Youth Apprentice Program Overview

Introduction:

The Youth Registered Teacher Apprentice Program is an innovative workforce development strategy designed to strengthen the future teacher pipeline by engaging high school students early in the profession. Through a structured blend of classroom learning, dual-credit coursework, and paid work-based learning, the program creates a seamless pathway from high school to teacher licensure. It is grounded in state Career and Technical Education (CTE) frameworks and aligned with Registered Apprenticeship standards, ensuring both academic rigor and real-world experience.

The program integrates high school graduation requirements, CTE coursework, and postsecondary teacher preparation into a cohesive model. Students gain early exposure to teaching, accumulate college credit, and develop hands-on experience in classrooms while still in high school, reducing barriers to entry into the teaching profession.

Why the Program Exists:

School districts across Kansas face persistent teacher shortages, particularly in rural and high-need areas. Traditional recruitment pipelines alone are no longer sufficient to meet workforce demands. The Youth Registered Teacher Apprentice Program addresses this challenge by cultivating “grow-your-own” educators who are deeply connected to their communities and more likely to remain in the profession long-term.

By introducing students to teaching earlier and providing structured support, the program expands the future educator pipeline while improving retention and workforce stability.

Purpose of the Program:

The core purpose of the Youth Registered Teacher Apprentice Program is to build a sustainable, locally rooted teacher workforce by creating a structured, supported pathway into the profession.

The Program Seeks to:

- Develop early interest in teaching through meaningful high school experiences
- Provide paid, structured work-based learning aligned to education careers
- Reduce financial barriers through dual credit and early college progress
- Strengthen alignment between K–12 systems and educator preparation programs
- Increase the number of licensed teachers entering the workforce

The program also ensures consistency and quality through clear expectations for work-based learning, documentation, and alignment with state CTE standards and Registered Apprenticeship frameworks.

Program Overview:

The Youth Registered Teacher Apprentice Program combines academic coursework with progressive, real-world experience. Students participate while enrolled in the Teaching/Training CTE pathway and complete structured work-based learning experiences tied directly to education coursework.

Key components include:

Work-Based Learning (WBL): Supervised classroom experiences connected to coursework, supported by formal agreements and regular supervision.
Progressive Experience Model: Structured hour requirements that provide meaningful exposure to classroom environments.

Paid Apprenticeship Structure:

Wages with a progressive scale that reflects skill development and aligns with broader apprenticeship standards.
Dual Credit and Postsecondary Alignment: Opportunities to earn college credits while completing high school requirements, accelerating progress toward a bachelor's degree in education.
Seamless Pathway to Licensure: A long-term pathway from high school into teacher preparation programs, culminating in licensure eligibility.

Implementation and Quality Assurance:

To ensure consistency, the program establishes clear expectations for documentation, supervision, and alignment with state guidance. Districts maintain work-based learning agreements, track hours and attendance, and ensure experiences are directly tied to education-related coursework.

Flexibility is built into the model, allowing districts to adapt implementation to local needs while maintaining alignment with state requirements and funding structures.
Impact and Long-Term Vision
The Youth Registered Teacher Apprentice Program represents a strategic investment in the future of education. By building a structured, supported pathway into teaching, the program strengthens educator pipelines, reduces barriers to entry, and increases the likelihood that future teachers will remain in the communities they serve.

Over time, the program aims to expand the educator workforce, improve teacher retention, increase local talent pipelines, and strengthen partnerships between school districts and higher education. The

program transforms teacher recruitment from a reactive challenge into a proactive, sustainable pipeline strategy.

Funding:

Up to $2750 a year is available for dual credit courses via the Apprentice to Educator (A2E) grant via the Kansas Office apprenticeship for any student who is in the Youth Registered Teacher Apprentice program. https://ksapprenticeship.org/katag-a2e-grant/

Youth Teacher Apprenticeship Program

Guidance Document: Work-Based Learning (WBL) Implementation Youth Apprentice Working Group – September 2025

Purpose:

This guidance provides clarity and direction regarding the implementation, expectations, and requirements of Work-Based Learning (WBL) within the Kansas Youth Teacher Apprenticeship Program. It is intended to ensure that all districts implement consistent, high-quality experiences aligned with KSDE Career and Technical Education (CTE) standards and compliance requirements.

Work Based Learning Overview:

Work-Based Learning is a structured, career-preparation opportunity for regularly enrolled students who seek experience in an educational setting directly connected to a related course they are currently enrolled in or have completed. Districts are responsible for ensuring all youth apprenticeship experiences meet KSDE WBL standards and are appropriately documented for attendance, funding, and audit purposes.

CTE Credits and Codes:

- Reference: KSDE Career and Technical Education Information (https://www.ksde.gov/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Career-Technical-Education)
- All youth apprentices must be enrolled in or have completed the Teaching/Training CTE Pathway to participate in the program.
- Districts must adhere to all KSDE CTE requirements and guidance to maintain eligibility for weighted funding.

WBL Outside of CTE:

(Based on KSDE Enrollment Handbook, pages 31–33)
Work-Based Learning experiences that occur outside of a CTE pathway must still meet KSDE's established requirements. Students may earn up to two hours of daily attendance credit when these requirements are met.

Core Requirements:

1. The work experience must be directly related to a current or previously completed course.
2. A signed Work-Based Learning Agreement must be on file at both the school and the worksite.
3. Work logs, timesheets, and attendance documentation must be maintained and verified regularly.

CTE Related Experiences

- The student must be enrolled in (or have completed) a technical or application-level course within the Teaching/Training pathway.
- Up to 2.0 hours of WBL may count toward daily attendance; only 1.0 hour may count toward CTE (.5) weighted funding.

Audit and Documentation Requirements

Districts must maintain thorough documentation for all youth apprentices participating in WBL.
Required Documentation:

- Signed WBL Agreement including signatures from: Student, Parent/Guardian, Teacher of Record, WBL Coordinator, and Worksite Supervisor.
- Weekly work logs verified by signatures and submitted to the district.
- Documentation of weekly meetings between the apprentice and WBL teacher/coordinator.
- KSDE retains final authority to determine course relevance.
- For questions, contact KSDE at 785-296-4976.

Wages and Compensation:

- Minimum wage: $7.50 per hour, with a progressive wage scale that increases at least once a year. Below are the standards but, so long as you meet the minimum you can pay more with your own progressive wage scale.

The standards are:

1. Step 1: $7.50/hr
2. Step 2: $8.50/hr
3. Step 3: $14/hr
    a. This is done to match the minimum for the adult apprenticeship program because theoretically, the youth apprentice has graduated high school at the end of step 2.
    b. Districts are encouraged to proactively communicate the difference between youth apprentice wages and paraeducator wages to avoid confusion or misperception among staff.

Hours and Experience Requirements:

To ensure meaningful hands-on experience, youth apprentices must complete the following minimum required hours:

Grade Level	Minimum Required Hours
Junior Year	50 hours
Senior Year	150 hours

After school activities: When considering after-school activities for Work-Based Learning (WBL) credit

toward CTE or graduation requirements, districts must exercise caution to ensure that these activities are directly connected to a class the apprentice is currently enrolled in or has previously completed as part of the CTE or WBL framework. Districts should follow all guidance issued by the KSDE CTE Team and the KSDE Enrollment Guidance.

If a district chooses not to include after-school activities as part of the CTE or WBL requirements for graduation, they may still allow youth apprentices to count those activities toward their apprenticeship work-based learning hours. In such cases, the district should ensure that each activity is clearly tied to a teaching-related goal or outcome. Additionally, after-school work-based learning should make up no more than approximately 20 percent of the apprentice's total work-based learning hours.

Mandatory Reporting:

Youth apprentices are not mandated reporters. The USD-designated student supervisor (typically a mentor teacher, building administrator, or program coordinator) is responsible for fulfilling all mandated reporting obligations. Additional clarification and examples will be provided as program guidance evolves.

Additional Implementation Considerations:

Districts should collaborate to develop and share best practices for WBL documentation, attendance tracking, and scheduling.

Policies and procedures should be clearly communicated to all participants—students, mentors, and administrators—to ensure compliance and consistency.

Regular review of KSDE CTE and WBL updates is recommended to maintain alignment with current state expectations.

Work Process Schedule

Youth Teacher/Instructor

O-Net/SOC Code 25-3099

Related Technical Instruction

The related instruction for this occupation will progress the individual through the requirements of obtaining a bachelor's degree in a teacher education program. Before moving into to a full- time teacher position, the individual will have obtained a bachelor's degree from an accredited institution and complete all state required certifications.

Total hours 1,800 (120 credit hours)

	Credits	*Hours*
Year 1: General Education	*30*	*450*
Year 2: Completion of General Education and Beginning Core Requirements	*31*	*465*
Year 3: Completion of Core Requirements and Beginning Major Coursework	*30*	*450*
Year 4: Completion of Major Coursework	*29*	*435*
Total Credits	*120*	*1800*

For the first two years of the program, the youth apprentice will be pursuing using dual credit courses as part of the districts CTE pathway. The RTI provider will be both their high school and the community college/tech school/university who provides dual credit courses. As noted in the below course outline, all high school courses and college level courses are aligned to provide the best possible opportunity for dual credit courses to count towards college credit, while at the same time fulfilling all high school graduation requirements and CTE requirements.

The academic training for the instruction requirement under this apprenticeship program will be conducted by an accredited college/university that is an approved Kansas EPP. The below schedule is just an example of a four years of a bachelor's degree program based on a four-year program of study. All KSDE approved bachelor's degree programs require 120 credit hours and a standardized general education, core, and major curriculum, though some class titles/numbers may differ between colleges/universities.

Sample pathway for youth apprentices to complete graduate high school/complete Teacher/Trainer CTE pathway in High School/Dual Credit Courses/Bachelors Degree in Education

It is essential to note that this is just a sample outline of a pathway that includes dual credit courses and the Teacher/Training CTE pathway. All districts are free to create their own version. All districts are also

required to follow the Kansas Career Guidance Handbook, the Post Secondary Readiness Digital Resource Guide (for work-based learning requirements), and the Enrollment Handbook based on the current fiscal year to ensure they meet all the requirements for weighted CTE funding, are prepared for fiscal auditing, and all requirements for high school graduation are met.

Semester 1

College Course	Course Title	College Credits	High School Course	High School Credit	KCCMS
EN 101	First Year Composition	3	English 11A	.5	
CN 150	Public Speaking	3	Speech	.5	
PO 106	Government of the United States	3	US Government	.5	
ED 165	ED 1 Examining Teaching as a Profession	3	Intro to Teaching	.5	19199
ED 275	ED 2 Exploring Teaching as a Profession	3	Teaching as a Career	1	19151
	Apprenticeship Time		Teaching Internship	.5	19152

Semester 2

College Course	Course Title	College Credits	High School Course	High School Credit	KCCMS
HI 111	U.S. History through the Civil War	3	U.S. History	.5	
GG 101, AN 112, SO 100, PY 100, or PY 209	Introduction to Geography, Cultural Anthropology, or Introduction to Sociology, Basic Concepts in Psychology, or Psychological Development through the Life-Span	3	SS Elective	1	
MU 100	Enjoyment of Music	3	Fine Arts	.5	
ED 155	Teaching, Learning, and Leadership	3	Coaching & Leadership	.5	19154
ED 285	Educational Psychology	3	Lifespan Development	.5	45014
	Apprenticeship Time		Teaching Internship	.5	19152

Semester 3

College Course	Course Title	College Credits	High School Course	High School Credit	KCCMS
EN 200	Intermediate Composition	3	English 11B	.5	
MA 112	Contemporary College Mathematics	3	Math	1	
HI 100	Early World History	3	U.S. History B	.5	
ED 290	Whole Child	3	Human Growth & Development	.5	45004

ED 302	Teaching Exceptional Learners	3	Elective	.5	
	Apprenticeship Time		Teaching Internship	.5	Local course

Semester 4

College Course	Course Title	College Credits	High School Course	High School Credit	KCCMS
BI 106*	Everyday Biology	5	Science	1	
EC 100	Introduction to Economics	3	SS Elective	.5	
ED 474*	Special Topics	3	Elective	.5	
ED 335*	Creative Experiences	3	Elective	.5	
TBD	Introduction to Teaching Field Experience	1	Elective	.5	
	Apprenticeship Time		Teaching Internship	.5	Local course

* indicates a course that may need to be substituted if a student is interested in secondary education.

Year Three – Transition to Teacher Preparation program at four year university

Fall Semester	Hours
Field Experience	1
Exceptionalities	2
Cultural Issues	2
Universal Design for Learning	1
Physical Science in the Elementary Classroom	3
Linguistics for Elementary Teachers	3
Reading & Writing Exceptionalities	2
Credit Hours	14

Spring Semester	Hours
Special Ed Law (B- or better required)	3
Instructional Strategies, Assessment and Management (ISAM): Elementary Teaching Early Literacy K-2 (B- or better required)	3
Instructional Strategies, Assessment and Management (ISAM): Elementary Social Studies	3
Preteaching Internship: Elementary Core IIA	2
Learning and Educational Assessment	2
Technology Seminar in Elementary Education	1
Electives for 120 hours	2
Credit Hours	16

Year Four

Fall Semester	Hours
Instructional Strategies, Assessment and Management (ISAM): Intermediate Literacy (3-6)	3
Instructional Strategies, Assessment and Management (ISAM): Elementary Mathematics	3
Instructional Strategies, Assessment and Management (ISAM): Elementary Science	3
Preteaching Internship: Elementary Core IIB	2
Philosophy, History and Ethics of Education	3
Methods in Physical Education and Health	2
Credit Hours	16

Spring Semester	Hours
Elementary Teaching Internship and Classroom Management Seminar	2
Elementary Teaching Internship	11
Teacher Licensure Capstone	0
Credit Hours	13

For more information, contact:

Teacher Licensure
Register Teacher Apprenticeship
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