

2025-26 BEST Grant Assurances

Grant Assurances for FP 222 and FP 853

For Districts and ESD Consortia

1. Implement the program components listed in these assurances and guided by the [Standards for Beginning Educator Induction](#):
 - A paid instructional orientation or individualized assistance before the start of the school year for novice educators;
 - A trained and qualified mentor assigned to each novice educator;
 - A goal to provide novice educators from underrepresented populations with a mentor who has strong ties to underrepresented populations;
 - Ongoing professional development designed to meet the unique needs of each novice educator for supplemental training and skill development;
 - Initial and ongoing professional development for mentors;
 - Release time for mentors and novice educators to work together, as well as time for novices to observe accomplished peers;
 - To the extent possible, a school or classroom assignment that is appropriate for the novice educator;
 - Nonevaluative observations with written feedback for novice educators;
 - Support in understanding and participating in the state and district evaluation process and using the applicable frameworks to promote growth;
 - Adherence to research-based *Standards for Beginning Educator Induction* developed by the Office of the Superintendent of Public Instruction;
 - A system of program evaluation that identifies program strengths and gaps using the *Standards for Beginning Educator Induction*, the retention of beginning educators, and positive impact on student growth for novice educators.
2. **Submit claims to OSPI** for at least 50% of their BEST grant allocation by April 30, 2024, or risk reallocation of a portion of their funds. Consideration may be given for extenuating circumstances. Grantees must spend funds by June 30, 2024. Grant funds cannot be carried forward.
3. **Use funds appropriately** to:
 - Provide induction support for early career educators in adherence with *Standards for Beginning Educator Induction* and as described in these assurances. As funds allow, this may include Year 1 and Year 2 teachers who are certificated (including certificated pre-K teachers and long-term substitutes) and Year 1 and Year 2 Education Staff Associates (ESAs).
 - Pay for some administrative costs. For consortia, only the lead district or ESD may claim administrative costs.
 - Pay for in-state travel and time related to induction work for mentors, novice educators, and induction leaders. Note that



- travel to counties in Idaho and Oregon that border Washington is considered in-state travel.
- Purchase books for induction use only when integrated into ongoing professional learning and approved by BEST Program Staff.
 - Not use funds from this grant to supplant services that can be provided from other sources.
 - Not use grant funds to purchase office furniture or equipment, technology, classroom curriculum materials or classroom supplies, tangible gifts or reward items, or food.
4. **Participate in 2 site visits** per year with an OSPI Induction Coach. Induction Coaches support on-going program refinement through coaching conversations around the *Standards for Beginning Educator Induction*.
 5. **Participate in the 2025-2026 BEST Grantee Virtual Convening**
 6. **Respond in a timely manner to OSPI inquiries**, surveys, and requests for data, and, when requested, participate in external program evaluation.

For ESD Consortia Only

Provide an ESD Consortium Lead who will work to build regional and individual district comprehensive induction systems by:

1. Serving as the fiscal agent receiving BEST grant funds from OSPI and allocating funds to consortium members;
2. Communicating regularly with consortium members and OSPI BEST team about grant and induction work;
3. Leading consortium members to:
 - Understand and engage in developing high quality induction;
 - Collaborate on regional solutions to address induction needs;
 - Manage and make budget decisions;
 - Adhere to [Use of BEST Grant Funds](#);
 - Adhere to BEST Grantee Assurances;
 - Adhere to [Identifying Novice Educators](#);
 - Reflect on program effectiveness;
 - Gather, analyze, and submit program data and reports as required by OSPI.