STATE OF WASHINGTON
PROFESSIONAL
EDUCATOR
STANDARDS BOARD

# Micro-credential Pilot Grant Application

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2. **Micro-credentials** Grant applicants will select one of the following:
   - **Social Emotional Learning:** Introduction to Culturally Responsive Social and Emotional Learning.
   - **Elementary Computer Science:** Integrating Computational Thinking in Math and Science Instruction--Elementary Computer Science Unplugged.
   - **Recruiting Washington Teachers (RWT)**: The overarching goal of the Recruiting Washington Teachers program is to "grow our own" diverse group of future teachers who more closely reflect the population of today's students through high school teacher academies. The Recruiting Washington Teachers Specialization consists of three micro-credentials providing professional development on the RWT program to teachers, administrators, and other leaders:
     - Leveraging RWT Curriculum
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**After reviewing these materials, click to apply! https://goo.gl/rXhNi5** Application deadline: Friday, June 1, 5:00 pm.

**Find out more at our informational webinar:** Tuesday, May 22, 3:00-4:00 pm. Register in advance for this meeting: **https://goo.gl/niMhyZ**  After registering, you will receive a confirmation email containing information about joining the meeting.

**Questions?** Contact program manager Maren Johnson, maren.johnson@k12.wa.us, or program assistant Sophia Keskey, sophia.keskey@k12.wa.us, at (360) 725-6398.

# Overview

## The Professional Educator Standards Board

The Washington Professional Educator Standards Board (PESB) is responsible for policy and oversight of Washington State's system of educator preparation, certification, continuing education, and assignment.

The PESB is working to diversify the educator workforce, develop culturally responsive educators, and ensure equity and access to educator preparation and continuing education. https://www.pesb.wa.gov/

## Grant Summary

The PESB is excited to offer grants to Washington state school districts, district consortiums, ESDs, or clock hour providers/higher education institutions partnered with district(s)who are interested in being on the leading edge of professional learning by piloting competency-based micro-credentials. The pilot is an incredible opportunity for organizations to provide educators with job-embedded learning opportunities through micro-credentials.

The pilot program focuses on helping educators earn micro-credentials in key instructional competencies including Social Emotional Learning, Elementary Computer Science, and the Recruiting Washington Teachers program. Up to ten grants will be offered in SEL and ECS, and up to ten grants will be offered in RWT.

What are micro-credentials? Micro-credentials indicate that an educator has demonstrated their application of a specific competency. Once earned, a digital badge is awarded to the educator that can be shared on their resume or across social platforms. Each micro-credential has an equivalency of 20 clock hours.

The PESB is exploring micro-credentials as an additional avenue for educator professional development in our state--previously, educators have been able to renew their certificates with clock hours, credits, or professional growth plans. Pilot participants' work will inform effective programming and policy to advance continuing education in our state.

| Social Emotional Learning and Elementary Computer Science Micro-credentials Grant Requirements At-a-Glance | |
|---|---|
| Total Grant Amount | $18,000 |
| Grant Period | August 1, 2018 to January 31, 2019 |
| Minimum number of micro-credential participants | 25 educators |
| Use of grant funds | ● Educator release time;<br>● Stipends for the educator participants, coordinator, facilitators, and/or assessors;<br>● Expenses to work on pilot-related efforts/programming;<br>● Travel expenses to attend the micro-credential state-wide kick-off meeting in August and micro-credential policy convening in January |
| Grant leaders | Each grant site must have a pilot grant coordinator, two co-facilitators for the online micro-credential, and one or two micro-credential assessors.<br><br>Each of these individuals will be trained and supported in their work by the PESB's micro-credential implementation contractor. The PESB's implementation contractor is providing the micro-credential platform, and supporting district/ESD/higher ed/clock hour provider implementation through support in outreach and engagement to educators, co-facilitation, and scoring of the micro-credential.<br>Coordinators and facilitators may also be micro-credential participants. |
| Micro-credentials to be completed | Each grant site will select either the SEL or ECS micro-credential. Each educator will complete one micro-credential.<br><br>Tentative dates for micro-credential completion:<br>● Start: September 20 or 25, 2018<br>● Must be submitted by November 2 or 5, 2018. |

| | |
|---|---|
| Statewide Micro-credential kick-off day | Attendance of at least three and up to five individuals from the organization or consortium at a statewide **Micro-credential kick-off day** planned for Thursday, August 16, 2018 in the greater SeaTac area. These individuals will preferably include the coordinator, facilitators, and assessors. |
| Statewide Micro-credential Policy Convening | Attendance of at least three and up to five individuals at a statewide Micro-credential Policy Convening planned for Thursday, January 24, 2019 in the SeaTac or Olympia area. These individuals may include educator participants, facilitators, assessors, or coordinators. |
| Grant reporting requirements | A final report due **Friday, January 18, 2019** which includes:<br>● The number of educators who started and submitted the micro-credential(s);<br>● The number of educators who earned the micro-credential(s);<br>● An analysis of any costs to the district and/or the educator to earn micro-credentials;<br>● Educator feedback and evaluation of the professional development provided through this micro-credential; and<br>● Recommendations for improvement in the micro-credential process and policy considerations. |

| RWT Specialization Micro-credentials Grant Requirements At-a-Glance | |
|---|---|
| Total Grant Amount | $18,000 |
| Grant Period | August 1, 2018 to June 30, 2019 |
| Use of grant funds | ● Educator release time;<br>● Stipends for the educator participants, coordinator, facilitators, and/or assessors;<br>● Expenses to work on pilot-related efforts/programming; |

| | |
|---|---|
| | • Travel expenses to attend the micro-credential state-wide kick-off meeting in August and micro-credential policy convening in January |
| Minimum number of micro-credential participants | Minimum of:<br>• 3 high school teachers, each from a different high school<br>• 2 partner teachers ( elementary or middle school teachers who may be hosting RWT students in their classrooms for the students' practicum. Click for more information on the practicum.)<br>• 1 district level HR staff person (may substitute a district level administrator or ESD administrator for the HR staff.)<br><br>If applying as a consortium of districts or partnership, must have at least 1 high school teacher and 1 partner teacher per district. |
| Grant Leaders | Each grant site must have a pilot grant coordinator, one co-facilitator for the online micro-credential, and optionally, one micro-credential assessor.<br><br>Each of these individuals will be trained and supported in their work by the PESB's micro-credential implementation contractor. The PESB's implementation contractor is providing the micro-credential platform, and supporting district/ESD/higher ed/clock hour provider implementation through support in outreach and engagement to educators, co-facilitation, and scoring of the micro-credential.<br><br>Coordinators and facilitators may also be micro-credential participants. |
| Micro-credentials to be completed | High School Teachers of the course will complete the RWT Specialization (consisting of three micro-credentials); administrators and elementary/middle school teacher partners will complete at least one RWT micro-credential of their choosing.<br><br>Each participant must submit at least one micro-credential in Fall 2018. Tentative dates for fall |

| | micro-credential completion: <br> • Start: September 20 or 25, 2018 <br> • Must be submitted by November 2 or 5, 2018. <br> Dates for spring micro-credential completion TBA. |
|---|---|
| Statewide Micro-credential kick-off day | Attendance of at least two and up to five individuals from the organization or consortium at a **statewide Micro-credential kick-off day planned for Thursday, August 16, 2018** in the greater SeaTac area. These individuals will preferably include the coordinator, facilitators, and assessors. |
| Micro-credential Policy Convening | Attendance of at least two and up to five individuals from the organization or consortium at a statewide **Micro-credential Policy Convening planned for Thursday, January 24, 2019** in the SeaTac or Olympia area. These individuals may include educator participants, facilitators, assessors, or coordinators. |
| Grant reporting requirements | A mid-term and final report due **Friday, January 18, 2019** and **Thursday, May 31**, which includes: <br> • The number of educators who started and submitted the micro-credential(s); <br> • The number of educators who earned the micro-credential(s); <br> • An analysis of any costs to the district and/or the educator to earn micro-credentials; <br> • Educator feedback and evaluation of the professional development provided through this micro-credential; and <br> • Recommendations for improvement in the micro-credential process and policy considerations. |
| Plan for Developing RWT Systems | The coordinator will lead development of an **RWT Implementation Plan** throughout the grant period (August 2018 - June 2019). All elements must be addressed in a written plan, due May 15, 2019. Requirements: <br> • Develop plan to utilize the RWT student program code available in CEDARS as well as how class will be coded (CTE-CIE, Social Studies, History, ELA, etc.) <br>     ○ Should include meeting with registrar |

| | and/or CEDARS data point person to ensure plans are in order<br>● Develop initial materials for supporting teacher academy; includes an outline for the course, course syllabus, lesson/unit plans as developed in the micro-credential<br>● Create materials for outreach to ninth, tenth, and middle school students; begin outreach; if possible begin enrollment for the following year |
|---|---|

## What are Washington state educators saying about the Spring 2018 PESB micro-credential pilot?

I feel empowered by this opportunity! It's encouraging to be able to explore, collaborate and build my expertise and practices with other professionals. It's pretty amazing that we are able to self-design a focused 'action-research' and be able to get feedback from true professionals that are not just in our district. This experience is already building me as an educator!

Spring 2018 SEL micro-credential participant

The way this micro-credential is laid out is all about learning skills to apply immediately in my classroom.

Spring 2018 Elementary Computer Science micro-credential participant

# Micro-credentials

## What is a micro-credential?

Micro-credentials create an opportunity for educators to "learn by doing". Educators can earn micro-credentials by demonstrating a competency or skill set in their classroom. While working on their selected task, the educator are coached along the pathway with effective and timely feedback. Their work is reviewed by a group of trained educators who determine if competency has been reached.

Micro-credentials are a natural extension of educators' professional learning journeys. Micro-credentials are:

➔ **Competency-based:** Micro-credentials allow educators to focus on a discrete skill related to their practice and collect the evidence—such as classroom videos or student work to demonstrate ability in that specific skill.

➔ **On-demand:** Through an agile online platform that clearly identifies each micro-credential's competency and required evidence, educators can start and continue the process of earning micro-credentials on their own schedule.

➔ **Shareable:** Once educators earn micro-credentials, they can display the digital badges on professional platforms and social media to signal their demonstrated competence wherever their professional journey might take them.

| Micro-credentials ARE: | Micro-credentials are NOT: |
|---|---|
| <ul><li>Competency-based</li><li>Personalized, self-directed</li><li>Demonstration of new or existing expertise</li><li>Available on demand</li><li>Job embedded learning</li><li>Learning by doing</li></ul> | <ul><li>~~Seat-time based~~</li><li>~~One size fits all~~</li><li>~~Traditional online course or class~~</li><li>~~Available only at set times~~</li><li>~~Separate from teachers' classroom contexts~~</li><li>~~Learning by absorbing information~~</li></ul> |
| SOURCE: [Micro-credentials: Driving teacher learning & leadership](#) by Barnett Berry and Karen Cator ||

The three areas micro-credentials will be offered in for this grant pilot include:
- Social Emotional Learning
- Elementary Computer Science
- Recruiting Washington Teachers

## How Should We Decide on the Appropriate Micro-credential to pilot in our organization?

Proposals must examine the priority needs of the district(s). To do so, we suggest:
- Assessing current learning needs of students and related professional development needs of educators;
- Assessing interest among current educators;
- Being strategic on the use of training opportunities already available in the district, ESD, online, or with other partners.

Strong applications will reference priority needs and reasoning in their proposal.

## Social Emotional Learning

**Introduction to Culturally Responsive Social and Emotional Learning**

Social and emotional learning (SEL) is the process of developing and applying the skills, attitudes, behavior and knowledge that afford individuals the opportunity to identify and regulate emotions and behaviors, form meaningful relationships, and make responsible decisions. In other words, SEL is comprised of a set of strategies that support an individual's ability to develop and apply a set of foundational skills one needs to be successful in school, work, and life. To begin to effectively implement SEL practices, educators should understand the social and emotional competencies and skills included within the Washington SEL standards and benchmarks, and begin to identify ways to integrate these standards and benchmarks in a culturally responsive manner. This micro-credential is based on select activities from the OSPI SEL modules.

## Elementary Computer Science

**Integrating Computational Thinking in Math & Science Instruction: Elementary Computer Science Unplugged.**

Did you know that you likely use some foundational elements of computer science, called computational thinking (CT), in your elementary classroom already? Students use unplugged (without technology or computer) CT everyday to define specific problems; develop steps towards solutions; and test and refine their approaches. We want elementary educators to see that they are likely already incorporating unplugged CT into their instruction. We also want you to see that CT is not confined to the specific study or use of computers but is integrated across many disciplines, including math and science. This micro-credential meets the STEM certificate renewal requirement.

## Recruiting Washington Teachers

**Recruiting Washington Teachers Specialization**

The overarching goal of the [Recruiting Washington Teachers (RWT)](#) program is to "grow our own" diverse group of future teachers who more closely reflect the population of today's children and youth. RWT is a high school teacher academy program, founded in equity pedagogy, that helps students to explore cultural identity and educational opportunities through the lens of the teaching profession.

The Recruiting Washington Teachers Specialization consists of three micro-credentials:



- Leveraging RWT Curriculum

- Pathways to Becoming a Teacher

- Developing RWT Systems

Recruiting Washington Teachers professional development modules were developed by the Professional Educator Standards Board to support educators in the implementation of the Recruiting Washington Teachers teaching academy program. The **Leveraging RWT Curriculum micro-credential** was designed to support teachers in leveraging adopted curriculum, creating consistency around instructional rigor, and content delivery across classrooms in an organization, resulting in a standard of equity and excellence. In order to maximize the impact of the Recruiting Washington Teachers curriculum, teachers analyze their current level of content knowledge in relationship to the required content demands of the curriculum, prioritize lesson/activity selection and sequence, and determine whether overall curriculum objectives were met in the unit.

The **Pathways to Becoming a Teacher micro-credential** is designed to support educators in increasing their knowledge regarding the diverse pathways to become a teacher in Washington state, including college access.

The **Developing RWT Systems micro-credential** focuses on developing systems of partnership and support to establish a strong and sustainable RWT program.

## The PESB Micro-credential Grant

The PESB seeks proposals from Washington state school districts, district consortiums, ESDs, or clock hour providers/higher education institutions partnered with district(s) to pilot micro-credentials as continuing education in Social Emotional Learning, Elementary Computer Science, and the PESB Recruiting Washington Teachers (RWT) program. Organizations that apply for this pilot must demonstrate commitment to

implementing professional development through micro-credentialing as defined in this grant application packet.

**Social Emotional Learning and Elementary Computer Science micro-credential grant:**
> Each grantee will select a micro-credential, either Social Emotional Learning or Elementary Computer Science. The maximum amount awarded to an organization or consortium is $18,000, and up to ten grants will be awarded. The grant implementation period will be from August 1, 2018 to January 31, 2019. Educator participants will be eligible for 20 clock hours upon successfully earning the piloted micro-credential.

**Recruiting Washington Teachers Micro-credentials grant:**
> Each organization or consortium will be required to have a minimum of six participants in the micro-credential pilot (see "at-a-glance" table above for details). Both current and potential RWT sites may apply for this grant. The maximum amount awarded to each organization or consortium is $18,000, and up to ten grants will be awarded. The grant implementation period will be from August 1, 2018 to June 30, 2019. Educator participants will be eligible for 20 clock hours upon successfully earning the each micro-credential, for a total of up to 45 clock hours.
>
> In collaboration with the participants, the grant coordinator at each site will be required to develop a plan for implementation of the RWT program in the 2019-20 school year. Plan details may be found in the "at-a-glance" table above. Plans will need to be submitted to the PESB by May 15, 2019.
>
> The Recruiting Washington Teachers specialization will consist of three micro-credentials:
> - Leveraging RWT Curriculum
> - Pathways to Teaching
> - Developing RWT Systems

# Grant Requirements:

During the course of the grant period, applicants chosen to pilot the micro-credentials will support pilot participants in their district(s) to complete the micro-credentials. At the end of the pilot program, grantees will be required to submit a final report analyzing

outcomes and any recommendations for implementing the microcredentials in the future. Plan details found in the "at-a-glance" table above.

PESB requires potential applicants to carefully review this list prior to submitting a proposal. District consortiums between districts or organized by an ESD, or partnerships between higher education institutions/clock hour providers must make sure all these requirements are met. Successful proposals will reflect these activities in their project narrative, addressing the following:

- Identifying and supporting at least **twenty-five educators for SEL or Elementary Computer Science (or)**, who will be submitting a micro-credential (**for RWT, three high school educators who will be submitting a specialization of three micro-credentials, and three other educators who will be submitting one micro-credential each**). PESB's micro-credential implementation contractor will provide support in terms of communication materials, registering identified participants, and support of participants on the online platform. These educator participants will:
  - Attend an in-person kick-off session in their district, ESD, or organization
  - Have access to connect and network with other educators through an online discussion board provided by PESB's partner organization
  - Submit a micro-credential for SEL or Elementary Computer Science, or the full RWT specialization of three micro-credentials
  - Be important collaborators in the pilot process; provide feedback on the micro-credential; and provide input on micro-credentialing and policy around continuing education in our state

- **Pilot grant coordinator:** Each participating organization must appoint a coordinator to oversee pilot implementation at the organizational or consortium level. This will help ensure that after the conclusion of the pilot, districts have sufficient expertise and experience to leverage MCs at the system level.

  Below are the responsibilities that the coordinator should have the capacity to perform. It is important to note that the coordinators will be supported by the PESB micro-credential implementation contractor in this work:
  - Identify the educator participants. Communications and outreach materials will be provided.
  - Attend monthly update meetings with other coordinators statewide held in virtual sessions.

○ Organize an in-person kickoff session for the participants, with the support of the PESB micro-credential contractor.
○ Provide support to educator participants to promote successful completion of MCs. Collaborate with PESB micro-credential contractor to deliver supports. These supports may include timely and accurate communication, district pilot meetings between August and January, and/or site visits with teachers to answer questions, share ideas, clarify misunderstandings, gather feedback, and celebrate milestones.
○ For the RWT micro-credential, the grant period will be from August 1, 2018 to June 30, 2019.

- **Online co-facilitators:** At least two individuals will be micro-credential cohort facilitators and complete the facilitator training. These facilitators will co-moderate the online participant platform alongside the PESB micro-credential contractor. These individuals will earn a micro-credential in online facilitation. (At least one online facilitator required for the RWT micro-credential grant.)

- **Micro-credential assessors:** One or two individuals per site will be micro-credential assessors. All assessors must complete the assessor training. These individuals will earn a micro-credential in the assessment of their specific micro-credential. Note: all micro-credentials will be scored by trained assessors. For bias reasons, assessors will score micro-credentials from sites other than their own. Facilitators may not be assessors as the two roles can present a conflict of interest.

- Serve as the **clock hour provider** for educators in your organization successfully completing micro-credentials. Note: one of the goals of the micro-credential policy convening is to explore potential future relationships between micro-credentials and clock hours, but for the purposes of this pilot, the participating districts and ESDs will be the clock hour providers.

- January 18, 2019: For SEL and ECS: A **final report** due analyzing outcomes and any recommendations for implementing the microcredentials in the future. **For RWT**, mid-term and final reports are due Friday, January 18, 2019 and Thursday, May 31, 2019. Report details in the "at-a-glance" table above.

- For the RWT micro-credential: a **plan for implementation** of the RWT program in the 2019-20 school year. Plans will need to be submitted to the PESB by May 15, 2019. Details for this implementation plan can be found in the "at-a-glance" table above.

- Attendance of at least three and up to five individuals from the organization or consortium at a statewide **Micro-credential kick-off day** planned for Thursday, August 16, 2018 in the SeaTac or Olympia area. These individuals will preferably include the coordinator, facilitators, and assessors. (At least two and up to five individuals per organization/consortium for RWT.)

- Attendance of at least three individuals at a statewide **Micro-credential Policy Convening** planned for January 24, 2019 in the SeaTac or Olympia area. These individuals may include educator participants, facilitators, assessors, or coordinators. (At least two and up to five individuals per organization/consortium for RWT.)

- Each district/ESD must submit a [Memorandum of Agreement](#) (MOA) detailing their participation and involvement in the pilot.


## Funds May be Used for:

Funds may be used for:
- Educator release time;
- Stipends for the educator participants, coordinator, facilitators, and/or assessors;
- Expenses to work on pilot-related efforts/programming;
- Travel expenses to attend the micro-credential state-wide kick-off meeting in August and micro-credential policy convening in January

At minimum, a district, ESD, consortium, or partnership must engage 25 educators to complete a micro-credential (or six educators for the RWT micro-credential.) The maximum amount awarded to a district or district consortium is $18,000.

Note: the minimum number of educators a district consortium or partnership must engage in the SEL or ECS micro-credential is 25. An example breakdown of educators to train in District A, B, and C are as follow:
- District A: 8
- District B: 8
- District C: 9

## Budget
School districts, district consortiums, ESDs, or clock hour providers/higher education institutions partnered with district(s) must attach a budget narrative with a detailed

breakdown of how funding will be allocated. Requested monies must be broken down by expense, and a grand total must be included.

## Timeline

The dates that follow after the proposal submission deadline are subject to change. If a change is necessary, awardees will be notified well in advance.

| All Micro-credentials | |
|---|---|
| **Date** | **Event** |
| May 3, 2018 | Announcement about the grant released |
| Tuesday, May 22, 3:00-4:00 pm | Informational webinar for grant applicants: Tuesday, May 22, 3:00-4:00 pm.<br>Register in advance for this meeting: **https://goo.gl/niMhyZ**  After registering, you will receive a confirmation email containing information about joining the meeting. |
| Friday, June 1, 2018 | Proposals due by 5:00 pm. No extensions. |
| Friday, June 15, 2018 | Awardees announced. |
| August 1, 2018 | Grant funds distributed by this date. |
| Thursday, August 16, 2018 | Statewide Micro-credential Kick-Off |
| September 2018 | Micro-credential coordinators meet virtually |
| Week of September 17 | Local kickoff. Participants begin micro-credentials. |
| October 2018 | Micro-credential coordinators meet virtually |
| October 26, 2018 | Potential deadline for micro-credential submission |
| December 10, 2018 | Potential deadline for portions of any micro-credentials which may need to be resubmitted |
| December 2018 | Micro-credential coordinators meet virtually |
| Friday, January 18, 2019 | Final reports due |
| Thursday, January 24, 2019 | Micro-credential Policy Convening. Olympia or SeaTac area |

| RWT Micro-credentials only | |
|---|---|
| February, March, April 2019 | Micro-credential coordinators meet virtually. Participants engage in micro-credentials. |
| May 15, 2019 | RWT Implementation plan due |
| May 31, 2019 | RWT Final Report due |

# Application

## Who May Apply

Washington state school districts, district consortiums, ESDs, or clock hour providers/higher education institutions partnered with district(s).

## How to Apply

1. Review pilot materials and requirements; and
2. Submit the completed proposal, and required attachments, by **June 1, 2018 by 5:00 pm** (no extensions given). To do so, go directly to the SurveyGizmo page https://goo.gl/rXhNi5 and complete the prompts.

Please note: In SurveyGizmo you are able to click on "Save and Continue" (displayed in grey at the top of the screen once you begin the application) to pause and come back to the application at a later time. If you select this option, you will be sent an email from SurveyGizmo with the link you need to continue the application later. If multiple people will be working on the application, please only generate **ONE** "save and continue link" to use. To make sure you do not create a duplicate application, please follow this example: Person A enters the application but does not complete it, so they click "save and continue" and are emailed a link. Person A then gives that link to Person B so that Person B can continue the survey. Person B SHOULD NOT enter the survey from any link other than the "save and continue" link, because this will create a duplicate response for the organization that Person A and Person B work for.

Please let us know right away if there is any confusion, or if you have any questions!

## Proposal Questions

*Please answer each of the following questions in SurveyGizmo and follow the formatting criteria, below, to submit your proposal.*

1. What is the contact information for the lead contact for this grant application?

    a. First Name
    b. Last Name
    c. Title
    d. Affiliation
    e. Email
    f. Phone

2. What is the name of the district, ESD, higher education institution, or clock hour provider applying for this grant?

3. If organizing a district consortium or partnership between a clock hour provider/higher education institution and district:

    a. Names of the districts/higher education institution/clock hour providers participating in the pilot?

    b. Who are the key contacts for each organization?

        i. First Name
        ii. Last Name
        iii. Title
        iv. Affiliation
        v. Email
        vi. Phone.

4. To participate in this pilot:

    a. Awarded district(s), ESD, clock hour provider, or higher education institution commit(s) to the collection of data and sharing with PESB staff throughout the duration of the pilot and to meet sections b and c below;

    b. All awarded organizations must submit a final report to PESB. Report details may be found in the "at-a-glance" table of the grant application: https://goo.gl/8is5rn

    c. For the RWT micro-credential, awarded districts/ESDs will develop an implementation plan throughout the grant period, due Friday, May 15,

2019.  Implementation plan details may be found in the "at-a-glance" table of the grant application: https://goo.gl/8is5rn

5.  How many educators in your district, ESD, district consortium, or partnership will be micro-credential participants?

   a.  If applying as a district consortium, list each district and the number of educators to participating in each district.

   b.  There is a minimum of 25 participants for ECS and SEL, each completing one micro-credential.
   For RWT, the minimum is 3 high school teachers, 2 elementary or middle school partner teachers, and 1 HR staff or district/ESD administrator. The high school teachers must complete the specialization of three micro-credentials, and the partner teachers and HR staff/administrators must complete at least one micro-credential of their choosing.

6.  Describe how you will include diversity considerations in identifying the educators to participate in the pilot.

7.  Outline your plans to identify and engage educators for this micro-credential pilot.

8.  Outline your plans to identify and engage the coordinator, online facilitators, and assessors for this micro-credential pilot.

9.  What is the chosen micro-credential to be piloted--elementary computer science, SEL, or RWT? Why did you choose this micro-credential? How does it relate to student learning needs and educator professional development needs in your area?

10. How you will hold yourself/your organization(s) accountable to achieving the outcomes of this micro-credential pilot?

11. Please provide a budget outline specifying how pilot funding will be used.

12. Each district/ESD must submit a Memorandum of Agreement (MOA) detailing their participation and involvement in the pilot.

# Additional Information

## Formatting Criteria

Attachments to the proposal must adhere to the following requirements:

- Typed, single spaced, size 12 font, with 1 inch margins on letter-sized (8 ½ x 11 inch) sheets; and
- Submitted as a PDF.

## Proposal Scoring:

Only complete applications planning for at least the minimum number of educators required will be accepted.

| Item | Points available |
|------|------------------|
| Plans for identifying and engaging participants and leaders for this micro-credential pilot (questions 6, 7, and 8) | 30 |
| Rationale for choosing the specific micro-credential (question 9) | 20 |
| Plans for organizational accountability (question 10) | 20 |
| Budget outline (question 11) | 30 |