

Tennessee Teacher Apprenticeship Application

Overview: Paving the way for teacher and educator workforce development nationwide, the Tennessee Department of Education (TDOE) [announced](#) in January 2022 that it has pioneered a new way to develop teacher pipelines as the first state approved by the U.S. Department of Labor (USDOL) to establish a permanent Grow Your Own (GYO) model. Tennessee was the first state in the country to sponsor Teacher Occupation Apprenticeship programs between districts and Educator Preparation Providers (EPPs).

Tennessee's Teacher Apprenticeship model aligns leading practices in educator preparation and development with the rigors of the national registered apprenticeship process. The Tennessee Teacher Apprenticeship model is federally recognized, nationally approved, and state monitored. As part of this federal recognition, the Tennessee Department of Labor & Workforce Development (TDLWD) has been granted responsibility for approving registered apprentices in the state of Tennessee. Both agencies will coordinate to approve apprenticeships with the Tennessee Department of Education serving as the sponsor and the Tennessee Department of Labor & Workforce Development approving apprentices sponsored by the TDOE. **Therefore, all programs seeking to offer Teacher Occupation Apprenticeship programs in Tennessee must complete this application and receive approval from the TDOE before the TDLWD will approve apprentices.**

Application Design: The Tennessee Teacher Apprenticeship model combines on-the-job experience with high-quality training and preparation. This model starts with the creation of a strong partnership between a district and an EPP. Strong partnerships should align to teacher recruitment and retention goals, maintain capacity to support and contribute to the success of the program, and demonstrate a willingness to collaborate and sustain a strong working relationship.

We know that both EPPs and districts may establish multiple partnerships to meet the needs of their local context and serve as many apprenticeship candidates as possible. This application is designed so that EPPs and districts may apply together after they have established a formal partnership, or so that EPPs can apply for preliminary approval of an apprenticeship program model and submit district partner information once formal partnerships have been secured. EPPs may also continue to add district partners to an existing, approved program model over time. Partner districts should complete Section VII of this application to be approved as an employer in partnership with an approved EPP program. If an EPP has multiple district partners, each district should complete Section VII separately.

EPP Approval and Specialty Area Programs (SAPs):

All Tennessee Educator Preparation Providers (EPPs), and the specialty area programs (SAPs) offered by EPPs that lead to licensure, must be approved by the State Board of Education (SBE). To be approved, all licensure programs must ensure that candidates have the opportunity to attain the knowledge and skills specified by the SBE, have clinical experiences in accordance with guidelines established by the SBE, and meet all other standards, procedures, and guidelines established by the SBE in [Educator Preparation Policy 5.504](#), [Literacy & Specialty Area Standards for Educator Preparation Policy 5.505](#), and [SBE Rule Chapter 0520-02-04](#).

- If your college or university is NOT currently an approved EPP, eligible organizations seeking initial approval to prepare and recommend candidates for licensure shall participate in the approval process by submitting a proposal to the department. Information about the approval process, provider and preparation standards, and program requirements are available in [Educator Preparation Rule 0520-02-04](#), [Educator Preparation Policy 5.504](#), and [Literacy & Specialty Area Standards for Educator Preparation Policy 5.505](#). Additional information can be found on the department's website [here](#).

- If your college or university IS currently an approved EPP but is seeking approval to offer an additional licensure pathway(s), please review the department’s readout on [Specialty Area Program \(SAP\) Proposal Information Requested for the Conditional Approval Review](#). Additional information can be found on the department’s website [here](#).
- A current list of approved Tennessee EPPs and their endorsement areas can be found [here](#).

State Role and Resources: The TDOE will continue to monitor EPPs and maintain all required reporting elements necessary for program partnerships, implementation, and outcomes. Please be sure you have reviewed the [free, publicly available TDOE resources](#) on our [website](#) that outline clear steps for apprenticeship design and implementation, including the [GYO Playbook](#), [Workbook](#), one-pagers, and videos.

Section I: GENERAL INFORMATION

EPP Contact Information

Name of Institution:

Address:

Primary Program Contact Name:

Primary Program Contact Title:

Primary Program Contact Cell Phone:

Primary Program Contact Email:

Secondary Program Contact Name:

Secondary Program Contact Title:

Secondary Program Contact Cell Phone:

Secondary Program Contact Email:

Check the following description that applies to your Teacher Occupation Apprenticeship program application. Note, all Tennessee EPPs and the specialty area programs (SAPs) offered that lead to licensure must be approved by the State Board of Education (SBE). A current list of approved Tennessee EPPs and their endorsement areas can be found [here](#).

| EPP Program Standing | Y/N |
|---|-----|
| 1. Applying for apprenticeship designation to convert existing GYO district programs to an apprenticeship model | |
| 2. Applying for apprenticeship designation for a new GYO program without existing district partners | |
| 3. Applying for apprenticeship designation for a new GYO program with existing district partner(s) | |

If you indicated YES for option 1 or 3, please list the district(s) you are partnering with:

Section II: GROW YOUR OWN CENTER

Overview: The Tennessee Department of Education and the University of Tennessee System announced the launch of the Tennessee Grow Your Own Center, a \$20 million investment to support statewide scale for innovative educator pipeline work through Tennessee’s Teacher Apprenticeship model. A primary program operation for the Tennessee Grow Your Own Center includes:

- **Lead technical assistance hub for teacher apprenticeship models.** The center will support program questions, both for aspiring educators and future programs. Serving current educators, future candidates, new and current district/EPP partnerships, and stakeholders outside of Tennessee, the Grow Your Own Center will operate as the one-stop-shop for programmatic support and technical assistance.

Have you been in contact with the Tennessee Grow Your Own Center? Yes No

If yes, for which of the following? Check all that apply.

- | | |
|---|--|
| <input type="checkbox"/> Needs Assessment Mapping <input type="checkbox"/> Programming and Implementation Questions <input type="checkbox"/> Cost and Funding Support | <input type="checkbox"/> Communications, Recruiting, & Marketing <input type="checkbox"/> Impact Measurement Planning <input type="checkbox"/> District/EPP Match Work |
|---|--|

Section III: NEEDS ASSESSMENT

Overview: Strong GYO Teacher Apprenticeship models have designed programs that meet essential human capital needs for the state’s educator landscape. Assessing both EPP data and district vacancies will help identify target numbers for recruiting program participants to fill vacancies, potential areas to train developing educators, and specific areas of focus for the program. **This application section is intended to showcase the data an EPP team has reviewed and organized to better support program design and implementation.**

| Identifying EPP Data | |
|---|--|
| Areas of Focus | Description of Need |
| Meeting the Local Need of the Community | <p><u>Questions to consider in your response:</u></p> <ul style="list-style-type: none"> What are the demographics of EPP program enrollment and graduates? What is the race, ethnicity, gender, age, experience, location, and languages spoken of enrollees? What certification subject areas do EPP candidates graduate with? How do EPP graduates perform? Praxis and certification assessments? LOE scores? What trends are visible in relocation, resignations, and non-renewals? |

Please describe the trends of the EPP program, the needs identified based on the questions above, and how the proposed apprenticeship program will address those needs.

Educator Recruitment: Growing discrepancies between changing student bodies and existing educators make it challenging for students to see themselves reflected in their teachers. Yet, research indicates that a diverse educator workforce has positive impacts on all students, including academic achievement, engagement, and social development. **Given your past and current EPP program data, how would your apprenticeship program seek to increase recruitment efforts for underrepresented educator populations (for example: low income, first generation, minority, gender)?**

Additional Response: Is there any additional data you would like to share that informs your program design and implementation? (Ex: Blue Oval City’s impact in the regional workforce, or a district’s plans for leveraging an Innovative School Models grant). EPPs will have a chance to outline district(s) need in “Section VII: District Programming.”

Section IV: APPRENTICESHIP PROGRAM DESIGN

Overview: A Registered Apprenticeship Program is a proven model of professional training, validated by either the USDOL or a State Apprenticeship Agency. Tennessee’s Teacher Occupation Apprenticeship was the first of its kind to federally register through the USDOL, meeting national quality standards that are hallmarks for both employers and job seeking apprentices.

On-the-Job Learning Hours: To ensure candidates complete all coursework requirements to become fully licensed and demonstrate the OJL competencies, it is critical that programs are thoughtful about how they blend on-the-job learning and traditional coursework. Please outline below the time required to complete this apprenticeship model.

Number of months to complete apprenticeship program:

Number of on-the-job learning hours completed:

Number of coursework hours completed:

Number of EPP credit hours completed:

What is the endorsement earned upon completion of the apprenticeship?

Is this program a:

Bachelor’s pathway

Master’s pathway

Licensure pathway

Program Goals and Design: Each program model has the potential to look slightly different across the state. **Specifically define what the proposed teacher apprenticeship program does, the goal(s) the program intends to achieve, and how the program plans to accomplish these goals.**

Provide a brief narrative for how you will adjust for on-the-job hours, program scope, and individual apprentice candidate need. Is the coursework in-person, hybrid, or remote?

- A sample schedule for how coursework will be paced over the length of the apprenticeship is included.**

Include details on the size of the program for starting and for future years.

Detail the selection criteria for apprenticeship candidates. What prior experience – if any – is required of candidates (bachelor’s, associates, one-year on the job, etc.)?

Please describe how you will recruit and market your program to potential apprenticeship candidates.

Section V: BUDGET MODEL

Overview: There are many different potential funding sources available to support registered apprenticeship models. Page 51 of the [Grow Your Own Teacher Apprenticeship Playbook](#) offers potential sources of funding that partnerships should investigate to support the budget for programs either before starting the partnership or in the program’s annual budget for start-up and operating costs. Programs should consider not only how funds will be spent, but also how a program will sustainably fund costs associated with future years. **Per the federal designation and approval, the cost to a participating apprentice must be \$0.**

Though there is no cost to an apprentice candidate, please describe the expenses that are covered for the candidate (Ex: degree cost, travel stipend, hotspot, books, etc.) Feel free to provide any additional information, as appropriate, to describe your approach to sustainable funding to ensure no cost to apprentice candidates:

Please check the sources of funding that you will use, or are considering using, to eliminate the costs for candidates:

- State Grants
- Local Workforce Development
- TN State Tuition Assistance
- U.S. Department of Labor
- Pell Grants
- GI Benefits for Veterans
- Federal SNAP funding
- Other state sources _____
- Other federal sources _____
- Private sources _____

Section VI: IMPACT MEASUREMENT

Impact Measurement: Develop a plan for how you will collect data throughout the implementation of the program for monitoring program effectiveness and demonstrating impact. In addition to standard TDOE Reporting and Monitoring Requirements, at minimum, applications should plan to collect the following data to be reported bi-annually (June and December).

- GPA and Praxis/Assessment Scores
- Program Completion and Graduation Rates
- Candidate Survey Feedback
- Mentor Survey Feedback
- District Services and Support Feedback
- District Placement and Employment
- *Future* - Employment Duration
- *Future* - LOE Score

Please describe how you will assess impact and effectiveness of the program regularly:

Section VII: DISTRICT PARTNERSHIPS

Overview: An EPP should submit this section for each district partnership they will maintain for this approved model throughout the duration of their apprenticeship programming. Either the EPP or district can complete this portion of the application. For programs utilizing current district partnerships, this applies to both [primary and secondary partnerships](#).

If an EPP does not yet have committed LEA partners, they can submit the application without this section completed, but they will need to submit it for approval as an addendum to the original application for each partnering LEA prior to registering apprentices.

District Contact Information:

| | |
|-----------------------|------------------------|
| District Name: | Program Contact Title: |
| Superintendent Name: | Program Contact Email: |
| Program Contact Name: | Program Contact Phone: |

Needs Assessment: Districts and partners should organize, collect, and review several years of human capital data. As apprenticeships are long-term pipeline initiatives, best practice includes reviewing the last three years of data to identify substantial and consistent district talent gaps. Where applicable, we recommend speaking with the Director of Schools, HR Staff, and Special Education Team. Reference the [Grow Your Own Teacher Apprenticeship Playbook](#) (p 13).

| Areas of Focus | Description of Need |
|-------------------------------------|---|
| Demographics | What is the race/ethnicity, gender, age, and experience of, as well as languages spoken by current instructional staff? |
| Vacancies | How many teaching vacancies remain unfilled at the start of each year? How do these differ across grade/subject areas and schools? |
| Retention | How long have instructional staff been teaching with the district overall? How long at their current school? Do teachers generally have long tenures within the district or shorter? How does teacher retention differ across grades, subject, and schools? |
| Retirement/Resignation/Non-Renewals | What trends are you seeing in retirements, resignations, and non-renewals over the last few years? How do these change across grade-levels and subject areas? |
| Certification Subject Area(s) | Which subject areas/grade levels are teachers endorsed in? Are there certain certification areas in need in which the district lacks a significant number of prepared teachers? What about permits or waivers? |
| Teacher Effectiveness Ratings | How do current teachers perform? Are teachers meeting performance standards? Are there challenging trends in any specific grade-levels or subject areas? |

Please describe the district’s staffing needs using the above guiding questions, and how this apprenticeship model will address those localized needs.

Pay Scale: Apprentices are also required to receive pay and reflective increases as their skills and knowledge increase. Apprenticeships start by establishing an entry wage and an ending wage. From there, programs incorporate progressive

wage increases as apprentices attain skill benchmarks. Reference the [Grow Your Own Teacher Apprenticeship Playbook](#) (page 41) for detailed support and information.

- A salary schedule demonstrating the apprentice pay scale throughout their year(s) in a program is included.**

Mentor Selection Process: Every apprenticeship program includes structured on-the-job learning, and apprentices receive hands-on training from an experienced mentor at the job site. Quality mentoring and feedback are foundational components of effective teacher preparation in the Tennessee Teacher Apprenticeship model. Reference the [Grow Your Own Teacher Apprenticeship Playbook](#) (pages 36-37) for detailed support and information.

What stipend amount will mentor teachers receive?

Please provide a narrative description or artifact for what selection, preparation, training, and ongoing support will look like for mentor teachers.

On-the-Job Learning Competencies: The Tennessee Teacher Apprenticeship is competency-based, meaning the model is built on the apprentice’s ability to demonstrate competencies in an observable and measurable way. On-the-Job Learning Competencies, as required and approved by USDOL registered apprenticeships, detail the necessary job-based learning an apprentice must demonstrate. Mentor teachers are asked to assess and verify mastery of the competencies for apprentices to move to completion. These should be used to guide the development of the On-the-Job learning experience and partnerships should ensure apprentices will be successfully proficient in each competency by the end of an apprenticeship. Apprentices must meet “proficient in task” for each category before completing the apprenticeship. Reference the [Grow Your Own Teacher Apprenticeship Playbook](#) for the approved list (page 67).

- A schedule of which competencies are expected to be mastered each semester by candidates during their apprenticeship is included.**

Memorandum of Understanding (MOU): Once partnerships have established a proposed model and are ready to launch, it is important to establish a legal agreement between partners that details program obligations, responsibilities, and data sharing parameters. An MOU between the district, EPP, and other key partners should outline the role and responsibilities of each party involved, commitments and expectations, and elements of the partnership. Other partners besides the district and EPP should be included if they are obligated to administer or be involved in any key responsibilities for executing the apprenticeship program. Reference the [Grow Your Own Teacher Apprenticeship Playbook](#) (page 54) for detailed support and information. Please attach the following items for review and consideration:

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

District Assurances

Mentor Selection Process: Every apprenticeship program includes structured on-the-job learning, and apprentices receive hands-on training from an experienced mentor at the job site. Quality mentoring and feedback are foundational components of effective teacher preparation in the Tennessee Teacher Apprenticeship model. Reference the [Grow Your Own Teacher Apprenticeship Playbook](#) (pages 36-37) for detailed support and information.

- **Assurance Statement:** *I attest that the information in this application is complete and accurate to the best of my knowledge. I have read and understand the state and federal requirements for a Tennessee Apprenticeship Program, as outlined in the [Grow Your Own Teacher Apprenticeship Playbook](#). I agree to provide program data and participant information to the Tennessee Department of Education as requested. I acknowledge that approval of this program by the Tennessee Department of Education requires full compliance with program requirements and assurances and that failure to do so may result in withdrawal of sponsorship of this program.*

Local Workforce Partners: Local workforce boards are essential partners in advising partnerships on the value and non-negotiables of the apprenticeship model. They may also serve as a potential source of funding to support Tennessee Teacher Apprenticeship candidates. Plans for preliminary discussion with a local workforce board is a requirement for program approval. If the assurance statement below cannot be completed, the application will be returned until complete. Reference the [Grow Your Own Teacher Apprenticeship Playbook](#) (pages 21-22) for detailed support and information.

Workforce Board Partner Contact Information:

Name:

Title:

Address:

Cell Phone:

Email:

- **Assurance Statement:** *I attest that we will commit to contacting our Local Workforce Board to discuss the apprenticeship model, the district/EPP partnership, and their potential future support of the program.*

District Signature

I agree to all the above assurance statements.
Superintendent Signature & Date:

Section VIII: EPP ASSURANCES

Data Sharing Agreement: EPPs should establish a data sharing agreement with the district partner and any other partners and/or potential research and evaluation partners. Developing a data sharing agreement is needed when partners are interested in sharing program data with each other, such as apprentice classroom performance or apprentice teacher evaluation data. Reference the [Grow Your Own Teacher Apprenticeship Playbook](#) (page 54) for detailed support and information.

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

On-the-Job Learning Competencies: To meet both federal and state standards, applications must demonstrate planning and programming for the approved On-the-Job Learning (OJL) Competencies for the Teacher Occupation Apprenticeship. Reference the [Grow Your Own Teacher Apprenticeship Playbook](#) (page 67) for the OJL Competencies approved by the USDOL as work competencies for the Teacher Occupation in Tennessee.

- **Assurance Statement:** *I recognize that On-the-Job Learning Competencies should be used to guide the development of the EPP coursework and on-the-job experience, and partnerships should ensure apprentices will be successfully proficient in each competency by the end of the apprenticeship. I will work to ensure our annual progression of how we develop competencies in apprentices over the course of their time allows for collaboration with the district partner, flexibility with the apprentice candidate, and sufficient training to ensure the apprentice is well-prepared for their future employment. I will ensure apprentices have the opportunity to experience On-the-Job Learning opportunities related to the endorsement they will earn, aligned to federal and state expectations and requirements.*

Exit Requirements and Licensure: In order to complete the Tennessee Teacher Apprenticeship model, apprentices must meet key exit requirements and state required licensure elements. Reference the [Grow Your Own Teacher Apprenticeship Playbook](#) (page 42) for detailed support and information on:

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

Impact Measurement: Programs should develop a plan for how they will collect data throughout the implementation of the program for monitoring program effectiveness and demonstrating impact. In addition to standard TDOE Reporting and Monitoring Requirements, at minimum, applications should plan to collect the following data to be reported bi-annually (June and December).

- GPA and Praxis/Assessment Scores
- Program Completion and Graduation Rates
- Candidate Survey Feedback
- Mentor Survey Feedback
- District Services and Support Feedback
- District Placement and Employment
- *Future* - Employment Duration
- *Future* - LOE Score

- **Assurance Statement:** *I agree to report the data listed above to the TDOE at least bi-annually and to engage in monitoring activities with the TDOE to assess program impact as outlined. I acknowledge that approval of this program by the Tennessee Department of Education requires full compliance with program requirements and assurances and that failure to do so may result in withdrawal of sponsorship of this program.*

Local Workforce Partners: Local workforce boards are essential partners in advising partnerships on the value and non-negotiables of the apprenticeship model. They may also serve as a potential source of funding to support Tennessee Teacher Apprenticeship candidates. Plans for preliminary discussion with a local workforce board is a requirement for program approval. If the assurance statement below cannot be completed, the application will be returned until complete. Reference the [Grow Your Own Teacher Apprenticeship Playbook](#) (pages 21-22) for detailed support and information.

Workforce Board Partner Contact Information:

Name: _____ Title: _____
Address: _____ Cell Phone: _____ Email: _____

- **Assurance Statement:** *I attest that we will commit to contacting our Local Workforce Board to discuss the apprenticeship model, the district/EPP partnership, and their potential future support of the program.*

EPP Signature

I agree to all the above assurance statements.

EPP Program Contact Signature & Date: