

Registered Apprenticeship Programs (RAPs) in Teaching in California

Frequently Asked Questions

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This FAQ document answers common questions about program structure, requirements, educator preparation, credentialing, partnerships and union considerations for developing PK12 teacher apprenticeships in California. Whether you are an educator, district leader, or policymaker, this resource aims to clarify key aspects of the apprenticeship model and how it aligns with existing teacher preparation programs in the state. For detailed information about developing RAPs in teaching in California, please visit [Earning by Learning: A Toolkit for Developing, Launching and Sustaining Registered Apprenticeship Programs \(RAPs\) in PK12 Teaching in California](#).

If you have additional questions, we encourage you to contact relevant state agencies or organizations involved in developing and supporting teacher apprenticeship programs.

PK12 RAPs in Teaching in California: Foundational Information

Are PK12 RAPs in teaching a new teacher preparation pathway in California?

No, PK-12 RAPs in teaching are intended to layer onto the four existing [pathways to teacher credentialing](#) in California- residency, traditional, integrated undergraduate and intern.

How does a PK12 RAP differ from the California Teacher Residency Program?

Both models are similar, but a key distinction is that apprentices are paid school district employees. For more details, see ERA's resource: [What's the Difference Between GYO, Teacher Residency, and Teacher Registered Apprenticeship?](#)

Can an apprenticeship model be integrated into an existing Teacher Residency program?

Yes. The [Earning by Learning toolkit](#) provides examples of how an apprenticeship program can be built upon an existing residency model. To learn more about building apprenticeships into a residency, please visit the [appendices](#) in the Toolkit.

Do apprentices have to meet CTC standards for credentialing?

Yes. All apprentices must meet CTC credentialing standards, including completing coursework at a CTC-accredited educator preparation program.

Do RAPs have to register with both the Department of Labor through the Office of Apprenticeship and the state of California through the Division of Apprenticeship Standards?

To maximize funding opportunities, it is strongly recommended that programs register at the state and federal levels. Programs should first register with the [Division of Apprenticeship Standards](#) and then seek federal registration, as DAS registration requirements are more specific than federal requirements.

What are some considerations for identifying potential RAP partners?

Some considerations for identifying potential RAP partners include:

- **Organizational readiness:** Does the LEA or EPP have the organizational capacity to design and implement a RAP? Do they have existing infrastructure (e.g., paid residencies) to layer apprenticeship on so they aren't starting from scratch?

- **Position to fill identified talent needs:** Does the LEA have a clear idea of the pipeline needs the RAP will address? Is the EPP well-positioned to train apprentices who fill that need?
- **Existing partnerships:** Do the LEA and EPP have an existing partnership they can leverage (e.g., through residency programs)? Has the EPP demonstrated a willingness to adjust its coursework to meet LEA needs and priorities?
- **Labor-management relationships:** Does the LEA have a history of collaboration and a strong working relationship with its local certificated and classified unions?

Program Sponsorship

What is the role of the RAP sponsor?

An RAP sponsor is the entity that takes on the legal responsibility of ensuring apprenticeships are properly managed and operated in compliance with the standards set by the DOL or SAA.

Who can sponsor a RAP in PK12 teaching?

[California labor code](#) requires a joint sponsorship structure, referred to as the Joint Apprenticeship Committee (J.A.C.) in all contexts where a collective bargaining agreement exists (unless either party to the agreement waives its right to representation in writing). The J.A.C.'s role is to implement and oversee the program. Specific responsibilities of the J.A.C. include:

- Administering the RAP in teaching
- Recruiting and selecting apprentices
- Recommending changes to program design

The J.A.C. must include equal representation of labor and management. Labor refers specifically to the local union(s), and management refers to the program employer (for RAPs in teaching, this is the LEA/employer but may also include representatives from the EPP/RSI provider). For example, if a RAP in teaching has three management or employer committee members, they must also have three members representing labor. The J.A.C. should include an advisor from DAS who will serve as a nonvoting observer. The J.A.C. may also include other nonvoting observers. [This DAS handbook](#) includes additional details related to the J.A.C.'s composition and each member's roles and responsibilities.

On-the-Job Training (OJT) and Wages

Must the On-the-Job Training (OJT) requirement for apprentices be completed in a single academic year?

No, the OJT requirement spans the duration of the apprenticeship program and can be completed over multiple years.

Must RAPS in teaching include at least 2000 hours of OJT?

Yes. The program designs in the [toolkit](#) include at least 600 hours of clinical teaching prior to being the teacher of record and over 2000 hours of induction as the teacher of record.

If an apprenticeship program is built into an existing classified job category (e.g., paraeducator), which unions must approve the program?

Both the classified union (for the classified job category) and the certificated union (for the journeyworker compensation) must sign off on the program.

For additional questions or clarifications, please contact the appropriate state agencies or organizations involved in developing and supporting PK12 teacher apprenticeship programs in California.

How many wage increases must occur during the RAP?

A RAP in teaching must include at least one progressive wage increase.

Can a wage increase come in the form of a stipend?

There must be an increase in pay, which is counted as a wage; however, DAS is neutral on the source of the funding that allows for that pay increase.

Related and Supplemental Instruction (RSI)

Who can provide RSI?

The [California Code of Regulations](#) requires that organizations overseeing the RSI for apprentices must be public education agencies.

Can a private EPP provide RSI?

A private EPP can offer RSI if it partners with a public entity like a school district or county office of education that sanctions the RSI curriculum.

Can RSI providers charge tuition to apprentices?

According to California Education Code Sections [48053](#) and [76350](#), K12 LEAs (including districts and county offices of education) and community colleges cannot require that tuition be paid by an apprentice. Private EPPs can only provide RSI if sanctioned by an LEA, in which case they are subject to the same terms of education code as the sanctioning district or county office of education. There is currently no language in California Education Code addressing apprentice tuition for CSUs and UCs.

RSI providers may receive funding to cover RSI costs through the [California Community Colleges Chancellor's Office](#) or [Apprenticeship Innovation Funding \(AIF\)- Training](#) funds. The 2024-25 RSI rate is \$10.05 per training hour per apprentice.

Can educator preparation program clinical practice hours count towards OJT hours?

Clinical practice hours can count towards an apprentice's RSI hours or OJT hours, but not both. Clinical practice hours can only count as OJT hours if they are paid. RSI providers can award credit for clinical practice hours and associated coursework regardless of whether hours count as OJT or RSI.

Statewide Support and Partnerships

Are there state intermediaries with approved programs that LEAs can utilize?

Not yet. The development of PK-12 apprenticeship programs in California is still in its early stages. There is currently no statewide intermediary similar to [ECEPTS](#) for early education.