DESE MA RTAP EPP Informational Webinar 10.24.24

0:00

Good afternoon, and welcome to our second webinar in a series of informational presentations on Massachusetts' new Registered Teacher Apprenticeship Program.

0:10

My name is Claire Abbott, and I am the Director of the Office of Educator Effectiveness. I'm joined today by my colleague, Lakia Baymon, DESE's Program Coordinator for the Registered Teacher Apprenticeship Program, or what we call RTAP.

0:25

I also want to give a shout-out to our colleague, Darcy Fernandes, Senior Associate Commissioner of the Center for Strategic Initiatives, who is leading this work in partnership with our office.

0:37

Lindsay Zorich, the Assistant Director of Educator Preparation, is also on the webinar with us today.

0:44

Today, we will introduce you to RTAP and the unique opportunities it brings to aspiring teachers, hiring districts, and educator preparation programs.

0:56

If you were unable to attend the first webinar in this series, I encourage you to visit our webpage and review the presentation, which goes into even greater detail on program features.

1:08

Today's webinar will primarily focus on the roles and responsibilities of educator preparation programs in supporting registered teacher apprenticeship programs.

1:18

Future webinars in the series will explore additional topics such as program application and review processes, opportunities for grant funding through DESE, and sustainable funding models.

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Today, we will dive more deeply into the role of Educator Preparation Programs (or EPPs) in the apprenticeship context so you can decide if this is a good opportunity for you now or in the future.

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A few norms for today: we are conducting today's conversation in a webinar format to facilitate recording and to ensure we capture and document all questions.

2:05

This webinar will be available on our website for additional viewing along with the slides.

2:11

Please submit any questions today using the Q&A feature on Zoom, located at the bottom of your screen.

2:18

We will monitor this throughout and will use remaining time at the conclusion of the hour to answer several questions live.

2:29

For questions we cannot address, we will collect them and provide answers through an updated FAQ document, which will also be posted on our website early next week.

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We strongly encourage you to share your questions in the Q&A so we know what additional information you may need.

2:48

Even if we cannot answer it specifically now, we will do our best to get those answers to you as soon as possible.

2:57

As always, please direct any future questions to the Educator Apprenticeships mailbox, which we will drop into the chat momentarily.

3:08

Here is our agenda for today.

3:10

After a quick overview of the background and context for RTAPs in Massachusetts, we will discuss the program's three main goals, the requirements and considerations for educator preparation programs, commonly asked questions, and conclude with a brief introduction to the RTAP application and review process.

3:35

To start, I will provide some background and context.

3:42

First, I want to acknowledge the partners who came together around the design and approval of RTAPs in Massachusetts.

3:49

I want to specifically thank the National Center for Grow Your Own, which served as a key advisor in developing the state standards, ensuring alignment with national standards that have informed similar programs across the country.

4:04

We are incredibly grateful to our colleagues at the Division of Apprentice Standards in the Executive Office of Labor and Workforce Development in Massachusetts, without whom this program would not be possible.

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They have been thoughtful, creative partners in bringing the Registered Teacher Apprentice role to Massachusetts, and we look forward to a long partnership.

4:28

I also want to thank members of a key external advisory group who met consistently for six months last year to help design and draft the requirements for Massachusetts' first Registered Teacher Apprenticeship Program.

4:41

With representatives from our two major teachers' unions, administrators, and Ed Prep leadership, this group was essential in crafting a program that meets the needs of Massachusetts students and

educators with the goal of removing inequitable barriers to teaching, expanding access to the profession, and cultivating a truly diverse and effective workforce.

5:05

As a preview of what you'll see in the standards, I want to highlight two priorities that emerged from this advisory group:

1. The importance of alignment with existing standards and requirements for effective preparation.

2. The importance of ensuring and supporting high-quality, culturally responsive supervising practitioners.

5:26

We are very grateful for their input and partnership.

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All of this work is in service of our educational vision and the third of our three strategic priorities: to develop and sustain a workforce that is diverse, culturally responsive, well-prepared, and committed to continuous improvement so that all students have equitable access to effective educators.

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The Registered Teacher Apprenticeship Program, with its commitment to recruiting, developing, and retaining a diverse workforce alongside its investment in culturally and linguistically sustaining teaching and learning environments, truly embodies this strategic objective.

6:12

We hope that RTAP will serve as a model going forward for a new and sustainable pathway into teaching.

6:23

So, what is a Registered Teacher Apprenticeship Program?

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The good news is that Massachusetts is not alone in rolling out this new pathway to teacher licensure.
6:33

As you can see here, we're joining over 35 states that have recently developed the occupation of Registered Teacher Apprentice. Enrollment numbers range from fewer than 50 in some states to over 300 in states with more experience. We have the opportunity to learn from these states as we invest in this pathway.

7:00

In a nutshell, an RTAP is a clear, articulated pathway for an aspiring educator to become a teacher at little to no cost while getting paid to do so.

7:11

There's a lot that goes into that simple statement.

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First and foremost, apprentices still complete an approved preparation program in the licensure area they are seeking.

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During this time, they work in a full-time instructional role under the guidance of a mentor teacher in a K-12 classroom.

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This hands-on, job-embedded learning experience is essential to RTAPs.

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Finally, through its unique design and explicit goals, RTAPs in Massachusetts aim to improve the diversity, effectiveness, and retention of teachers in local communities, particularly in our most diverse and hardest-to-staff localities.

7:55

RTAP combines the best of grow-your-own residency and traditional preparation models into one comprehensive pathway into teaching.

8:09

I'm now going to turn it over to my colleague, Lakia Baymon, to walk us through the program goals for RTAPs in Massachusetts.

8:17

Thank you, Claire, and good afternoon, everyone.

8:19

Thank you for your participation today.

8:22

The RTAP program focuses on three key goals: increasing educator diversity, strengthening the educator pipeline, and improving educator quality.

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First, we aim to make the teaching workforce more representative of the communities it serves.

8:38

By creating more pathways into teaching and removing barriers, we make it easier for people from diverse backgrounds to join the profession.

8:47

At the same time, we are dedicated to ensuring that every educator receives high-quality training and support.

8:55

These goals come together to build a more inclusive and highly skilled teaching workforce, benefiting students across Massachusetts.

9:04

Now, let's dive into how RTAP helps us reach these important goals.

9:11

RTAP aims to close the gap between student and teacher demographics by focusing on hiring from local communities and using equitable recruitment practices.

9:22

It's about creating opportunities for people from all backgrounds to step into the classroom.

9:28

RTAP also promotes teaching methods that respect and honor diverse cultures and languages, creating classrooms where every student feels seen and heard.

9:39

Just as important, it builds supportive learning environments for teachers, ensuring they have what they need to grow and succeed.

9:51

RTAP will grow and strengthen the teacher pipeline by providing multiple entry points into the profession, including pathways for paraprofessionals, career changers, and college students.

10:03

Participants benefit from full-time employment while receiving comprehensive support, mentoring, training, and resources to succeed in the classroom.

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Additionally, RTAP targets high-needs areas like special education, ESOL, STEM, and early childhood education, addressing staffing shortages where they are needed the most.

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RTAP strengthens educator quality by partnering districts with approved EPPs that prioritize equity-driven training and support.

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With a focus on hands-on, job-embedded learning, RTAP ensures that educators meet high standards in both teaching practices and subject matter knowledge as they work toward initial licensure.

10:52

This practical approach not only helps educators excel in the classroom but also empowers them to better serve all students and contribute to their school communities for years to come.

11:06

Now, I'm going to hand it back over to Claire, who will walk us through the key features of RTAPs in Massachusetts.

11:15

Thank you, Lakia.

11:17

Before I jump in, I want to remind participants to use the Q&A feature to submit questions.

11:23

We are unable to monitor the chat simultaneously; the Q&A feature is where we will be collecting and documenting all questions to answer at the conclusion of this webinar or in our follow-up FAQ document.

11:35

So please use the Q&A feature going forward.

11:40

Before diving into the program features of RTAPs in Massachusetts, it's important to understand the key players involved in establishing and registering any RTAP with the state's Executive Office of Labor and Workforce Development.

11:55

In Massachusetts, the Division of Apprentice Standards, within the Executive Office of Labor and Workforce Development, authorizes all apprentice occupations, including teacher apprentices.

12:09

As the licensing body for teachers, DESE serves as the intermediary to the Division of Apprentice Standards, meaning DESE is responsible for reviewing and approving all RTAPs to ensure alignment with teacher preparation and licensure requirements before submitting those programs to DAS for authorization.

12:31

Districts serve as the employer and, therefore, the co-sponsor for all registered teacher apprentices.

12:38

Each RTAP district must have a designated Educator Preparation Program (EPP) partner to serve as the related technical instruction provider, along with support from the local union or related labor body.

12:54

This partnership ensures adherence to Massachusetts' preparation and licensure requirements, as well as the employment requirements associated with registered apprentices.

13:09

As Lakia just mentioned, the RTAP standards in Massachusetts have been designed to accommodate multiple pathways to licensure, including baccalaureate, post-baccalaureate degree, and non-degree granting routes.

13:23

Many of you already have multiple pathways in place, in which case this won't feel very new or different.

13:30

The same expectations remain regarding effective preparation, regardless of the pathway.

13:36

Having multiple options to enter a registered apprenticeship makes it ideal for paraprofessionals, recent college graduates, career changers, or anyone seeking a low-cost pathway to becoming a teacher.

13:50

Later in this webinar, we'll talk more about strategically choosing the pathway that makes the most sense for you.

14:02

RTAPs may not be the right fit for every district or Ed Prep provider immediately, but they may be ideal for those committed to fostering a more diverse teacher workforce and strengthening local pipelines into the hardest-to-staff roles.

14:26

I will now shift to discuss what is required to operate a Registered Teacher Apprenticeship Program in Massachusetts, especially for educator preparation providers.

14:36

These program requirements are clearly outlined in the Work Process Schedule and Related Instruction Outline, located on the RTAP webpage, and should serve as the foundational outline for any RTAP program design.

14:51

I'll briefly review district requirements before going more deeply into expectations for partner educator preparation programs.

14:58

More information on the district role is available in the first webinar in this series, which is on our website.

15:09

Here, you can see the requirements and considerations for employing districts.

15:15

The good news is that many districts already have structures that align with the RTAP requirements outlined in the new guidelines, making it easier for districts looking to start an RTAP.

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The first step is to identify the highest-need roles in their community, such as special education or STEM.

15:35

Districts must also invest in strong, well-compensated mentors to serve as supervising practitioners, and they must identify full-time instructional roles for apprentices while they learn on the job.

15:48

Districts will partner with approved educator preparation programs to provide 150 hours of annual related technical instruction and 2,000 hours of on-the-job training for each apprentice.

16:05

In terms of the teaching and learning context, districts must show they are using high-quality instructional materials, collaborate with local unions for support, and support a cohort model to foster a collaborative learning environment for apprentices.

16:23
Now I'm going to shift over to preparation and licensure requirements, many of which fall under the locus of control for the partner educator preparation provider.

16:36
First, a few key facts about RTAPs.

16:40
In Massachusetts, RTAPs are designed as initial licensure pathways.

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Apprentices are supported throughout the term to meet all requirements for initial licensure and partner Ed Prep providers endorse apprentices for licensure once their training is complete.

16:58
All of the usual licensure and preparation requirements still apply.

17:01
There are no shortcuts.

17:04

Apprentices will need to demonstrate subject matter knowledge, meet professional standards, complete pre practicum and practicum experiences, and pass assessments like CAP.

17:16
It's also important that the instruction and coursework in these programs are culturally and linguistically responsive.

17:23
Apprentices need more than just technical teaching skills.

17:26
They must be equipped to advocate for equity and empower their students.

17:31
Finally, the on-the-job training must be flexible and embedded in real teaching experiences, ensuring that it addresses the day-to-day realities of working full time in a classroom.

17:48
Another key feature of Massachusetts RTAPs is the requirement that programs be rooted in culturally responsive and linguistically sustaining teaching and learning communities.

17:58
This means that the classrooms and schools where apprentices are employed and trained are committed to making sure that every student feels a sense of belonging, engages in deeper learning, and is held to high expectations with the right support.

18:14
This aligns with our state's educational vision.

18:18
Apprentices must also be guided by strong models of culturally responsive and linguistically sustaining instruction from both their mentor teachers and educator preparation faculty, and provided with meaningful opportunities to practice these skills and receive feedback to refine their teaching.

18:35
This serves as the foundational expectation for an apprentices' experience.

18:40
And as you know, this focus on culturally responsive and linguistically sustaining teaching is already an expectation for effective preparation as articulated through the 2023 program approval guidelines and recent updates to CAP.

18:59
Which brings us to the next section of our presentation today, during which we will review key program elements associated with R TAPS and their alignment to existing program approval expectations.

19:12
I will acknowledge there is a lot of text on this slide, and I don't expect you to read it right now.

19:17
We're going to go through each one momentarily.

19:20
What's important to take away here is the fact that RTAPs standards and required elements have been intentionally designed in accordance with the 2023 program approval guidelines and in alignment with the six domains and their related criteria.

19:35
Sponsoring organizations who demonstrate alignment to the program approval criteria across each of the six domains are already well positioned to be supportive partners to our tech districts.

19:46
These key elements in particular are necessary to make this model successful.

19:51
We'll now walk through each in relation to the six domains of effective preparation, so starting with the instruction domain.

20:04
Our RTAP expectations are associated with instruction.

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They're slightly more prescriptive in terms of hourly requirements but are otherwise directly aligned to the underlying requirements.

20:15
In the insurance domain, registered apprentices must receive 150 hours of related technical instruction each year, which is the equivalent of about 3:00 to 4:00 courses.

20:27
This instruction must build evidence-based teaching skills that are culturally responsive and linguistically sustaining, including curricular literacy and work to develop the apprentices' readiness for the licensure role.

20:42
Even more specifically, and in accordance with our commitment to inclusive cult, culturally responsive, and linguistically sustaining teaching and learning environments, our TAB Programs of study must equip prentices with the knowledge and tools to advocate for equity, justice, and freedom within their communities while empowering students to do the same.

21:03
This objective can be realized through specific courses or programs of study but must be demonstrated.

21:15
Moving on to the organization domain, participating sponsoring organizations need to be structured

to be ready to provide equitable and effective experiences for all apprentices by establishing the necessary systems, structures, and personnel to support this unique pathway.

21:33
This means having the appropriate budgetary and fiscal advising in place to support apprentice enrollment at little to no cost.

21:41
The employment and evaluation of effective, highly trained program supervisors, faculty with expertise in evidence based culturally responsive practices, and the operational flexibility to provide programs of study that meet the needs of fully employed candidates.

22:06
Perhaps most central to the RTAP model is a strong Ed Prep K12 partnership with shared goals.

22:14
This is essential to its success, from identifying and working to expand local pipelines into the hardest to staff roles, to prioritizing the recruitment and selection of a more diverse applicant pool.

22:26
Sponsoring organizations will be working hand in hand with districts to build and sustain these pathways from enrollment to completion.

22:35
These collaborations will be essential in cultivating a more diverse and effective workforce, ensuring that apprentices and students alike experience anti racist, culturally and linguistically sustaining learning environments.

22:56
Engaging in shared continuous improvement activities will also be critical in program oversight and monitoring.

23:04
From establishing and monitoring shared goals with employing districts, to collecting data from apprentices themselves on their experiences with the program of study, to soliciting input from supervisors on their role as mentors, sponsoring organizations will work side by side with the district to track program quality and impact.

23:24
This commitment to continuous improvement, particularly in the context of a new pathway model, will help to ensure a more supportive and inclusive environment where apprentices are well prepared to be effective in their local community and in their licensure role.

23:40
It will also support scaling up over time if that is of interest to the specific district partnership.

23:53
Support for the apprentices themselves is more important than ever in this model, with the expectation that apprentices have access to extensive wrap around supports, mentorship and training throughout their term.

24:06
In addition to communities provided by the sponsoring school and district.

24:11
The Ed prep program retains responsibility for recruiting and supporting apprentices into the program, providing them with strong advising and mentorship, supporting equitable access to a flexible program of study, and providing support around licensure requirements.

24:29
By the time they are endorsed for licensure, apprentices should be truly ready to step into the classroom as effective educators who can make a positive impact.

24:45
And finally, the Field Based Experience domain truly comes to life through the Registered Teacher Apprenticeship experience with a minimum of 2000 hours of on-the-job training.

24:56
Registered Teacher Apprentices are engaged in continual high-quality school-based experiences that over time will equip them to be effective educators for every student.

25:08
Sponsoring organizations in partnership with employing districts remain responsible for ensuring that apprentices are employed in culturally responsive and linguistically sustaining classrooms with high quality instructional materials.

25:22
That they have access to highly trained supervising practitioners and have sufficient opportunities to be introduced to practice and demonstrate evidence-based practices aligned to the PSTS and in accordance with the program approval requirements throughout their 2000 hours of on-the-job training.

25:49
One aspect of a Registered Teacher Apprenticeship that is unique to this pathway is the requirement that apprentices complete a specific number of training hours in each of the Standards of Effective Practice or the PST domains.

26:04
Specifically, within the required 2000 hours of on-the-job training, apprentices will be required to spend 732 hours in curriculum instruction, 684 hours in teaching all students, 195 hours in family and community engagement, and 389 hours in professional culture.

26:28
These numbers, while admittedly very specific, are not arbitrary.

26:33
They were calculated in accordance with the number of indicators and elements within each standard, as well as CAPS essential elements which are weighted more heavily.

26:45
This is obviously the distribution of hours for a 2000-hour apprenticeship term.

26:51
For pathways of longer duration, proportionally more hours will be required for each standard, and we'll be providing guidance around that.

27:02
This more structured approach is required of all registered apprentices in the state, regardless of the type of occupation, which is what makes it unique to this particular pathway.

27:13
But it ensures that apprentices will really gain the skills and experiences needed to effectively teach, engage with families and communities, and maintain a professional learning environment, fully preparing them for the classroom.

27:27
We will be supporting our TAPS to develop systems for monitoring and tracking hours, and we'll be establishing processes for all of these partnerships with the goal of creating as seamless a process as possible.

27:47
So given these emphasis and requirements, sponsoring organizations well positioned to support our TAPS will be those with intentional and collaborative pre K12 partnerships already in place that benefit both candidates and schools.

28:04
These types of partnerships will play an important role in cultivating a diverse and effective educator workforce while promoting anti racist, culturally and linguistically sustaining learning and experiences for both educators and students.

28:19
So organizations that have experience in things like residency models, those that offer culturally and linguistically sustaining grounded programs of study and have established strong district partnerships and demonstrate a clear investment in the local educator pipeline are likely best positioned to step into and support the implementation of our TAPS over the next or over at least the first couple of years of implementation.

28:53
So we've just shared a lot of programmatic information with you.

28:57
We're now going to shift gears and directly address several of the commonly asked questions about registered teacher apprentices, several of which emerged during our first webinar and others that have been coming in through our inbox and other mechanisms.

29:10

So I'm going to turn it back over to Lukia to get us started with the first set of commonly asked questions.

29:18
Thank you again, Claire.

29:19
And I want to acknowledge the Q&A, the activity.

29:22
I appreciate the questions that are coming in and hopefully the next couple of slides will address some of your core commonly asked questions.

29:29
So let's start with what are the requirements and considerations for apprentices.

29:34
Apprentices must meet certain requirements to participate and that begins with them being at least 18 years old and having a high school diploma or equivalent.

29:44
They must also meet physical requirements set by the employer to navigate the school environment.

29:50
Additionally, they must fulfill the admission requirements for the Ed prep provider.

29:56
An important feature of our tabs is also the fact that during the apprenticeship term, apprenticeship apprentices work in classrooms under the supervision of a licensed mentor teacher called a journey worker and are not all are not allowed to serve as lead teacher or teachers of record at any point.

30:14
The goal is to assist them with learning alongside a mentor and preparing for the classroom during their apprenticeship term.

30:27
What are the requirements and considerations for journey workers mentors aka supervising practitioners?

30:35
Every apprentice must be assigned to and supervised by a journey worker and, this has to be someone who likely has the same license that they are on the track for.

30:47
They must be full time employees of the school district and have at least three years of experience in a teaching role, again aligned with the apprentices' licensure pathway.

30:56

Additionally, they must have received a proficient or exemplary rating on their most recent performance eval evaluation.

31:05
Together with the partner EPP, employers should select Journey Worker mentor teachers who have demonstrated a strong impact on student outcomes, particularly with marginalized groups.

31:18
They should also select people who have demonstrated the ability to facilitate culturally responsive and linguistically sustaining teaching practices.

31:27
They also need to be capable of coaching a diverse group of adult learners.

31:35
So how long does it take to complete an apprenticeship term?

31:40
As we've already discussed, completing then RTAP requires at least 2000 hours of on-the-job training and 150 hours of related instruction each year

31:49
This again typically equates to three to four college courses per year.

31:54
This is representative of a post back program or similar, and given the length of the school year, a program of this duration would likely span 2 academic years.

32:05
For context, longer RTAP pathways that cover a full baccalaureate degree, grant and track will typically take around 6000 hours of on-the-job training.

32:16
After finishing an RTAP, apprentices may be endorsed for their initial license, making them eligible for full time teaching positions in Massachusetts.

32:29
Can an apprentice be a teacher of record?

32:31
The short answer is no.

32:33
An apprentice cannot be a teacher of record during any point of their apprenticeship while they are employed in instructional roles.

32:40

Apprentices must always be under the supervision of a licensed journey Worker teacher who acts as their mentor.

32:47
Apprentices might work independently with students as part of their training, but they must always have access to their supervising Journey worker teacher.

32:57
This ensures that apprentices have the support they need as they develop their skills and grow in effective and grow into effective educators while maintaining the structure and guidance required for success in the classroom.

33:10
I'm going to turn it back over to Claire to answer some more commonly asked questions.

33:15
Thanks, Lakia.

33:17
So we've received this question several times.

33:20
Can and our temp district partner with more than one educator preparation program?

33:25
Yes, this is absolutely possible.

33:28
However, we are discouraging it, at least during the first year or two of implementation, primarily because districts will really need time to establish those key financial and operational systems that support the program, like data sharing agreements, mentor selection and training, wage schedules and other wrap around supports.

33:49
Once these systems are in place, districts may consider expanding into other partnerships.

33:54
But it's really important to build a solid foundation first in order to get a proof of concept going and really establish your understanding of best practices for registered teacher apprenticeship programs.

34:11
Are our TAP districts limited to special education, ESL, STEM, and early childhood fields?

34:17
These are obviously the four that we have cited in relation to those high-needs areas.

34:24
The answer is that specifically for grant funded R taps, which we'll talk more about in a few minutes,

Dusty will be prioritizing these four areas because they are the hardest to staff with ongoing shortages, highest turnover rates, and inadequate pipelines throughout the state.

34:43
However, districts can propose R taps in other high needs fields if they can show a local persistent need.

34:51
Partner with an Ed Prep provider capable of preparing educators in that field and support a cohort of apprentices.

34:59
So this flexibility hopefully will allow districts to address their specific staffing challenges as well as those 4 high priority fields that we have named.

35:15
So what happens if an apprentice is considered at risk of not meeting program expectations?

35:20
And we talk about this a lot in the context of your role and responsibility as an Ed Prep provider.

35:29
So this again is unique to the occupation of registered teacher apprentice.

35:33
But every apprentice will begin with a probationary period of 500 on the job training hours, which is or no more than 25% of the program.

35:43
If issues arise after this.

35:46
The an apprenticeship agreement can be suspended or revoked, but only after proper notice and an opportunity for corrective action has taken place.

35:57
There is more specific information about how to navigate employment related concerns in the work process schedule on our website, so I encourage you to go there.

36:06
But with regard to preparation program concerns, Ed prep partners still retain responsibility for monitoring candidate progress and providing additional support and interventions when needed.

36:18
If for any reason an apprentice chooses not to continue in the licensure program and The Apprentice agreement is suspended or cancelled, the district may choose to keep the individual employed, but that will be a process that gets articulated through the employment agreement and the and the apprenticeship agreement.

36:43
So how are our RTAPs funded?

36:46
We are going to dig into this topic much more in future webinars starting next month as well as through additional guidance materials.

36:54
But as far as a high-level overview is concerned, our taps are designed to provide aspiring educators with a pathway to licensure at little to no cost.

37:04
That is a fundamental feature of this pathway model.

37:09
In order to meet this goal, they are supported through various funding sources, including grants from Dusty, which we'll talk about in a moment, federal grants, and funds from the Executive Office of Labor and Workforce Development.

37:24
Apprentices can also benefit from scholarships like Pell Grants and Tomorrow's Teacher programs, as well as we Owe a Workforce Program grants.

37:33
These funds can be used to cover costs such as tuition fees, tutoring, child-care, transportation and licensure assessments, preparation and support, making the program accessible, and removing financial barriers for apprentices.

37:51
The fact is, there is no one ideal funding model.

37:55
Our taps will be blending and braiding funds together in ways that are most beneficial to them.

38:02
We will be providing extensive and additional guidance on effective funding models going forward, including informational webinars, tool kits and direct technical assistance later this year, so please stay tuned.

38:22
So we are at the last portion of our webinar, so I'm going to turn it back over to Lakia to close this out.

38:30
She's going to present an overview of the program review and approval process for all our RTAPs and information about DESE grant funds to support a small cohort of our RTAP districts.

38:40
Awesome.

38:41
Thank you again, Claire.

38:43
So as mentioned earlier, DESE serves as the intermediary for all our RTAPs in Massachusetts and will start accepting and reviewing applications from interested districts later this fall.

38:54
Applying districts will begin the process by completing an intent to submit and a needs assessment survey.

39:01
This survey should highlight the district's high need teaching positions, identify the target licensure role, identify a prospective Ed prep provider, demonstrate local interest, and outline workforce diversity needs.

39:16
This process will look familiar with sponsoring organizations as it mirrors the informal review submission process already available for new programs.

39:26
If the initial submission is approved, the district will be notified and can move forward with a full application.

39:33
The submission window for new RTAP will open from November 24 to March 2025.

39:43
The RTAP review and approval process is flexible, with a submission window open until late spring and proposals received on a rolling basis.

39:52
Districts and programs should submit their intent and complete a needs assessment early, followed by full proposals during the winter.

40:01
DESI will review submissions to ensure they meet state standards and workforce needs.

40:07
By late spring, approval status and any next steps will be provided.

40:12
Once approved, RTAPs will be submitted for official registration with the goal of enrolling apprentices in the fall.

40:24
Districts will eventually have the option to submit multiple RTAPs across different licensure areas with various EPPs.

40:31
But again, we strongly encourage that you focus on one process at a time, 1 licensure area, 1 partnership at a time.

40:41
However, again, to keep things manageable, we encourage you guys to start small and we're going to scale up relatively quickly depending on how things go.

40:50
As a foundational level, we will have guidance for you through the application process as well as the review process through an informational webinar with the first one scheduled for November 8th at 11:00 AM.

41:08
DESE will also provide additional supports to help districts and Ed prep providers succeed.

41:13
These include handbooks, professional learning communities to manage implementation and change, training programs for supervisors and mentors, and guidance on securing state and federal funding.

41:25
Additionally, an external evaluation will be commissioned to assess the program's impact.

41:31
All of these resources are designed to ensure the successful and sustainable implementation of our RTAP across participating districts.

41:43
DESE will also offer grant funding for individual awards ranging from 100,000 to 250,000 per year for up to three years, depending on available funding.

41:55
The application window for grant funded RTAPs will open November 2024 to through February 25, with informational webinars again starting in November.

42:06
In addition to the program requirements already covered, some key features of grant funded RTFS include required mentor training provided by DESE and the creation of apprentice affinity groups.

42:19
Programs receiving these grants must show evidence of culturally and linguistically sustaining teaching and learning environments, the use of high-quality instructional materials, and a focus on high needs areas like special ed and STEM.

42:33
Additionally, programs must provide wrap around support to ensure apprentices are successful.

42:44

The RTAP grant timeline follows a similar process to the general application review and approval process, however, it is slightly condensed to accommodate governor approval and fund distribution.

42:57
Once the grant application window opens, districts will have access to informational webinars and office hours to support them through the process.

43:06
In the spring, selected districts will be notified as part of Cohort one, at which point they will proceed with DAS registration and apprentice recruitment.

43:17
The program officially launches in the summer and fall, which includes mentor training, the completions of summer coursework, and the initiation of employment for apprentices in the fall.

43:30
Priority for the grant will be given to districts with larger than average gaps between student and teacher demographics and Title One schools and districts identified as underperforming.

43:45
Now, let's talk about whether RTAP Again might be a good fit for your ed prep program.

43:51
First, think about how you can build and strengthen partnerships.

43:56
RTAP thrives on collaboration, so working closely with districts is important to making sure your program is successful.

44:04
Next, take time to assess your program's readiness.

44:08
Does your team have the resources and structure in place to support apprentices and mentor teachers effectively?

44:16
Also, consider engaging your faculty is another important step.

44:21
Their buy in is key since they'll be playing a direct role in supporting and mentoring apprentices.

44:28
Focus on high needs areas.

44:31
RTAP is designed to meet teaching shortages, so you'll want to target and prioritize these areas in your program's design.

44:39
Lastly, start exploring funding opportunities.

44:44
There are flexible ways to fund RTAP by combining different sources, which can make it more sustainable for your program.

44:51
With these steps and considerations in mind, you can start to see if RTAP is the right fit for your EPP.

45:02
So we have come to the end of the formal presentation and on behalf of DESE and the RTAP team, we thank you for your engagement and participation in today's webinar.

45:12
We surely hope you found the information helpful.

45:15
If you'd like to follow up with questions or be or like to be added to our mailing list to receive updates, please, please, please e-mail us at educatorapprenticeships@mass.gov.

45:26
You can also visit the DESE RTAP website for more details and resources or sign up to meet with one of us during an upcoming office hour.

45:35
We will provide the link in the chat so that you can sign up accordingly.

45:39
We look forward to staying connected and supporting your efforts to build a diverse and effective teaching workforce.