

## **Title III, Part A Supporting English Learners with Multiple Needs Grant Opportunity for 2018-2019**

The Texas Education Agency (TEA) is actively seeking Letters of Interest (LoI) from potential grantees to create systems of support for English learners who have multiple exceptionalities and multiple needs. 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 ***English Learners with Multiple Needs grant*** is designed to develop and implement tools, resources, and professional development opportunities as part of a comprehensive system of support for English learners (ELs) who have multiple exceptionalities and multiple needs. 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 and copyright 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 ***English Learners with Multiple Needs grant*** is to research, develop, and implement tools, resources, and professional development opportunities as part of a comprehensive web-based system of supports for LEAs to meet the complex needs of English learners with multiple

needs, to include English learners with a disability, and/or who are gifted and/or who are highly mobile. The awardee will research and compose a comprehensive literature review of current national research on the topic of best practices in identifying, serving the needs of, and reclassifying as English proficient students who are identified as English learners with multiple needs. The awardee will utilize stakeholder input to identify specific challenges and needs in the field, and will develop and implement tools, resources, and professional development opportunities that directly reference the literature review and support Texas educators in the effective application of evidence-based practices in the identification, servicing, and reclassification of the target student population.

### **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 capacity to effectively identify, serve, and reclassify English learners with multiple needs 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). Applicants will need to present an effective and robust plan to market the resources and disseminate information to LEAs across the state regarding the program purpose, how to access the resources, and how the tools and resources will directly benefit educators and students across Texas. 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 diverse stakeholders, to include networking with other grantees who have overlapping or related functions. Strong applications will also clearly define the expected outcomes for end users, 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

- Research and publish a comprehensive review of the national literature on evidence-based best practices in the identification, servicing, and reclassification of English learners who are also identified with a disability, and/or as gifted and/or highly mobile.
- Develop a systematic plan for gathering, analyzing, and summarizing input from stakeholders reflecting the geographic diversity of the state to inform the development of needs-based tools, resources, and professional development opportunities aligned to the program goal.
- Develop a suite of web-based tools, resources, and professional development opportunities that directly reference findings in the research (based on literature review) and support effective implementation of evidence-based best practices in the identification, servicing, and reclassification of English learners who are also identified with a disability, and/or as gifted and/or highly mobile.
- Provide teachers the opportunity to earn Continuing Professional Education (CPE) credit hours when they successfully complete any of the professional development opportunities.
- In cases where professional development opportunities involve instructor-pupil interactions (e.g. on-line or hybrid courses), 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 an effective process to market the web-based tools, resources, and professional development opportunities and disseminate information to LEAs across the state regarding the program purpose, how to access the resources, and how the tools and resources will directly benefit educators and students across Texas.
- 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.