

# RECRUITING WASHINGTON TEACHERS & BILINGUAL EDUCATOR INITIATIVE GRANTS

## Application informational packet | 2021-23

In this packet, you will find information on:

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## GRANT SUMMARY

This is a competitive grant application for funds to initiate or continue to operate a Recruiting Washington Teachers (RWT) or Bilingual Educator Initiative (BEI) program. Washington State school districts and tribal compact schools are eligible to apply. The Professional Educator Standards Board (PESB) distributes grant funding and provides support and oversight.

[Recruiting Washington Teachers](#) was [created in 2007](#) to “grow our own” group of future teachers who more closely reflect the diverse demographics of today’s students. RWT is a high school teacher academy that recruits and supports multicultural and multilingual students to explore cultural identity and educational opportunities through the lens of the teaching profession.

[Created in 2017](#), the [Bilingual Educator Initiative \(BEI\)](#) is also a high school teacher academy designed to recruit, prepare, and mentor bilingual high school students to become future bilingual teachers and counselors. BEI programs connect middle school students to the high school program and support participating students in exploring dual language instruction and attaining the [Seal of Biliteracy](#).

## Goals

While the strategies and implementation efforts of RWT and BEI may vary, both programs work toward an equitable education system through three priority goals.

- **Diversify the educator workforce:** Recruit and support students from underrepresented groups, multilingual and multicultural students, and students of color to pursue careers in education. Evidence of this need appears in the disparity between teacher demographics and student demographics.
- **Close the opportunity gap in education.** Acknowledge the internal and systemic barriers

students face, ensure access to resources and systems of support, and provide a culturally responsive and asset-based teaching model.

- **Diminish the teacher shortage.** Support students as they learn what it means to become an educator, explore their academic and career options, and gain hands-on teaching experience.

## Grant options and funding

Applicants can apply for only one of two grant options: the Recruiting Washington Teachers program or the Bilingual Educator Initiative program. We will not review applications that include proposals for both programs, and we will not review more than one application from a school district or tribal compact school. Consortiums should only submit one application that includes all partners. Districts and tribal compact schools that apply as part of a consortium are not eligible to apply as individual applicants.

1. **Recruiting Washington Teachers:** Funding amounts vary, with a maximum funding amount of \$30,000 per year for new grantees and \$20,000 per year for previously awarded grantees. Applicants who operate a Running Start program will receive priority ([RCW](#)).
2. **Bilingual Educator Initiative:** Funding amounts vary, with a maximum funding amount of \$50,000 per year for new grantees and \$40,000 per year for previously awarded grantees. Applicants in areas with increasing immigrant populations will receive priority ([RCW](#)). If you previously operated an RWT program and apply for and receive funding for the BEI program, your program will be considered new.
3. **Bilingual Educator Initiative Consortiums:** Applicants may form consortiums with one another to strengthen BEI programming. A maximum of three districts or tribal compact schools can apply for consortium funding. Consortiums should submit only one application; all members of the consortium should be listed in the application. A consortium will receive up to an additional maximum \$25,000. See [Consortium option for BEI grantees](#) for specific details on funding and requirements.

The amount of financing listed above is dependent on the outcome of the 2021 legislative session. As the session progresses, we will make sure to notify applicants of any changes that occur to the grant funding. Due to the amount appropriated by the Legislature for RWT programs, we are unable to support RWT consortiums.

## Key dates

- Application release date: March 4, 2021
- Technical assistance meetings. Both meetings will provide the same information.
  - March 24 from 12 to 1 p.m. [Register to attend](#)
  - March 30 from 3 to 4 p.m. [Register to attend](#)
- Application deadline: **April 19, 2021, at 5 p.m.**
- Grantees announced: End of May 2021
- Grant period: July 1, 2021 - June 30, 2023

## Additional details

- The most competitive applications will address all of the criteria outlined in this informational packet.
- You must align your application to the program you have selected. For example, if you select BEI but your application addresses RWT-specific requirements, you will not receive a competitive score.
- Applicants who are ready to implement their program beginning July 1, 2021 will receive priority.
- You are encouraged to include in your application input from students, families, community-based organizations, teachers, counselors, administrators, and higher education partners.
- Grantees will receive funding for fiscal years 2022 (July 1, 2021 - June 30, 2022) and 2023 (July 1, 2022 - June 30, 2023). For example, if we award you \$50,000, you will receive this amount each fiscal year.
- Applicants who can show a plan to advance the program with decreasing reliance on state funding will be considered more competitive.

## PROGRAM REQUIREMENTS

The RWT and BEI programs have similar goals: diversify the educator workforce, close the opportunity gap in education, and diminish the teacher shortage. What sets the programs apart are their specific approaches and grant requirements. The following sections provide additional detail about program differences. Note that RWT serves as a foundation to BEI.

|   | <b>Recruiting Washington Teachers</b>  | <b>Bilingual Educator Initiative</b>  |
|---|--|---|
| <a href="#"><u>Intended audience</u></a>                  | High school students: particularly students who are multilingual, multicultural, or underrepresented   | High school students: particularly students who are bi/multilingual or working toward bilingualism  |
| <a href="#"><u>Student recruitment</u></a>                | <ul style="list-style-type: none"> <li>● 9th and 10th grade: Recruitment begins to encourage students to join RWT in 11th and 12th grade.</li> <li>● 11th and 12th grade: Students enroll in the credit-bearing RWT program</li> </ul>   | <ul style="list-style-type: none"> <li>● Middle school: Recruitment begins to encourage students to enroll in BEI in 9th grade.</li> <li>● 9th and 10th grade: Activities that help build student self-confidence and awareness.</li> <li>● 11th or 12th grade: Students enroll in the credit-bearing BEI program.</li> </ul> |
| <a href="#"><u>Primary program components</u></a>         | <ul style="list-style-type: none"> <li>● Completion of the RWT curriculum.</li> <li>● Students receive opportunities to observe classroom instruction.</li> <li>● Students receive mentored pre-teaching practicums.</li> <li>● Students participate in college readiness activities, college visits, and future educator camps</li> </ul> | Same as RWT.  |
| <a href="#"><u>Support for students</u></a>               | <ul style="list-style-type: none"> <li>● Provide academic and community support services to help students overcome barriers to becoming future educators.</li> <li>● Support student vision for and understanding of their potential career in education.</li> </ul>   | Same as RWT.  |
| <a href="#"><u>Partnerships with higher education</u></a> | Partner with an approved teacher preparation program to support students as they consider college and careers in education.  | <ul style="list-style-type: none"> <li>● Partner with at least one two-year and one four-year college in planning and implementing the program.</li> <li>● K-12 and college teachers receive compensation for serving as mentors and trainers for participating students.</li> </ul>  |
| <a href="#"><u>Family and community engagement</u></a>    | Inform and involve students' families and the community in key aspects of the program.   | Same as RWT.  |

## Intended audience

**RWT and BEI:** Grantees should use targeted recruitment strategies to attract diverse high school students, including but not limited to students from underrepresented groups, bi/multilingual students, and students of color.

**BEI:** Grantees must recruit, prepare, and mentor high school students, with a focus on those who are bi/multilingual or working toward bilingualism.

## Student recruitment

**RWT:** Grantees must implement a recruitment strategy for 9th and 10th grade students. Your recruitment efforts should encourage students to consider and explore careers in education by participating in the RWT program in 11th and 12th grade.

**BEI:** Grantees must implement:

- (a) An outreach plan that provides an opportunity for middle school students to learn about the program and encourages them to enroll when they begin 9th grade;
- (b) Activities in 9th and 10th grade that help build student self-confidence and awareness, while helping students develop the academic mindset needed for high school and college success; see the value and benefits of teaching and counseling as careers; and learn about leadership, civic engagement, and community service; and
- (c) Credit-bearing curricula in 11th and 12th grade that includes mentoring, shadowing, best practices in teaching in a multicultural world, efficacy and practice of dual language instruction, social and emotional learning, enhanced leadership, civic engagement, and community service activities.

## Primary program components

**RWT and BEI:** Both programs will provide students with:

- (a) In depth instruction using the RWT curriculum.
- (b) Opportunities to participate in college readiness activities, college visits, and future educator camps;
- (c) Opportunities to observe classroom instruction at all grade levels; and
- (d) Mentored pre-teaching practicums at all grade levels with a focus on shortage areas.

## Curriculum and course

RWT and BEI grantees use the [RWT curriculum](#), which covers topics such as learning styles, lesson planning, student learning data, academic disparities among student subgroups, cultural competency, college success and workforce skills, and education policy. A key component of the curriculum is to provide opportunities for students to develop their identity and come to see their culture, language, and identity as assets. Grantees should supplement the RWT curriculum

as appropriate for the local context.

The RWT course and curriculum can be adapted and used in a variety of different courses. One of the most common course designations is Career and Technical Education (CTE) Careers in Education (CIE). The curriculum aligns with CTE/CIE standards so that programs may operate their RWT site as a CTE course if they choose. However, the course can also be taught in association with other course designations including English language arts, social studies, and history. Program leaders should consider connections with International Baccalaureate (IB) and Advanced Placement (AP) courses, or general education requirements that best align with student needs. Grantees must include information on the course designation and dual credit awarding in their application.

**BEI grantees** are required to develop supplemental curricular materials that focus on dual language, bilingual teaching, and language acquisition. Grantees will report and share supplemental curricular materials with PESB at the end of each school year for statewide distribution. Sites must also incorporate the Seal of Biliteracy into their program.

### College visits and future educator camps

One fundamental way RWT programs work to eliminate barriers is through a strong focus on college access. Programs must provide opportunities for their students to participate in college readiness activities and “future educator camps” held on college campuses. Programs must also incorporate activities that help their students become familiar with college campuses; attend workshops; and interact with college faculty, teacher candidates, and currently certificated teachers. Because funding begins July 1 of each year of the grant, students typically participate in summer activities prior to the start of the course.

### Teaching practicum experience

Students have opportunities to observe classroom instruction at all grade levels and participate in a mentored, hands-on classroom practicum. The practicum must provide training relevant to entering the field of education, especially in shortage areas. This component requires building partnerships with other K-12 educators who will support classroom observations and the student practicum.

## Support for students

### RWT and BEI:

Grantees provide academic and community support services to help students overcome barriers to becoming educators. Services can include supplemental tutoring, advising on college readiness and college course selection, college applications, and financial aid processes and financial education opportunities; and mentoring. Support services provided by this grant may continue from high school through the first two years of college.

In addition, grantees will incorporate activities that support student vision for and understanding of their potential careers in education. This may include supporting students with goal setting, cultivating an understanding of relevant career options, and developing career aspirations specific to teaching and education.

## Partnerships with higher education

**RWT and BEI:** To strengthen students' pathway from high school to a career in education, grantees are required to partner with at least one approved teacher preparation program. Through these higher education partnerships, grantees can award college credit, organize college visits, provide leadership opportunities that extend beyond classroom learning, and increase interaction with college students.

**BEI:** Grantees must:

- (a) Partner with at least one two-year **and** one four-year college authorized to operate a teacher preparation program in planning and implementing the program.
- (b) Recruit and compensate K-12 and college teachers to serve as student mentors and trainers.

## Family and community engagement

Building strong connections with families and community members can significantly impact program recruitment and student success, and support healthier, more sustainable programs. Grantees should incorporate outreach and communication strategies to connect families and community members to the program and its many benefits. Throughout the program year, grantees should work to involve families and community members where possible. These activities may include inviting representatives to be a part of advisory and planning committees, hosting family nights and student recognition events, and providing information to families regarding college access and the value of a career in education.

## Consortium option for BEI grantees

Eligible applicants may form consortiums with one another to strengthen RWT or BEI programming. A consortium can have a maximum of three districts or tribal compact schools.

## Consortium requirements

Applicants that form a consortium must include a (part-time or full-time) program coordinator on their implementation team. The coordinator will:

- (a) Serve as the main point of contact for the consortium.
- (b) Coordinate communication and facilitate collaboration between consortium partners, including teachers of the course, district administration, higher education, and community partners, to ensure that program goals are met. This includes identifying and addressing barriers students encounter as they enroll in and complete the program and transition to college.
- (c) Coordinate professional development for building and district staff to support student enrollment in and completion of the course. This includes connecting directly with counselors, teachers, and building administrators at each implementation site to ensure a shared understanding of the program and its benefits.
- (d) Ensure that each consortium partner implements a BEI program in at least one high school for each grant year.

## Consortium funding

The awarding of funds is a combination of (1) if the consortium partners are new or previously awarded grantees and (2) the number of districts and tribal compact schools that make up the consortium. Regardless of the number participating in the consortium, if all are previous grantees, they will receive an additional maximum award of \$20,000. If at least one new grantee is part of the consortium, they instead receive an additional maximum award of \$25,000.

Examples:

- If a previously awarded consortium of two districts reapplies and are awarded, they will receive up to **\$100,000**. (2 previously awarded districts X \$40,000) + \$20,000.
- If a previously awarded consortium of two districts includes a new district and are awarded, they will receive up to **\$155,000**. (2 previously awarded districts X \$40,000) + (1 new district awardee at \$50,000) + \$25,000.
- If three new districts form a consortium and are awarded, they will receive up to **\$175,000** (3 new awardees x \$50,000) + \$25,000.

As a reminder, consortiums should submit only one application with all members listed as co-applicants.



## ADMINISTRATIVE REQUIREMENTS

### Implementation team

Each grantee must assemble an implementation team consisting of the RWT or BEI teacher, high school staff, faculty from partnering teacher preparation programs, and a district administrator. Applicants should also consider including counselors, college and career staff, CTE and Human Resources directors, Assistant Superintendents, Federal and State Program Directors, Leadership and Strategy Officers, Curriculum and Instruction Directors, and Principals. We recommend that BEI applicants include a representative with expertise in migrant and bilingual education, dual or heritage language, or English language acquisition.

### Implementation timeline

This funding is for two fiscal years: 2022 (July 1, 2021 - June 30, 2022) and 2023 (July 1, 2022 - June 30, 2023). Grantees must provide an annual timeline of anticipated program activities, including proposed start dates for classroom observations, student practicum, college visits, and future educator camps.

### Professional development

All RWT and BEI instructors and coordinators are required to complete the online [RWT professional development](#) course. One additional member of the implementation team is also required to complete the training.

BEI grantees are encouraged to supplement the RWT professional development course with materials that specifically support bilingual teacher academies. Grantees must share supplemental curricular or professional development materials with PESB at the end of each school year for broader program distribution.

Grantees are required to participate in annual or semi-annual site visits or program gatherings. This may include a January 2022 program conference for teachers and students hosted in Olympia.

### Sustainability

Applicants should also consider a plan for ensuring program sustainability after the two-year grant ends. Although we anticipate funds to support RWT and BEI programs will continue in the future, our capacity to continually fund established programs will likely decrease as we support new programs around the state. Sustainability is critical, and applicants who can show a plan to advance the program with decreasing reliance on state funding will be considered more competitive.

## Reporting

Grantees are required to submit an end-of-year report to PESB, which includes student participant demographics, program outcomes, description of program activities, and lessons learned. Sites are also encouraged to provide photos of students participating in program activities for PESB's annual statewide report. We will provide a template for the required information to all grantees by June of each grant year.

Grantees must also use the RWT student program code (45) in [CEDARS](#). The building or district data manager on the grant implementation team is encouraged to support these requirements.

## HOW TO APPLY

### Application

Please review the [PDF](#) of the application for all questions and instructions. To access the application portal, email Stacey Sowders, [stacey.sowders@k12.wa.us](mailto:stacey.sowders@k12.wa.us).

### Budget

Applicants must submit a budget narrative and detail specifying how they will use the funding to support program goals. In-kind contributions should be detailed in the budget narrative as well. Grantees must use funding to support program-specific costs. Funds cannot go towards projects already completed or activities that routinely occur as a part of school operation.

### Letters of support

Applicants must submit a letter of support from each higher education partner. Letters should detail how each partner will support the goals of the grant. Applicants are encouraged to have other key partners, including parent and student associations, community-based organizations, and industry partners, submit letters of support.

**Consortium applicants:** You must include at least one letter of support from an administrator from each member of the consortium. Additional letters from other key partners and stakeholders are encouraged.

### Questions?

Contact Stacey Sowders, Program Manager for Educator Pathways, [stacey.sowders@k12.wa.us](mailto:stacey.sowders@k12.wa.us).