DESE MA Application Process for RTAP

0:00
Good afternoon and welcome to our third webinar in the series of Massachusetts New Registered Teacher Apprenticeship Program.

0:07
I'm Claire Abbott, the Director of the Office of Educator Effectiveness, and I'm joined today by Lakia Bayman, Dessie's Program Coordinator for the Registered Teacher Apprenticeship Program, also known as RTEP.

0:19
I'd also like to acknowledge our colleague, Darcy Fernandez, Senior Associate Commissioner at Dessie, who leads this work in collaboration with our office.

0:28
In this session, we'll walk through the application process for RTAP in Massachusetts.

0:34
We'll be covering program goals and the needs assessment stage in particular, as well as some helpful tips to strengthen your application.

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Please note that we won't be diving into the full details of the RTAP program itself, as we've covered that in previous webinars.

0:50
So you can find those recordings on you on Dessie's YouTube channel as well as the RTAP web page, and we'll be sharing links to both of those in the chat.

1:03
So a few norms for today.

1:05
We're hosting this session in a webinar format to make sure that it's recorded and that we can capture all of your questions.

1:12
This recording, along with the slides, will be available on our website for future viewing.

1:18
We're also going to ask you to use the Q&A feature at the bottom of your screen to submit any questions you have throughout the session.

1:25
We will be monitoring it throughout, and we'll do our best to answer as many of the questions as we can live.

1:32
For any questions that we don't get to, we'll compile responses in an updated FAQ document, which we will be posting to our website next week.

1:42
As always, with any further questions, anything that comes up that you don't have an opportunity to ask today, you can always reach out to the Educator Apprenticeships mailbox, and we will post the e-mail address to that in the chat shortly.

2:01
So here's our agenda for today.

2:03
We'll start with a brief overview of our TAPS in Massachusetts, focusing on their purpose in expanding and diversifying the teacher workforce.

2:11
Next, we'll dive into the program's goals and walk through the application and review process, which begins with completing the intent to submit and a needs assessment.

2:23
Finally, we'll go over the overall timeline covering key dates from application submission all the way to program launch.

2:34
OK, now that we've covered today's agenda, let's take a closer look at what makes RTAP such an exciting opportunity in Massachusetts.

2:42
As you see with this map, Massachusetts is now one of several states offering this program.

2:48
RTAP combines the best of all these worlds.

2:51
It's a unique pathway that blends classroom learning with hands on teaching experience and professional growth, and this setup really allows future teachers to earn, learn and make a real difference throughout their time as an apprentice.

3:05
This is particularly how it works.

3:07
First, apprentices complete an approved licensure program through an educator preparation provider, or EPP, ensuring that they're fully prepared to become licensed teachers.

3:19

But they're not just learning on the sidelines, they're actually gaining real world experience in AK12 classroom under the guidance of a mentor teacher or what we also call a supervising practitioner.

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This mentorship helps them build both skills and confidence throughout the duration of their term.

3:37
As full time instructional employees, apprentices earn a salary while they train.

3:42
It's a practical and supportive approach that lets them grow professionally without the financial burden.

3:49
At the same time, RTAP helps to build a more diverse, effective, and committed workforce.

3:55
Together, these elements make RTAP a true game changer in teacher licensure pathways, not only for aspiring teachers, but also for the students and the communities that they will serve.

4:11
So, as a reminder, the RTAP program in Massachusetts is built around three goals.

4:17
You will see these goals reflected throughout the application process, increasing educator diversity, strengthening the educator pipeline particularly in our hardest to staff roles, and boosting educator quality.

4:31
Our focus is on making the teaching workforce more reflective of the communities we serve, opening up more pathways into teaching by removing barriers and making sure every educator gets the best training and support they need to be ready.

4:46
These goals work together to build a more inclusive and skilled teaching workforce that benefits students across Massachusetts.

4:55
I'm now going to turn it over to Lakia Bayman, my colleague, to dive into the application process overview itself.

5:02
Thanks, Claire, really appreciate that.

5:05
Now that we've gone over the basics of RTAP, I want to turn our attention to the application process, the main reason why you're here.

5:13
We'll go through everything step by step, who's eligible, what documents you'll need, and a few tips to help your application shine.

5:21
By the end, you'll have a clear picture of how to move forward and take the next steps toward launching your own RTAP.

5:32
So to launch an RTAP, there are four key stages in the application process.

5:37
First, you'll need to complete the intent to submit and and conduct a needs assessment.

5:43
These are necessary for setting a strong foundation for your application.

5:48
Upon approval from DESI, you'll move on to establish your partnership agreements with an approved EPP, educator, union, etcetera.

5:58
After establishing these partnerships, you'll design your district's program and finally submit a full application for approval to DESI.

6:07
Each step is designed to make sure your program meets all the necessary requirements.

6:13
The bulk of this webinar will focus on unpacking Stage 1, which focuses on the intent to submit and needs assessment documents.

6:21
Again, this is the most important initial step, and this will go Live Today so that you can have access to it.

6:30
The next few slides we're going to provide a closer look at the intent to submit and needs assessment process.

6:37
They'll break down the specific work requirements for districts and discuss what's expected in terms of readiness and outline the steps for you to to help you align with the program's goals.

6:48
Each slide will give you a clear, detailed view of what's needed for a successful submission so you know exactly how to move forward with confidence.

7:02
To start, districts will conduct a high level self-assessment to confirm their readiness for ARTAP.

7:09
The submission must come from a designated district representative.

7:13
We're going to accept applications on a rolling basis between November 2024 to January 15th, 2025 and with DESI providing responses as soon as possible, but no later than January 30th.

7:28
This is going to allow you sufficient time to prepare your proposals.

7:32
The process of this stage is to support districts and conducting an internal self study, helping them assess alignment with RTEP goals and expectations.

7:41
This readiness check ensures districts are prepared and aligned with RTEP standards before moving forward.

7:48
Those who demonstrate this alignment will then be invited to submit a full proposal.

7:57
The intent to submit in these assessment is divided into 3 parts, each if which we will divide into momentarily.

8:07
As you start preparing your intent to submit, we encourage you to access the additional resources on our web page.

8:13
Again, the link is posted in the chat.

8:16
Please submit any questions directly to us at educatorapprenticeships@mass.gov and to take advantage of the survey completion option that allows you to complete the form over time and at your own pace.

8:29
Now let's dig into the content of the intent to submit and needs assessment.

8:35
We'll start with the preparation and internal review.

8:39
This is lost my section.

8:43
Hold on.

8:45
OK, We'll start with the preparation and internal review.

8:49
This is where your team becomes familiar with our tabs goals and looks at the at how your district needs align with the program.

8:57
Next, you'll form you'll complete or form a submission team.

9:01
This includes designating a district representative and gathering insights from key stakeholders.

9:09
In order to build a strong foundation, you need to make sure you're in communication with Ed Prep providers and other relevant stakeholders.

9:17
Then comes the intent to submit and needs assessment, which we will dive deeper into shortly.

9:23
In this stage, you conduct a self-assessment and see how well your district fits with RTAC.

9:28
This means making sure you're aligned with Desi's criteria and ready to address work for needs and training.

9:36
After that, it's time for submission.

9:39
You'll submit your intent to submit again by January 15th.

9:43
DESI, again, we're we're receiving applications and providing feedback as soon as possible, but you will certainly hear from us no later than January 30th.

9:52
Finally, if approved, you'll move to the plan for full proposal.

9:57

This is where you'll collaborate with an Ed prep provider to create a detailed design and strategy for our TAP implementation.

10:09
Next slide This is a screenshot of the application itself.

10:17
Our taps are open to a range of eligible groups like public school districts, charter schools, collaboratives, and approved special education schools.

10:26
You have the option to apply as either a single district or as a part of a coalition.

10:32
Applying as a single district might keep things simpler, giving you more control over details like cohort structure and supervisor support.

10:41
On the flip side, joining joining a coalition allows you to pull resources and reach more students and educators.

10:49
Just remember that working with a coalition can add a bit more complexity, like keeping things consistent across cohort models, supervisor pay, and training, especially since you'll be working with the same EPP.

11:02
You'll also need to decide which pathway you want to offer.

11:06
You have two options, a baccalaureate pathway which is 2000 plus hours or a post back which is 2002 thousand hours of on the job training.

11:18
As you go through this section I want you to think about which approach and pathway feels the best for you.

11:26
It's likely that a post back pathway is more feasible given the shorter duration and prior experience of potential apprentices.

11:33
It may also give you an opportunity to establish a sustainable model for our task before you expand to include baccalaureate pathways.

11:42
These are all considerations you should take into account as you explore potential pathways.

11:52
Next slide.

11:54
So now we're going to review the main components of the acknowledgement of our TAP requirements section.

12:00
First, districts need to partner with an approved EPP and have local union support.

12:07
Next, the program must focus on filling high needs roles like special education and STEM, and requires that apprentices work in a full time capacity with appropriate support.

12:19
A key part of the requirements is mentorship.

12:22
Apprentices need to be paired with qualified, trained mentors who will guide them through their development.

12:30
Districts also need to commit to providing over 2000 hours of on the job training and make sure apprentices complete necessary coursework with 150 hours of related technical instruction through PPP.

12:44
And acknowledging RTET requirements is important to get everyone on the same page.

12:50
District leaders, program coordinators, and educator prep providers all need to know what's expected and agree to work together toward the goals.

13:00
This isn't just paperwork.

13:01
It's a way, again, for everyone to understand their role and commit to making RTAP a success.

13:07
By signing off, we're building a strong foundation, creating accountability, and showing that we're united in our mission to build a more diverse and effective teaching workforce for our communities in Massachusetts.

13:22
So this last section of the intent to submit provides you with an opportunity to tell us more about

your goals for this program, your capacity to support apprentices, and your vision for a strong EPP partnership.

13:36
The Open Response section gives you a chance to outline your district's vision and strategy for the program.

13:42
Through these categories, diversity, pipeline, and quality, you'll showcase how your R tap is designed to make an impact.

13:51
We'll spend the next few slides breaking down each section.

13:57
We'll begin with diversity.

14:00
In this section, you'll share how your RTAP will help build a more diverse and educated workforce in your community and connect with other local diversity initiatives.

14:10
When constructing responses to these questions, you may reference important aspects of your local contacts like your district student and teacher demographics, your recruitment strategy for bringing in a a diverse population pool, and how you're fostering a culturally and linguistically sustaining, welcoming environment in your schools.

14:34
Next is the pipeline section.

14:36
Here you'll outline the high needs licensure areas in your RTAP that your RTAP will target and provide evidence that your district can support apprentices in these areas with qualified mentors.

14:49
In addition to sharing which high knees areas you are proposing for your RTAP, you may also want to share more information about the current pipeline for candidates in this licensure area, such as existing interest or similar programs like Grow Your Own and the availability of potential mentors slash supervising practitioners.

15:09
If you're proposing a licensure area out of the four statewide priority areas, be prepared to show evidence of the local staffing shortage for that specific role.

15:23
Finally, there's the Quality section.

15:26
Here, you'll be asked to identify up to three Epps you're considering for your RTAP.

15:32
You'll need to explain why each provider would make a strong partner for your district or coalition, especially regarding their approved programs in the licensure area you're targeting.

15:43
When thinking about a strong EPP partner, you should look at whether you have existing partnerships already that could be expanded or leveraged.

15:52
And if these providers have experience with similar models like residency models or flexible course options.

15:59
You should ask yourself, do they have a shared commitment to evidence based, culturally and linguistically sustaining practices?

16:06
And also you should outline any steps you'll take to formalize a partnership partnership with one of these providers.

16:14
So that concludes the major portions of the intent to submit and needs assessment process.

16:20
I hope this was helpful in breaking down the purpose of this stage and what you should be thinking about when approaching it.

16:27
I'm now going to turn it back over to Claire to talk through the remaining stages of the application process.

16:35
Thank you, Lakia.

16:37
We are monitoring the Q&A as promised and taking in all of the questions coming.

16:43
So please know that we will be reserving time at the end of this webinar to address them as we go.

16:49
So I just wanted to acknowledge that and and appreciate your active engagement through the Q&A.

16:55

So before we close out today, we do want to talk through what will be expected in the remaining stages of the application process.

17:03
So you know what's on the horizon.

17:05
So first let's briefly review what we're calling stages two and three of the application process, partnership agreements and program design.

17:18
So stages two and three of the application process are really where a lot of the work takes place and are also very iterative as this is the point at which you're going to be working very closely to establish formal partnerships with an educator, preparation provider, your local union and any community based partners that may be positioned to support participation.

17:40
These partnerships are critical in shaping the design of your RTAP, from the on the job training and course taking expectations for apprentices to their specific employment opportunities, wage progression structures and mentorship structures.

17:56
Community partners may already be set up to provide many of the additional wrap around services like transportation or childcare supports or even Mtelprep.

18:07
Collectively, your partnerships will help you to construct the programmatic components of a teacher apprenticeship pathway that are truly essential to its success.

18:17
There is no one perfect model for this, so we anticipate seeing a lot of unique design structures and models as you think about what works best for your local community.

18:30
So now I'm going to shift gears and focus on what will be required for the full application process.

18:38
The full application is the final stage of this process, at which point you will be submitting information about program design, partnership agreements and employment information to Dessie for final approval.

18:53
This slide outlines the information that will be required at that point, including but not limited to information about the Co sponsor or employer, which is the district and that includes details about the employing district and in the employment agreements that will be in place for registered teacher apprentices.

19:13

This will also include information on your educator preparation program partner and union partnership and related memorandums of understanding or related agreements.

19:25
We'll also be looking for a detailed description of the program of study for apprentices, which should include 150 hours of technical instruction per year as well as how it will be delivered along with the plan and schedule for the 2000 hours of on the job training that aligns with the required skills and proficiency levels outlined in the work process schedule.

19:47
And again, I would direct you to the first two webinars in this series for even more information about what it means to have 150 hours of of related technical instruction and why those 2000 hours are so important to the registered Teacher Apprenticeship program.

20:05
The application will also ask you to share your approach for selecting, training and supporting mentor teachers, or what we also call supervising practitioners, including appropriate compensation for these important individuals.

20:20
We'll also be looking for information on how you will recruit, select, employ and support registered apprentices, including related employment agreements and wage progression schedules.

20:33
Finally, the application will require an implementation and monitoring plan, including information about funding, supports and for The Apprentice, as well as a sustainability plan for long term success.

20:46
This sounds like a lot, but we will be providing more specific, specific technical assistance, resources and templates to support the full application in coming months.

20:57
But we wanted to make sure that you understood what would be required in this final stage so you can start planning accordingly.

21:05
I'm now going to turn it back over to Lakia to talk through the timeline and additional resources coming up.

21:11
Thank you again, Claire.

21:13
So what you see on the screen is the timeline for the entire program from November to March, the application window is open.

21:22
Informational webinars and office hours will also be available during this time period.

21:28
These will be opportunities for you to get specific questions answered for us to provide guidance.

21:35
In the winter and spring, the full applications are reviewed in over a four week.

21:42
We would need DAS to register and we need apprentices to be recruited accordingly.

21:48
Lastly, as we reach the summer and fall, we enter the launch phase, which includes mentor training, summer coursework, and the exciting start of the fall employment and apprenticeships.

22:01
Each step is carefully designed to support you throughout the process.

22:10
So to wrap things up, let's go over some helpful resources and next steps.

22:17
We know that we've covered a lot today, so just a reminder that there are several upcoming webinars and previous webinars that will provide additional information for you.

22:27
You can find all the details on the Desi ARTAP web page, which again is in the chat.

22:33
In the meantime, if you have any questions, don't hesitate to reach out to us at educatorapprenticeships@mass.gov.

22:41
And when you're ready to apply, you can start the process through the Intent to Submit and Needs Assessment link, which we will also provide in the chat.

22:51
Remember, we're here to support you every step of the way as you explore this opportunity, and we thank you so much for your time and attention today.