

ALTERNATIVE ROUTES BLOCK GRANT | 2022-24

Application information packet

This application information packet contains the following sections:

[Grant summary](#)

[How to apply](#)

[Awardee selection process](#)

[Implementation requirements](#)

KEY TERMS

The following terms are used in this application information packet as follows.

- **Implementation team:** The team of at least one staff person from each program partner that will collaborate to implement activities outlined in this application.
- **Program:** A specific alternative route program through which candidates can obtain a residency teacher certificate.
- **Program partners:** An alternative route program is implemented by a partnership with school districts, tribal compact schools, charter schools, or educational service districts (ESD).
- **Program providers:** Institutions approved to offer alternative route programs, such as colleges, universities, and ESDs.

GRANT SUMMARY

The Alternative Routes Block Grant (ARBG) is a competitive grant application process. Awardees will use funds to implement innovative “grow your own” teacher strategies that address workforce shortages, and recruit, support, and prepare diverse teacher candidates. The grant provides funds for candidate conditional loan scholarships and program, district, and mentor supports.

The Professional Educator Standards Board (PESB) distributes program, district, and mentor funds and provides oversight and support. PESB partners with the Washington Student Achievement Council (WSAC) to offer conditional loan scholarships for candidates.

This grant application cycle differs from previous years. [View a summary of the changes](#). All current requirements are described in this information packet.

Eligibility

PESB-approved alternative route programs are eligible to apply. Eligible program partners include school districts, tribal compact schools, charter schools, district consortia, or ESDs. Other partners may include community organizations, community colleges, and other teacher preparation programs.

Applicants must be approved by PESB to offer both an alternative routes program and the endorsements they will prepare candidates to receive through the grant. Awardees must maintain at least limited approval status for the duration of the grant.

Providers that are not yet approved to offer an alternative routes program may still apply for the grant if they anticipate they will be approved by the September 2021 PESB board meeting. Applicants that are not approved to offer an alternative routes program will not be considered. [Visit our website to learn more about program approval](#).

Programs may only submit one application. However, program providers can submit more than one application as part of distinct program tracks. We will not review multiple applications submitted by the same program or those by the same program provider with program designs that are too similar.

Example

Preparation Program X partners with School District A and School District B, and submits a separate grant application for its partnership with each district. Other than the partner district, the program design outlined in each application is identical to the other. This would warrant disqualification of one application. Instead, Preparation Program X should submit one application representing the partnership with both School District A and School District B.

HOW TO APPLY

Application process timeline

The table below outlines key dates for the ARBG application.

Application stage	Action	Due date
Pre-application	Submit letter of intent	August 11, 2021 at 5 p.m.
	ARBG application opens in Alchemer	August 13, 2021
	Program partners meeting with PESB (optional, but strongly recommended)	August 19, 2021, 3:30 to 5 p.m.
	Technical assistance meeting for applicants (optional)	September 14, 2021, 2:30 to 4 p.m.
Application due	Submit application	October 1, 2021 at 5 p.m.
Post-application	Applicants address technical issues identified during pre-screening process	October 7, 2021
	Application review committee meets and provides award recommendations to PESB staff	October 2021
	PESB staff present awardee recommendations to the Board	November 2021
	If the Board approves the recommendations, PESB staff will announce awardees	December 2021

Program requirements

Applicants will submit their application online to PESB through Alchemer. We encourage applicants to use [this template](#) to develop your responses that you can then copy and paste into Alchemer. We recommend you read the application details in this information packet alongside the application template. [View the rubric](#) that the application review committee will use to evaluate applications.

Grant priorities

The [grant priorities](#) set the foundation for awardee expectations. Applicants will be evaluated on how clearly they address all six priorities.

- Priority 1: Recruit candidates from populations systematically excluded from the educator workforce that reflect P-12 student demographics
- Priority 2: Prepare candidates to address [content area or geographic shortages](#)
- Priority 3: Strengthen a “grow your own” teacher model that provides a clear pathway from recruitment to employment
- Priority 4: Offer candidates and mentor teachers job-embedded learning, where candidates are an integral part of the school community and student learning improvement strategy
- Priority 5: Provide support services to candidates to meet program and teacher certification requirements
- Priority 6: Provide candidates credit or early program completion for prior relevant coursework and experience

Key candidate populations

Applicants must demonstrate that they will recruit, prepare, and support candidates from the following populations:

- Employed paraeducators and district staff
- Conditionally certified teachers
- Candidates systematically excluded from the educator workforce, including people of color, people who are multilingual, and first generation college students
- Financially under-resourced candidates
- Alumni from high school teacher academy programs, such as Recruiting Washington Teachers, Bilingual Educators Initiative, and Careers in Education
- Veterans, as defined by [alternative route rules](#)

Examples of how to define “financially under-resourced”

- Low estimated family contribution, based on income and reported on the Free Application for Federal Student Aid (FAFSA) or Washington Application for State Financial Aid (WASFA)
- High financial need ($\text{Cost of attendance} - \text{Estimated family contribution} - \text{Total aid} = \text{Financial need}$; calculated from data from the FAFSA or WASFA and financial aid package)
- Washington College Grant eligibility or low percent of median family income, based on income, family size, and median income; calculated from data reported on the FAFSA or WASFA

Programs that select candidates based on whether they are financially under-resourced may consider consulting their financial aid office to establish a definition and candidate selection process.

Mentor teacher requirements

Mentor teachers must at least hold a teaching certificate and three years of experience as a teacher, as outlined in [state rules](#). Mentor teachers may not serve as a mentor to more than two candidates total during the school year.

Pre-application

Letter of intent

Programs wanting to apply for the grant must submit a letter of intent (LOI) by August 11. Only programs that submit a LOI by the due date will receive access to the online application.

The purpose of the LOI is for applicants to begin their collaborative planning process. We understand that programs may not have all implementation details established at the time you submit the LOI. You are not bound to the contents of the LOI and may make changes to your program's plan as you further prepare your application.

The LOI must be signed by a staff member with the authority to sign contracts from each intended program partner. Applicants may add or remove partners after submitting the LOI. One staff person from each program partner is strongly encouraged to attend the program partners meeting on August 19, described in the next subsection.

The LOI must include:

1. Names of the institutions that will partner to implement grant activities.
2. Briefly identify district workforce needs, including the key candidate populations your program will recruit, the routes candidates will pursue, and the content area or geographic shortages the program will address.
3. State the outcomes the program expects to achieve through the grant.
4. Explain how the program is equipped to implement the block grant.
5. Provide the name and email address of one person from each program partner who will attend the program partners meeting.
6. Clearly indicate which person we should send the application link to.

Submit the LOI as a PDF or Word document by August 11 to pathways@k12.wa.us with the subject line "ARBG 2021 LOI."

Program partners meeting

Programs that submit a letter of intent are strongly encouraged to attend the program partners meeting with a representative from each program partner on August 19. The program partners meeting will provide more in depth information about the grant, including guidance for program partners as they collaborate to develop their grant application.

APPLICATION REQUIREMENTS AND COMPONENTS

Application components

The application consists of the following sections:

- Applicant assurances
- Contact information
- Block grant MOA addendum
- Past ARBG implementation (if applicable)
- Statement of need
- Measurable objectives
- Routes focus and key candidate populations
- Program design narrative
- Budget details and narrative

Applicant assurances

This section asks for verification of the applicant's understanding of grant requirements.

Contact information

Applicants must provide contact information for an implementation team member from each program partner. Applicants must indicate which implementation team member will lead the program in meeting grant reporting requirements, including determining whether the program met their objectives at the end of each implementation year.

Block grant MOA addendum

The block grant memorandum of agreement (MOA) addendum must outline the roles and responsibilities of each program partner to manage and implement grant activities. Applicants must include key activity timelines; financial arrangements, including additional cash or in-kind investments each program partner will make to support activities; and management of the agreement. We expect applicants to modify the provided template to incorporate relevant information for your program's implementation. [Download the block grant MOA addendum template here](#) (Word document).

Applicants must also submit their alternative route MOA along with the block grant MOA addendum if they have not already submitted their alternative route MOA to PESB.

Past ARBG implementation

This section is applicable only to programs that have received ARBG funding in the past. Applicants must provide a summary of what the program learned through past block grant implementation. The summary must at least include:

- Key candidate population(s) your program served through grant activities
- District workforce needs your program addressed
- The program's outcomes to address the grant priorities, including successes and challenges to address the priorities.
- Key learnings for future program implementation

Statement of need

Each school district and ESD partner must provide a statement of need that addresses the district's or region's teacher workforce needs that your program will address through the grant. The statement of need must include data demonstrating the need(s), and how the district or ESD engaged the local or regional community in the process; ESDs' statements of need are expected to include how they engaged their region's school districts. Examples of data to demonstrate workforce needs include:

- Quantitative and qualitative data demonstrating the needs of the school district(s) and the degree to which those needs are or are not currently being met,
- Demographics of the district's or region's student population;
- District employment data to help determine hiring needs, including content area and geographic shortages and populations systematically excluded from the educator workforce;
- Teacher workforce needs based on projections of at least five years using retention and retirement data analysis;
- District strategic plan and projected growth;
- Demonstration of district staff or community members interested in pursuing teacher certification;
- Acknowledgement of other teacher preparation programs (traditional or alternative routes) operating in the region and how this partnership will uniquely address the identified needs; and
- Any seasonal or cyclical trends which may impact the program.

Attach each district and ESD partner's statement of need as a Microsoft Word or PDF document within the application. Applicants may combine separate statements of need written by different partners into one multi-page document to upload it to this application. Clearly indicate which partner submitted each statement of need.

You may consider using the following sources for information. Applicants are encouraged to also use data sources not listed below.

- [Office of Superintendent of Public Instruction \(OSPI\) WA State report card](#)
- [OSPI data and reports](#)
- [State of Washington data portal](#)
- [American community survey](#)
- [Title II data](#)
- [Addressing Washington's educator shortage report](#)

Measurable objectives

Outline at least six [SMART](#) objectives that your program will achieve during each year of the grant biennium using the [measurable objectives template](#) (document). Include the indicators of success that will allow program partners to assess whether you have met each objective, indicate when the program will meet that objective, and identify at least one ARBG priority that aligns with each objective. Each ARBG priority must be addressed by your program's objectives.

The alternative route program provider's data administrator must provide a letter of support acknowledging they understand grant reporting requirements and will support the program to meet those requirements. Applicants must also provide a description of how program partners will collaborate with each other and with the alternative route program provider's data administrator to determine whether the program has met the objectives at the end of each implementation year.

Route 1 programs may have different objectives for year 1 and year 2 of the grant, as route 1 candidates are eligible to participate in the grant for two years. Route 2, 3, and 4 programs may have the same objectives for each year of the biennium, as route 2, 3, and 4 candidates are eligible to participate in the grant for one year.

Routes focus and key candidate populations

Describe the key candidate populations your program will serve through grant activities to address district workforce needs. Include how many candidates your program will recruit and prepare for each route, which endorsement(s) candidates will pursue, and a description of the

key candidate population(s) you will recruit. Leave blank rows for any routes that your program will not include in grant implementation.

Example			
Route #	# of candidate spots	Endorsement(s)	Key candidate population explanation
Route 2	10	Elementary Education, ELL, and Bilingual Education	District partners have identified a need to hire more bilingual teachers that hold an ELL endorsement. Our partnership will recruit paraeducators working within the partner districts who have at least one year of experience working with students who are English language learners in elementary or middle school settings. We will prioritize paraeducators who hold a bachelor's degree or higher and are bilingual in English and at least one other language prevalent in our district community, such as Spanish, Somali, and Vietnamese.

Program design narrative

Applicants will clearly demonstrate that the program design aligns with the districts' and ESDs' (if applicable) statements of need. Competitive applicants will demonstrate how the program partners will collaborate throughout program implementation, including:

- Recruitment and selection of candidates
- Flexible program design to meet district workforce and candidate needs
- Strategic use of teacher development plans, as outlined in [alternative route rules](#)
- Provide individualized wraparound support services to candidates in at least the following areas: college navigation and advising; job-embedded learning experiences and activities during residency; assessment requirements; demonstration of readiness for certification

Competitive applicants may also consider:

- Providing support to candidates to complete the FAFSA or WAFSA and other relevant documentation. WSAC provides [resources to complete the FAFSA or WAFSA](#). Programs

may also consider collaborating with financial aid, student services, advising offices, and other departments to provide support to candidates.

- Partnering with high school teacher academy programs
- Offering candidates affinity group opportunities
- Partnering with local community based organizations to plan and implement the program

The program design narrative must comply with all [preparation program standards and requirements](#) and [alternative route rules](#), and include:

1. How the program will recruit and award candidates from the key candidate populations you have identified in this application
2. Key strategies you will implement to support the key candidate population(s) throughout teacher preparation
3. Description of how candidates will be evaluated to demonstrate their readiness for teacher certification
4. Explicit connections between the program design, measurable objectives, and grant priorities
5. How program partners will sustain program activities beyond the grant period

Applicants will also be asked to detail how they will select, prepare, and support mentors and prepare and support faculty to serve the key candidate populations described in the application according to the [Washington cultural competency standards](#). Competitive applicants will clearly demonstrate how the program design aligns with workforce needs within partner districts and ESDs.

Budget details and narrative

Applicants must submit a budget for a minimum of ten and up to twenty grant funded spots per year of the grant biennium. Route 1 candidates are eligible to receive funding for two years. Routes 2, 3, and 4 candidates are eligible to receive funding for one year. Programs are awarded the same amount of maximum funds each year of the grant biennium. Each grant spot consists of a candidate conditional loan scholarship and program, district, and mentor funds, as outlined in the table and described in detail below.

ARBG funding is candidate-centric. PESB will disburse funds to awardees based on the number of candidates the program enrolls each year of the grant. For example, if a program is awarded funds for 15 candidate spots (total of \$90,000 in program and district funds) but actually enrolls 12 in a given school year, the program will receive grant funds for the 12 enrolled candidates that year (\$72,000).

Applicants must provide the total number of candidates for which they are applying and the corresponding amount of program and conditional loan scholarship funds per year. Use these formulae to determine the program and conditional loan scholarship funding amounts:

- Total program funds = number of candidates x \$6,000 per year
- Total conditional loan scholarship funds = number of candidates x \$8,000 per year

Applicants must outline the total estimated cost per year for a candidate to attend the alternative route program. Include a comparison to the cost of a traditional program if the program provider offers a traditional route.

Applicants must detail their planned budget for each year of implementation using the [budget details template](#). Applicants are expected to leverage other sources of cash or in-kind funding to support planned activities. Outline estimated expenses by item, and assign each item an identification number that you can use to reference it in the budget narrative. Provide a budget narrative that explains how the planned expenditures connect to the activities and strategies outlined in the program design narrative.

Grant funding component	Grant dollars per candidate per year
Candidate conditional loan scholarship	\$8,000
Mentor teacher stipend	\$500
School district	\$2,500
Teacher preparation program	\$3,000
Total support	\$14,000

Candidate conditional loan scholarships

WSAC distributes candidate conditional loan scholarships through each preparation program provider's financial aid office. We will communicate the process to select candidates and disburse conditional loan scholarships to awardees. Applicants should be aware that programs must identify and confirm candidates to participate in each grant year by May of the preceding year. For example, to implement grant activities in the 2022-23 school year, the program must recruit and select the candidates who will receive grant funds by May 2022.

A candidate who receives a conditional loan scholarship may choose to use the funds toward any costs associated with completing the alternative route program (e.g., tuition, books and supplies, travel costs, etc.). Programs cannot reallocate conditional loan scholarship funds for any other uses.

After they obtain their teaching certificate, conditional loan scholarship recipients must meet the teaching service obligation in exchange for conditional loan scholarship forgiveness. A candidate can meet the teaching service obligation as follows:

- Serve as a certificated teacher in a shortage area in a public common school for one full-time school year for each year they receive a conditional loan scholarship, or
- Serve as a certificated teacher in a public common school for two full-time school years for each year they receive a conditional loan scholarship.

Recipients who do not fulfill their teaching service obligation will have to repay the award with interest and other fees. Full requirements of conditional loan scholarship recipients are outlined in the promissory note. [Read a sample promissory note here.](#)

Mentor teacher stipend

The \$500 mentor teacher stipend must be paid directly to each awarded candidates' mentor teacher. The program may disburse the stipend as a lump sum or prorate it over the course of a school year. Programs may not use additional grant funds toward the mentor teacher stipend but may use other funds provided by program partners to pay a greater stipend to mentor teachers. Programs cannot reallocate the mentor stipend funds for any other uses.

Preparation program and school district funds

Programs must use the \$3,000 preparation program and \$2,500 school district grant funds per candidate to implement activities outlined in the program design narrative that will meet the objectives stated in their application.

The preparation program must disburse school district grant funds for each awarded candidate to the district where the candidate will complete their residency and clinical practice. Awardees may reallocate preparation program and school district grant dollars between partners as agreed upon in writing.

Acceptable use of funds

This list provides a few examples of acceptable uses of grant funds to provide guidance to applicants. This list is not exhaustive and not meant to be restrictive.

- Staff time to provide individualized support and advising to candidates
- Reimbursements or vouchers for testing fees
- Paid leave for candidates during field experiences or student teaching
- Teacher assessment preparation materials and support (e.g., WEST-E/NES)
- Professional development opportunities for candidates and their mentors

- Subsidize cost of tuition

Unacceptable use of funds

- Indirect costs of any amount
- Projects already completed
- Projects not directly related to the implementation of the proposed program design
- Cost of activities that should routinely occur as a part of the program partners' development, operation, and evaluation

Post-application

Pre-screening of applications

We will pre-screen all applications for completion. Applicants will have an opportunity to address technical issues in your application limited to attachments that may be missing or appear to have a technical problem and issues with contact information that you have provided. This will not be an opportunity for programs to modify the content of your responses to application questions. We will contact applicants if we identify any technical issues during the pre-screening process. Applicants must address any issues by October 7.

Awardee selection process

We will convene an application review committee made up of PESB stakeholders from across the education field in October 2021 to review and score applications using [this rubric](#). Each application will be reviewed and scored by at least three review committee members. The committee will score applications and make award recommendations to us based only on the information in each application. We plan to make award determinations based on these recommendations and seek a decision from the board in November 2021 on whether they approve the award determinations. We will issue award letters to applicants through email by December 2021 to notify them whether they are funded and for what amount.

IMPLEMENTATION REQUIREMENTS

Implementation timeline

Awardees will receive funding to implement the proposed program during the 2022-23 and 2023-24 school years. Major funding and reporting dates are outlined in the following table.

Implementation year	PESB disburses funds by	Program uses funds	Deadline to spend funds	Annual data collection due
Year 1 (2022-23)	June 30, 2022	July 1, 2022 - June 30, 2023	June 30, 2023	October 1, 2023
Year 2 (2023-24)	June 30, 2023	July 1, 2023 - June 30, 2024	June 30, 2024	October 1, 2024

Managing funds

Each awardee's alternative route program provider will be the fiscal coordinator for this grant. All program partners will receive designated funds and be responsible for specific components of program implementation. Program partners must clearly outline each of their roles and duties in the block grant MOA addendum. The block grant MOA addendum is in addition to any existing MOA the program partners have.

Awardees may reallocate teacher preparation program and school district grant dollars between partners as agreed upon in writing. Programs are prohibited from reallocating mentor stipend and candidate conditional loan scholarship funds for any other purpose than what is outlined in this section. PESB may authorize budget extensions upon request. We must pre-approve budget expenditure changes above ten percent of the total budget in writing. Awardees must return unused funds to PESB by August 31 following the end of each implementation year.

Annual program workshop

Awardees will participate in a workshop near the midpoint of each implementation year. The purpose of this workshop is for program partners participating in the grant to share their success with each other and collaborate to address challenges in program implementation. Programs are highly encouraged to participate with a representative from all partners. We will determine the details of this workshop, including the scheduling and agenda, with awardees.

Reporting

Annual data collection

Program partners must complete an annual data collection and submit it to PESB by October 1 following each implementation year. We will provide a technical assistance meeting each year to support programs to complete the data collection.

Applicants may view a [sample of a previous annual data collection template here](#). Be advised that we may make updates to this data collection for awardees to report on whether they met their specific objectives and executed their planned budget as outlined in this application.

Candidate survey

PESB may issue a survey to candidates who receive grant funds near the end of each school year during the grant period to learn more about their experience participating in the grant. If issued, candidates will be highly encouraged to respond. Survey responses will be collected anonymously and shared in aggregate with programs.

Additional information

Awardees will receive further information and instructions on the following after they receive their award letter:

- General assurances
- Amendments to the memorandum of agreement (MOA) addendum
- Program grant funding distribution process
- Conditional scholarship distribution process
- Annual ARBG data collection
- Candidate survey

CONTACT US

If you have questions about this grant, contact Muzdah Malik at muzdah.malik@k12.wa.us.