

## **Title III, Part A Supplemental 154 Assistance Grant Opportunity for 2018-2019**

The Texas Education Agency (TEA) is actively seeking Letters of Interest (LoI) from potential grantees to develop and implement professional development opportunities to assist educators across the state who need additional support in obtaining the ESL Supplemental 154 certification. Interested regional Education Service Centers (ESC), Institutions of Higher Education (IHE), and State or National Nonprofit Organizations should submit their response to the LoI using the template included in Attachment A to TEA **by November 27, 2018 at 11:59pm CDT**. Potential grantees are encouraged to seek cooperative partnerships or collaborative agreements to successfully meet all goals and objectives of the grant. Funding is allocated from Title III, Part A Discretionary funds and scheduled for implementation during the 2018-2019 school year.

### **Eligible Applicants**

Eligible applicants for this funding opportunity are limited to the 20 regional education service centers, institutions of higher education, and state or national nonprofit organizations. Local education agencies (LEAs), foreign institutions, for-profit organizations, and individuals are not eligible to apply, however, may participate with an eligible applicant as a project partner (encouraged, as applicable).

### **I.1 Program Description**

The **Supplemental 154 Assistance** grant is designed to develop and implement professional development opportunities to assistance educators across the state who need additional support in obtaining the ESL Supplemental 154 certification. All resources and professional development materials produced through this grant must be firmly grounded in evidence-based literature and explicit citations to the Title III, Part A- English Language Acquisition, Language Enhancement, and Academic Achievement section of Every Student Succeeds Act (ESSA) federal statute. All materials and resources developed must be provided in an accessible manner to individuals with disabilities.

Additional considerations for materials and resources produced through this grant:

- TEA maintains the right to final approval on all materials and resources before publication or presentation.
- All materials and resources will carry the TEA logo in addition to the logo of the grant awardee.
- All materials and resources are the property of TEA and must be provided to TEA at the end of the grant period or upon request.

Grant awardees will make formal quarterly reports to TEA on identified outcomes-based, quantifiable lead measures with lag measure reporting at the end of the grant period. These measures must be mutually approved by the grantee and TEA and should be clearly proposed in LoI response. Additionally, budget proposals and final budget tables must include line-item/deliverable-based pricing.

### **I.2 Program Goal**

The primary goal of the **Title III, Part A Supplemental 154 Assistance grant** is to develop and implement professional development opportunities and training tools to assist LEAs in building capacity to appropriately serve English learners in the future by getting their teachers who are not currently serving English learners certified in ESL. The awardee will provide content addressing Domain I: language

concepts and language acquisition, Domain II: ESL instruction and assessment, and Domain III: foundations of ESL education, cultural awareness and family and community engagement. These tools will provide educators targeted support aligned to the three domains and ten competencies of the TExES 154 ESL Supplemental certification examination (<http://www.tx.nesinc.com/Content/Docs/154PrepManual.pdf>) with the end goal of increasing the number of appropriately certified teachers to serve English learners through language programs across the state.

### **I.3 Program Activities**

Strong applications will provide a summary of their approach to the program, including project management and quality assurance approach and evidence-based practices and resources that target the need of increasing bilingual certified teachers across the state. The applicant will describe their experience in conducting projects of similar scope and magnitude, including personnel qualifications of course developers (technical, content) . In addition, they will outline their selection process for course facilitators to verify level of knowledge in language concepts and acquisition along with certification. Applicants will need to present an effective and robust plan to market the courses and to disseminate information to LEAs across the state regarding the purpose, how to access, what participants can expect in participating in this opportunity, participant responsibility and completion expectations, timelines and logistics. Strong applications will identify potential risks and challenges to program success and articulate strategies to mitigate those risks and increase probability of program success. Applicants will seek out and act upon opportunities to collaborate with other stakeholders, to include networking with other grantees who have overlapping or related functions. Strong applications will also clearly define the expected outcomes for course participants, the method for collecting and analyzing outcome measure data, and the proposed approach to making program adjustments based on outcomes analysis. Applicants will provide periodic summary reports to the TEA on program success, based on outcomes.

It is required that the proposed program contain at a **minimum**, the following:

The awardee will

- Provide accessible evidence-based professional development opportunities and training tools for the TExES ESL Supplemental 154 certification exam
- Offer the certification preparation resources tuition-free to LEAs across the state of Texas who are wanting to building capacity in getting their teachers ESL certified who are not state mandated to provide language instruction to English learners
- Provide teachers the opportunity to earn Continuing Professional Education (CPE) credit hours when they successfully complete any of the professional development opportunities
- Offer multiple cohorts throughout the grant period and provide technical assistance to teachers when needed for the completion of any of the training opportunities
- Create a communication system for course facilitators to implement when communicating with teachers throughout the course including how to recognize when a teacher is struggling and how to support the needs of the teacher, so they can successfully complete the course
- Develop a system to follow up with any teachers that were not successful in completing the training opportunities or successful in passing their exam to determine what additional support the teacher needs
- Develop an effective process to market the ESL supplemental 154 assistance opportunity and to disseminate information to LEAs across the state regarding the purpose, how to access, and what participants can expect from participating in this opportunity

- Provide TEA all materials and resources developed for review prior to disseminating or posting related to this grant
- Provide TEA periodic summary reports on program success, based on outcomes

#### **I.4 Program Budget**

\$300,000 per year

#### **I.5 Timeline**

Lols must be submitted electronically to [EnglishLearnerSupport@tea.texas.gov](mailto:EnglishLearnerSupport@tea.texas.gov) by 11:59pm (CDT) on November 27, 2018 in order to be considered. Hard copy mailed or delivered Lols will not be accepted. Applicants should combine all attachments and documents into one PDF to include a cover sheet and table of contents. Grant awardees will be notified by December 6, 2018 with the grant period to begin January 7, 2019. This is a one-year grant that will be extended for two additional years at TEA discretion.