



EARNING BY LEARNING

A TOOLKIT FOR DEVELOPING, LAUNCHING AND
SUSTAINING REGISTERED APPRENTICESHIP
PROGRAMS (RAPS) IN PK12 TEACHING IN CALIFORNIA

Toolkit Addenda

Updated Fall 2025

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Introduction to this Resource

As California districts, educator preparation programs and labor partners continue to design, launch and refine PK–12 Registered Apprenticeship Programs (RAPs) in teaching, new insights, policies and implementation guidance are emerging. This Addenda serves as a living companion to [Earning by Learning: A Toolkit for Developing, Launching and Sustaining Registered Apprenticeship Programs \(RAPs\) in PK12 Teaching in California](#). It is updated periodically to reflect shifts in state and federal policy, clarifications from the California Division of Apprenticeship Standards (DAS), California Commission on Teacher Credentialing (CTC) and the U.S. Department of Labor, and lessons learned from RAP design and pilot implementation across the state.

The Addenda provides supplemental, practical information for partners actively building RAPs in teaching, including: updated FAQs that address foundational guidance on program structure, sponsorship requirements, OJT and wage considerations, RSI and tuition rules; updated state contacts; an overview of the DAS registration process; and an updated overview of state funding sources.

The full Earning by Learning toolkit remains the primary, comprehensive guide for understanding RAP design, registration and implementation in California. Users should rely on the main toolkit for core concepts, frameworks and phase-by-phase guidance, using this Addenda to stay informed as the landscape evolves.

Frequently Asked Questions

This FAQ resource 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: [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. As indicated in the [toolkit](#), the state working group recommended that RAPs include at least 600 hours of clinical teaching prior to being the teacher of record and 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 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) and Apprentice Tuition

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 apprentices be required to pay tuition?

The spirit of California's apprenticeship framework is to ensure that apprentices access debt-free, earn-while-you-learn pathways into the teaching profession, with RSI funding mechanisms designed to offset training costs rather than pass them on 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 the 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 apprentice training costs through the [California Community Colleges Chancellor's Office's Related and Supplemental Instruction Reimbursement \(RSI\) Program](#) or the [Division of Apprenticeship Standards' Apprenticeship Innovation Funding \(AIF\) - Training](#) funds. In addition, the state offers a range of other funding sources that RAP sponsors can braid to cover the full range of RAP costs, including tuition costs. For more information, see the [Updated Overview of State Funding Sources for RAPs in PK12 Teaching in California](#) in this document and the [Funding Framework for RAPs in PK12 Teaching](#).

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.

Updated Division of Apprenticeship Standards and U.S. Department of Labor Office of Apprenticeship Contact Information

Phase 2: Prepare for the RAP in Teaching Design Process

Registering a RAP in teaching requires close coordination with representatives from DAS and the DOL California Apprenticeship Office. Representatives from these offices can help partners launch the process and provide guidance and technical assistance.

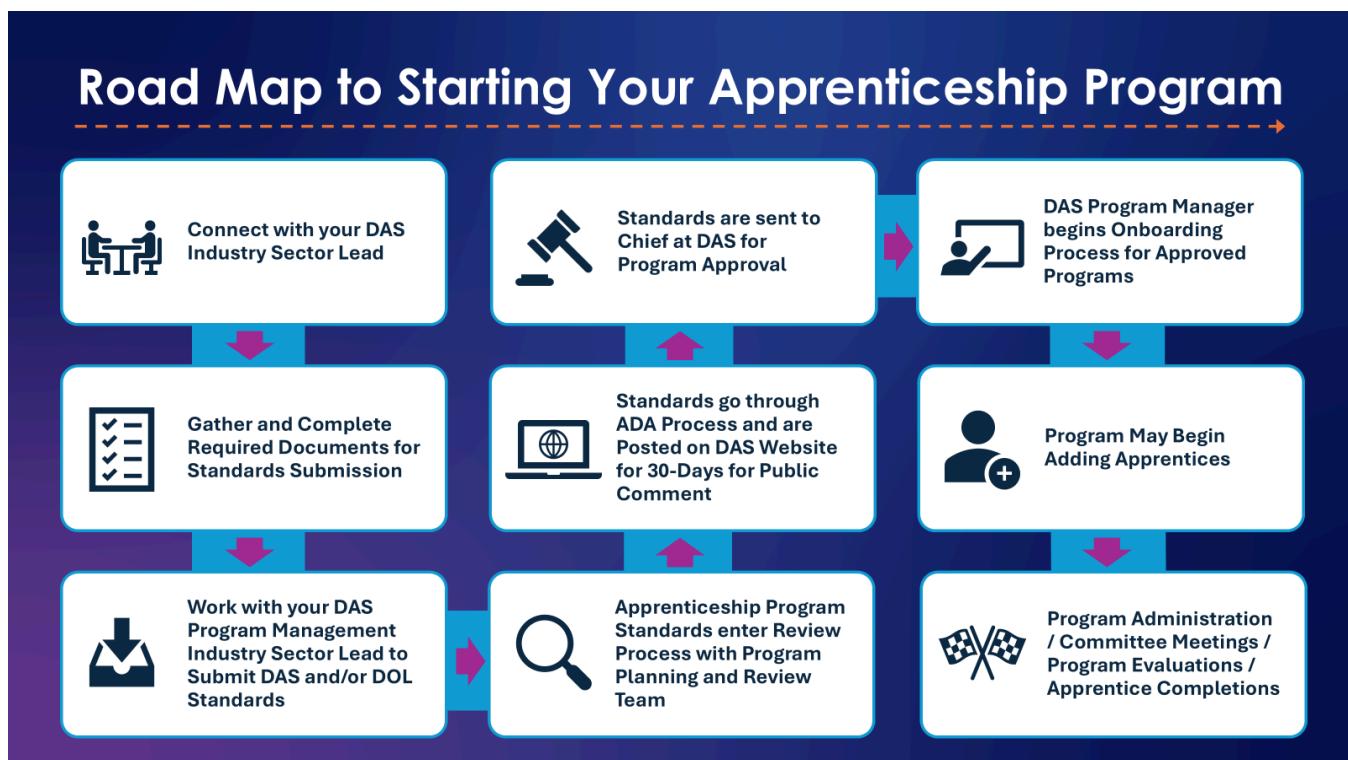
ORGANIZATION	CONTACT
Division of Apprenticeship Standards (DAS)	Andrea Harlin Strategic Business Advisor aharlin@dir.ca.gov 909-454-5103
California Apprenticeship Office	

Division of Apprenticeship Standards Registration Process

Phase 4: Register the RAP in Teaching

The graphic below outlines the steps to registering an apprenticeship program with the Division of Apprenticeship Standards and beginning implementation of the RAP.

As explained in [Earning by Learning](#) (pg. 19), CTC and DAS each have distinct requirements for teacher certification and RAPs, respectively. Since RAPs in teaching merge an apprenticesable occupation with education, they must meet the requirements of both organizations to be registered and recognized by the state. To ensure that RAPs in PK12 teaching meet all CTC requirements, CTC will review RAP standards in parallel with the DAS Program Planning and Review Team (step 4 in the road map below).



Updated Overview of State Funding Sources for RAPs in PK12 Teaching in California

Phase 5: Prepare to Implement and Launch the RAP in Teaching

A variety of RAP funding sources are available across federal, state and local levels to support registered apprenticeship programs (RAPs) in PK12 teaching. This section describes key funding sources available from the state of California. For information regarding other funding sources, including federal funding sources, see the [Funding Framework for RAPs in PK12 Teaching](#).

State Labor Funding Sources

Apprenticeship Innovating Funding-Support (AIF-S)

Description	AIF eliminates barriers associated with competitive grants by reimbursing programs for actual apprentices served and supported. AIF Support (AIF-S) reimburses operational expenses for apprenticeship programs. To receive this funding, programs must be registered as a RAP with DAS. Funding covers the cost of running an apprenticeship program.
Agency providing funding	Division of Apprenticeship Standards
Eligible funding recipients	RAP Sponsor
Examples of covered RAP costs	Costs of running an apprenticeship, including apprentice recruitment, support and placement. Funding cannot cover wages.
Maximum funding amount	\$3,500 per active apprentice per year, prorated to the month, along with \$1000 per apprentice completion bonus
Funding availability	Submissions for reimbursement are open once per year. These reimbursements cover active apprentices in the previous year.

Apprenticeship Innovation Funding-Training (AIF-T)

Description	AIF-Training reimburses the RSI provider to help cover the tuition costs of apprentices. If the RSI provider is a CSU or UC, it is required to reduce tuition charged by an amount equal to at least 80% of the amount of AIF-T received. To receive this funding, programs must be registered as a RAP with DAS.
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Agency providing funding	Division of Apprenticeship Standards
Eligible funding recipients	Public EPP/RSI provider (K12 districts, COEs, community colleges, CSU, UC) Private institutions can partner with a public LEA to receive funding
Examples of covered RAP costs	Apprentice training costs
Maximum funding amount	\$10.32 per training hour per apprentice

California Apprenticeship Initiative (CAI)

Description	Grants are available for RAP implementation and expansion in priority and emerging industry sectors or areas in which apprenticeship training is not fully established, including education.
Agency providing funding	CA Community College Chancellor's Office
Eligible funding recipients	Lead LEA (COE or K-12 LEA) with a DAS-registered RAP
Examples of covered RAP costs	RAP implementation and expansion costs, including instructional costs/costs of training apprentices.
Maximum funding amount	To be determined for future funding rounds. In previous rounds, the maximum award was \$1.5 million for implementation grants and \$1 million for expansion grants.

Related and Supplemental Instruction (RSI) Program

Description	The RSI Hourly Reimbursement program reimburses apprenticeship programs for the hours of RSI they provide to apprentices. To receive this funding, programs must be registered as a RAP with DAS.
Agency providing funding	CA Community College Chancellor's Office
Eligible funding recipients	Community Colleges, County Offices of Education, K-12 districts, Community College Districts. K-12 districts and County Offices of Education can pass through RSI funds to CSUs, UCs and private EPPs.

Examples of covered RAP costs	Apprentice Tuition
Maximum funding amount	\$10.32 per training hour (2025-26)

CA Opportunity Youth Apprenticeship (COYA) Grants

Description	Funding is intended to develop and test innovative practices to increase the participation of opportunity youth in pre-apprenticeship and apprenticeship programs, and to demonstrate the impact of apprenticeship on employment and earnings outcomes for opportunity youth.
Agency providing funding	Division of Apprenticeship Standards
Eligible funding recipients	RAP sponsors, RAP intermediaries, COEs, school districts, community colleges, nonprofit CBOs, workforce development boards, unions
Examples of covered RAP costs	Supportive services for opportunity youth and apprentices; launching and scaling programs
Maximum funding amount	Up to \$10,000 per pre-apprentice; up to \$12,000 per apprentice

State Education Funding Sources

Teacher Residency Implementation and Expansion Grant Program

Description	Grants support the implementation or expansion of LEA–IHE partnerships operating Commission-approved teacher residency pathways. Residencies must prepare residents in designated shortage areas and/or contribute to building a diverse teacher workforce reflecting the LEA's community.
Agency providing funding	Commission on Teacher Credentialing
Eligible funding recipients	K-12 LEA, County Office of Education
Examples of covered RAP costs	Resident and mentor teacher stipends, program staff and administration. Stipends can offset tuition costs for apprentices in residency pathways.

Maximum funding amount	Up to \$40,000/resident. Grant funds must be matched at \$0.80 per \$1.00 for the first \$25,000 of the award per resident.
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Classified School Employee Teacher Credentialing Program

Description	Funds to help classified employees complete an undergraduate degree and a Commission-approved teacher preparation program to become credentialed teachers. Funds also support programs that recruit/assist expanded learning and preschool staff and address early childhood teacher shortages.
Agency providing funding	Commission on Teacher Credentialing
Eligible funding recipients	K-12 Districts, County Offices of Education, Charter Schools with a CD/CDS code from CDE
Examples of covered RAP costs	Tuition, books, examination and credential fees
Maximum funding amount	\$4,800 per participant per year

Golden State Teacher Grant (GSTG) Program

Description	A form of financial aid awarded to students currently enrolled in a CTC-approved educator preparation program and working toward their preliminary teaching credential. Recipients commit to working at an eligible priority school for 2 years within 4 years of completing their program.
Agency providing funding	California Student Aid Commission (CSAC)
Eligible funding recipients	Teacher candidates/apprentices
Examples of covered RAP costs	Apprentice tuition and fees
Maximum funding amount	\$10,000

Student Teaching Stipend

Description	<p>AB 121 established the Student Teacher Stipend Program. LEAs awarded this funding will provide stipends to prospective educators during their completion of 500 or more hours of student teaching.</p>
Agency providing funding	Commission on Teacher Credentialing
Eligible funding recipients	K-12 LEAs hosting student teachers or teacher residents, or employing teacher apprentices. LEAs hosting teacher residents may use student teacher stipends in cases where residents are not supported by residency stipends
Examples of covered RAP costs	LEAs can use stipend awards to offset apprentice wages when the apprentice is not yet the educator of record
Maximum funding amount	\$10,000 stipends for each prospective educator
Funding availability	Funding will become available in the 2026-2027 school year