

RECRUITING WASHINGTON TEACHERS 2021 PLANNING GRANT

Growing future educators from our classrooms

GRANT SUMMARY

The Professional Educator Standards Board (PESB) is offering planning grants of \$10,000 to increase opportunities for historically underserved students as they explore careers in education.

The planning grant is designed to prepare teachers, administrators, and school districts to launch a Recruiting Washington Teachers (RWT) or Bilingual Educator Initiative (BEI) program within the next two academic years. Washington State school districts and tribal compact schools are eligible to apply.

What is Recruiting Washington Teachers?

The [Recruiting Washington Teachers](#) (RWT) program 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 multicultural and multilingual students to explore cultural identity and educational opportunities through the lens of the teaching profession. The program aims to diversify the educator workforce, close the opportunity gap, and diminish the teacher shortage. Created in 2017, the [Bilingual Educator Initiative \(RWT-BEI\)](#) works to address the same goals, with a focus on developing future bilingual educators.

Before submitting your grant application, [please review program information on our website](#).

Timeline

- Application release: January 5, 2021
- Application deadline: February 5, 2021
- Grantees announced: Mid-February
- Grant period: March 1 - December 31, 2021
- Virtual grant kick-off meeting: March 16, 2021, 3 to 4:30 p.m.
- Monthly professional development meetings: Second Tuesday of each month (tentative)

Questions about the grant?

PESB will host an informational meeting Wednesday, January 20, from 3 to 4 p.m. to provide an overview of the application process and answer questions. [Register to attend](#). You may also contact Stacey Sowders, Program Manager for Educator Pathways at stacey.sowders@k12.wa.us.

GRANT EXPECTATIONS

The following expectations are designed to help teachers, administrators, and districts learn about RWT and identify needed supports to successfully implement your own program.

Participate in professional development activities

Grant participants are required to attend professional development activities throughout the grant cycle. An example of this will be engaging with the [RWT curriculum](#), which covers topics such as diversity, equity, inclusion, learning styles, lesson planning, student learning data, academic disparities among student subgroups, cultural competency, college success and workforce skills, and education policy.

Form an implementation team

Grantees will identify and engage their implementation team throughout the planning process. Your team must include the prospective RWT teacher, a district administrator, and faculty from partnering teacher preparation programs.

Connect with current sites

During the grant period, you will connect with current RWT and RWT-BEI sites to learn about existing programs, ask questions, and connect with other RWT and RWT-BEI teams and teachers. Depending on health and safety restrictions, site visits may take place in person or held virtually.

Begin designing your course

Using the established RWT curriculum, grantees will develop a credit-bearing course for students participating in the program. Grantees must also determine how they will offer college credit, including expected course designation and awarding method (e.g., CTE Dual Credit, College in the High School, Running Start, general college credit, etc.).

Engage with prospective students

Learning with and from prospective students is the key to understanding what will create student interest in the program. Grantees should engage with prospective students as part of the planning process, and develop recruitment strategies and college access activities for use in their implementation year.

Identify partners for program sustainability

Grantees will begin to work with district and community partners to develop a plan for ensuring program sustainability. Specifically, grantees should be ready to connect with Superintendents, Career and Technical Education directors, Family Liaisons, and ESD representatives and

community partners.

GRANT APPLICATION QUESTIONS

[Access the online grant application form](#)

1. **Applicant information**
 - a. Main contact name
 - b. Contact title/position
 - c. School or district name
 - d. Street Address
 - e. City, State, Zip
 - f. Email
 - g. Phone
2. **Additional contacts.** Your implementation team does not need to be fully formed in order to submit your application; however, applicants should consider who will be involved in completing the required professional development during the grant period.
3. **Has your district previously received grant funds from PESB to support the implementation of an RWT or RWT-BEI program?**
4. **If you have received previous funding, what were you able to accomplish?** If you are awarded this grant, how will these additional funds support your district in implementing an RWT or RWT-BEI program?
5. **Which program are you planning to implement?**
 - a. RWT
 - b. RWT-BEI
 - c. This grant will help us decide
6. **If implementing an RWT-BEI program, what anticipated language(s) will be supported?**
7. **When do you plan to implement your RWT or RWT-BEI teacher program?**
 - a. 2021-22
 - b. 2022-22
8. **What is your experience with RWT and RWT-BEI?** If you do not have direct experience with the programs, please review the [RWT program webpage](#) and [curriculum and resources webpage](#) before answering to give us a sense of your understanding of the program.
9. **Describe the need for an RWT or RWT-BEI program in your school/district. Specifically, what are the needs of your district related to recruiting and retaining students from your community into careers in education?** You are encouraged to include both concrete data

and anecdotal evidence from students, parents/guardians/families, community-based organizations, business partners, high school counselors, faculty, and district administration.

10. **How will an RWT or RWT-BEI teacher academy address your district's needs?** Please provide clear examples.
11. **What challenges do you foresee in implementing an RWT or RWT-BEI program in your district within the next two years?** Please consider both practical and systemic challenges to program implementation.
12. **How will you form your implementation team?** Consider who has shown interest and where there might be gaps. Who should be involved? HR professionals, teachers, building administrators, CTE directors, paraeducators, career counselors, family liaisons, higher education and community partners, etc.? What will each person bring to benefit your RWT or RWT-BEI program?
13. **Describe any existing or potential partnerships that would support your RWT or RWT-BEI program.** Include the name of each partner and how they will benefit your program. Consider partners within your school district, colleges, community-based organizations, student groups, etc.
14. **Budget narrative. Specify how grant funding will be used to support program goals.** Examples of budget categories include program coordination, educator stipends, travel, supplies, promotional recruitment materials, and outreach activities. If you include funds for travel, you are required to include a contingency plan for using those funds if restrictions remain in place due to public health concerns. Please also describe any in-kind support from your school or district.
15. **Budget worksheet.** Please complete the [budget detail form](#). Include figures for each category.
16. **Verification.** Grant funds are intended to assist districts with implementation of an RWT or RWT-BEI teacher academy within the next two academic years. We understand this requires coordination with several district stakeholders. As such, is your district leadership aware that you are applying for these funds?