

**H**arness Existing  
Resources & Assets

**T**ap into  
Community  
Resources



**R**each Across  
Borders

# THREAD

An Approach for Recruitment & Retention of Bilingual Professionals

**E**stablish Educational  
Partnerships

**A**wareness of  
Routes to Certification



**D**evelop Internal,  
Untapped Talent

New Jersey Department of Education  
Division of Learning Supports and Specialized Services  
Office of Supplemental Educational Programs

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## INTRODUCTION

New Jersey's communities are experiencing vast changes demonstrated by growing communities that are more culturally vibrant and linguistically diverse. These changes are so great that by 2014, close to two million New Jersey residents represented individuals born in countries other than the United States (U.S.). This emergent cultural community represented over 20% of the total New Jersey population (Migration Policy Institute, 2014). In addition, 2014 census data captured that nearly 30% of persons older than four spoke a language other than English in the home in 2014 (U.S. Census Bureau, 2009-2013). The result is a growing student population identified as English language learners (ELLs). This population is diverse in language, background, prior schooling, and social-emotional readiness as it faces entry into U.S. school systems.

Recognizing the importance of providing equitable educational opportunities to all K-12 students, New Jersey is one of a few states that mandates bilingual education. The New Jersey Administrative Code for Bilingual Education Code (Bilingual Code), [N.J.A.C. 6A:15](#), outlines rules and regulations for bilingual, English as a second language (ESL), and English language services (ELS) programs in the state. In general, the Bilingual Code ensures all students have access to the learning materials and tools necessary for educational success. All New Jersey public schools with 20 or more ELLs in any one language classification enrolled in the school district, pursuant to N.J.S.A. 18A:35-18, must establish a bilingual education program.

Meeting the requirement for bilingual education includes identifying appropriately certified staff to meet the needs of students in the program. Bilingual classes in New Jersey are taught in students' native language and English; bilingual teachers instruct students in content classes (English language arts, math, science, and/or social studies). This allows students to connect the information they are learning in English and their native language. To meet the requirements to teach a bilingual class, bilingual teachers need to speak the native language of their students, hold a bilingual/bicultural endorsement, and hold an instructional certificate for the grade/content they teach.

### Bilingual Programs Requirements for ELLs

N.J.A.C. 6A:15-1.4(d) requires that school districts with 20 or more students in a language group must provide full-time bilingual education, unless they are granted a waiver. Bilingual education programs must:

1. Be designed to prepare ELLs to acquire sufficient English skills and content knowledge to meet the state standards. All ELLs participating in bilingual programs shall also receive ESL instruction;
2. Include a curriculum that addresses the state content standards, English language development standards, and the use of two languages; and
3. Include the full range of required courses and activities offered on the same basis and under the same rules that apply to all students within the school district.

## THE CHALLENGE

To fulfill the requirements of the Bilingual Code, districts must hire “right fit” candidates, this may include those certified staff who meet the needs of their particular program type, and demographic population, and who can complement district strengths and address gaps. Recruiting and retaining bilingual teachers is a formidable task for New Jersey administrators trying to fill positions in their schools. The shortage of bilingual educators is not new to the state. New Jersey has reported a shortage to the U.S. Department of Education Office of Postsecondary Education since 2004 (U.S. Department of Education, 2015); however, the importance of this issue has been elevated, as educators focus their efforts on helping all students graduate from high school fully prepared for a post-secondary education and/or career.

Administrators must take affirmative steps to staff their school districts to ensure all students, including ELLs, participate meaningfully in their education and succeed academically, socially, and emotionally throughout their K-12 schooling. To succeed in this task, administrators will need to be creative and flexible, and ready to invest in an education that promotes multilingualism and cultural enrichment.

The objective of this resource document is to offer guidance to New Jersey school district administrators on how to expand the recruitment, hiring, and retention of bilingual and English Language Development (ELD) teachers and support staff by implementing the **THREAD** (*Tap, Harness, Reach, Establish, Awareness, Develop*) approach. The THREAD approach provides strategies for administrators to creatively address the shortage of certified teachers. Various strands create a THREAD for developing a staffing initiative in school districts that can increase recruitment and retention of bilingual educators. The strands in the THREAD approach are:

**T**ap into Community Resources

**H**arness Existing Resources & Assets

**R**each Across Borders

**E**stablish Educational Partnerships

**A**wareness of Routes to Certification

**D**evelop Internal, Untapped Talent



Together the strands that make up the THREAD approach offer common-sense steps for administrators to implement as they strive to increase recruitment and retention of bilingual teachers.

**Note:** The THREAD strands are not meant to be implemented in isolation. Rather, they are intended to be interwoven throughout the development of a recruitment and retention plan.

It also is important to understand and become familiar with New Jersey's [certification requirements](#) for bilingual teachers:

**CEAS\***

**(Certificate of Eligibility with Advanced Standing)**

- Bachelors Degree (official transcripts)
- Professional Teacher Preparation and Instructional Certificate
- English Oral proficiency interview (OPI) & Written proficiency test (WPT)
- Target Language
  - OPI & WPT; *or*
  - ***Primarily educated at the undergraduate or graduate level in target language (N.J.A.C 6A:9B)***
- Physiology and Hygiene Requirement
- \$170 Fee

**CE\*\***

**(Certificate of Eligibility)**

- Bachelors Degree\* (official transcripts)
- Instructional Certificate
- English OPI & WPT
- Target Language
  - OPI & WPT; *or*
  - ***Primarily educated at the undergraduate or graduate level in target language (N.J.A.C 6A:9B)***
- Basic Skills Assessment Requirement
- 24-Hour Requirement
- Physiology and Hygiene Requirement
- \$170 Fee

\*Certificate of Eligibility with [Advanced Standing](#)

\*\*[Certificate of Eligibility](#)

In general, what certifications must candidates possess in order to successfully fill positions in your school for bilingual/ESL programs? Write your wish list here:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## TAP INTO COMMUNITY RESOURCES

In 2015, there were 72,071 ELLs in New Jersey schools, which was nearly 1 out of every 20 public school students. In addition, approximately 5 out of 6 New Jersey school districts have ELLs in their schools (New Jersey Department of Education, 2017). Identifying places to recruit teacher candidates who reflect the race and ethnicity of students can lead to win-win recruitment and retention practices.

ELLs and their families bring a wealth of value, richness, experience, and skill sets from their home country. Some may have even been educators or support staff in schools in their home country; however, they may be unaware of how to transfer their expertise into a U.S. school environment, while others may hold a U.S. equivalent bachelor's degree in another field and may be open to a change of career. New Jersey's Administrative Code [6A:9B](#), State Board of Examiners and Certification recognizes a candidate seeking the bilingual/bicultural endorsement can demonstrate target language proficiency by "establishing him or herself as a speaker of the target language who was primarily educated at the undergraduate or graduate level in that language" (N.J.A.C. 6A:9B-11.5(a)(i)(ii)). Exposing families of ELLs and their community to the employment opportunities in schools is one way to tap into a resource-rich asset. Several mutual benefits exist when schools select candidates from the community, including:

- ✓ **Language fluency;**
- ✓ **Cultural connectedness with ELL population;**
- ✓ **Desire to want to make a difference;**
- ✓ **Opportunity for social and economic upward mobility may increase retention; and**
- ✓ **Job location proximity may increase retention.**

Community-based organizations, faith-based organizations, local businesses, and community leaders are great sources of information and a bridge between schools and talent in the community.

People, businesses, and organizations in the community can assist with identifying viable candidates. Connect with the local *bodega* or neighborhood food mart, retail shops such as dry cleaners or beauty salons where community members may frequent, or community centers that provide auxiliary services to specific ethnic community members. Attend faith services or community center meetings. Consider cultural hubs (e.g., ethnic community clubs or heritage language schools), Early/Head Start Programs, and other local places for potential candidates.

Seeking candidates in uncommon recruitment places may increase the district’s capacity to access untapped resources.

People in the community may not perceive themselves as a qualified fit for positions that you are posting, or may not readily understand how to align their skill sets and/or qualifications with how the requisites are posted. [See page 3, 9, and 13 for more information on qualifications of candidates seeking certification]. Increase your pool of candidates by clearly communicating specifics of the job description and/or listing particular qualifications and options for persons who may be interested, but may be missing an eligibility requirement. See p.6 for a *Sample Bilingual Teacher Position Description*. Consider what cultural viewpoint may be important and distinct to which particular candidates can relate, and how this perspective connects with the values and vision of your bilingual program. Use the following as a resource for developing your district’s recruitment plan:

**Resource: Recruitment Planning Exercise**

<h3>Program-ELL Population</h3>	<ul style="list-style-type: none"> <li>• Clearly describe the program type (current and future vision), including resources, scheduling, and support.</li> <li>• What are the strengths and opportunities of change for your program?</li> <li>• Clearly describe the ELL population (language proficiency, social/emotional support needs).</li> <li>• Clearly describe the community's level of support for the program.</li> </ul>
<h3>Program-Candidate Fit</h3>	<ul style="list-style-type: none"> <li>• What qualities must a strong bilingual candidate possess to complement the strengths and opportunities identified?</li> <li>• What skills and competencies are essential for student success at your school?</li> <li>• Which skills are coachable?</li> <li>• What type of interactions will this candidate share with ELLs in this school?</li> </ul>
<h3>Environmental Scan</h3>	<ul style="list-style-type: none"> <li>• Conduct a demographic or environmental scan of the community. Lead an exercise with staff to identify places to connect with people in the community (e.g., mosques, bodegas, Korean schools, churches, community centers, [nail, hair, other] salons, barber shops, etc.).</li> <li>• Connect with community leaders to identify strong talent in the community that may be a fit for your program.</li> <li>• Ask for referrals.</li> </ul>

**Moving Forward:**

- ❑ Develop a position description to increase program-candidate fit (Kennedy, 2015).
- ❑ Create a recruitment plan that includes word of mouth, referrals, and targeted visits to locales identified in the environmental scan.
- ❑ Take the show on the road! Create a brochure or a video presentation. Sell your school and the positive benefits of working for your district’s bilingual program.
- ❑ Post positions on N.J. Teaching English to Students of Other Languages/NJ Bilingual Educators (NJTESOL/NJBE) [hotlist](#), Foreign Language Educators of N.J. (FLENJ) [job placement services](#), local cultural/community papers, churches/mosques, or other religious community bulletins, college/university job listings, and announce to your parent advisory committee and discuss the specifics of the position.

*SAMPLE Bilingual Teacher Position Description*

**Title:** Bilingual Arabic Math Teacher

**Minimum Qualifications:**

1. Valid state of N.J. Teaching Certificate (C.E or C.E.A.S.).
2. Bachelor’s degree (home country education may be acceptable) to pursue bilingual education endorsement.
3. Demonstrate ability to communicate effectively in English and target language (by test or home country educational standing).

**Responsibilities:**

1. Plans, organizes, and provides instruction in English and home language of students in the Common Core State Standards.
2. Administers academic and language assessments. Maintains complete records of student’s progress and evidence of growth.
3. Provides nurturing, supportive, and positive learning environment with high expectations.
4. Facilitates frequent and effective home-school communication. Advocates on behalf of educational needs of student and family
5. Attends staff meetings, professional development opportunities, and serves on committees, as requested.
6. Understands and complies with policies, rules, and regulations regarding bilingual education students.

**Benefits:** Competitive salary plus benefits including: mentoring, continuing education reimbursement, stipend opportunities, professional development, and in-district professional growth opportunities.

Be specific, consider including target language and role.

This sample includes overarching areas of responsibilities, including instructional, administrative, and auxiliary. Use clear language to detail tasks specific to your district.

Include other pertinent information such as: “Reports to”, “Supervises”, “Job goals”, “Terms of employment”, and “Evaluation”.

Rather than simply writing “endorsement required”, spell out the specific requirements.

Additional to the contractual benefits, include other social and professional perks.

## HARNESS EXISTING RESOURCES AND ASSETS

Identify groups or organizations that may have a “captive audience” of potential candidates. In this case, a “captive audience” may be considered a cohort of persons either by affiliation to an organization or interest, which may have a relevance in [bilingual] education and/or may possess the qualifications to make them potential candidates (i.e., field/topic specific conferences, a volunteer group of adult tutors, an established organization such as ‘Teach for America,’ students in community colleges, the military, etc.). Expose specific cohorts to bilingual education as a career opportunity.

***How do you attract a cadre of potential candidates to pursue interest in the bilingual education field or to take interest in your district over another?*** Personalize your recruitment strategies and market the unique qualities of your program (*\*Use the Program-ELL Population Writing Exercise Tab on p.5 to articulate your program’s marketable qualities*). Use the table below as a resource to help identify specific local and/or regional organizations, affiliations, and groups that fit into each category of “captive audience.”

Resource: Identification of Resources and Assets			
“Captive Audience”	Local Group <i>(Insert Here)</i>	Strengths Contribute to Program	Notes
<b>Conference Attendees</b>		Informed and passionate about bilingual education, population, and education field.	Conferences are fertile ground for recruitment.
<b>Volunteers &amp; Established Organizations</b>		May possess qualities consistent with teaching profession (e.g., patience, ability to teach, etc.).  <i>*Note, may be available and/or looking to work in a full-time capacity.</i>	Establish a rapport with individual groups. Engage your district’s Human Resource staff to connect with groups and offer information regarding the program and positions.
<b>Community College Students</b>		Currently pursuing educational criteria that meet job requirements.	This cohort may be undecided; exposing them to job opportunities and increasing awareness of positions available may attract some to the field.
<b>Military</b>		May possess educational qualifications and transferrable skills.	This cohort may be looking for alternate work to transfer skills (e.g., <a href="#">Troops to Teachers</a> ). Funds to assist with certification available.

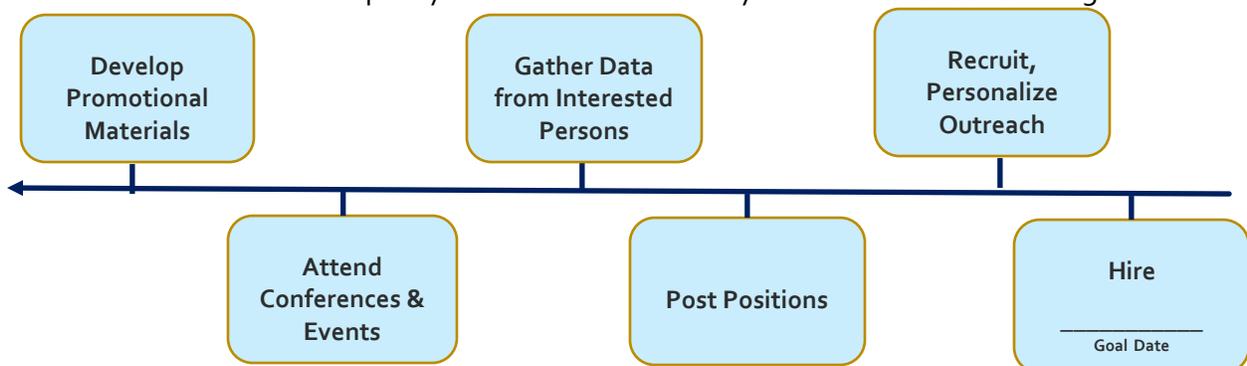
**Moving Forward:** (Daniel, 2014):

- ❑ Put together a slideshow or video that shares your district’s culture on the district’s employment page, linked to the district’s bilingual/ESL program page. Include how the applicant can help the district reach its vision.
- ❑ Create a Quick Response (QR) Code (see below) that links back to your district’s employment and/or the program website page, can be shared with people as you meet and talk about the program, or can be placed in presentations or other materials.



- ❑ Ask your district’s IT office to set up an informational webpage to thank people who visit the page as a way to collect associated information such as contact and area of certification and/or qualifications.
  - Use this information to keep in touch (e.g., build relationships), send out mailers regarding available positions, or simply network.
- ❑ Use current staff as ambassadors.
  - Attend regional and national conferences such as, American Council on the Teaching of Foreign Languages (ACTFL), Association for Supervision and Curriculum Development (ASCD), La Cosecha, National Association of Bilingual Educators (NABE), TESOL International, NJTESOL/NJBE, WIDA, and various other events related to [language resources](#).
  - These opportunities can have dual purpose as turn-key professional development and recruiting strategies.
- ❑ Post positions on regional and national job placement databanks, including the National Clearinghouse for English Language Acquisition ([NCELA](#)) and Dual Language Education Network of New Mexico ([DLENM](#)).

- ❑ Work backwards to plan your timeline to best fit your recruitment and hiring timeframe.



## REACH ACROSS BORDERS

Districts across New Jersey cannot meet their need for bilingual teachers by recruiting within the New Jersey borders alone. As Corey Mitchell states in an article, [The Need for Bilingual Educators Moves School Recruitment Abroad](#), "hiring bilingual teachers is more necessity than luxury" (2016). Tapping into the supply market of other countries is an inevitable approach for some districts to meet demand needs. Spain and Puerto Rico are two top countries from which most states in the U.S. look to hire bilingual teachers. [Puerto Rico](#) is naturally attractive to some districts as a recruiting ground for bilingual candidates because Puerto Ricans are U.S. citizens (Henderson, 2015). The opportunity to teach in U.S. schools is a lucrative one for candidates from the economically strained country, and a competitive salary increases the likelihood these candidates will commit to staying in the job longer.

The amendments to the [Exchange Visitor Program-Teachers legislation](#) increases the retention of teachers in the district by allowing an extension of up to two years for visiting teachers, allowing for a maximum stay of five years. This change in legislation is advantageous and beneficial for program continuity.

Hiring educators from across borders does not come without challenges. Apart from assisting new hires with logistically getting familiar with a new city (e.g., housing, transportation), like the ELLs they will be teaching, they too will have to culturally acclimate to a new home, education system, and way of life. Use the [Hiring for Success](#) worksheet on p.11 to weigh the benefits and barriers of recruiting and hiring a teacher from abroad.

### A foreign teacher must:

- ✓ Meet the qualifications for teaching in primary or secondary schools in his/her country of nationality or last legal residence;
- ✓ Have a minimum of three years of teaching or related professional experience;
- ✓ Satisfy the licensure/certification standards of the U.S. state in which he/she will teach;
- ✓ Demonstrate evidence of a good reputation and character;
- ✓ Seek to enter the United States for the purpose of full-time teaching at a primary or secondary accredited educational institution in the United States; and
- ✓ Possess sufficient proficiency in English language to participate in his/her program.

## Moving Forward:

- Familiarize yourself with updates on the legislation regarding Exchange Visitor Program-Teachers.
- Contact a consulate office regarding assistance with exchange program. You may access contact information for consulate offices at <http://www.usembassy.gov/>. For example:

### Spain

Education Office of Spain/Consulate of Spain  
358 Fifth Avenue, Suite 1404, New York, NY, 10001  
Telephone Number: 212-629-4435

- Learn how to [host a job fair](#) for interested teachers in **Puerto Rico**. Contact coordinators who have organized the event in the past, such as:
  - ✓ Region 4 [Education Service Center](#)
- Learn from the successes and lessons of other states' recruitment initiatives. According to the U.S. Department of State, the top applicants for J-1 Visa (Exchange Visitor Program) were California, North Carolina, and South Carolina (U.S. Department of State, 2014). Contact these state educational agencies or particular districts to find out more about their experience reaching across borders. For example:
  - ✓ [California](#)
  - ✓ Texas ([Dallas ISD](#))
  - ✓ [North Carolina](#) (Visiting International Faculty Program)
- Consider your district's capacity to carry out the recruitment plan in-person (e.g., host a job fair in a target country) or remotely via phone or video conferencing. Map each step of the recruitment process, including, but not limited to:
  - ✓ Eligibility
  - ✓ Pre-screening
  - ✓ Interview
  - ✓ Job-Offer
  - ✓ Acceptance

**RESOURCE: REACH ACROSS BORDERS-HIRING FOR SUCCESS WORKSHEET**

Below are some of the considerations and factors that a district should weigh before determining whether reaching across borders is the best approach for alleviating the bilingual teacher shortage in the district:

- 1. **Does the candidate have previous international experience?** (e.g., Travel abroad, teaching, other?).       Yes       No
  
- 2. What are the significant cultural differences that may impact teacher-student interactions? How might they impact instructional teaching and learning? (*\*Use the Program-Candidate Writing Exercise Tab on p.5 to identify your ideal teacher match for your ELL population.*)

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- 3. What training and supports will your district provide new staff from across borders to help them adjust to the U.S. education system, as well as set them up for success as a teacher in your district?

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- 4. What additional personnel/resources (e.g., guidance counselors, student committees, Parent Advisory Committees, and community organizations) can participate in the process to screen and interview recruits from other countries?

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## ESTABLISH EDUCATIONAL PARTNERSHIPS

Recruiting has to be deliberate, strategic, and purposeful. Developing a partnership with a university can strengthen the pipeline from college to career for many college students and increase the pool of already trained candidates to enter the workforce.

The New Jersey Department of Education (the Department) lists all [state approved](#) Institutes of Higher Education's (IHEs) ESL or bilingual programs on its website. School administrators may develop relationships with students who are seeking instructional certificates and endorsements through these institutions by "selling the district's bilingual program." [See p.8, *Moving Forward strategies*]. Another approach may include partnering with community colleges and presenting a viable career opportunity to students who may not have a decided career path. Both approaches allow school administrators to present existing career and hiring opportunities to college students that will be entering the job market.

Partner with IHEs so the course program's class schedule aligns with the district's reimbursement structure. For instance, how many credits are eligible for reimbursement at a time? Are there limits to credit reimbursements? Will the district reimburse staff for courses not related to current position's duties (e.g., a staff seeking to switch from an administrative role to an instructional role)? Discuss with your district's human resources office the tuition reimbursement structure and clearly present this information to encourage students to pursue a bilingual teacher program.

### Moving Forward

- Start the conversation. From the state approved list, select an IHE with which to partner, or visit a community college. Establish a point of contact within the IHE.
- Have current administrators provide workshops and lectures on campuses as a way to promote bilingual education as a viable career. Share information on the types of certifications that are in demand with college students.
- Pair education majors with mentors from your district's bilingual program.
- Host regular "Chat and Chews" or local "meetups" to garner interest from education majors about the bilingual education field.
- Post positions for bilingual teachers on job boards at local and regional colleges. Advertise widely throughout the IHE community; do not post only at IHEs that grant teaching degrees with bilingual programs.

## AWARENESS OF ROUTES TO CERTIFICATION

New Jersey faces a similar obstacle as do other states around the nation; the inability to meet the demand for bilingual educators. The Educator Preparation Provider Annual Report 2015, indicates that as of October 15, 2014, only 92 individuals certified in 2011-2012 and 2012-2013 are employed in New Jersey Public Schools with a Teacher of [Bilingual/Bicultural Education certification](#) (the Department, 2015). A complementary report cited that of this number, more than half (58) received their certification of eligibility (CE) through the Alternate Route Program (the Department, 2015).

Ensure district staff (e.g., general education teachers, paraprofessionals, and substitutes), parent liaisons, and community organizations are aware and educated on how to obtain alternate route certifications. Conduct workshops, presentations, or set-up informational tables at events and fairs. As you tap into community resources (See pp.4-5), provide interested people with the specific steps necessary to meet the [qualification requirements](#) for the position(s) available in your district. Individuals who possess a bachelor's degree with a cumulative GPA of 3.0 also must:

1. **Apply for a Certificate of Eligibility**, or CE, from the Office of Licensure and Academic Credentials;
2. Obtain a Certificate of Eligibility and **accept employment**;
3. Obtain a **Provisional Certificate** and **Enter a CE Preparation Program** (*formerly alternate-route*);
4. Meet **mentoring** and formal instruction requirements for the specific subject area;
5. Pay associated **fees and training costs**;
6. Earn effective or highly effective **evaluations**; and
7. Successfully complete the Provisional Teacher Program and **receive a Standard teaching certificate**.

### Moving Forward:

- Create a packet for prospective applicants with a checklist of all the forms, documents, and information needed to complete the application process.
- Create a submission calendar with deadline dates to help applicants navigate and align the district/school and department processes.
- Make sure your Human Resources Office and district secretaries are able to accurately convey the values of the bilingual program, as well as the benefits of the position, when interacting with potential candidates.

## DEVELOP INTERNAL, UNTAPPED TALENT

The value of learning additional languages in our global society is a value-added skill. There exists an opportunity to expand the capacity of internal talent and garner interest from an untapped population. Since the 2013-2014 school year, seven school districts in New Jersey have participated in a pilot program recognizing students who are proficient in multiple languages. Students in these districts who demonstrate proficiency are awarded the New Jersey Seal of Biliteracy certificate, as well as an annotation on their high school transcript providing employers a way to identify graduates with biliteracy skills. In January 2016, Governor Christie signed into law the [State Seal of Biliteracy](#). The law will go into effect in 2016-2017.

As additional districts join the pioneering seven, and schools prepare students to graduate with the highly sought after bilingual skill, how do school administrators begin to encourage students to pursue a career in bilingual education?

How do we garner the interest of the older students and support their strengths in the classroom setting as “teaching fellows?” Some districts already use the support of older students who were previously in Bilingual/ESL programs to tutor younger students. [High school students in Danbury, Connecticut](#) are learning academic and leadership skills through a summer program as part of a partnership between an IHE and the school district. This partnership places these students in a classroom setting working with elementary ELLs to improve literacy levels.

Developing internal, untapped talent is a long-term investment, but represents a strong commitment to students’ college and career readiness, by identifying a direct path of study for students who may not have considered college as an option or teaching as a career. Developing a pipeline to encourage and attract high school students to enter the bilingual education field is a practical recruitment strategy.

### Moving Forward:

- Create a Board resolution to establish a Certificate of Biliteracy in the district, to promote the value of bilingualism linked to college and career readiness.
- Develop a memorandum of agreement with IHEs that have teacher preparation programs. Partner with IHEs to offer early acceptance to students who graduate with a Certificate of Biliteracy.
- Train and support guidance counselors to discuss bilingual education as a [viable career opportunity](#) with high school students.
  - ✓ Consider guaranteed jobs for students who meet certain criteria and agree to remain in the teaching field.
  - ✓ Discuss federal teacher loan forgiveness process [*See below*].

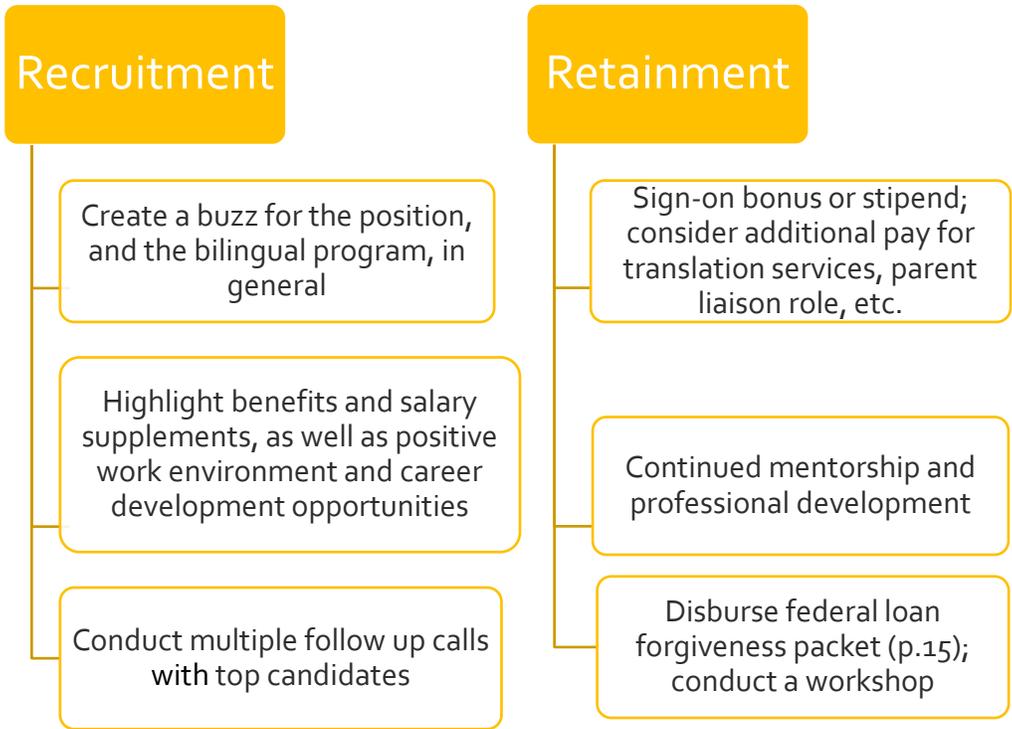
**RESOURCE: TEACHER LOAN FORGIVENESS PROCESS**

- **Eligible Loans:** Direct Loan and /or Federal Family Education Loan (FFEL) program loans.
- **Time Period of Commitment:** At least five consecutive, complete academic years, and must work in a designated low income school.
- **Allowable Amount:** Up to **\$17,500**.
- **Application:** <http://www.readysetrepay.org/publications/publications/tlf.pdf>.
- **To determine if your school is a designated low income school visit:** <https://www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp>.

## CONCLUSION

While the challenge to recruit and retain qualified bilingual teachers is a formidable one, the THREAD approach represents strategies that can address the bilingual teacher shortage in New Jersey. A summary of tips and strategies for recruitment and retention that complement the THREAD strands featured in this document is illustrated below. These tips and strategies may be used as an extension to current hiring practices. As administrators implement the THREAD approach, they will begin to identify assets and resources that will support building a cadre of bilingual educators. Only when English language learners (ELLs) have the most qualified teachers to improve learning and language acquisition can equitable education truly be achieved in our schools, and the doors to college and career open fairly for all students.

### Summary of Tips and Strategies for Recruitment and Retention



*One language sets you in a corridor for life.*

*Two languages open every door along the way.*

**-Frank Smith**

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