



# **Educator Apprenticeship DEIA Rubric**

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In response to the teacher shortage crisis, Educator Apprenticeships (EAs) are growing across the country and present an opportunity to create a broader, more diverse, better prepared educator talent pool that research has shown will improve student outcomes, educator career pathways, and district bottom lines. Jobs for the Future (JFF) is committed to helping support EAs anchored in diversity, equity, inclusion, and accessibility (DEIA) as a key strategy for benefitting all students and closing achievement gaps.

## The Challenges

- [Diversity in the K-12 teaching workforce](#) is significantly lacking
- Lack of diversity is making [teacher shortages](#) worse
- Lack of diversity is contributing to [lower student outcomes](#), especially for students of color

## About the Rubric

JFF created this Educator Apprenticeship DEIA Rubric based on [JFF's Program Design Framework for DEIA](#) in Registered Apprenticeship of EA programs anchored in DEIA. The rubric is intended to be used primarily at the program design and implementation level (state, regional, district), whether independently by sponsors, steering committees, or guiding coalitions, or by coaches who are helping to guide continuous improvement in program development. The rubric also makes bold recommendations about education policy, including educator and mentor pay, release time, and other factors which require conversations with policymakers or in contract negotiations. In these instances, the Educator Apprenticeship DEIA Rubric is intended to help drive conversation about the true systems changes necessary to ensure we have highly prepared and qualified teachers today for the students of tomorrow.

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## Benefits of Anchoring EA in DEIA

### For Educator Apprentices

- Provides a more [affordable option](#), bringing in a broader array of candidates
- Provides [stronger training and support](#), raising completion rates
- [Increases workplace diversity and inclusivity](#), leading to higher job satisfaction

### For Students

- Results in both [academic and nonacademic improvements for students of color](#)
- Exposes all students to a diversity of [positive role models](#)
- Prepares all students to live and work in a [democratic, inclusive, and global society](#)

### For Districts

- Saves districts money by [lowering teacher turnover](#)
- Improves student outcomes through [higher teacher efficacy and retention](#)
- Encourages local recruitment, increasing alignment with student demographics
- Supports [cultural competency](#), the capacity of educators to serve students from diverse cultural and ethnic backgrounds

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## Employer Readiness

Employer readiness refers to the commitment, culture, and capacity needed by schools and districts to prioritize DEIA policies and practices that drive organizational change. Schools and districts who invest in readiness help ensure their work environments fully support the success of all employees, including apprentices. Developers of Registered Apprenticeship (RA) programs should look for this readiness in their district partners.

Does Not Meet Expectations (1)	Partially Meets Expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)
The school district/school has no explicit DEIA policies or goals.	The school district/school has explicit DEIA policies that are only sufficient to meet compliance standards and are inconsistently applied.	The school district/school has explicit DEIA policies or goals. Organizational resources are consistently dedicated to advancing these efforts and articulating the value of DEIA to the district/school.	Meets expectations and policies, goals, and resources are evaluated for effectiveness in advancing and articulating the value of DEIA in the district/school.
<b>Rating (1-4)</b>	<b>Comments/Insights/Actions</b>		

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## Leadership and Staff Diversity

To make progress on DEIA efforts, a school or district’s culture should value DEIA across all levels of staffing and leadership. Hiring employees from diverse backgrounds, building leadership teams that reflect the community, providing equitable access to advancement for every employee, and investing capacity and resources into building DEIA practices and training supports the long-term success of a wide range of apprentices.

Does Not Meet Expectations (1)	Partially Meets Expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)
Leadership and staff from diverse backgrounds that reflect the community are not included and supported in the hiring processes beyond compliance requirements.	Leadership and staff from diverse backgrounds that reflect the community are inconsistently prioritized in the recruitment or hiring processes, with little or no intentional planning behind these decisions.	Leadership and staff from diverse backgrounds that reflect the community are consistently prioritized in the recruitment and hiring processes, with intentional planning behind these decisions.  Resources are also invested in building DEIA practices and training to further develop leadership and staff.	Meets expectations <i>and</i> investments and practices are routinely evaluated for efficacy in building DEIA practices and training to further develop leadership and staff.
<b>Rating (1-4)</b>	<b>Comments/Insights/Actions</b>		

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## Recruitment of Educator Apprenticeships

The first interaction apprentices have with an apprenticeship program occurs during outreach and recruitment. To ensure that programs are equitable, inclusive, and accessible, outreach practices and materials should be shared with a range of communities and in ways that allow for different forms of engagement and interaction.

Does Not Meet Expectations (1)	Partially Meets Expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)
<p>Recruitment of educator apprentices is not targeted at diverse communities and does not leverage accessible materials or staff members who reflect the diversity of the community.</p> <p>No on-ramps to apprenticeship are offered.</p>	<p>Recruitment of educator apprentices is inconsistently targeted at diverse communities, but accessible materials and staff members who reflect the diversity of the community are leveraged</p> <p>On-ramps to apprenticeship are offered to a limited group of individuals based on specific entry requirements and no stackable apprenticeship design is implemented.</p>	<p>Recruitment of educator apprentices is consistently targeted at diverse communities, leveraging accessible materials and staff members who reflect the diversity of the community.</p> <p>On-ramps to apprenticeship are offered to high school students, district paraeducators, and other current educational staff interested in increasing their certification levels.</p>	<p>Meets expectations and recruitment processes and procedures are routinely evaluated for effectiveness in promoting DEIA.</p> <p>On-ramps for populations that have been underserved by public and private institutions and underrepresented in higher education are continually evaluated for effectiveness and improved upon with new on-ramps identified and established as needed to broaden access.</p>
<p><b>Rating (1-4)</b></p>	<p><b>Comments/Insights/Actions</b></p>		

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## Accessible and Representative Instruction

Equitable apprenticeships not only get people from a wide range of backgrounds in the door, but they also set up each apprentice for success throughout the program and beyond. To achieve this and ensure all apprentices can benefit, programs must design training and classroom instruction to be accessible to everyone regardless of learning needs and preferences or physical ability. It is equally important that on-the-job training and classroom environments and instruction are representative of program participants.

Does Not Meet Expectations (1)	Partially Meets Expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)
<p>All apprentices receive the same instruction regardless of individual learning needs.</p> <p>Apprenticeship policies for individuals with disabilities are limited to compliance only and no support for these policies exist.</p>	<p>Instruction is inconsistently differentiated to meet the individual learning needs of apprentices.</p> <p>Apprenticeship policies for individuals with disabilities are limited to compliance and minimal support for these policies is offered.</p>	<p>Instruction is differentiated to meet the individual learning needs of apprentices and can be directly applied to their work in the classroom.</p> <p>A clear training plan is articulated, which includes opportunities for active learning, problem-based learning, and reflection.</p> <p>Apprenticeship policies for individuals with disabilities are offered openly to employees with instruction and relevant assessment in alignment with Universal Design Principles.</p>	<p>Meets expectations and recruitment processes and procedures are routinely evaluated for effectiveness in promoting DEIA.</p> <p>On-ramps for populations that have been underserved by public and private institutions and underrepresented in higher education are continually evaluated for effectiveness and improved upon with new on-ramps identified and established as needed to broaden access.</p>
<b>Rating (1-4)</b>	<b>Comments/Insights/Actions</b>		

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## Quality Mentorship

Mentorship in RA helps participants learn the detailed logistics and culture of their schools or districts by providing coaching and guidance to support them in their training. Mentors can help apprentices build social capital and create a culture of inclusion. Working towards diversity among mentors will in turn support the success of a diverse array of apprentices.

Does Not Meet Expectations (1)	Partially Meets Expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)
<p>Apprentices are paired with mentors who have not received any intentional, formal training, scaffolding, or support.</p>	<p>Apprentices are inconsistently paired with mentors who have received mentoring training.</p> <p>Mentors inconsistently reflect and understand mentees' experiences, provide resources and support, and coach apprentices to gain skills.</p> <p>Mentors have access to training and resources to support their own growth but expectations are inconsistent or unclear.</p>	<p>Apprentices are paired with mentors who have been trained in mentoring and DEIA. Mentors and apprentices are provided with opportunities to reflect and provide bidirectional feedback on the effectiveness of mentorship to ensure that mentors reflect and understand mentees' experiences, provide resources and support, and coach apprentices to gain skills.</p> <p>Mentors are compensated and/or given dedicated time and are provided with training and resources to support their own growth.</p>	<p>Meets expectations and the mentorship component is evaluated consistently to ensure continuous improvement and that the individual needs of all mentors and apprentices are met.</p>
<p><b>Rating (1-4)</b></p>	<p><b>Comments/Insights/Actions</b></p>		



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## Retention Services

Apprentices do not fully access the value and opportunity of an apprenticeship unless they complete their training. Schools, districts, and the partners designing Educator Apprenticeship programs should invest in removing barriers to completion. Accessible and representative instruction and quality mentoring (see above) are two essential components of effective retention approaches. Additionally, creating a culture of belonging and incorporating participants' feedback can help improve persistence and completion (see below).

Does Not Meet Expectations (1)	Partially Meets Expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)
Retention services and support are not provided, and there is no retention plan in place.	Retention services and support are inconsistently provided, and there is not a formal planning process in place to ensure this outcome.	Retention services and support are consistently provided. A retention plan exists, and resources are in place to support apprentices at risk of not completing.	Meets expectations and establishes regular touch points with each apprentice to ensure retention supports are available and responsive to individual apprentice needs as they evolve through the program.  Retention services are also evaluated consistently for continuous improvement.
<b>Rating (1-4)</b>	<b>Comments/Insights/Actions</b>		

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## Livable Wages and Advancement Opportunities

Providing livable, market-rate wages is an essential equity practice in apprenticeship. While the RA system has made progress on its demographic diversity, apprentices continue to face [different wage outcomes by race and gender](#). Schools and districts can change this by bringing apprentices onto pay scales at the highest wage allowed within the system or collective bargaining agreement. Furthermore, providing incumbent educators with advancement opportunities and support will help with long-term retention.

\*JFF defines living wage using the [MIT Living Wage Calculator](#).

Does Not Meet Expectations (1)	Partially Meets Expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)
Apprentices are not paid a livable wage and no opportunities for advancement within Educator Apprenticeship career pathways exist.	Apprentices are paid close to a livable wage and limited opportunities for advancement within Educator Apprenticeship career pathways exist.	Apprentices are paid a livable wage and opportunities for advancement within Educator Apprenticeship career pathways exist.  Capacity and resources are also consistently invested in building DEIA practices that support equitable pay and advancement processes.	Meets expectations and the school district has clearly articulated career pathways for staff and offers a robust range of course offerings to support career progression.
<b>Rating (1-4)</b>	<b>Comments/Insights/Actions</b>		

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## Equitable Data Practices

Data collection is critical for continuous program improvement and allows program sponsors to evaluate the impact of DEIA efforts. What's more, RA program demographic data demonstrates the effectiveness of new recruitment practices and points to opportunities for improvement. Tracking retention and completion rates as well as wages can provide further insights into the need to create better support services or a more inclusive work environment. Additionally, post-apprenticeship advancement data can help identify whether RA programs set up apprentices for long-term career success in their schools and districts. The collective patterns that emerge from these metrics can then support holistic decision-making to enhance program outcomes.

Does Not Meet Expectations (1)	Partially Meets Expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)
<p>Program outcomes are not tracked, and no data monitoring occurs.</p>	<p>Program outcomes, such as demographics and program completion, are inconsistently tracked. Parity among student demographics is also not intentionally monitored.</p> <p>Data monitoring happens sporadically and is not intentionally used to inform continuous improvement.</p>	<p>Program leadership uses data to inform programmatic improvement and expansion.</p> <p>Data monitoring happens routinely to inform continuous improvement and includes:</p> <ul style="list-style-type: none"> <li>• Program demographics</li> <li>• Program outcomes by demographic</li> <li>• Other demographics relevant to student population</li> <li>• Progress towards demographic parity</li> </ul>	<p>Meets expectations and data monitoring also includes:</p> <ul style="list-style-type: none"> <li>• Correlation analyses between demographic parity and student success are completed and reflected upon</li> <li>• Qualitative data from apprentices and mentors to understand apprentice experience and how programmatic elements can bolster apprentice success are gathered</li> </ul>
<b>Rating (1-4)</b>	<b>Comments/Insights/Actions</b>		

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## Participant Voice and Culture of Belonging

Work and training environments that reflect and support participants' diverse needs and experiences can drive DEIA in RA. Overall, RA programs are intensive and [completion is a challenge](#) across all demographic groups. When schools and districts consistently and authentically incorporate apprentice feedback into program design and create a sense of belonging, apprentices feel more invested in, connected to, and supported by their training, which can help improve their persistence and completion.

Does Not Meet Expectations (1)	Partially Meets Expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)
There is no plan to gather apprentice voice or build a culture of belonging within the team and/or school community.	There are informal efforts to gather apprentice voice and to build a culture of belonging within the team and/or the school community.	<p>Formal, documented plans to gather apprentice voice are made and carried out, ensuring a sense of belonging within the team and the school community.</p> <p>Apprentice voice is also intentionally included in program design through participation in programmatic leadership planning meetings.</p>	Meets expectations and consistently evaluates for continuous improvement of the processes and practices for including apprentice voice and establishing a culture of belonging.
<b>Rating (1-4)</b>	<b>Comments/Insights/Actions</b>		

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## Partnerships

Partnerships are crucial for enriching apprenticeship programs. By collaborating with a range of entities such as community colleges, Minority Serving Institutions (MSIs), and workforce agencies, Educator Apprenticeships can offer college credit and credentials. These alliances also enable the infusion of expertise in curriculum design, DEIA, and healing-centered practices, enhancing the quality of training environments. Moreover, partnerships facilitate access to vital DEIA data, aid in diverse recruitment efforts, ensure training accessibility, and foster mentorship programs, all of which are vital for supporting apprentices on their journey to success.

Does Not Meet Expectations (1)	Partially Meets Expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)
No partnerships or steering committees comprised of districts, Educator Preparation Programs (EPPs), and community-based organizations (CBOs) exist to provide program support to apprentices or districts, or to review data and guide program design and continuous improvement.	Partnerships or steering committees exist but are only engaged reactively to provide supports and help address problems as they arise.	Partnerships or steering committees exist and are regularly engaged to provide guidance on program design and review data to inform continuous improvement. These steering committees are comprised of districts, EPPs, and CBOs with representatives who reflect the diversity of the community.	Partnerships or steering committees proactively design data collection and analysis processes and procedures to guide continuous improvement of the program with intentional focus placed on ensuring members of these groups reflect the diversity of the community.
<b>Rating (1-4)</b>	<b>Comments/Insights/Actions</b>		



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That Works  
**For Everyone**