identifying and recruiting interested students.

PLANNING CONSIDERATIONS

- ▶ How might you solicit the support and influence of your superintendent?
- ▶ Who else will you need to engage - administration, principals, and teachers - in hiring youth apprentices, and how will you engage them?
- ▶ Which departments and individuals would supervise apprentices and track their progress throughout their apprenticeship?

CAREERWISE RECOMMENDATIONS

- **Seek knowledge and experience** from other schools, districts, and intermediaries already hiring youth apprentices to provide a clear structure for building out the details of your program
- **Start small** with your first cohort
- **Win over leadership** (superintendent is ideal) that supports the program
- **Set a goal** for the number of apprentices per year
- **Secure budget support** for all aspects of the program
- **Identify your implementers**—they must
 - Have interest in youth apprenticeship
 - Have strong network connections to execute program details
 - Host information sessions; work their in-district network to get staff on board



STUDENT RECRUITMENT AND HIRING

Ideally, districts have an education CTE pathway or offer some coursework or programs about education from which to target and recruit interested students. If not, students can still be recruited for this occupation from the general student body.

PLANNING CONSIDERATIONS

- ▶ From where will you recruit students interested in being a Future-Educator?
- ▶ Who will help students apply and prep them for interviews?
- ▶ How will you address transportation issues to work sites, if needed?
- ▶ What is the district's hiring & onboarding process and timeline?
- ▶ What funding is available to pay apprentice wages and cover related instruction and higher-education coursework costs?
- ▶ Is specific technology needed for hiring and tracking student competency attainment?

CAREERWISE RECOMMENDATIONS

- **Leverage knowledge** gained from other schools, districts, and intermediaries already hiring youth apprentices to help you avoid pitfalls
- **Consider technology** needed for application and hiring processes and tracking competency attainment of students after hire
- **Recruiting**
 - Recruit in multiple schools through email, text, presentations, and recruiting events
 - Target specific classrooms related to Future-Educators, if available
 - Provide student-friendly marketing materials about Future-Educator pathway
- **Student Application Process**
 - Assist students with the application process, interview preparation, and mock interviews
 - Follow-up with candidates throughout the hiring process
 - Ensure Human Resources is prepared to hire students, help with paperwork, onboarding process



Some districts start small and hire three to five apprentices in their first cohort. Others are hiring 20 apprentices each year, and are assisting with transportation logistics.

FUNDING

Each district is distinct and will **need to identify funding to pay student wages, related instruction, and higher education coursework** while the student is an apprentice. Some districts have **tuition reimbursement programs** for students to continue towards their bachelor's degree and teacher licensure. Some pay teacher-supervisors a **stipend for the additional time and effort** it takes to mentor a young person in their classroom. Some also include apprentices in their **retirement programs** at the onset of their apprenticeship.

PLANNING CONSIDERATIONS

- ▶ How might you tap existing budget dollars from understaffed roles to support the hiring of apprentices?
- ▶ How else might you secure budget dollars for apprentice wages, related instruction, and postsecondary coursework?
- ▶ Are district, work-based learning, CTE, state, federal or foundation funds available?
- ▶ Do you need to pay teacher-supervisors an additional stipend for hosting and training an apprentice?

CAREERWISE RECOMMENDATIONS

- District, foundation, or CTE departments could pay for, or share, the cost of wages in the first year, then each school could pay apprentice wages for subsequent years
- Hiring two part-time apprentices per school could utilize the budget for one FTE paraprofessional



Some districts “front load” post-secondary coursework into apprentices’ junior and senior years as concurrent enrollment as it can be less expensive for the district.

This model can be difficult for students to manage while also juggling work and other high school graduation requirements.

Some districts have apprentices take general education courses (towards their bachelor's degree) as concurrent enrollment and take specific education-related courses online or in-person during the summers of their apprenticeship to count as related instruction.

RELATED INSTRUCTION AND CREDENTIALS

Youth Apprenticeship = On the Job Training + Related Instruction

Unlike other modern youth-apprentice occupations that CareerWise has developed, **Future-Educator apprentices are unique in that**, in order to progress into a career with family-sustaining wages (i.e. progress beyond a paraprofessional position), **students need to complete a four-year degree and teacher licensure.**

Related instruction is training or coursework that directly relates to the occupation the apprentice is hired for and varies from occupation to occupation. Examples of related instruction include technical training, software training, crisis prevention training, soft skills training, college coursework related to the occupation, and various industry credentials.

Credentials consist of industry-recognized certifications that are encouraged, sometimes required, for various occupations. Examples include ParaPro as a paraprofessional credential (not available in all states), CPR training, Microsoft Office certificate, etc.

PLANNING CONSIDERATIONS

- ▶ How can students leverage concurrent enrollment towards high school and college degree completion?
- ▶ Which credentials exist for Future-Educators, if any, in your state?
- ▶ How do districts choose which post-secondary or credentialing institutions to partner with for related instruction?
- ▶ How will your organization track related instruction completion by each apprentice?
- ▶ What if no local higher education partner offers a bachelor's degree in education near your district?



RELATED INSTRUCTION AND CREDENTIALS

CAREERWISE RECOMMENDATIONS

- Apprentices complete a nationally recognized credential
Note: some states do not offer a paraprofessional credential whereas others' requirements are unattainable as a high school student
- District/department chooses the most valuable credential and funds preparation and exam fees
- Districts can leverage concurrent enrollment as related instruction
- Apprentices complete related instruction through community college coursework, certificate programs, and/or other training
- Districts can leverage new employee training such as CPR, Crisis Prevention, Diversity, Equity and Inclusion, Mandatory Reporter, etc.
- Leverage CareerWise's list of possible coursework and national industry credentials (may vary from employer to employer and state to state).
- Circulate a Request for Information (RFI) to determine optimal partnerships with higher education institutions that support portable, transferable, stackable, accessible, and affordable courses for apprentices.
- Create partnerships with online institutions to facilitate degree and licensure completion for apprentices and retention of local talent.



TRAINING FOR APPRENTICES AND SUPERVISORS

While educators have more experience working with young people than traditional industry employers do, they may not have experience working specifically with young adult employees in their classrooms. **CareerWise highly recommends that teacher-supervisors attend a youth apprenticeship training before apprentices start in their classroom.** CareerWise has developed supervisor, apprentice, and anti-biased hiring training curricula that partners can leverage and adapt to local districts, or partners can create their own.

PLANNING CONSIDERATIONS

- ▶ What training is needed for teacher-supervisors of youth apprentices?
- ▶ What training is needed for student employees of your district?
- ▶ How will you include additional training for teachers that may be outside union agreements?

CAREERWISE RECOMMENDATIONS

- **Supervisor Training**
 - Teachers or other district employees who will be supervising apprentices need to attend training specific to working with youth apprentices.
- **Apprentice Training**
 - Apprentices need to attend an Apprenticeship Training that will help them transition to not only being a student in the district, but becoming a district employee, and how to present themselves in a professional manner while at work.
- **Anti-Biased Hiring Training** for teachers interviewing prospective student apprentices for their classroom.
- **Quarterly ongoing training** so apprentices and supervisors can learn from each other, problem solve apprenticeship-related issues, and upskill themselves.



ROTATIONAL MODEL

Districts in CareerWise’s pilot program have found great success in rotating students through a variety of classroom experiences. Teachers get to work with different students for a concentrated period of time such as a trimester or semester. Apprentices get to explore and hone their specific areas of interest (grade level, subject matter, etc) as well as learn different styles of teaching and mentorship.

PLANNING CONSIDERATIONS

- ▶ How do you expose apprentices to as many classroom opportunities as possible during their three-year apprenticeship?
- ▶ How many hours per week can they work in a classroom during the school day in addition to completing their high school graduation requirements?

CAREERWISE RECOMMENDATIONS

- Students work 12-16 hours per week as juniors (year 1 of the apprenticeship), 20-24 hours per week as seniors (year 2), and 30-40 hours per week in their “13th year” (after high school graduation, year 3).
- **Rotate apprentices into different levels of education throughout their apprenticeship** (ECE, elementary and middle schools, SPED classrooms, after school, and summer programs) so they can find the age group and subject matter they are most passionate about.
- **Rotate apprentices per semester or school year** to give them enough time to more fully experience each grade level and differing supervisory styles.
- Apprentices and districts **choose the best fit** (blending student interest, talent, and district need) during their final year of apprenticeship.



OCCUPATIONS BEYOND FUTURE-EDUCATOR

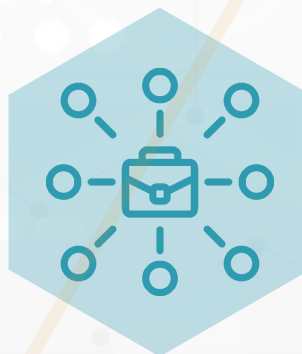
Future-Educator is one of the many occupations offered as youth apprenticeship opportunities. **School districts are realizing the value of “hiring from within” and solving hiring challenges in multiple departments with talent shortages.** In Colorado’s pilot programs, school districts have hired youth apprentices as: Auto Technicians, IT Support Technicians, Database Administrators, Human Resource Associates, Business Operations, Project Coordinators, Staff Accountants, Marketing Coordinators, Graphic Designers, and Facilities Operations Coordinators.

PLANNING CONSIDERATIONS

- ▶ Which occupations does your district have trouble hiring for?
- ▶ Which apprentice-able occupations are most likely to gain support and momentum within your district?
- ▶ Who (individuals, roles, sites) might be willing to take on apprentices in these roles? How might you engage them to do so?
- ▶ Are potential apprentice supervisors excited about mentoring young talent in these departments?
- ▶ How many students do you hire at a time, in how many different occupations?
- ▶ How might you expand your district’s youth apprenticeship program in the future as a long-term hiring strategy?

CAREERWISE RECOMMENDATIONS

- **Start small**, with only one or two occupations for your first cohort
- **Consider talent needs, culture, and champions** you are most confident you can get on board
- **Ensure you have buy-in from all departments** that will be involved in supporting youth apprenticeship, especially potential apprentice supervisors
- **Solve for each pathway’s related instruction and certification coursework** before hiring apprentices



SUPPORTIVE POLICIES AND LEGISLATION

As **CareerWise** has piloted youth apprenticeship programs in different states, it **has uncovered complex, sometimes contradictory, outdated, and often unsupportive policies and legislation** that prohibit employers from easily leveraging student talent for their pipeline, and prohibit students from gaining as much work-based learning and high school and college credit as they can during their apprenticeship. It is best to uncover as many of these potential “bumps in the road” as you can, before embarking on program implementation.

PLANNING CONSIDERATIONS

- ▶ Which hiring policies need to be in place (or modified) in order to hire youth apprentices as district employees?
- ▶ What scheduling flexibility exists (or needs to be modified) to accommodate student work hours during the school day (mornings/afternoons, block schedules)?
- ▶ Can students earn high school and college credit for apprenticeship work hours?
- ▶ Does legislation exist in your state that might prohibit students from working during school hours?
- ▶ How will you manage teacher union partnerships with regards to additional training or time required to be an apprentice teacher-supervisor?

CAREERWISE RECOMMENDATIONS

- **Review local policies before embarking** on a youth apprenticeship program to reduce stumbling blocks and ensure a smooth, more efficient launch
- **Leverage knowledge** gained from other schools, districts, and intermediaries already hiring youth apprentices as Future-Educators
- **Create workarounds** or suggest updating policies if less-than flexible policies exist in your state



USDOL REGISTERED APPRENTICESHIP

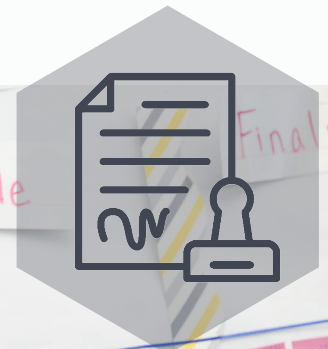
CareerWise recommends that districts strongly consider registering their apprenticeships through the U.S. Department of Labor (USDOL) to ensure standardization and quality across districts and states. Doing so opens districts up to receive potential funding, and creates another portable, nationally recognized USDOL certificate for apprentices as they pursue their future careers in education.

PLANNING CONSIDERATIONS

- ▶ Who will complete the registration paperwork?
- ▶ What are the steps to register with the USDOL?

CAREERWISE RECOMMENDATIONS

- Registration ensures that your Future Educator program **adheres to national standards of quality** for youth apprenticeship programs
- Schools, districts, and intermediaries can become USDOL program sponsors or can leverage a group sponsor, such as CareerWise, to liaise with USDOL



SUMMARY

While details for launching a youth apprenticeship program will vary widely from district to district and state to state, starting to hire from within is an exciting and viable strategy for school districts with talent shortages. CareerWise pilot sites are experiencing success and discovering tactical and systemic barriers along the way. CareerWise does not have all the answers, but does have more experience in the field than those just starting out.

Youth apprenticeship is one avenue through which students can build themselves a future career they are passionate about and will provide them with family-sustaining wages. Investigate states, districts, and intermediaries to see which one is the best fit for your community and leverage the knowledge (and mistakes made by others) to help you launch efficiently and successfully.



CONTACT CAREERWISE

CareerWise can help with the complexities of establishing an apprenticeship program, including providing:

- ▶ Technical assistance and consulting
- ▶ USDOL registration assistance
- ▶ Student recruitment and marketing toolkits
- ▶ Program evaluation
- ▶ Apprentice competency attainment evaluation
- ▶ Sample partnership agreements (between intermediaries and school districts) and apprentice agreements
- ▶ Sample credential and higher education course recommendations

For more information visit www.CareerWiseUSA.org/FutureEd

or contact us at info@CareerWiseUSA.org

For additional free resources about Youth Apprenticeship contact our partners:

[PAYA](#), [New America](#), [JFF](#)

APPENDICES

[Future Educator General Flyer](#)

[Future Educator Student Flyer - English](#)

[Future Educator Student Flyer - Spanish](#)

[Future Educator Rubric](#)

[Future Educator Competency Set](#)

[CO Summit Workbook](#)



Contact CareerWise for more information about modern youth apprenticeship and the Future-Educator pathway.
www.CareerWiseUSA.org



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