



2026 ESOL Program RFP Frequently Asked Question (FAQ) Document

The Office of Immigrant and Refugee Affairs (OIRA) will track all questions and their answers related to the 2026 [ESOL Program Grant](#) released on May 22, 2026 in this document. If you have a question that does not appear here, please email your additional query or queries to OIRARFP@seattle.gov. OIRA will update this document with incoming questions and responses until Monday, June 22, 2026.

- 1. What are the attendance thresholds that will be required for this grant (per quarter, trimester, or semester)? Current grant cycle does not exactly match the way our organization operates.**

There are no required attendance thresholds, please just describe your program and program structure in the application. We are open to a variety of class formats and sizes.

- 2. What is the minimum number of hours of ESOL instruction per week? How many hours per quarter?**

There are no attendance or instruction thresholds for this grant RFP. Proposals should present reasonable goals and thresholds for the type of program that they are proposing.

- 3. The RFP states that applicants must have "staff with ESOL teaching experience with ELL adults and teaching credentials." Could you clarify what specific credentials are required or preferred?**

Examples of teaching credentials include Teaching English to Speakers of Other Languages (TESOL) certificates (also referred as TESL, TEFL, or ESL), bachelor's degree with approved ESOL or ELL Coursework, ESOL teaching practicum experience, and ESOL/ELL/TESOL/Bilingual Endorsement. While similar teaching experience may be useful, for the purposes of this grant opportunity, we are looking for instructors who are familiar with teaching methodology and tracking language acquisition. We also acknowledge that instructors could have credentials from different states or countries.

Here is additional information regarding certification that may be helpful:

Obtaining ESOL (English for Speakers of Other Languages) certification in Washington entails meeting a series of structured requirements established by the state’s Professional Educator Standards Board. These ensure educators possess the necessary skills and knowledge to instruct a diverse English learner population effectively. The process involves academic preparation, practical experience, additional endorsements, testing, and administrative steps. The pathways to achieve ESOL certification in Washington include the following:

- *TESOL (Teaching English to Speakers of Other Languages) certificate -- also referred to as a TESL, TEFL, or ESL certification.*
- *Education and Coursework: Candidates must have at least a bachelor’s degree and complete state-approved ESOL or ELL coursework, covering essential topics like second language acquisition and program leadership. This academic foundation is critical to understanding language development complexities.*
- *Practicum Experience: A supervised practicum with a minimum of 100 hours in an ESOL classroom provides hands-on teaching experience under professional mentorship, bridging theory and actual instructional practice.*
- *Teacher Preparation Program: Completion of a state-approved program that integrates coursework and practicum experiences ensures readiness for the specific challenges in ESOL settings. Many programs offer flexible formats to accommodate working candidates.*
- *ESOL/ELL/TESOL/Bilingual Endorsement Requirement: Endorsement is the area in which a teacher is qualified to teach. ([Dual Endorsement Requirements](#))([Endorsement competencies - Professional Educator Standards Board](#))*
- *Passing Required Exams: Candidates need to pass the WEST-E exam for English Language Learners with a score of 240 or higher, demonstrating proficiency in specialized ESOL teaching competencies.*

4. It says on the RFP that “teaching credentials” are required. What if the staff has significant experience and is working towards their credentials?

Yes, you may apply if the staff is still in the process of working towards their credentials. Please list the certificate program that they are attending (or plan to attend) and their plan for achieving that goal. Our primary concern is that the teaching staff are aware of teaching methodology and tracking student language acquisition process.

5. Would contractors be considered staff?

If the contractors are included in the proposal and Memorandum of Agreement draft with specific roles in the project, they are considered staff. To clarify, staff must be paid instructors. Classes must not be reliant on volunteers and should utilize grant budget to hire or employ qualified instructors.

6. I'm not super familiar with CASAS or the MSG framework specifically. Would you be able to point us to any resources or examples of what you're looking for?

For this RFP, we're asking as a minimum to include Measurable Skill Gains (MSG) in the report, measuring participants' documented progresses in attaining language and literacy skills during the program year. Comprehensive Adult Student Assessment System ([CASAS](#)) is one of the MSG systems that are commonly used. For more information about CASAS Assessments, please visit [here](#). Other alternatives MSG systems are [TABE \(Tests of Adult Basic Education\)](#) [CLAS-E \(Complete Language Assessment System-English\)](#) and [BEST \(Basic English Skills Test\)](#). For more assistance on how to determine your program's assessment tools, please review this [training course](#). In addition, for more trainings on ESOL programs, please visit [proliteracy free trainings](#). If you use a different assessment tool that measures your participants' progresses, we encourage you to provide explanation on why that tool works best for your program.

7. Given that the funds are available mid- summer quarter, if we apply for three quarters of funding in the first year, would it be possible to apply (if funding is available) for subsequent years for the complete 4-year quarter?

Funding for this grant opportunity would cover a full year program, starting August 2026 and ending end of July 2027. If this does not align with your program schedule, we can negotiate and prorate budgets if your application is selected.

8. Are there restrictions on the size of organizations that apply?

No, this application is open to all organizations who meet the eligibility criteria, regardless of the size of the organization.

9. What does the service area of the 'City of Seattle' include?

There are no priority neighborhoods or areas of Seattle for this RFP. The entirety of geographic region within the Seattle boundaries are eligible; a simple test is if “Seattle” is in the location’s address. Please refer to [this map](#).

10. Is there additional reporting requirements expected to be added, besides the minimum ones listed (CASAS, demographics, etc.)?

We will work with selected applicants to develop the reporting appropriate to your program. However, the example provided in the RFP contains the reporting requirements categories: enrollment, class attendance and tracking student progress, and a narrative/qualitative analysis.

11. Is there any other RFP guidance outside of the narrative questions and the content?

The full RFP information packet is posted [here](#) but the application **must** be completed in the FLUXX platform. This Q&A document will be updated regularly until Monday, June 22, 2026.

12. Are there word counts for questions?

Each application question field in the FLUXX platform has 3,000-character count limit.

13. If participants are taking our English class program in Seattle, would they consider to be a student in Seattle and qualify for this program?

No, students who registered to take the class (described in the proposal) are not sufficient to fulfill the Seattle nexus (defined in that the student must live, work, go to school, or own a business in Seattle). However, if the student is registered in *another* class in Seattle such as workforce development or other educational programs, they would then be defined as fulfilling the Seattle nexus qualification.

14. Double-checking, what is the participants’ eligibility (Seattle nexus)?

Eligible program participants for this RFP include individuals who live, work, go to school or own a business in Seattle.