



# TEACHER APPRENTICESHIP BIDDERS CONFERENCE

AUGUST 28, 2023



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# AGENDA & EXPECTATIONS

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## Agenda

1. Overarching goals & purpose of RFA
2. Review of some core components
3. Potential questions
4. Additional questions from the group
5. Wrap up & next steps

## Expectations & next steps

1. Provide overview of RFA
2. Collect questions from interested parties thru Sept 1  
—we will not be answering all questions today
3. Post answers to all submitted questions in Q&A  
summary on procurement site by Sept 12
4. Proposals due September 25

# OVERVIEW

- Goal 1: Expand the **number of certified pre and registered Apprenticeship programs in order to support educator** recruitment and retention efforts;
- Goal 2: **Increase the number of under-represented workers in educator Apprenticeship** programs with a focus on recruiting and training people of color, multilingual individuals, people with disabilities, and individuals in rural communities;
- Goal 3: Develop an **integrated, sustainable & effective** statewide apprenticeship system

*Proposals should seek to do one or more of the following:*

- Develop and/or expand **educator** certified pre-Apprenticeship and/or Apprenticeship programming.
- Develop new on-the-job learning and/or classroom curriculum to support **educator** pre-Apprenticeship and/or Apprenticeship programs.
- Expand **organizational capacity** to develop or expand **educator** Apprenticeship programming and recruitment efforts (e.g., hire an Apprenticeship Navigator on behalf of an SAU, education association(s), higher ed institution, workforce development entity, and/or community-based organization) to facilitate the following:
  - Expand educator Apprenticeship/certified pre-Apprenticeship programming and reach within priority communities
  - Raise awareness of Apprenticeship as a viable educator preparation development tool;
  - Foster stronger SAU/education provider partnerships;
  - Facilitate mentor training, professional development, and supports;
  - Support educator apprentice retention efforts through assessing and connecting apprentices to needed supportive services.

# ELIGIBILITY REQUIREMENTS & PROGRAM REQUIREMENTS

## Eligible organizations to apply:

- School Administrative Unit (SAU)
- Collaboration among multiple School Administrative Units (SAUs)
- Adult education program
- CTE school
- Accredited Institution of Higher Education
- Education Industry Association
- Community-Based Organization
- Workforce Development Entity

## Paths

- High school students
- Adult learners or career changers, including adults currently working within or outside of an education setting.

## Shortage Area Target Occupations

- Education Technicians (K-12)
- General Elementary (K-8)
- Early Childhood (Pre-K)
- Teacher of Students with Disabilities (Pre-K)
- Teacher of Students with Disabilities (K-8)
- Teacher of Students with Disabilities (7-12)
- Blind/Visually Impaired (K-12)
- Deaf/Hearing Impaired
- English/Language Arts (7-12)
- Mathematics (7-12)
- Middle Level Science (5-8)
- Adapted Physical Education (K-12)
- Theater (K-12)
- Industrial Arts / Technology (K-12)
- Administration positions (principals)

# PROGRAM REQUIREMENTS

- Programs must comply with current **Maine certification requirements**.
- Funding for development of Registered Apprenticeship programs must include a **minimum of 2,000 hours of on the job learning and 144 hours of classroom-based training** aligned with and working toward state identified licensing certification.
- Program must include a **direct connection to Apprenticeship employer(s) willing and able to hire Apprentices** and provide them with mentored, On-The-Job Learning (OJL) and access to classroom training to support the OJL.
- Funding for the development of certified pre-Apprenticeship programs must **comply with pre-apprenticeship certification standards** as outlined in Maine Apprenticeship Programs' [Chapter 3 Rules](#).
- Participants in **Registered Apprenticeship programs must be employed and receive wages** during their Registered Apprenticeship programs. Grantees are encouraged to provide financial compensation to participants in certified pre-apprenticeship programs though compensation is not required if the pre-apprentice is not employed.
- Identify and **award college credit(s) for demonstrated competency** of required classroom learning outcomes through the apprenticeship schedule of work.
- Provide **related supports for mentors**, including but not limited to dedicated mentor training, and compensation.
- Training that leads to certifications in teacher shortage areas based on the 2022-23 teacher shortage areas and recently identified shortage areas ([Update to Teacher Shortage Areas – Maine DOE Newsroom](#)) will be given priority consideration for funding.

# COLLABORATION REQUIREMENTS

- **Must be an SAU or collaborate and establish formal partnership agreements with one or more SAUs** to deliver on-the-job training.
- Must provide required related technical instruction in-house or collaborate and **establish formal partnership agreements with at least one of the following: high schools, CTE schools, Maine Community College System, Adult Education, University of Maine System, and/or other education provider.**
- If proposing a “high school student” pathway approach, **school counselors and administrators should be included within program design** to ensure alignment with existing programs (e.g., ELO, early college).
- Must establish **partnership with association(s) that represents educators.**
- Establish partnerships with one or more of the following organizations to recruit new pre-Apprentices and/or Apprentices: high schools, CTE schools, Maine Community College System, adult education programs, community-based organization, and/or similar entity.
- Intentionally **engage and incorporate direct feedback from target apprentice or pre-apprentice audience** into program design.
- Partner with an organization with **expertise in diversity, equity, and inclusion** and/or establish a plan to engage with the identified priority communities.
- Letters of support from proposed partner organizations are encouraged. **If partnering with an organization to support financial management of the grant or sub-granting to a partner organization, letters of support are required.**
- Directly or through partnerships, must **provide access to interpersonal supports** (e.g., mentorship) and **access to wraparound supports** to address other pre-apprentice and apprentice needs (e.g., transportation, childcare, etc.)

## COLLABORATION QUESTIONS

**The minimum number of apprentices served is 12—can we collaborate to attain this goal?**

Yes! To build an integrated statewide apprenticeship system, we are encouraging organizations to collaborate to expand their reach to serve at least new 12 individuals over the course of the grant period

**Is it permitted to sub-grant funds to partner with other organizations?**

Yes—please include letters of support with organizations to whom you intend to sub-grant

**Do we need to have established MOUs with partners?**

Not at the time of grant submission, however, we anticipate MOUs would need to be developed among partners to run an effective apprenticeship program. We do require letters of support from partners to whom you intend to sub-grant funds.

# ALLOWABLE EXPENSES & STATE OF MAINE SUPPORTS

- **In the described terms it states that equipment is any supply valued greater than \$5,000 and this is not allowed in the program. Is this true?**
  - Equipment is generally not an allowable expense. Supplies are an allowable expense. The **cost of any single item must be less than \$5,000** or else it is considered equipment.
- **Can grant money be used for staff?**
  - RFA grant funds may support the salary and benefits of staff if they are specifically supporting the expansion of pre-apprenticeship and/or apprenticeship programming. Staff hired using grant funds must become Subject Matter Experts in Registered Apprenticeship.
- **Can funding be used to pay apprentice wages?**
  - **No, apprentice wages are not an allowable expense.** However, MDOL will provide supports to defray start-up costs of developing new apprenticeship programs such as **incentives for registering new occupations, starting new programs and classroom offsets for apprentices.**
- **How will MDOL & DOE provide support to develop new apprenticeship program offerings?**
  - MDOL will provide ongoing technical assistance on registered apprenticeship and grant requirements quarterly and as requested by grantees
  - MDOE will provide mentor training and certification TA to ensure alignment with current certification standards



# HELPFUL RESOURCES

## Federal Teacher Apprenticeship Resources

- [Joint letter from federal Departments of Labor and Education on teacher apprenticeship](#)
- [Educators resource page on DOL's Apprenticeship.gov website](#)
- [White House fact sheet on actions to strengthen the teaching profession and help schools fill staff vacancies](#)
- [Leveraging Registered Apprenticeships for K–12 Teacher Careers \(December 2022 DOL-DoE joint webinar\)](#)
- [DOL-approved K–12 teacher time-based, competency-based, and hybrid work process schedules](#)
- [Scaling the Teacher Pipeline and Career Pathways through Registered Apprenticeships \(May 2022 DOL webinar\)](#)

## Other States Teacher Apprenticeship Resources

- [IA's work process schedule and related instruction outline for Teacher RAP and Teacher Aide RAP](#)
- [NY's work process schedule and related instruction outline for Teacher RAP](#)
- [Urban Institute's competency-based occupational frameworks for Early Childhood Educator, K–12 Teacher, and Teacher Aide I](#)
- [AR Teacher Residency Apprenticeship, including Teacher Residency Guidebook](#)
- [IA Teacher and Paraeducator RAP, including frequently asked questions \(FAQs\) and state funding information](#)
- [NY Teacher RAP, including case study](#)
- [TN Grow Your Own Teacher RAP, including models, playbook, and application](#)
- [WV Grow Your Own Pathway to Teaching pilot, including fact sheet](#)
- [WY Teacher RAP, including FAQs for apprentices, mentors, and school districts](#)

# CONTRACT TERMS, TIMING AND OTHER IMPORTANT INFORMATION

- The period of performance is **September 2023 – June 2025**
- Applicants will **initially be awarded funding for the above period** with an option to extend until June 2026 **pending progress towards Performance Metrics**
- Funding for Apprenticeship programming is based on the **total number of new Apprentices and or pre-Apprentices served through the grant opportunity**. Total funding requested may not exceed \$6,000 per Apprentice or pre-Apprentice served.
  - **Minimum award is \$75,000**, serving at least 12 **new** Apprentices and/or pre-Apprentices.
  - **Maximum award is \$250,000**, serving at least 42 **new** Apprentices and/or pre-Apprentices.
- Funding for this grant opportunity must be expended by June 2025.

# WRAP UP & NEXT STEPS

## Timeline of next steps

- September 1
  - All questions must be submitted to [Joan.M.Dolan@maine.gov](mailto:Joan.M.Dolan@maine.gov)
  - Questions received after this date will NOT be answered
- September 12:
  - Q&A summary will be posted on procurement website
  - Today's recording and materials posted to [procurement website](#)
- September 25:
  - Proposals due to [proposals@maine.gov](mailto:proposals@maine.gov)
- October - November:
  - Close, review & score grant applications
  - Announce grant recipients
  - Prepare & finalize contracts
  - Begin implementing work

QUESTIONS?

THANK  
YOU!