



**2021-2022 Title III Statewide Professional Development
Letter of Interest (LOI) Application Due 11:59 p.m. CT, August 06, 2021**

NOGA ID

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

Authorizing legislation

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, August 06, 2021**.

Application stamp-in date and time

Grant period from **October 01, 2021 to September 30, 2022**

Pre-award costs permitted from

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 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

Clyde Steelman (Aug 6, 2021 10:52 CDT)

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 2021-2022 Title III Statewide Professional Development Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 Title III Statewide Professional Development 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.

The implementation of the Title III Statewide Professional Development program will afford teachers across the state of Texas access to professional learning opportunities that increase knowledge of culturally sustaining teaching to meet the linguistic, cultural, social, and emotional needs of the emergent bilingual students we serve.

ESC Region 11 is uniquely equipped to execute this grant which will impact a significant population of our state’s learners. Over the past two years, ESC Region 11 developed the statewide Texas Reading Academies through design and content, implementation, and now the maintenance phase. We have a dynamic systems approach to solutions for online, statewide professional development leading to transfer of learning for students of all populations.

The mission of ESC Region 11 is to provide quality solutions that build the capacity of learning communities. Through our proven track-record of collaborating with TEA through open communication and strong relationships, we can fulfill both our vision to prepare today’s learners for tomorrow’s opportunities and the goals of the Title III statewide professional development grant.

Summary of Program-Continued

Continued response from the previous page.

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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.

Program Lead- (existing) The EL Support Team Lead provides Region 11 LEAs with EL compliance and instructional technical assistance, including coaching and professional learning:
-Knowledge of first and second language acquisition
-Knowledge of English proficiency development
-Understands the various English learner backgrounds
-Knowledge of EL program implementation
-Knowledge of TEA EL Support Division initiatives
-Understands the connection between compliance and instruction
-Knowledge of special populations

Qualifications and Experience for Key Personnel-Continued

Continued response from the previous page.

Project management (existing) will be provided to plan, monitor, and manage to successfully complete its listed goals and deliverables.

Content Development: (existing) A project team of content writers will be put together to support this project. All content writers will go through a task that demonstrates their ability to produce well-written content that is grounded in the following theoretical framework:

- Knowledge of language development
- Knowledge of literacy development
- Knowledge of biliteracy development
- Funds of Knowledge
- Translanguaging
- The Science of Teaching Reading

Online Designers: (existing) A project team of designers will be put together to support this project. All designers go through a task that demonstrates their ability to produce well-designed online learning modules and resources that are grounded in best practices for instructional design.

- Knowledge of best practices for online design
- User experience/design thinking perspective
- Ability to understand and apply adult learning principles
- Deep knowledge of instructional design principles and cognitive science research

Goals, Objectives, and Strategies

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

Goals/Objectives:

- Create a user experience that meets the needs of adult learners
- Design professional development that targets all facets of an emergent bilingual student’s educational journey
- Coordinate with special populations to address the specific needs of emergent bilinguals served in other programs, including students in the migrant education program

Activities/Strategies:

- Align with current research on cultural sustaining practices to support emerging bilingual students
- Align with TEA guidance on educating emerging bilingual students
- Connecting ESC program experts through a professional learning network

Goals, Objectives, and Strategies-Continued

Continued response from the previous page.

[Empty response area for Goals, Objectives, and Strategies-Continued]

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.

[Empty response area for Performance and Evaluation Measures]

Performance and Evaluation Measures-Continued

Continued response from the previous page.

The project will be approached with an agile methodology, breaking down the project into bite-sized chunks. The bite-sized chunks will be defined by the content modules developed. Each content module will be one sprint, including content development (ESC R11), content approval (TEA), course design (ESC R11), design approval (TEA), content pilot launch (ESC R11), pilot data evaluation (TEA and ESC R11), content revisions (ESC R11), and final launch (ESC R11).

To measure the effectiveness of the program, the action plan provided by TEA with the timelines, research and planning, assurances of completion, and reflection of implementation will be built into a project dashboard. The project dashboard will support the performance and evaluation measures by:

- Establishing project milestones aligned to the program goals and objectives.
- Monitoring that 85% of the milestones were met for the month to ensure deliverables are on track for completion
- Establishing sub-activities for project milestones aligned to the program goals and objectives.
- Monitor that 85% of sub-activities determined to be completed during the month were met.
- Informing stakeholders of sprint progress
- Monitoring risks
- Supporting resource allocation

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.

To ensure the successful development of this professional learning suite, we will model our budget on the Texas Reading Academies developed and implemented by ESC Region 11. Funds will be split to support four buckets of work: content development, course design, data reporting, and technical support. Because this grant is at the development phase, a significant amount of the budget will be spent on content development and course design. A data plan will be created to be implemented after launch of professional development. As with any grant, there is flexibility written into the proposed budget to ensure that the work stays aligned with the agency’s vision and mission.

Statutory/Program Requirements

1. Explain your philosophy of offering a robust suite of professional development opportunities that will impact students' academic and social/emotional/mental well-being to all levels of educators who serve English learners ?

Statutory/Program Requirements-Continued

1. Continued response from the previous page.

Providing equitable professional learning opportunities to all levels of educators serving emergent bilingual students promotes an equitable, high-quality learning environment.

Educators influence the path of emergent bilingual students by encouraging awareness and equipping educators with equitable learning opportunities which set forth a new hope for emergent bilingual students to obtain a high-quality education that meets their social, cultural, and academic needs.

2. Describe your plan of how you intend to formalize systems of collaboration with special education, early childhood, and other special populations to ensure ELs with varied needs are provided equitable access to a high quality education.

ESC Region 11 collaboratively coordinates efforts to support LEA stakeholders to ensure emerging bilingual students with multiple needs receive a high quality education.

ESC program experts collaborate with leaders and teachers to serve emerging bilingual students in special education, dyslexia, early childhood, advanced academics/GT, and other special populations.

The goals of this program will enhance our current efforts to create a unified team of experts for the benefit of all programs supporting emerging bilingual students. Our unified team of experts will:

- Hold internal program experts roundtables
- Provide materials that are vetted by the team

Statutory/Program Requirements (Cont.)

3. Describe your plan to develop a management system that includes provide technical assistance, track user participation and completion, and how feedback will be collected and implemented to continuously improve our professional development tools.

Statutory/Program Requirements (Cont.)

3. Continued response from the previous page.

Technical assistance - provided that courses are in TEALearn

- Utilize Canvas Tier 1 Technical support
- Canvas helpdesk support for technical issues
- Emails forwarded to Federal Programs PoC for content related issues
- RDSS Technology team will work with Federal Programs team to draw up a “where to go for help” chart

Track user participation and completion

- Canvas and Catalog reports
- RDSS Data team will create a data dashboard to monitor

Collect feedback

- RDSS Data team is researching the possibility of pulling data from Class Climate

4. Explain your plan to develop an effective process to market the professional development resource tools and to disseminate information to LEAs across the state regarding the purpose, how to access, and what can be expected from the resource tools.

1. Conduct a SWOT Analysis to develop an understanding of the current trends
2. Develop SMART Goals to track marketing progress
3. Define a target audience, based on research methods including surveys, articles, and internal/external experiences
4. Generate buyer personas to optimize marketing channels and direct decision-making
5. Conduct competitor analysis to clarify differentiation and highlight benefits in marketing efforts
6. Utilize online advertising platforms, including Google, Facebook, and LinkedIn, to disseminate important communications among LEAs
7. Deploy email communications among LEAs, who have previously worked with ESC Region 11 for professional development

Statutory/Program Requirements (Cont.)

4. Continued response from the previous page.

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

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