



2020-2021 Bilingual Certification Preparation: Exam 190
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 19, 2020

NOGA ID

Authorizing legislation

Public Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA), Title III, Part A

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, October 19, 2020**.

Application stamp-in date and time

Grant period from

December 07, 2020 to September 30, 2021

Pre-award costs permitted from

the date of award announcement

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

(List any attachments required to be submitted with this application - limited to 10 pages)

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation


I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature  Date

Shared Services Arrangements

Shared services arrangements (SSAs) are not permitted for this grant.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2020-2021 Bilingual Certification Preparation: Exam 190 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2021 Bilingual Certification Preparation: Exam 190 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

Through a partnership with the Texas Education Agency (TEA), the College of Education at Sam Houston State University (SHSU) will implement a web-based, tuition-free bilingual certification preparatory program (BCPP) to support in-service prospective bilingual teachers by preparing them to meet state standards for teaching English Learners (ELs) in bilingual programs. The College of Education at SHSU has a well-earned reputation for producing quality teachers who remain in the classroom and a proven track record of providing quality on-line education. The current SHSU passing rate for the BTLPT examinations is 83%. Our goal is to increase the effectiveness of instructional best practices when teaching in bilingual classrooms. A vital component of best practices includes mastery of the target language in the domains and competencies set by TEA. Teachers of ELs need specific preparation to be able to assess the linguistic and academic progress of their students. This is of urgency considering the current shortage of teachers in bilingual education (Sutcher, Darling-Hamond, & Thomas, 2016). Teachers of ELs need rigorous preparation that builds capacity within, engages in dialogue, promotes collaboration, and develops inquiry and growth mindsets (Heritage, Walqui & Linqwati, 2015). Thus, ongoing collaboration and target language preparation will help teachers in our program grow as practitioners and in turn, generate positive outcomes in student achievement. In-service prospective bilingual teachers who enroll in our program will receive 65 hrs. of professional development in an intensive 6-week course including pre and post evaluations measures. The program will provide on-line coursework, individual feedback and virtual group mentoring.

Proposed Content: Week 1 Pre - Assessment and Placement| Week 2 Unit 1- Listening Comprehension| Week 3 Unit 2 - Reading Comprehension |Week 4 Unit 3 - Oral Expression| Week 5 Unit 4 - Written Expression| Week 6 Post Assessment and Exit Survey.

Proposed Timeline of project:

Dec. 07 – March 07 Planning Period/Advertisement	May 10 - June 18: Cohort 2 Course
March 07 – March 22: Cohort 1 Registration	June 19 - July 5: Cohort 3 Registration
March 22 – April 30: Cohort 1 Course	July 5 - August 13: Cohort 3 Course
May 01 – May 10: Cohort 2 Registration	August 13 - September 15: Final Report

SHSU will promote the program to all education service centers in Texas, charter schools, teaching conferences, LEAs, higher education institutions, alternative certification programs and social media platforms. As an incentive, participants will be reimbursed for the cost of the BTLPT # 190 exam upon successful completion of the course and the exam.

Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Principal Investigator (PI) - Helen Berg, Ed.D.

Helen Berg, Ed.D. native of Mexico City is a professor of Bilingual and English as a second language (ESL) education in the School of Teaching and Learning at Sam Houston State University. She received her doctorate from the University of Colorado-Denver and her Masters at Lesley University, Boston, MA. Dr. Berg's research interests are bilingual/dual language education, international service learning, and educational issues related to Spanish speaking students in U.S. schools. Her teaching expertise is in dual language bilingual education and teaching ESL in primary schools. At SHSU, she teaches bilingual methods blocks and has developed several academic Spanish courses for bilingual teachers. She is a member of several professional organizations in bilingual education. In addition, she recently served on the TEA committee to review the BTLPT standards.

Job Responsibilities for Grant:

CO- Principal Investigator (CO-PI) – Mary A. Petrón, Ph.D.

Mary A. Petrón, Ph.D. is a Professor of Bilingual and English as a Second Language Education (ESL) in the School of Teaching and Learning at Sam Houston State University (SHSU) in Huntsville, Texas. She has been a committed language educator for over 30 years. She is passionate about improving the lives of Latino children and believes this begins with teacher education. Dr. Petrón holds MA. in Spanish from Northwestern University in Evanston, IL and a PhD in Foreign Language Education from the University of Texas at Austin. She taught Spanish and ESL in K12 settings in U.S. public schools in three different states and adult ESL at private institutions abroad. At SHSU, she teaches graduate and undergraduate ESL education courses and serves as coordinator of the Bilingual/ESL program. Dr. Petrón has worked in the field of bilingual/ESL teacher preparation and training in Texas and Mexico. She served on the most recent Texas Education Agency committee to revise the ESL teacher preparation standards. She has published and presented at premiere professional conferences, such as the National Association of Bilingual Education (NABE) and Teachers of English to Speakers of Other Languages (TESOL). She has published in the areas of U.S./Mexico transnationalism, bilingual teacher identity and bilingual/ESL teacher education. Her most recent publications focus on bilingual/ESL teacher preparation.

PI and Co-PI - Drs. Helen Berg and Mary Petrón are the designated liaisons for the project. In their role as liaisons, they negotiate with the SHSU, the SHSU College of Education and specifically with the School of Teaching and Learning to support the director and other personnel with any matters necessary to fulfill the work of the project. Drs. Berg and Petrón will work with the grant director on curriculum development, research, and program implementation. In addition, they will oversee budget, travel, payroll, and human resource procedures to ensure all employee files, trainings, and evaluations are in compliance with state regulations. Drs. Berg and Petrón will meet frequently with the program director, language tutor and technical support staff to ensure quality implementation of the project. During the summer, they will assume a more active role.

Program Director – Elizabeth W. Stackhouse, Ph.D.

Dr. Elizabeth W. Stackhouse is an emerging scholar, passionate practitioner, and researcher who believes in the academic excellence of all English Learners (ELs). Her research, teaching, and service activities focus on teacher preparation and the well-being of teachers serving English Language Learners. She has over 15 years of experience as a public-school classroom teacher (K-12, Bilingual and Special Education) in Title I schools. Dr. Stackhouse holds five active teaching certifications in Texas, a Master of Arts in Spanish, a Master of Bilingual Education, and a Doctorate in Educational Psychology with a concentration in Bilingual Education. She teaches bilingual education methodology courses and serves as a clinical teacher supervisor for prospective bilingual teachers. Dr. Stackhouse has successfully achieved a 99% passing rate on the BTLPT, in training over 600 bilingual teachers. She has collaborated with many state and federal grants such as Texas Education Agency (TEA), US Department of Education (DOE), Institute of Educational Sciences (IES), and the National Science Foundation (NSF). Her selected presentations include papers at the American Educational Research Association Annual Conference (AERA), National Association of Bilingual Education (NABE) and the Texas Association of Bilingual Education (TABE). She will research, plan, and implement program curriculum according to goals, objectives, and strategies of grant; oversee delivery of program and train and support program personnel and maintain compliance with datelines and requirements according to performance and evaluation measures and TEA action plan

Proposed Position 1 – Language Coach – TBD

Language Coach/Instructor must have a teaching background and advanced proficiency in the target language. The language coach/instructor will deliver course content, assess students, provide feedback, monitor progress and expectations for each course cycle.

Proposed Position 2 – Communications Specialist

The communications specialist must have experience creating and maintaining content on a variety of social media platforms. They must have excellent interpersonal skills to build and maintain relationships with LEAs.

Proposed Position 3 - Technology specialist

The technology specialist must have extensive experience work with Blackboard and designing the course format on this platform.

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Proposed goals:

- 1) Implement evidence-based practices to improve the academic achievement of English Learners while improving the pedagogical target language proficiency of prospective bilingual teachers
- 2) Provide strategies aligned with the bilingual standards set for by the state while applying Texas Essential Knowledge and Skills (TEKS) across content area curriculum (i.e., Math, Science, Social Studies, Language Arts, and Arts)
- 3) Improve the target language proficiency of prospective bilingual teachers to derive essential information, interpret meaning, and evaluate oral and written communication in a bilingual educational setting
- 4) Provide ongoing support for prospective bilingual teachers who enter the program to encourage completion and improve current state passing rates
- 5) Increase the number of highly qualified and certified bilingual teachers in the State of Texas

In order to meet our goals, we will:

- 1) Revise and update current course curriculum provide by TEA to ensure evidence-based best practices are incorporated in all learning units
- 2) Create opportunities of practice and assessment of lesson plans according to standards from the Texas Essential Knowledge and Skills (TEKS) and bilingual standards across content area curriculum (i.e., Math, Science, Social Studies, Language Arts, and Arts) in the target language
- 3) Implement a pre-assessment measure that provides a baseline for the development of targeted learning plans. All learning activities will be designed following the cognitive process dimension stated in the Blooms Taxonomy Framework utilizing the target language (Spanish)
- 4) Provide prospective bilingual teachers with ample opportunities for virtual collaboration with a language coach and mentors through the duration of the program
- 5) Promote the program actively through ESCs , LEAs, teaching conferences and an active social media presence. As an incentive, successful program completers will receive 65 professional development hours and reimbursement of testing and an active social media presence. As an incentive, successful program completers will receive professional development hours (65) and reimbursement of testing fees (\$116) once they take and pass the exam.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Sam Houston State University agrees to collect data and report on the following mandatory performance and evaluation measures:

1. Submit an action plan (provided by TEA) addressing the grantee’s processes for establishing timelines, research and planning, assurances of completion, and reflection of implementation. The submission serves as an assurance to meet the deliverables listed in the grant.
2. Submit on the first Monday of every month (active courses), a monthly performance report, provided by TEA, that reflects the previous month’s activities in these areas: (A) number of teachers who enrolled in the online BTLPT preparation courses by each participating LEA and ESC; (B) demonstrate that at least 70% of teachers completed the online BTLPT preparation courses by each participating LEA and ESC; (C) number and percentage of teachers not completing the online BTLPT preparation courses by each participating LEA and ESC; (D) a contact log reflecting communication with teachers who did not complete the online BTLPT preparation courses as to why they did not complete the courses; (E) demonstrate at least 70% of teachers passing the BTLPT on first attempt by each participating LEA and ESC; (F) provide the number of participants passing the BTLPT on subsequent attempts; (G) monitor and track the domain(s) teachers did not pass on the BTLPT; (H) provide teacher feedback on online resources; (I) provide the number of course participants who posted the Spanish bilingual education certification to their certificates by each participating LEA and ESC; and (J) follow-up notes on deliverables established in bi-weekly meetings with TEA.
3. Submit a final summary report at the end of the grant period to TEA based on the outcomes and addressing all work completed.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

-In budgeting this project, careful consideration was given to maximizing participant success in the program while keeping costs as low as possible. By using the same learning management system that is already in place at SHSU we were able to avoid software development costs and put more of the available funds into faculty and staff salaries and offer more courses than other institutions may be able to offer. Although minimally affected, the project total is not dependent on the number of participants in the courses. Each course can accommodate up to 20 students with a minimum of three courses anticipated., however, we also have the capability of opening extra course sections, if needed. The budget includes funds for four courses. In order to give the program participants a complete experience, we felt it was important to purchase current edition textbooks that participants can continue to use as resources in classroom instruction.

-Travel funds are requested for in-state conferences, regional travel for promoting and marketing , and cross-collaboration.

-To further reduce travel, funding for a Zoom account is requested. All travel expenditures will be made in full compliance with state of Texas guidelines.

-Computers with printers are needed and will be utilized for this project; funding is not available through other sources.

-Salaries for the project are divided into three sections: 1) faculty, 2) Staff , and 3) graduate students. Job duties will include project development/management, communications, marketing, instructional project design and other designers as-needed. Additionally, we have included a technical support team that will be available through course enrollment and while the courses are active for participants. Faculty salary allocations include a project director who is responsible for course content development and oversight of course delivery to students. In addition, we will hire a language coach with pedagogical experience who will provide feedback to the participants and will be the primary contact for students during each course. Finally, funds are requested for an external program evaluation to ensure that goals and objectives set by TEA and proposed in the RFA are met.

TEA Program Requirements

1. Explain your philosophy on instructional best practices for ELs and on-going preparation for bilingual teachers.

Sam Houston State University has been successfully preparing teachers since 1879. We will concentrate our efforts in a taxonomy of teaching reflective of the standards and competencies prospective bilingual teachers must have in order to demonstrate effectiveness with ELs. Participants in our program will be surrounded by an inclusive virtual learning environment where culturally relevant pedagogies are used. Every decision when developing the curriculum of the program will be made considering four essential questions in accordance with Blooms Taxonomy: what students should learn? how students will learn? what assessment best determines their academic achievement? and how is their learning, instruction, and assessment aligned? Bilingual teachers have to be equipped with additional competencies in the target language in order to promote the necessary linguistic skills required to perform at grade level expectations and promote biliteracy. Therefore, following the cognitive process dimension, all learning activities will be carefully designed to incorporate meaningful linguistic objectives that foster understanding. Our program philosophy includes the conviction that evidence-based practices are an essential component of instruction. Our team is composed of experienced educators, higher education faculty, and researchers who are abreast of current evidence-based practices for teaching ELs. Combined expertise coupled with years of field experience specific to bilingual education will assist in improving the pedagogical and linguistic proficiency of prospective teachers seeking bilingual certification. Lessons and activities will be planned and aligned according to the individual, academic, and linguistic needs of prospective bilingual teachers. We will accomplish this goal while targeting the expectations set for by state standards simultaneously. Consequently, prospective bilingual teachers will benefit from this pedagogical modeling and hopefully, implement similar practices in their own classrooms with the students they serve. We will maintain rigorous linguistic and pedagogical standards with all teachers entering our program. Many prospective bilingual teachers arrive to a preparation program at different levels of language proficiency. We are prepared with a variety of instructional methods to help prospective bilingual teachers reach mastery of the target language in all domains. Through our experiences as online educational providers, we know that students need to feel connected in order to participate meaningfully. We are committed to maintain the same beliefs and expectations in the online courses prepared for TEA.

2. Describe your plan to review the current courses provided by TEA to provide accessible evidence-based preparatory courses for the Bilingual Target Language Proficiency Test (BTLPT) 190 exam.

We will conduct a curriculum alignment process for the BTLPT current courses provided by TEA as follows:

Stage 1

- A. Assess current curriculum with respect to the Bilingual Teacher Standards and the Texas Essential Knowledge and Skills.
- B. Identify gaps.

Stage 2

- A. Develop lessons plans, activities, and learning opportunities for an on-line delivery platform.
- B. Develop assessments to enable us to monitor student learning and respond accordingly.

Stage 3

- A. Conduct a gap analysis to ensure best learning experiences.
- B. Identify necessary educational resources.

Stage 4

- A. Develop student support systems.
- B. Test the online platform learning components.

Stage 5

Assess curriculum as the end of the grant cycle as part of the continuous assessment improvement process.

TEA Program Requirements (Cont'd.)

3. Describe your plan to develop a tracking system to follow up with LEAs who have had teachers successful in completing the preparatory course(s); successful in passing the exam, and successful in posting bilingual education certification to the teacher's existing certificate; successful in completing the preparatory course(s), but unsuccessful in passing the exam; and unsuccessful in completing the preparatory course(s). The plan may provide any prior sample data of completion of course, rate of passing the BTLPT, and rate of not passing the BTLPT, percentage per domain that was mastered and not mastered.

For the purpose of the BCP grant, SHSU will develop a clear, concise, and rigorous tracking system, implement and monitor communication with LEAs and participation of prospective in-service bilingual teachers. Over the duration of each course, participant progress will be monitored and any concerns will be addressed. The Blackboard learning management system has a variety of tools built in that aid in the monitoring of student progress. All student access is logged within the course giving the instructor and SHSU Online a complete record of the dates participants logged in, what material and assignments they viewed, and how long they viewed them.

Proposed tracking system with LEAs:

1. LEAs recommend/approve teachers for participation in the program
2. Participants receive login information/expectations, materials, begin coursework, and register for the exam
3. At the halfway point of coursework LEA's will receive a progress report (satisfactory/unsatisfactory)
4. Participants will take BTLPT exam and report scores to our program. LEA's receive notification of results.
5. Certified Bilingual Teachers will be announced to LEA's and TEA
6. Participant who do not pass the exam will be required to complete a competency analysis and will retake the units needed for improvement during the following course cycle.

TEA Program Requirements (Cont'd.)

4. Explain your plan to develop an effective process to market the courses and to disseminate information to LEAs across the state regarding the purpose of the courses, how to access the courses, and what participants can expect from the courses.

The marketing plan for the BTLPT courses will focus on a growth strategy to strengthen the current relationships with LEAs and develop of new relationships with other LEAs across Texas. We will advertise the availability of the free web-based program to prospective in-service bilingual teachers across Texas.

-One of the key features of the program is the user-friendly access through the Blackboard platform. Students will receive a registration token. The Blackboard platform is a modern, intuitive, fully responsive interface. Blackboard is simple and easy to use, yet powerful, that will facilitate teaching and learning anywhere, at any time. Students will able to share and receive feedback through virtual classroom discussions, take online assessments/surveys, and track their progress.

-Texas is comprised of 20 education regions. In the first year of the grant (during the planning stage) we will create marketing materials to share with LEAs. SHSU already has a strong partnership with over 80 districts through the Sam Houston Innovative Partnership with Schools (SHIPS) which meets every semester. In collaboration with TEA, we will target prospective bilingual teachers in the areas of most need (i.e., rural school districts).

-Our program will have a communications specialist who will focus on tracking LEA's and potential participants. Under current Covid-19 conditions, many teachers and administrators utilize social media to stay abreast of information. Therefore, it is important for the growth of the program to establish and solidify a strong social media presence through Facebook, Instagram, Twitter, and Linked In where prospective participants can access information about the course. We also hope to advertise our program in the TEA web page, education conference proceedings and associations such as the Texas Association of Bilingual Education (TABE).

-We believe that our participants will be the best ambassadors for our program. Therefore, we will create a social media group for successful program participants to share their experiences of the program.

-Finally, we will review our marketing plan on a quarterly basis to make improvements and modify the plan accordingly.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment