NORTH DAKOTA DEPARTMENT OF
**PUBLIC INSTRUCTION**

# North Dakota Registered Apprenticeship Program for Teachers (RAP-T)

# Request for Applications (RFA)

**North Dakota Department of Public Instruction | February 6, 2024**

**Application Due Date:**

**March 20, 2024**

# Table of Contents

# General Information

## *Background*

The growing teacher shortage is an increasingly urgent issue around the United States and in the state of North Dakota. According to data from the American Association of Colleges for Teacher Education (AACTE), the number of students earning an undergraduate degree in education dropped from 200,000 annually in the early 1970s to less than 90,000 in 2018-19[1]. The coronavirus pandemic has further contributed to declining participation in teacher preparation programs[2]. North Dakota is not immune to these trends. In the 2022-2023 school year, the North Dakota Department of Public Instruction (NDDPI) reported over 440 teacher vacancies, a 26% increase from the prior year.

Despite these challenges, the Registered Apprenticeship Program for Teachers (RAP-T) offers a promising solution for increasing teacher diversity, improving teacher recruitment and retention efforts, and lowering barriers to entry that may prevent passionate, talented individuals from earning their degree and entering the teaching profession. By recruiting from within local communities, LEAs are able to tap into a diverse talent pool that is more likely to reflect the student population.

However, financial barriers often stand in the way of these aspiring educators being able to become certified teachers. For example, a recent survey of a North Dakota school district indicated that more than 50% of paraprofessionals would enroll in a paraprofessional-to-teacher pathway in the next five years if one were available, but the most significant barriers were inflexible course schedules and tuition costs[3]. Recognizing this, in recent years, North Dakota has been a leader in the country in finding creative ways to remove these financial barriers and create low-cost/no-cost pathways to the teaching profession for homegrown talent, particularly leveraging paraprofessional-to-teacher apprenticeship pathways. In pilot programs of the paraprofessional-to-teacher model, Educator Preparation Providers have seen waitlists of candidates looking to participate.

With the K-12 Teacher occupation now recognized by the United States Department of Labor (USDOL) as a Registered Apprenticeship, many programs across the country, including North Dakota's paraprofessional-to-teacher model, can access USDOL and other workforce development funds to financially sustain their impact on the educator workforce. Therefore, through this grant opportunity and other initiatives, North Dakota seeks to scale its paraprofessional-to-teacher model across the state so that hundreds of aspiring educators can become teachers for free and get paid to do so.

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[1] *Colleges of Education: A National Portrait Second Edition*. (n.d.). https://aacte.org/wp-content/uploads/2022/03/Colleges-of-Education-A-National-Portrait-Executive-Summary.pdf

[2] *Colleges of Education: A National Portrait Second Edition*. (n.d.). https://aacte.org/wp-content/uploads/2022/03/Colleges-of-Education-A-National-Portrait-Executive-Summary.pdf

[3] *Zheng, W., Pedersen, H., & Parker, R. (April, 2019). Roles and Training Needs of Special Education Paraprofessionals in the P-12 Settings. Minot State University Poster Session. Minot, ND.*

## *Procurement Purpose*

The purpose of the Registered Apprenticeship Program for Teachers (RAP-T) Competitive Grant is to create multiple entry points for aspiring teachers – who may currently be employed as paraprofessionals or a similar student-facing support position – to earn their post-secondary degree or post-baccalaureate licensure and become a fully certified North Dakota public school teacher no later than the 2026-2027 school year. Eligible EPP applicants will compete for grant funding from NDDPI to prepare aspiring educators via this RAP-T grant program.
EPPs should be prepared to enroll aspiring educators to begin in the summer session of 2024.

**NDDPI plans to award up to $1,100,000 in total for this round two of the RAP-T grant program. NDDPI will make individual grants in increments of $100,000 for high- quality proposals**. The final number of grants awarded depends on the competitiveness of the proposals received.

**Applicants must only submit one application to the NDDPI for consideration. However, EPPs may submit (and are encouraged to submit) more than one project proposal as part of their single application and therefore, may receive more than $100,000 in total**. Each proposal should outline programming that would be offered to a distinct cohort of teacher candidates. For example, if an applicant submits a single application that includes 5 program proposals for $100,000 each, offering to provide preparation for 5 distinct cohorts of candidates, they may receive $500,000 in total. Individual project proposals within an overall grant application cannot exceed $100,000. See Appendix C for instructions on how to submit multiple program proposals within a single application.

By increasing EPP enrollment, removing financial barriers, prioritizing extended clinical experience and time spent in the classroom, and recruiting directly from within our local communities, NDDPI believes that LEAs and EPPs in our state can strengthen existing relationships and forge new partnerships that will provide a sustainable, high-quality teacher pipeline.

## *Eligible Applicants*

During the summer of 2023, the NDDPI ran a pre-screening process to determine eligibility for this RAP-T grant opportunity. From this process, NDDPI has identified the following 10 EPPs to be eligible:

- Certification Central
- Dickinson State University
- Mayville State University
- Minot State University
- North Dakota State University
- Sitting Bull College
- University of Mary

- University of North Dakota
- Valley City State University
- Western Governors University

Please note the Mandatory Requirements outlined in the "Application Components" section of this RFA, which must all be satisfied in order for an application to be considered. EPPs must partner with North Dakota LEAs to submit an application.

**Applicants must only submit one application to the NDDPI for consideration. However, EPPs may submit (and are encouraged to submit) more than one project proposal as part of their single application and therefore may receive more than $100,000 in total**. EPPs who wish to submit more than one program proposal should follow the submission instructions outlined in Appendix C.

## *Schedule*

| Event | Time | Date |
|---|---|---|
| Request for Applications Released | | February 6, 2024 |
| Questions Due | 11:59 p.m. | February 12, 2024 |
| Questions Addressed by NDDPI | | February 20, 2024 |
| Application Deadline | 11:59 p.m. | March 20, 2024 |
| Notice of Contract Award | | Late April 2024 |
| Proposed Contract Start Date ** | | May 1, 2024 |

*Note: all questions should be submitted to the email address dpiasstsupt@nd.gov.

**Note: All contract signature deadlines and proposed contract start dates are tentative and subject to all final approvals once grant awards are determined.

## *Submission Guidelines and Logistics*

There is no minimum or maximum page or word limit for individual questions or for the entire application. Applicants are encouraged to respond to each question thoroughly but concisely. Standard formatting conventions of 1-inch margins and 11–12-point font is encouraged.

EPP applicants must submit all application materials, via email, to Assistant Superintendent Laurie Matzke at dpiasstsupt@nd.gov by 11:59 p.m. Central Time on March 20, 2024. Paper

copies of this application will not be accepted. Applicants should follow all instructions as outlined in the "Steps to submitting an application" section below.

**Note: EPPs may submit multiple project proposals within a single grant application.** EPPs who wish to submit more than one project proposal within their application should follow the instructions outlined in Appendix C.

Steps to submitting an application:

1) Address all application components in sequential order.
2) Clearly label each section (i.e., mandatory, technical, budget).
3) Ensure it is clear to which item each response corresponds.
4) Save application as a **single** PDF.
5) Submit a PDF copy of the application, via email, to dpiasstsupt@nd.gov. All application materials must be submitted by the deadlines listed above.

# Scope of Work Summary

## *Terms for EPP Applicant*

*The following Scope of Work summary provides an overview of the minimum requirements that selected awardees will be expected to provide upon contract award.*

1. The Awardee must provide teacher participants ("participants") with a tuition-free education resulting in a post-secondary degree and certification to teach in North Dakota, with certification in at least one certification field. All certification fields offered as part of the proposed partnership must be mutually agreed upon by the Awardee and the proposed Local Education Authority ("LEA") partner(s). The Awardee must already be approved to offer the certification fields they have proposed in their application(s).

2. Grant funding must entirely cover tuition, textbooks, and fees for all selected participants. No cost for programming shall be passed on to participants.

3. The Awardee must agree to cover the cost of one issuance of each required certification assessment for all selected participants who complete the RAP-T program. Unless covered by the Awardee's approved grant budget, additional issuance of a required certification exam will be paid for by the LEA or participant.

4. Applicant will receive additional points based on the number of proposed participants. At minimum EPP must serve 5 participants per a $100,000 cohort.

5. The Awardee must work with the partnering LEA to place each participant in a paid education assistant (also known as paraprofessional) position for the duration of their participation in the program. During this residency component of the program, participants will serve in a minimum 1-year clinical internship experience.

6. Each participant must be assigned to a high-quality mentor teacher. The Awardee must implement their mentoring program as outlined in their response to Technical Response #7. This mentoring program must be developed in collaboration with the Awardee's partner LEA(s), including representative administrators and cooperating teachers, and it must explain in detail how the program will be delivered to support emerging teachers. This plan must include:
    a. Measurable objectives aligned to the InTASC teaching standards
    b. Program activities
    c. Timeline to complete the activities
    d. Identification of staff involved in delivery of the program
    e. Plans to evaluate and measure successful completion of the program by the apprentice
    f. Budget for delivery of the mentoring program

7. The Awardee and LEA partner(s) must allow for the residency experience to satisfy the clinical internship/student teaching requirements for participants. Once selected and enrolled in the Awardee's RAP-T program, participants must be employed by the LEA as a paid, full-time paraprofessional for the entire duration of the program.

8. The Awardee must work with the LEA partner(s) to ensure that participants are able to experience, at minimum, 1,440 hours per year of full-time work, through which the participant is able to demonstrate the competencies of a full-time teacher, under the direct supervision of a mentor or cooperating teacher-of-record.

9. The Awardee must allow for LEAs to make the final decision on the selection of all participants, who will be employed in the LEA district. All selected participants must meet all state and local requirements for employment as a full-time education assistant/paraprofessional, as well as all admission requirements for the partner Awardee institution in which they will be enrolled. Prior to their residency, participants must meet all North Dakota Department of Public Instruction requirements for student teaching clearance.

10. The Awardee must ensure that if a participant chooses to unenroll from the Awardee's program prior to their completion of the program, the Awardee will allow the LEA in which that participant was placed to select a new participant to enroll in the program at no additional cost if a reasonable timeframe exists to obtain degree.

11. The Awardee must submit a proof of participant progress report, each semester, that outlines program progress and outcomes to date. Minimum semesterly report requirements include:
    a. Participant progress data
    b. Participant names
    c. GPAs
    d. LEA employer
    e. Enrollment status (enrolled vs. unenrolled)
    f. Degree and/or certification currently held

g. Any other relevant information as requested by the North Dakota Department of Public Instruction.

12. The Awardee shall provide to the North Dakota Department of Public Instruction, within 90 calendar days of the conclusion of the grant term, a written final report that outlines program activities and outcomes. Minimum final report requirements include:

    a. Comprehensive summary of program activities and outcomes
    b. Participant progress data outlined in scope item #11.
    c. Graduation status, certification assessment passage status, and employment status for each participant
    d. Overall evaluation of program effectiveness, including participant graduation rate and certification assessment passage rates
    e. LEA satisfaction survey regarding the effectiveness of the participants' preparation as a result of the program
    f. Recommendations for program improvements for future participants

13. For the duration of the grant term, the Awardee and all partners must be responsive to all program evaluation requests from the North Dakota Department of Public Instruction.

14. The Awardee must provide supplementary academic, career, and certification preparation support, within grant funding, to all participants enrolled in the programs, as outlined in their grant application and proposal.

15. The Awardee shall agree to cooperate with the North Dakota Department of Public Instruction in establishing their RAP-T program if pursued by the North Dakota Department of Public Instruction.

16. The Awardee shall agree to strongly communicate to participants that the intent of the program is for participants to complete a 3-year teaching commitment, except in extenuating circumstances.

17. Unused funding from the Awardee's award may be reallocated at the discretion of the North Dakota Department of Public Instruction.

18. The Awardee shall otherwise implement a RAP-T program as specified in their application's response to the Application Component section of this RFA, including all specifications outlined by the applicant in response to Mandatory Requirement and Technical Response items.

## *Partnership Requirements*

All applications must include letter(s) of support from each proposed LEA partner. This letter must certify the following:

● The LEA is willing to participate in the grant program in partnership with the applicant.
● The LEA has reviewed and agrees to its role and responsibilities as a partner, as outlined in the Scope of Work Summary and Technical Response sections of this RFA.
● The LEA certifies that any additional stipends or payments provided to assigned cooperating teachers will be the financial responsibility of the LEA and will not be paid by

the EPP awardee using grant funds.
- The LEA certifies that it has been involved in determining, and approves of, the teacher certification field(s) and degree(s) that will be offered via the proposed partnership.
- If a grant is awarded, the LEA is willing to sign a formal memorandum of understanding (MoU) with the North Dakota Department of Public Instruction, as part of its participation in the program, that further outlines and clarifies its role and responsibilities.

Upon grant award, the EPP and all partnering LEAs will also be required to sign a memorandum of understanding (MoU) with the North Dakota Department of Public Instruction. See "Appendix D: Memorandum of Understanding" for a summary of what will be included in this MoU.

# Application Components

## *Mandatory Requirements (Pass/Fail)*

The applicant must address all mandatory requirement items listed below and provide, in sequence, all requested information and documentation. Applications that do not earn a passing score in all mandatory requirement items will not be considered for award. All mandatory requirements must be met and given a passing score in order for an application to receive remaining scores for the Technical Response section.

| Item | Mandatory Requirements | *(For state use only)* <br><br> **Assigned Score (Pass/Fail)** |
|------|------------------------|------------------------------------------|
| M0 | **Summary Table for Multiple Programs:** If the applicant is submitting a single grant application with multiple program proposals, include the Program Proposal Summary Table, as outlined in Appendix C. If the applicant is only submitting for one award of $100,000, this mandatory requirement item may be skipped. | |
| M1 | **Contact Info:** Detail the name, title, email address, mailing address, and telephone number of the person the Solicitation Coordinator should contact regarding the response. | |
| M2 | **Partner Info:** Provide the entity name, point of contact, phone number, and email address for each organization involved in this partnership. This should include information for both the EPP submitting the application as well as any LEAs with whom the EPP is proposing to partner. <br><br> *Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #. See Appendix C instructions for more details.* | |

| M3 | **Degree, Certification, and Pathway Length:** Applicants must provide a statement indicating (1) the degree earned by participants via this RAP-T program, (2) the certification(s) earned by participants, and (3) the length of time participants will be enrolled in the program. *Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #. See Appendix C instructions for more details.* | |
| --- | --- | --- |
| M4 | **Agrees to Scope of Services:** Provide a statement confirming that, if awarded a contract, the applicant will accept and agree to all terms and conditions outlined in the section "Terms for EPP Applicant" of this RFA. | |
| M5 | **Approved to Certify:** Provide a statement confirming that the applicant is already approved to offer recommendation for certification in all of the applicable certification fields, prior to the submission of their application. | |
| M6 | **LEA Letter(s) of Support:** Include attached letter(s) of support from **all** proposed partner LEA(s), and/or partnership agreements with each of the proposed partner LEAs. Each letter of support must certify the following:<br>● The LEA has reviewed and agrees to its role and responsibilities as a partner, as outlined in the Scope of Work and Technical Response sections of this RFA.<br>● Any additional stipends or payments provided to assigned cooperating teachers will be the financial responsibility of the LEA and will not be paid by the EPP awardee using grant funds.<br>● The LEA has been involved in determining and approves of, the teacher certification field(s) and degree(s) that will be offered via the proposed partnership.<br>● If a grant is awarded, the LEA is willing to sign a formal memorandum of understanding (MoU) with the North Dakota Department of Public Instruction as part of its participation in the program that further outlines and clarifies its role and responsibilities. | |
| M7 | **Program Start and End:** Provide a statement confirming that participants may begin programming by summer 2024 and complete programming no later than June 30, 2026, at which time the applicant must have a teaching degree. | |
| M8 | **No Cost to Participants:** Provide a statement confirming that, if the grant is awarded, participants will not bear any costs from tuition, textbooks, or fees. | |
| M9 | **Registered Apprenticeship:** Provide a statement indicating that, upon successful program implementation, applicant and LEA partners are willing to participate in registration of the RAP-T program as an official Registered Apprenticeship with the United States Department of Labor Office of Apprenticeship with the North Dakota Department of Public Instruction serving as sponsor. | |

| M10 | **Residency Period:** Applicants must attest that program participants will have at least one year of residency experience. | |
|---|---|---|
| M11 | **Online Coursework:** Applicants must attest that all related instruction coursework can be completed in an online or hybrid setting. | |
| M12 | **Progressive Wage Schedule:** Applicants must provide a table that outlines what wage/salary rate participants will earn during the program and what salary they will earn in their first year of teaching. If the program spans multiple years, the participant must see an increase in wage/salary across years, at minimum. The applicant may choose to provide incremental increases more frequently than annually.<br><br>*Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #. See Appendix C instructions for more details.* | |
| M13 | **Participant Seats:** At minimum, EPP must serve five participants per a $100,000 cohort. | |

## *Technical Response (100 Points)*

The applicant must address all technical response items and provide, in sequence, the information requested. The evaluation team members will evaluate the responses and assign a score to each item using the rubric below. See **Appendix B: Technical Response Rubric** for a detailed breakdown of how each Technical Response Item will be scored.

| # | Technical Response Item | Max Points | Assigned Points *(For state use only)* |
|---|---|---|---|
| T1 | **LEA Partners:** Provide the applicant's full list of proposed LEA partners.<br><br>*Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #. See Appendix C instructions for more details.* | 8 | |
| T2 | **Participant Seats:** Provide the following:<br>  1) A count of the number of participant seats that will be offered to each LEA partner for the proposed RAP-T program. Number of seats offered to each LEA may vary and should be based on size and need of the LEA(s).<br>  2) A count of the total number of seats offered to all LEA partners for the proposed RAP-T grant program.<br><br>*Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #. See Appendix C instructions for more details.* | 19 | |

| T3 | **Budget and Budget Narrative:** Submit a proposed budget (using the attached Appendix A: *Budget Template*), and an accompanying budget narrative. The budget must be annualized for each year of the program(s) and must categorize all proposed costs for the program(s).<br><br>*Note: The budget should reflect total funds requested for all proposed programs. However, the budget narrative should clearly describe a breakdown per $100,000 grant award, for the instance in which a proposal is partially funded. The budget narrative should include a detailed breakdown of participant costs, fees, mentor stipends, etc.* | 5 | |
|----|----|----|----|
| T4 | **Program Design:** Provide a description of intended program design. At a minimum, this description must outline the following:<br><br>1) How was the vision for the RAP-T program developed? What process was used to incorporate input from students, educators, paraprofessionals, and cultural liaisons in the community?<br>2) How did the applicant determine the proposed certification field(s) that will be offered? How was this determination based on the current needs, data trends, and existing talent pools within the partner LEA(s)?<br>3) Outline the candidate recruitment, screening, and selection process. Please also outline the minimum qualifications for participants, including any HR requirements from the district. Who is the intended recruitment and talent pool for this program, and what degrees or credentials must intended participants currently possess in order to be eligible for the program (e.g., current education assistants with associate's degrees, education assistants with a bachelor's degree, or STEM professionals with at least a bachelor's degree who are seeking a career change)? | 8 | |
| T5 | **Program Activities and Courses:** Provide a timeline of program activity and intended course schedule. This response should include, at a minimum:<br><br>1) Descriptions of how courses will be delivered (online, hybrid), and an outline of when courses will be offered (e.g. synchronous, asynchronous).<br>2) Course descriptions and full course schedule for the proposed RAP-T program, including number of credit hours for the degree.<br><br>*Note: If the applicant is submitting a single grant application with multiple proposals, clearly indicate relevant information by Program #. See Appendix C instructions for more details.* | 7 | |
| T6 | **Details of Residency Model:** Provide a description of the residency and 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following: | 15 | |

| | | | |
|---|---|---|---|
| | 1) How will participants gradually take on more instructional responsibility over the course of the grant?<br>2) How will cooperating teachers be chosen and paired?<br>3) What evaluation process will be established to provide feedback to participants throughout the program? | | |
| T7 | **Mentor Support:** Outline how the applicant will develop and implement a mentoring program to support para-to-teacher participants throughout the duration of the program.<br><br>Each participant must be assigned to a high-quality mentor teacher. This mentoring program must be developed in collaboration with the applicant's partner LEA(s), including representative administrators and cooperating teachers, and it must explain in detail how the program will be delivered to support emerging teachers. This plan must include, at a minimum:<br><br>1) Measurable objectives aligned to the InTASC teaching standards<br>2) Program activities<br>3) Timeline to complete the activities<br>4) Identification of staff involved in delivery of the program<br>5) Plans to evaluate and measure successful completion of the program by the apprentice<br>6) Budget for delivery of the mentoring program | 15 | |
| T8 | **EPP-LEA Partnerships:** Provide a description of the respective partnership roles between the applicant and the partner LEA(s). Please specify which parties are responsible for which elements of the program. | 7 | |
| T9 | **Wraparound Supports:** Describe in detail the academic, career, and certification preparation support plan that the EPP will offer to participants to ensure success during their completion of the program. Please provide the certification exam pass rates of participants from similar programs your institution has administered in the past. Outline what wraparound supports you provided to those participants and how supports for this RAP-T program would compare. | 8 | |
| T10 | **Science of Reading:** Outline how your program would promote understanding of the Science of Reading within all participants. | 8 | |
| | *Score Awarded (Maximum Possible= 100)* | | |

# Appendix A: Budget Template

| 1. Applicant Organization Name: | 2. SAM.gov UEI | | |
|---|---|---|---|
| 3. Applicant Organization Address | City | State | ZIP |
| 4. Project Name | | | |

**5. Project Period**

| Beginning Date (MM/DD/YY) | Ending Date (MM/DD/YY) |
|---|---|
| **6. Project Narrative as outlined in the Contents of Proposal (Attached)** | |

**7. Budget Summary** (Must include a narrative that includes a Budget Justification.)

| Budget Category | Fund Being Requested |
|---|---|
| 100 - Certified Personnel | |
| 200 - Employee Benefits | |
| 300 - Purchased Professional and Technical Services | |
| 500 - Travel | |
| 600 - Supplies & Materials | |
| 700 - Equipment | |
| 800 - Other (Dues and Scholarships) | |
| 900 - Indirect Cost | |
| TOTALS | |

**8. Terms and Conditions**

The grantee agrees to conduct this grant award within the guidelines issued by the North Dakota Department of Public Instruction (NDDPI) and to comply with the "Fiscal Requirements for Federal Programs" found on NDDPI's website. A final invoice and performance report will be submitted within 30 days after the project's end date.

| Signature of Authorized Official/Project Director | Typed Name | | Date |
|---|---|---|---|
| Title | Telephone Number | | |
| Signature of Chairperson of Applicant's Governing Board | Typed Name | | Date |
| Address | City | State | Zip Code |

# Appendix B: Technical Response Rubric

| Question | Points Earned | | | |
|---|---|---|---|---|
| **T1: LEA Partners:** Provide the applicant's full list of proposed LEA partners. | **2 points** Applicant proposes to partner with 1 LEA. | **4 points** Applicant proposes to partner with 2 LEAs. | **6 points** Applicant proposes to partner with 3-4 LEAs. | **8 points** Applicant proposes to partner with 5+ LEAs. |
| **T2: Participant Seats:** Please provide the following: A count of the number of participant seats that will be offered to each LEA partner for the proposed RAP-T program. Note: number of seats offered to each LEA can vary and should be based on size and need of LEA(s). A count of the total number of seats offered to all LEA partners for the proposed RAP-T grant program. | **Maximum Points: 19 points**<br><br>5 seats = 5 points<br><br>6 seats = 6 points<br><br>7 seats = 8 points<br><br>8 seats = 10 points<br><br>9 seats = 12 points<br><br>10 or more seats = 19 points | | | |
| **T3: Budget and Budget Narrative:** Budget and Budget Narrative: Submit a proposed budget (using the attached Appendix A: Budget Template), and an accompanying budget narrative. The budget must be annualized for each year of the program(s) and must categorize all proposed costs for the program(s). *Note: The budget should reflect total funds requested for all proposed programs. However, the budget narrative should clearly describe a breakdown per $100,000 grant award, for the instance in which a proposal is partially funded. The budget narrative should include a detailed breakdown of participant costs, fees, mentor stipends, etc.* | **0 points** The item is not addressed. | **1 point** EPP provides both a budget and budget narrative for the program, but items are poorly detailed, contain several errors, and/or do not clearly align to stated program goals. | **3 points** EPP provides both a budget and budget narrative for the program, but items are somewhat lacking in detail, contain errors, and/or only somewhat align to stated program goals. | **5 points** EPP provides both a budget and budget narrative for the program, and items are well detailed, contain no errors, and are clearly aligned to stated program goals. |

| | 0 points | 2 points | 4 points | 8 points |
|---|---|---|---|---|
| **T4: Program Design:** Provide a description of intended program design. At a minimum, this description must outline the following:<br><br>1) How was the vision for the RAP-T program developed? What process was used to incorporate input from students, educators, paraprofessionals, and cultural liaisons in the community?<br>2) How did the applicant determine the proposed certification field(s) that will be offered? How was this determination based on the current needs, data trends, and existing talent pools within the partner LEA(s)?<br>3) Outline the candidate recruitment, screening, and selection process. Please also outline minimum qualifications for participants, including any HR requirements from the district. Who is the intended recruitment and talent pool for this program, and what degrees or credentials must intended participants currently possess in order to be eligible for the program (e.g., current education assistants with associate's degrees, education assistants with a bachelor's degree, or STEM professionals with at least a bachelor's degree who are seeking a career change)? | The item is not addressed. | The response thoroughly addresses one of the three parts of the question.<br><br>The response reflects a program designed with multiple meaningful opportunities for input from stakeholders.<br><br>AND/OR<br><br>The response reflects that certification areas were determined based on concrete data and an awareness of existing talent pool within partner LEA(s).<br><br>AND/OR<br><br>The response outlines a clear and detailed selection process that is fair to all applicants and maximizes participation. | The response thoroughly addresses two of the three parts of the question.<br><br>The response reflects a program designed with multiple meaningful opportunities for input from stakeholders.<br><br>AND/OR<br><br>The response reflects that certification areas were determined based on concrete data and an awareness of existing talent pool within partner LEA(s).<br><br>AND/OR<br><br>The response outlines a clear and detailed selection process that is fair to all applicants and maximizes participation. | The response thoroughly addresses all three parts of the question.<br><br>The response reflects a program designed with multiple meaningful opportunities for input from stakeholders.<br><br>AND<br><br>The response reflects that certification areas were determined based on concrete data and an awareness of existing talent pool within partner LEA(s).<br><br>AND<br><br>The response outlines a clear and detailed selection process that is fair to all applicants and maximizes participation. |

| | 0 points | 2 points | 4 points | 7 points |
|---|---|---|---|---|
| **T5: Program Activities and Courses:** Provide a timeline of program activity and intended course schedule. This response should include, at a minimum:<br><br>1) Descriptions of how courses will be delivered (online, hybrid), and an outline of when courses will be offered (e.g. synchronous, asynchronous) | The item is not addressed. | Timeline and course schedule are unclear or incomplete, or two of the required components are missing or lacking in sufficient detail. | Timeline and course schedule are complete, but one of the required components is missing or lacking in sufficient detail. | Timeline and course schedule are complete, and all of the required components are provided in sufficient detail. |

| | | | | |
|---|---|---|---|---|
| 2) Course descriptions and full course schedule for the proposed RAP-T program, including number of credit hours for the degree | | | | |
| **T6: Details of Residency Model:** Provide a description of the residency and 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following:<br><br>1) How will participants gradually take on more instructional responsibility over the course of the grant?<br>2) How will cooperating teachers be chosen and paired?<br>3) What evaluation process will be established to provide feedback to participants throughout the program? | **0 points**<br>The item is not addressed. | **2 points**<br>The response thoroughly addresses one of the three parts of the question.<br><br>The response clearly outlines how participants will gradually take on more instructional responsibility over the grant.<br><br>AND/OR<br><br>The response reflects a clear process for choosing and pairing cooperating teachers.<br><br>AND/OR<br><br>The response reflects a consistent and transparent feedback process to ensure candidate growth throughout the program. | **8 points**<br>The response thoroughly addresses two of the three parts of the question.<br><br>The response clearly outlines how participants will gradually take on more instructional responsibility over the grant.<br><br>AND/OR<br><br>The response reflects a clear process for choosing and pairing cooperating teachers.<br><br>AND/OR<br><br>The response reflects a consistent and transparent feedback process to ensure candidate growth throughout the program. | **15 points**<br>The response thoroughly addresses all three parts of the question.<br><br>The response clearly outlines how participants will gradually take on more instructional responsibility over the grant.<br><br>AND<br><br>The response reflects a clear process for choosing and pairing cooperating teachers.<br><br>AND<br><br>The response reflects a consistent and transparent feedback process to ensure candidate growth throughout the program. |
| **T7: Mentor Support:** Outline how the applicant will develop and implement a mentoring program to support para-to-teacher participants throughout the duration of the program.<br><br>Each participant must be assigned to a high-quality mentor teacher. This mentoring program must be developed in collaboration with the applicant's partner LEA(s), including representative administrators and cooperating teachers, and it must explain in detail how the program will be delivered to support emerging teachers. This plan must include, at a minimum: | **0 points**<br>The item is not addressed, or the response outlines a plan that satisfies 3 or fewer of the required components. | **4 points**<br>Response outlines a plan that satisfies 4-5 of the required components. | **9 points**<br>Response outlines a plan that satisfies all 6 required components, but some details of the plan are unclear or unconvincing. | **15 points**<br>Response outlines a plan that satisfies all 6 required components.<br><br>Response reflects a high-level of collaboration with the partner LEA(s).<br><br>Response is provided in clear and sufficient detail.<br><br>The mentoring plan is highly likely to be successfully implemented and lead to positive outcomes for participants. |

| | | | |
|---|---|---|---|
| 1) Measurable objectives aligned to the InTASC teaching standards<br>2) Program activities<br>3) Timeline to complete the activities<br>4) Identification of staff involved in delivery of the program<br>5) Plans to evaluate and measure successful completion of the program by the apprentice<br>6) Budget for delivery of the mentoring program | | | |
| **T8: EPP-LEA Partnerships:** Provide a description of the respective partnership roles between the applicant and the partner LEA(s). Please specify which parties are responsible for which elements of the program. | **0 points**<br>The item is not addressed. | **2 points**<br>Narrative is incomplete and/or lacks a clear outline of responsibilities for each party. | **4 points**<br>Narrative is complete and includes a clear outline of responsibilities for each party, but lacks some level of detail describing responsibilities of each party in managing specific elements of the grant program, including recruitment, selection and placement of candidates, etc. | **7 points**<br>Narrative is complete and includes a clear outline of responsibilities for each party, with a high level of detail describing responsibilities of each party in managing specific elements of the grant program, including recruitment, selection and placement of candidates, etc. |
| **T9: Wraparound Supports:** Describe in detail the academic, career, and certification preparation support plan that the EPP will offer to participants to ensure success during their completion of the program. Please provide the certification exam pass rates of participants from similar programs your institution has administered in the past. Outline what wraparound supports you provided to those participants and how supports for this RAP-T program would compare. | **0 points**<br>The item is not addressed. | **2 points**<br>Narrative provides a poor level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants.<br><br>Past certification exam pass rates are low or average, relative to other applicants. | **5 points**<br>Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants.<br><br>Past certification exam pass rates are average, relative to other applicants. | **8 points**<br>Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants to ensure success both during and after their completion of the program. Narrative provides a clear outline of how support will be differentiated based on the experiences of the participants.<br><br>Past certification exam pass rates are high, relative to other applicants. |
| **T10: Science of Reading:** Outline how your program would promote understanding of the Science of Reading within all participants. | **0 points**<br>The item is not addressed. | **2 points**<br>Applicant provides a poorly detailed description of how coursework offered as part of the proposed RAP-T program will provide participants with adequate training in the "Science of Reading." | **5 points**<br>Applicant provides a moderately detailed description of how coursework offered as part of the proposed RAP-T program will provide participants with adequate training in the "Science of Reading." Description lacks specificity around how the "Science of Reading" will be embedded. | **8 points**<br>Applicant provides a highly detailed description of how coursework offered as part of the proposed RAP-T program will provide participants with adequate training in the "Science of Reading." Description includes a high level of specificity around how the "Science of Reading" will be embedded within coursework for all participants. |

# Appendix C: Instructions for Multiple Proposals from the Same Applicant

Applicants must only submit one application to the NDDPI for consideration. However, EPPs may submit (and are encouraged to submit) more than one project proposal as part of their single application and therefore may receive more than $100,000 in total. Each proposal should outline programming that would be offered to a distinct cohort of teacher candidates. If an applicant wishes to submit for multiple awards of $100,000, they must do so within a **single** application, and they must do the following:

- Attach a version of Table #1 below as part of Mandatory Response Item #0.
- Throughout the single application, clearly label information in Mandatory and Technical Response Items that are distinctive to a particular program proposal as corresponding to "Program #," in reference to Table 1.
- In the budget narrative (Technical Response Item #3), clearly delineate costs per $100,000 (or less) proposal such that NDDPI could reasonably determine a partial award amount in the instance that the full proposal is not funded.

**NDDPI reserves the right to partially award all proposals based on NDDPI priorities, rubric scores, and availability of funds.** For example, in the below example table, Program #1 may have a higher evaluation score than Program #2 on the rubric because of the greater number of seats offered, so NDDPI may elect to award $100,000 for Program #1 and not award $100,000 for Program #2.

## Table 1: Program Proposal Summary Table

| Program # | Program | North Dakota License | Partner LEA(s) and Seats per LEA | Total Seats | Amount Requested |
|---|---|---|---|---|---|
| 1 | Example Program #1 | Special Education K-12 | LEA A – 5 seats<br>LEA B – 5 seats<br>LEA C – 4 seats | 14 | $100,000 |
| 2 | Example Program #2 | Elementary Education Grades 1-8 | LEA A – 3 seats<br>LEA B – 3 seats<br>LEA C – 3 seats | 9 | $100,000 |
| 3 | Example Program #3 | Secondary Mathematics, 5-12 | LEA A – 6 seats<br>LEA B – 6 seats | 12 | $100,000 |
| | | | **TOTAL** | \<sum of all seats\> | \<total amount requested\> |

# Appendix D: Memorandum of Understanding

**Section I: Purpose**
 The purpose of this MoU is to outline the roles and responsibilities of parties involved in implementing a RAP-T program. The NDDPI shall serve as the program sponsor, the EPP shall serve as the related instruction provider, and the LEAs currently participating in your pathway grant will serve as the apprentice employers.
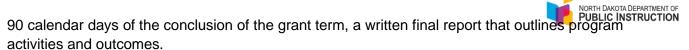
**Section II: Responsibilities of NDDPI**
 A. Sponsor Responsibilities: The responsibilities of NDDPI as program sponsor are fully outlined in the Standards of Apprenticeship 29 § CFR 29.5. NDDPI must conduct, operate, and administer this program in accordance with all applicable provisions of Title 29 Code of Federal Regulations (CFR) part 29, subpart A and part 30, and all relevant guidance issued by the Office of Apprenticeship (OA).

**Section III: Responsibilities of LEAs**
 A. Participation: The LEA is willing to participate in the RAP-T in partnership with the EPP applicant. The LEA will partner with the EPP to ensure each participant serves in an education assistant (also known as a paraprofessional) position for a minimum of 1-year.
 B. Stipends: The LEA certifies that any additional stipends or payments provided to assigned mentor teachers will be the financial responsibility of the LEA and will not be paid for by the EPP awardee using grant funds.
 C. Sponsored Webinars: The Employers shall participate in sponsored webinars provided by the NDDPI and the National Center for Grow Your Own (NCGYO).
 D. Employment: The Employer shall employ apprentices as paid paraprofessionals/education assistants. Apprentices shall be paid according to the Employer's salary schedule for paraprofessionals/education assistants. Apprentices shall earn pay increases according to Employer's salary schedule.
 E. Activity: The Employer acknowledges that apprentices must engage in instructional activities such as co-teaching, lesson planning, small groups, tutoring, professional learning, and grading.
 F. Prohibited Duties: The Employer acknowledges that apprentices may not be assigned non-instructional duties during the instructional day such as lunchroom monitoring, substitute teaching (except when the apprentice's cooperating teacher is absent), study hall, office duty, or in-school suspension. This MoU does not limit duties assigned before or after the school day.
 G. Assessing Competencies: The Employer shall assess the apprentice's progress along on-the-job competencies and make a final recommendation of competency mastery, as outlined in Appendix A of the Standards of Apprenticeship.

**Section IV: Responsibilities of the EPP**
 A. Mentoring: Each participant must be assigned to a high-quality mentor teacher. The Awardee must implement their mentoring program as outlined in their response to Technical Response #7. This mentoring program must be developed in collaboration with the Awardee's partner LEA(s), including representative administrators and cooperating teachers, and it must explain in detail how the program will be delivered to support emerging teachers.
 B. Reporting: The Awardee must submit progress reports each semester that outline program progress and outcomes to date.
 C. Final Report: The Awardee shall provide to the North Dakota Department of Public Instruction, within

90 calendar days of the conclusion of the grant term, a written final report that outlines program activities and outcomes.

D. <u>Sponsored Webinars:</u> The EPP agrees to participate in sponsored webinars provided by the NDDPI and the NCGYO.

E. <u>Related Instruction:</u> The EPP agrees to provide coursework leading to a bachelor's degree and certification to teach in North Dakota public schools.

F. <u>Clinical Experience:</u> The EPP agrees to allow for the apprenticeship Program to satisfy the clinical internship or student teaching requirements otherwise required for apprentice graduation.

G. <u>Wraparound Supports:</u> The EPP agrees to provide wraparound support to the apprentice to ensure academic success, including support on any licensure exams.

H. <u>Communication:</u>  The EPP agrees to support and facilitate communication between the NCGYO and districts for the purpose of sharing critical information pertaining to the registered teacher apprenticeship work or collecting information or data needed by the state.

## Section V: Joint Responsibilities of LEAs and the EPP

A. <u>Participant Selection:</u> The Awardee must allow for LEAs to make the final decision on the selection of all participants, who will be employed in the LEA district. All selected participants must meet all state and local requirements for employment as a full-time education assistant/paraprofessional, as well as all admission requirements for the partner Awardee institution in which they will be enrolled. Prior to their residency, participants must meet all NDDPI requirements for student teaching clearance.

B. <u>Evaluation Data:</u> For the duration of the grant term, the Awardee and all partners must be responsive to all program evaluation requests from the NDDPI.

C. <u>Required Hours:</u> The Awardee must work with the LEA partner(s) to ensure that participants are able to experience, at minimum, 1,440 hours per year of full-time work, through which the participant is able to demonstrate the competencies of a full-time teacher, under the direct supervision of a mentor or cooperating teacher-of-record.

D. <u>Full-Time Position:</u> The Employer and the EPP agree to arrange for apprentices to complete all coursework while remaining a full-time paraprofessional/education assistant. Clinical requirements, including student teaching, shall be arranged through the apprentice's full-time position.

E. <u>Serving as Teacher-of-Record:</u> The Employer and EPP shall ensure that apprentices will not serve as the teacher-of-record during the Program. Apprentices will be able to be a teacher-of-record once all certification and preparation requirements have been satisfied.

F. <u>Recruiting and Enrolling:</u> The Employer and the EPP agree to recruit apprentices from within their local communities whenever possible. Possible apprentices may include current education assistants, paraprofessionals, substitute teachers, or tutors.
   - The Employer will make apprentice recommendations to the EPP.
   - The apprentice-candidate will apply to the EPP, providing all requested application material, which may include a letter of recommendation from the Employer.
   - The EPP will give priority admission to Employer-recommended candidates.

G. <u>Data Sharing and Reporting:</u> The Employer and the EPP agree to cooperate with each other in providing information necessary to effectively implement the Program. The Employer and the EPP agree to cooperate with NDDPI in supplying data relevant to federal reporting requirements and ongoing program evaluation.

## Section VI: Responsibility of Contracted Liaison

The NDDPI has contracted with Dr. Lynn Hammonds to help support the Teacher Apprenticeship work.

A. <u>Support the EPP:</u>  Serving as a liaison between DPI/ESPB/NCGYO with the EPP, including data

requests and preparation of specific EPP data for each RAP-T application.
B. <u>RAPIDS:</u> Manage the data requirements for submission into RAPIDS.
C. <u>Data Reporting:</u> Work with the EPPs and LEAs to collect required data for reporting.
D. <u>Mentoring:</u> The state-level mentoring program, the Genius Hour, will be facilitated by Dr. Hammonds.

**Section VII: Signatures**

- _____

  NDDPI Signatory                    Date

  _____

  Print Name & Title

- _____

  Liaison Signatory                  Date

  _____

  Print Name and Title

- _____

  EPP Signatory                     Date

  _____

  Print Name & Title

- _____

  LEA Signatory                    Date

  _____

  Print Name & Title