3B: Credentialed Educator Apprenticeships: Workforce Alignment, Program Design, and Implementation

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California's Teacher Workforce Context

While our pipeline has rebounded, gaps persist

While new credentials issued to California-prepared candidates are up more than 40% since 2022, attrition still drives an estimated 86% of new teacher hires.

Districts face persistent workforce needs

Available supply doesn't consistently align with the credentials and authorizations districts need, leading to continued reliance on intern credentials, permits, waivers, and substitute staffing, particularly in higher-need districts and schools.

Apprenticeship as a workforce strategy

Apprenticeship can connect preparation and support to the places and fields where workforce needs recur, while addressing the conditions that influence whether educators remain in those settings.

Morgan Hill Unified Apprentices



Apprenticeship in California

The Division of Apprenticeship Standards (DAS) creates opportunities for Californians to obtain skills leading to gainful employment, and provides employers with a highly skilled and experienced workforce.

California's apprenticeship system represents a partnership among industry, labor, education, and government.

California currently has more than 93,000 apprentices across a variety of occupations

Advancing Apprenticeship in California: A Five-Point Plan (2022) named expansion into non-traditional sectors, education among them, as a core strategy for growing the system.

Education Sector Apprenticeship Growth

Year	Apprentice Registrations
2021	159
2022	333
2023	646
2024	693
2025	661
2026 (As of July 1)	402

- Top education sector occupations include Early Care & Education Associate Teacher/Paraprofessional, Early Care & Education Lead Teacher, and Technical Education Teachers
- California's first credentialed teacher RAPs were approved earlier in 2026:
  - Santa Clara County Educator Apprenticeship
  - Tulare County/Hanford Joint Union High School District Apprenticeship

Source: Division of Apprenticeship Standards, Interagency Advisory Committee on Apprenticeships - Education Subcommittee - 2026

Applying Registered Apprenticeship to Teaching

Registered Apprenticeship Program Component	Application to Teaching
On-the-Job Training Paid, supervised work through which apprentices learn the skills of the occupation. Depending on the apprenticeship model (time-based, competency-based, or hybrid), apprentices complete a minimum of 1000-2000 hours of on-the-job training.	RAPs in teaching include at least 2,000 of paid OJT under the guidance of an experienced mentor, inclusive of clinical experiences like student teaching, co-teaching/ planning and induction.
Related and Supplemental Instruction Organized classroom or other instruction that teaches the technical and theoretical knowledge related to the occupation.	Apprentices complete RSI hours through a CTC-approved preparation program. CA regulations require that RSI providers must be public education agencies. A private educator preparation program can offer RSI if it partners with a public entity like a school district or county office of education.
Paid Employee with Progressive Wage Apprentices are fully paid employees, ideally with benefits. RAPs include a progressive wage scale with at least one step increase in wages.	Apprentices can be employed under existing job categories (e.g., paraprofessional, substitute teacher), or could be employed under new job categories developed by the employer (e.g., "teaching apprentice"). Employers should engage with their local unions to determine the appropriate employment classification and job description for apprentices.

Apprenticeship Registration Roadmap

Stakeholder engagement and design	**Standards development**.	**Joint DAS-CTC review**
Partners research the RAP model and local workforce needs, convening a program design team, building a shared vision, and make key decisions regarding RAP design.	DAS supports the program sponsor to gather program information and the drafts program standards.	CTC's review confirms the program will result in eligibility for a teaching credential; DAS confirms the program meets labor code requirements.

Revision and final review	**Public posting period**	**Approval and registration**
The sponsor revises standards based on feedback; CTC and DAS conduct final review.	Finalized standards are posted for 30 days for public comment.	The Chief of DAS approves standards. The program is officially registered.

How Apprenticeship Supports the Teacher Workforce

Coordinating preparation, employment and support: RAPs organize complex systems into a clear sequence of paid work, preparation, support, and advancement, with expectations and transitions made explicit at each stage.

Removing financial barriers: Apprentices earn wages and benefits as a district employee while completing preparation.

Targeting persistent workforce needs: Preparation connects directly to the specific places, subjects, and communities experiencing recurring vacancies. Employers have a new avenue for investing in a stable pipeline.

California's First Credentialed Educator Apprenticeships

RAP	Santa Clara County Educator Apprenticeship	Tulare County/Hanford Joint Union High School District Apprenticeship
Employer	Morgan Hill Unified School District	Hanford Joint Union High School District
Apprentice Role	Year 1: Paraprofessional Years 2-3: Teacher of Record	Year 1: Paraprofessional or substitute teacher Years 2-3: Teacher of Record
Credential Areas	• Education Specialist (MMSN, ESN)	• Education Specialist (Dual MMSN, ESN) • Single Subject
RSI Provider(s)	Teachers College of San Joaquin	• CSU Fresno (Education Specialist) • Cal Poly Humboldt (Single Subject)

State Support Infrastructure

SRTAC: AB 126 expanded the Statewide Residency Technical Assistance Center's responsibilities to include support and guidance for teacher apprenticeship and grow-your-own preparation.

EARN: The Educator Apprenticeship Resource Network, a partnership between the Santa Clara County Office of Education and the Tulare County Office of Education, provides technical assistance to cross-sector partners developing and implementing TK-12 educator apprenticeship programs across California.

DAS: The Division of Apprenticeship Standards serves as a technical assistance support throughout the program design, registration and implementation process.

AB 1904: What It Would Authorize the Commission to Do

AB 1904 (Gipson and Muratsuchi) would establish the Credentialed Educator Apprenticeships Act, more explicitly defining Commission and DAS responsibilities for credentialed educator apprenticeship. It would authorize the Commission to:

- Confirm, for each proposed program routed through DAS for apprenticeship approval, that it meets specified preparation, accreditation, credentialing, and authorization requirements, including:
  - Partnership with a CTC-accredited preparation program (no major/probationary stipulations)
  - At least 300 hours of paid on-the-job training before serving as educator of record
  - A baccalaureate degree from a regionally accredited institution before serving as educator of record
  - At least 200 hours of support, mentoring, and supervision per school year
- Issue apprenticeship certificates or permits to eligible candidates participating in approved credentialed educator apprenticeship programs
- Adopt regulations governing the issuance of those certificates or permits
- Enter into a memorandum of understanding with DAS for review, monitoring, information sharing, and reporting

AB 1904: Items for Future Commission Consideration

AB 1904 would move credentialed educator apprenticeship toward a more explicit statutory framework, and would leave significant implementation questions for the Commission to work through afterward, including:

- The purpose, scope, and issuance conditions of the new apprenticeship certificate or permit, and how it relates to existing intern credentials and other authorizations
- How apprentices are authorized to serve
- How apprenticeship requirements interact with preparation and induction
- How the Commission and DAS coordinate review and oversight
- Which elements should operate consistently statewide, and which should stay locally flexible

Recommendation

Staff recommend that the Commission review and discuss the item and provide direction to inform continued implementation and future policy development for credentialed educator apprenticeship.