



**Educator Registered  
Apprenticeship Intermediary**  
a new ERA in education



# **Principles for Sustainably Funding Registered Teacher Apprenticeship Programs (RTAPs) in Massachusetts**

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This project has been funded, either wholly or in part, with Federal funds from the Department of Labor, Employment & Training Administration under Contract number [1605C2-23-C-0014], the contents of this publication do not necessarily reflect the views or policies of the Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement of same by the U.S. Government.



# What is the ERA Intermediary?

## The Educator Registered Apprenticeship (ERA) Intermediary is...

- ...led by RTI International and partners at WestEd, New America, TEACHMEducation, and Gateway Education Partners.
- ...funded by the U.S. Department of Labor (DOL) to support state and local education agencies and their partners in developing apprenticeships for educators.

**ERA** Educator Registered Apprenticeship Intermediary  
a new ERA in education

### Interested in learning more about Educator Registered Apprenticeships (ERAs)?

Advancing the integration of Registered Apprenticeship programs into the education sector will expand access to the profession and reduce barriers for apprentices by providing paid on-the-job training along with tuition assistance for related postsecondary instruction.

The Educator Registered Apprenticeship (ERA) Intermediary, led by RTI International and partners at WestEd, New America, and TEACHMEducation with funding from the U.S. Department of Labor, will support state and local education agencies in developing apprenticeships for educators.

#### » The ERA Intermediary

will support the development, launch, and sustainability of Educator Registered Apprenticeships across the country by...

- Conducting monthly information sessions
- Facilitating virtual academies
- Co-hosting state and district accelerators
- Providing customized support
- Delivering training workshops
- Coordinating career fairs to help recruit diverse candidates
- Providing incentives

#### What is a Registered Apprenticeship Industry Intermediary?

The U.S. Department of Labor funds Registered Apprenticeship Industry Intermediaries to provide expertise and support to employers and their partners in creating Registered Apprenticeship programs for high-demand occupations.

Contact the ERA Intermediary today to see how you can become part of a whole new ERA...

Website: [www.educatorapprenticeships.com](http://www.educatorapprenticeships.com)  
Email: [educatorapprenticeships@rti.org](mailto:educatorapprenticeships@rti.org)

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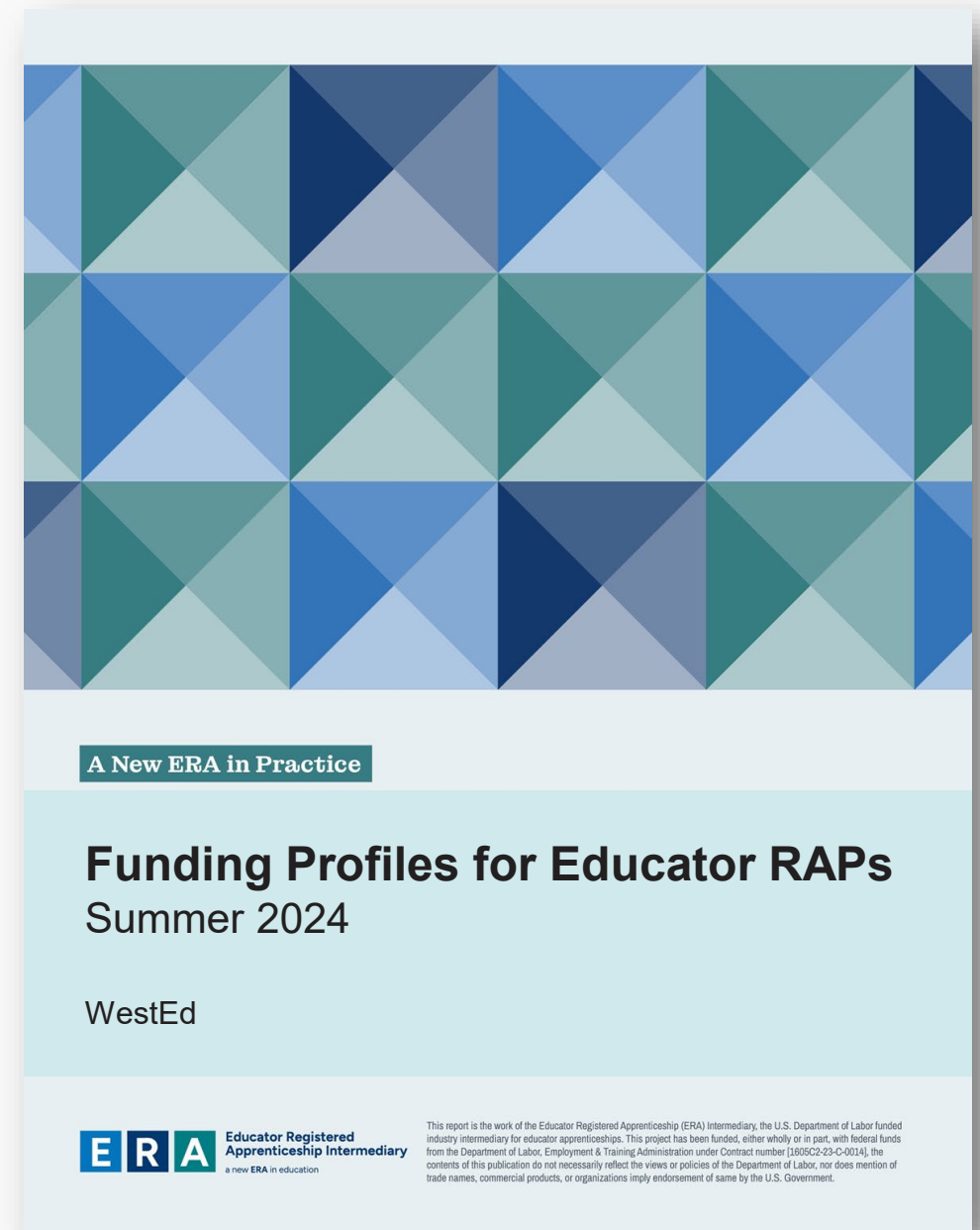


# Community Agreements

- Be present and fully engaged.
- Bring a learning orientation.
- Ask questions to check for understanding when you're not sure.
- Be respectful of our differences.
- Step up, step back.

# ***Funding Profiles of Educator RAPs***

- Qualitative study looking at 4 cases across the U.S.
- Interested in understanding:
  - how states have constructed their RAPS
  - what different ***program financing models*** and characteristics exist, as well as
  - what opportunities and challenges programs have encountered along the way
- What we found:
  - Diversified funding structures through blending and braiding of funds
  - Variation in use of one-time vs. sustainable funding sources
  - No one-size fits all approach



# Snapshot of Profiled RAPs

Program	Ball State University	Classroom Academy	National Collaborative for Digital Equity	Tennessee Grow-Your-Own
Date registered	2022	2021	2022	2022
State	IN	NY	NH	TN
OA/SAA designation	OA	SAA	OA	SAA
Sponsor type	Other	Other	Other	SEA
Occupation	K-12 Teacher	K-12 Teacher	K-12 Teacher	K-12 Teacher
Degree obtained during apprenticeship	Bachelor's	Master's	Bachelor's & post-baccalaureate	Bachelor's & post-baccalaureate
Number enrolled	10	17	80	678
Number completed	N/A	17	N/A	59

# What We Found – 5 Key EPP Sustainability Principles



**Principle 1** – Identifying Sustainable Sources to Braid with



**Principle 2** – Securing LEA participation through alignment with budget development cycles



**Principle 3** – Reducing EPP Operating Costs



**Principle 4** – Leveraging Student Aid



**Principle 5** – Transitioning from One-Time Funds to Sustainable Funding

# What have we seen so far?

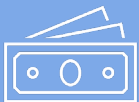
## Expense Categories



**RAP design & implementation –**  
Design costs, Admin



**Related Technical Instruction –**  
Tuition, fees, books



**Progressive wages –** Wages (must be W-2), fringe pay, other compensation

## Potential Funding Sources



SAEF, SEED, TQP, ABA, State Funds, Philanthropic Funds



Pell, TEACH, WIOA, IHE-based aid



District General Funds, State funds, ESSA T1, T2

# What have we seen so far?

## Expense Categories



**School-based personnel supports for apprentices** – Stipends for Mentors, principals



**Basic need supports** – Housing



**Other** – Emergency Funds

## Potential Funding Sources



District General Funds, ESSA T1, T2, T4, WIOA

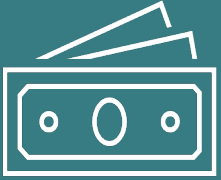


WIOA, Pell, SNAP, TANF



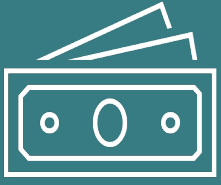
Donations, windfalls from unrestricted sources





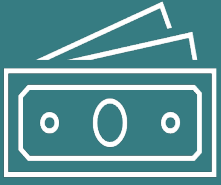
## Principle 1 – Identifying Sustainable Sources

- Securing diverse and sustainable funding sources is critical for the long-term success of Registered Teacher Apprenticeship Programs (RTAPs). Districts can integrate funding strategies early in the budgeting process to support apprenticeships effectively Key strategies include:
  - ✓ Leverage apprenticeship, workforce, and education grants
  - ✓ Set aside FTE and general funds for apprenticeships
  - ✓ Use funding for paraprofessionals, teaching assistants, and non-certificated staff
  - ✓ Collaborate with EPPs for tuition support and scholarships
  - ✓ Seek funding from foundations and education-focused organizations



## Principle 2 – Alignment with LEA budget development cycles

- Program development is essential early in the year to ensure apprenticeships can be a priority and be integrated as part of the district budget when it begins development in the fall prior to an apprentice enrolling. Key Strategies include:
  - ✓ Targeting vacancies to secure positions for graduating apprentices during budget development
  - ✓ EPPs knowing staffing ratios/formula and engaging in recruitment efforts based on district need
  - ✓ Projecting vacancies 1+ year ahead
  - ✓ Leveraging existing positions (paras, teaching assistants, non-certificated school staff)
  - ✓ Setting aside FTE/state funding for HR to support apprenticeship programming



## Principle 2 – Alignment with LEA budget development cycles

- **Best Practice: Aligning teacher prep to state budget goals**
  - ✓ In California, multiple districts are writing teacher preparation into their budget goals for highly qualified staff, college & career, as well as equity & diversity.
    - One District appropriated \$800k to invest in new teacher development supports to recruit and attract new teachers, new teacher residency mentor stipends, substitute days for teacher residents, resident living stipends, recruitment outside of the local area, tuition reimbursement to support students, and coordinator of teacher development.
    - Another district housed teacher residencies for aspiring educators of color under a larger state goal of staff recruitment and retention, part of a larger \$16 million budget goal that included funding for residency stipends and professional development



## Principle 3 - Reducing EPP Operating Costs

**While EPPs have less variability in their funding structures for braiding funds, there are several proven ways in which program operating costs can be trimmed or reduced. Some of what we've seen over the years in our national research/TA:**

- 'Professors of Practice' Co-employment model
- Offering courses at school sites to reduce travel/facilities cost
- Maximizing transfer credit recognition
- Recognizing/awarding credit for prior experience, allowing for proficiency tests similar to College Level Examination Program (CLEP)
- 1x a month synchronous classes, with asynchronous in between (EDD model)



## Principle 3 - Reducing EPP Operating Costs

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- Consider dual enrollment for high school students
- Partner with community colleges to align and map out a transfer plan
- Seminar + work experience model to maximize units each quarter
- Fold apprenticeship coursework into existing EPP course offerings
- Sequencing courses to be accelerated

# Cardinal Pathways to Teaching

Category	
State	Indiana
Year registered	August 2022
Program sponsor	Region 5 Workforce Board
Partners	Ball State University Teachers College, The Pursuit Institute, IN Department of Education, US Department of Labor, 8 local school districts
Main certification areas	Elementary education
Degree obtained	Bachelor's
Targeted population(s)	High school students
Primary funding source(s)	Grant from Indiana Department of Education, Carl D. Perkins funding for CTE





## Principle 4 – Leveraging Student Aid

TEACH, PELL, WIOA, and negotiating university level aid caps

Caveat: If distributed by the LEA and included with any wages a candidate earns as a substitute teacher or paraprofessional, stipends are categorized as employment compensation and do not contribute to the financial aid cap (wherein a student cannot receive more aid through the EPP than the Cost of Attendance)

# WIOA Overview



The Workforce Innovation and Opportunity Act (WIOA) offers **funding that benefits participants in a variety of workforce training programs**, including those involved in registered apprenticeships.

This funding is designed to **assist with training and education costs**, potentially covering expenses such as tuition, books, and other required materials. To be eligible, apprentices typically **need to meet criteria related to employment status, income, or other factors** as defined by federal guidelines.

WIOA funds are **aimed at promoting skill development, enhancing job placement, and supporting workforce readiness** in in-demand industries.



## Employment Status

Individuals who are unemployed or underemployed may qualify for WIOA funding to engage in apprenticeship programs that can lead to full-time employment.



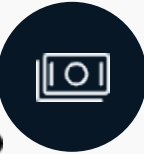
## Individuals with Disabilities

WIOA aims to increase participation of individuals with disabilities in the workforce, providing funding for apprenticeships that offer suitable training and accommodation.



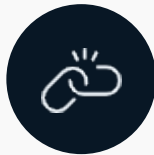
## Income Level

Low-income individuals or those who are receiving public assistance might be eligible for WIOA funds to help them gain skills for better-paying jobs.



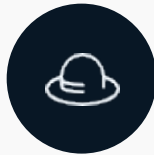
## Dislocated Workers

Those who have been laid off or are at risk of being laid off due to economic changes may be eligible for retraining through apprenticeships funded by WIOA.



## Veterans & Military Spouses

Veterans and eligible spouses may receive priority service under WIOA funding, helping them transition to civilian employment.



## Youth & Young Adults

WIOA supports youth between the ages of 14 and 24, especially those who are out of school, to help them obtain the skills necessary for employment.



## Adult Workers

Adults who lack sufficient education or credentialing to secure stable, well-paying jobs may be eligible for support under WIOA.



# WIOA Eligibility Criteria



**It is important to note that the specific eligibility criteria can vary by state and local WIOA programs, and employers/individuals should contact their local American Job Center/Workforce Board for detailed information.**

<https://www.mass.gov/info-details/connect-with-your-local-masshire-workforce-board>



## Principle 5 – Transitioning from one-time funds to sustainable funding

Catalogue current funding sources as recurring v one-time

Identify expiration dates for one-time funds

Locate replacement or replenishment funding sources that match the structure of 1x funds

Sunset 1x funds and replacing with new sustainable sources (Cross Titrate)

# Tennessee Grow Your Own Center

Category	
State	Tennessee
Year registered	2022
Program sponsor	TN Department of Education
Partners	Four UT campuses, Austin Peay State, Lipscomb University, Middle TN State, Cumberland University, Lincoln Memorial, University of Memphis, Arete Montessori, 9 local workforce development boards, TN Department of Labor, UT System, 70+ districts
Main certification areas	Elementary, special education, ESL, secondary science, math, English, social sciences
Degree obtained	Bachelor's, post-baccalaureate
Targeted population(s)	High school students, college students, paraprofessionals/support staff, career changers, substitute teachers
Primary funding source(s)	ESSER funds, district funding, TN 2024 Grow Your Own Scholarship



# Massachusetts State Funding

# DAS Funding: Registered Apprentice Tax Credit

- State tax credit equal to 50% of the wages paid to an apprentice in a taxable year, up to a maximum of **\$4,800** per apprentice.
- Employer may qualify for a maximum of **\$100,000** in total RATC credits per calendar year.
- The tax credit can be taken for up to **two taxable years** for the same apprentice, if otherwise, eligible. The two years must be consecutive.
- If the tax credit exceeds the tax otherwise due, 100% of the balance of the RATC credit may, at the option of the taxpayer, be **refundable** to the taxpayer.



# DAS Funding: GROW Apprenticeship Grants

## As funding allows

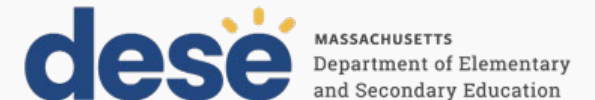
- DAS conducts an annual RFR process to fund Registered Apprenticeship Programs.
  - DAS will not put out an RFR until FY 2026 - as funding allows
- Expansion Industry Apprenticeship
  - Construction & Building Trades Inclusion Apprenticeship
  - Sector-Based Apprenticeship Intermediaries
  - Pre-Apprenticeship Training & Services
  - Technical Assistance Grants

# DESE Grant

<b>Eligibility:</b>	MA public school districts, charter schools, and educational collaboratives with EPP partnerships receiving Title I/9408 funds
<b>Priority:</b>	LEAs with teacher-student demographic disparities
<b>Funding Type:</b>	State Line Item 7061-9408, Federal CFDA 84.010
<b>Funding:</b>	Continuation Grant: ~\$2M for FY25, additional ~\$2M for FY26
<b>Grant Requests:</b>	\$50K, \$100K, \$250K, \$500K
<b>Fund Use:</b>	Mentor stipends, apprentice salaries, tuition, recruitment, program coordination, and more
<b>Project Duration:</b>	Approval – 6/30/25 (continuation grant for FY26)
<b>Budget Submission:</b>	FY25 & FY26 budgets required via GEM\$



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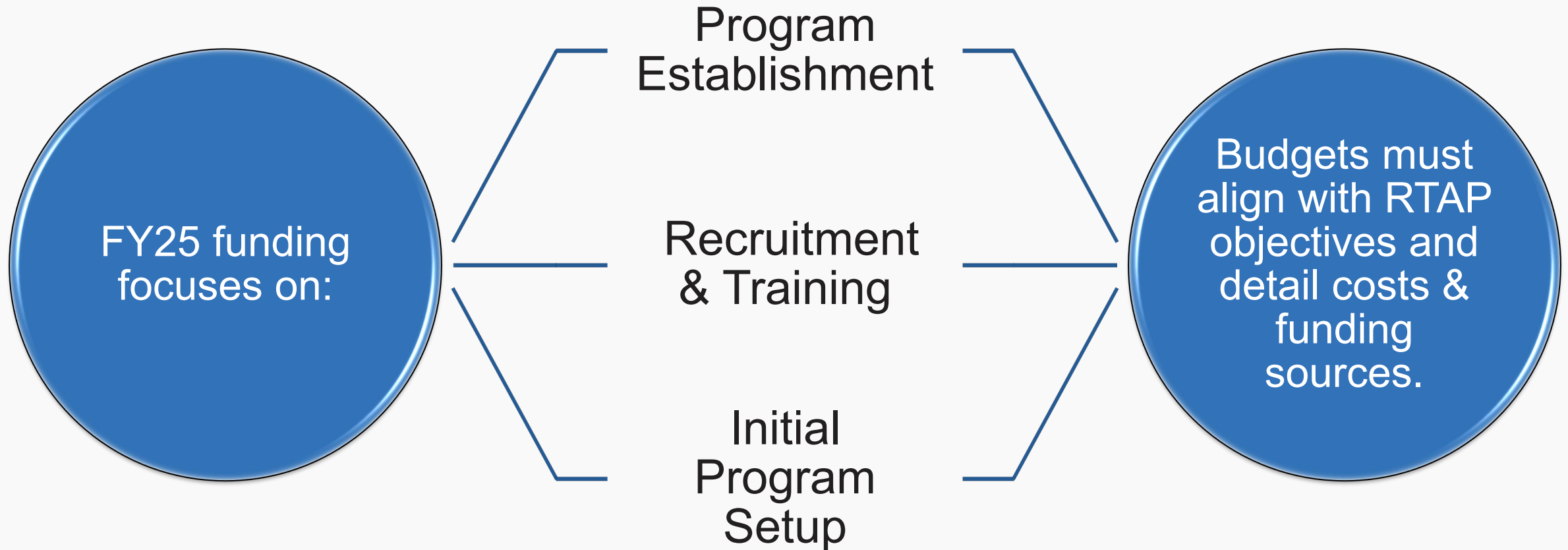
# Expenses and Funding Outline

**Districts must outline the following expenses:**

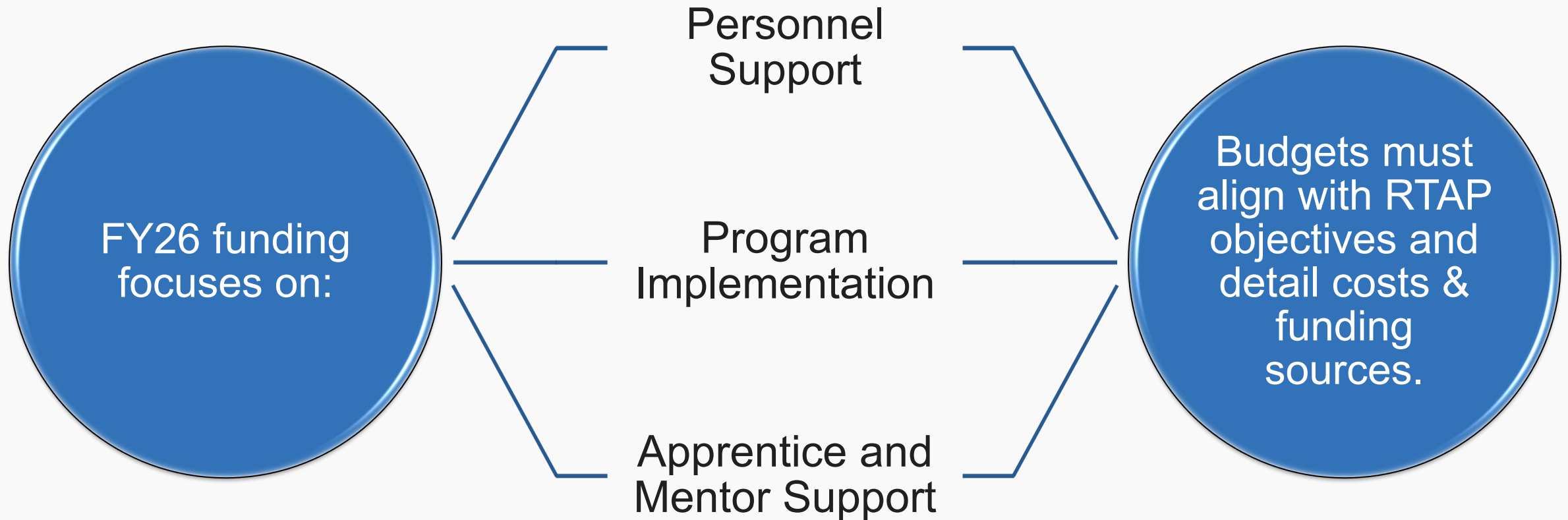
- Professional Salaries
- Clerical Salaries
- Other Salaries
- Contracted Services (Projects/Initiatives)
- Marketing/Promotion
- Apprentice: Wages
- Apprentice: Tuition and Fees
- Mentor: Professional Development
- Mentor: Stipends
- Program Sustainability (Supplies/Operations)
- Other Expenses



# FY25 Expenses and Funding



# FY26 Expenses and Funding



# Expenses and Funding Planning Example

Expense Categories	Years 1-3 (2025-28)		
	Expense	Funding Source	Balance
<b>Required:</b> Salary	Estimated amount: <b>\$25,000</b>	<ul style="list-style-type: none"> <li>District general funds (<b>\$25,000</b>)</li> </ul>	<b>\$0</b>
<b>Required:</b> Journeyworker stipends	Stipend amount: <b>\$10,000 per journeyworker</b>	<ul style="list-style-type: none"> <li>Title I part A (<b>\$3,500</b>)</li> <li>Title II funds (<b>\$3,500</b>)</li> <li>Title IV funds (<b>\$3,000</b>)</li> </ul>	<b>\$0</b>
<b>Required:</b> EPP tuition and fees	Estimated amount: <b>\$15,000 per apprentice</b>	<ul style="list-style-type: none"> <li>Pell Grant (<b>up to \$7,395</b>)</li> <li>WIOA Title I (<b>\$5,000</b>)</li> </ul>	<b>\$2,605</b>
<b>Required:</b> MTEL prep and fees	Estimated amount: <b>\$400 per apprentice</b>	<ul style="list-style-type: none"> <li>WIOA Title I (<b>\$500</b>)</li> <li>University based aid (<b>amounts vary</b>)</li> </ul>	<b>-\$500</b>
<b>Required:</b> DESE licensure fees	Estimated amount: <b>\$125</b> <ul style="list-style-type: none"> <li><b>\$100 for first time applicants and \$25 for each additional license</b></li> </ul>	<ul style="list-style-type: none"> <li>WIOA Title I (<b>\$500</b>)</li> <li>Title I (<b>\$500</b>)</li> <li>Title II (<b>\$500</b>)</li> <li>Title IV (<b>\$500</b>)</li> <li>University based aid (<b>amounts vary</b>)</li> </ul>	<b>-\$1,875</b>
<b>Optional:</b> Journeyworker substitutes	Estimated amount: <b>\$15,000 per apprentice</b>	<ul style="list-style-type: none"> <li>District general funds (<b>\$11,000</b>)</li> <li>Title 1 part A (<b>\$2,000</b>)</li> <li>IDEA funds (<b>\$2,000</b>)</li> </ul>	<b>\$0</b>
<b>Optional:</b> Wraparound supports (e.g., transportation, childcare, books)	Estimated amount: <b>\$5,000 per apprentice</b>	<ul style="list-style-type: none"> <li>WIOA Title I (<b>\$5,000</b>)</li> </ul>	<b>\$0</b>

# Resources and Additional Information

## Resources:

- [Registered Teacher Apprenticeship Tax Credit](#)
- [RTAP Grant/RFP \(Fund Code 221\)](#)
- [MA Division of Apprentice Standards: Funding Opportunities](#)



## Questions & Information:

For more information, please visit the [DESE RTAP website](#).

For questions to DESE, email: [EducatorApprenticeships@mass.gov](mailto:EducatorApprenticeships@mass.gov)

## Thank You!



Email:  
[educatorapprenticeships@rti.org](mailto:educatorapprenticeships@rti.org)

Visit:  
[www.educatorapprenticeships.com](http://www.educatorapprenticeships.com)

# Questions?

