TEA — Texas Education Agency

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 7, 2020 to September 30, 2021**
Pre-award costs permitted from	**date of the award announcement**

Required Attachments

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

Amendment Number

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

Applicant Information

Organization	Sam Houston State University	CDN	236501	Campus	Huntsville	ESC	X	DUNS	074179896

Address	1831 University Avenue, Suite 303	City	Huntsville	ZIP	77341	Vendor ID	3753753753

Primary Contact	Mary Petron	Email	map042@shsu.edu	Phone	9362943980
Secondary Contact	Dee Myall	Email	dee@shsu.edu	Phone	9362944032

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):

[X] LOI application, guidelines, and instructions

[X] General and application-specific Provisions and Assurances

[X] Debarment and Suspension Certification

[X] Lobbying Certification

Authorized Official Name	Chad Hargrave	Title	Associate VP-ORSP

Email	orsp@shsu.edu	Phone	9362943621

Signature	_[signature]_	Date	10/15/2020

Shared Services Arrangements

X 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 Education Supplemental 164 Resources Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2021 Bilingual Education Supplemental 164 Resources 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 (REMOVE IF NOT ESSA)

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) and Sam Houston State University (SHSU), the College of Education 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 Bilingual Supplemental is 100%. Our goal is to increase the effectiveness of instructional best practices in bilingual classrooms. A vital component of this includes mastery of the foundations of bilingual education and language acquisition processes, as well as knowledge of development and assessment of bilingualism and biliteracy in the domains and competencies set by TEA. Teachers of ELs need rigorous preparation that builds capacity within, engages in dialogue, promotes collaboration, and develops inquiry and growth mindsets (Heritage, Walqui & Linquati, 2015). In-service prospective bilingual teachers 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- Foundations of Bilingual Education | Week 3 Unit 2 - First- and Second- Language acquisition and development |Week 4 Unit 3 - Assessment of Literacy and Biliteracy | Week 5 Unit 4 - Content Area Instruction in L1- L2| 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, conferences, LEAs, higher education institutions, alternative certification programs and social media platforms. Participants will be reimbursed for the cost of the Bilingual Supplemental upon successful completion of the course and the exam.

Qualifications and Experience for Key Personnel

Principal Investigator (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.

Co-Principal Investigator (Co-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.

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 – Bilingual Instructor – TBD
Bilingual Instructor will be a candidate who possess a teaching background and knowledge of foundations of bilingual education, first(L1) and second language(L2) acquisition and development, assessment, content area instruction in L1 and L2, and best evidence practices when instructing English Learners. The language 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.

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 proven to improve the academic achievement of English Learners while improving the pedagogical instructional practices of prospective bilingual teachers
2) Provide teaching strategies aligned with the bilingual standards set 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 pedagogical instructional practices of prospective bilingual teachers to positively affect the academic achievement of English Learners
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 best evidence-based practice are incorporated in all learning units
2) Create opportunities of practice and assessment of lesson planning and instruction delivery 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) All learning activities and course work will be designed following the cognitive process dimension stated in the Blooms Taxonomy Framework utilizing best evidence bilingual education practices
4) Prospective bilingual teachers will have ample opportunities of virtual collaboration with a bilingual instructor and mentors through the duration of the program
5) The program will be highly promoted through education region centers, school administrators, teaching conferences and an active social media presence. As an incentive, successful program completers will receive 65 professional development hours 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 for the following:
• Demonstrate that at least 85% of deliverables determined to be completed during the month are met.
• Demonstrate that at least 85% of the target goals are met for the month to ensure deliverables are on track for completion.
• Demonstrate that at least 70% of teachers that completed the course
• Demonstrate that at least 70% of teachers passed the Bilingual Supplemental #164 after completing the on-line course.
• Report that the number of teachers that did not pass the Bilingual Supplemental #164 after completing the on-line course
• Submit teacher feedback on the on-line course work and materials.
• Provide 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 to address 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.

While 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 Sam Houston State University, 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. The project total is not dependent on the number of participants in the courses. Each course can accommodate up to 20 students. However, we also have the capability to open extra course sections if needed. In order to give the program participants a complete experience, we felt it was important to purchase current edition textbooks that students can continue to use as resources in classroom instruction. Salaries for the project are divided into two sections: staff and faculty. Staff salaries include the instructional design team for the entire project and other designers on an as-needed basis. Additionally, we have included a technical support team that will be available during 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 content and pedagogy specialist who will provide feedback to the participants and will be the primary contact for students during each course. Finally, we have allocated funds to complete an external evaluation of our program to ensure that we are meeting the goals and objectives set for by TEA and and proposed in the RFA.

TEA Program Requirements

1. Describe the philosophy on instructional best practices for English Learners 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 prevail. 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 bilingualism and biculturalism in order to promote the necessary skills required to perform at grade level expectations in bilingual education programs. 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 proficiency of prospective teachers seeking bilingual certification. Lessons and activities will be planned and aligned according to the individual and academic needs of prospective bilingual teachers. We will accomplish this goal while targeting the expectations set for by state standards simultaneously. We are prepared with a variety of instructional methods to help prospective bilingual teachers reach mastery of the bilingual standards in all domains. Through our experiences as on-line educational providers, we know that students need to feel connected in order to participate meaningfully. We are committed to maintaining the same beliefs and expectations in the on-line courses prepared for TEA.

2. Describe the plan to review the current courses provided by TEA to provide accessible evidence-based preparatory courses for the Bilingual Supplement Exam #164.

We will conduct a curriculum alignment process of the current Bilingual Supplemental courses provided by TEA as follows:
Stage 1
A. Assess current curriculum with respect to the Bilingual 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 produce results for all students.
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 the plan to develop a tracking system to follow up with LEAs who have had teachers: unsuccessful in completing the preparatory course(s), successful in competing the preparatory course(s), but unsuccessful in passing the exam, successful in completing the preparatory course(s), successful in passing the exam, and successful in posting the bilingual education certification to the teacher's existing certificate. This plan can include a sample of data, completion of course, rate of passing, and rate of not passing the Bilingual Supplement #164 exam.

For the purpose of the Bilingual Education Supplemental 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 LEAs will receive a progress report (satisfactory/unsatisfactory)
4. Participants take the Bilingual Supplemental exam and report scores to our program. LEAs receive notification of results.
5. Certified Bilingual Teachers will be announced to LEAs and TEA
6. Participant who do not pass the exam will be required to complete a competency analysis and retake the units needed for improvement during the following course cycle.

TEA Program Requirements (Cont'd)

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

The marketing plan for the Bilingual Supplemental 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 on-line 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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year program allocation

5. LEA reservation for direct administrative costs, not to exceed the program's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

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**