TEA
Texas Education Agency

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

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 iolapplications@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):

Applicant Information

Organization	Education Service Center, Region 20	CDN	015950	Campus		ESC	20	DUNS	074065890

Address	1314 Hines Avenue	City	San Antonio	ZIP	78208	Vendor ID	1741587461

Primary Contact	Rachel Morales	Email	rachel.morales@esc20.net	Phone	210-370-5695

Secondary Contact	Yvette Gomez	Email	yvette.gomez@esc20.net	Phone	210-370-5420

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	Jeffrey L. Goldhorn	Title	Executive Director

Email	Jeff.Goldhorn@esc20.net	Phone	210-370-5600

Signature	*Jeff Goldhorn (Aug 3, 2021 08:41 CDT)*	Date	08/03/2021

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.

Through this grant, ESC-20 will implement a program to assist the TEA EL Support Division in developing a suite of professional development tools and resources that will positively impact ELs academic and social/emotional/mental well-being. The tools and resources will provide robust professional development opportunities to all levels of educators who serve ELs.

Our program will include, but will not be limited to the following:
Develop new tools and resources
Meet with TEA to identify new tools and resources needed to meet the goals and objectives of this grant. Prior to the meeting, ESC-20 will have reviewed and analyzed qualitative and quantitative data available regarding:
Academic performance of English learners in 2018-2019, 2019-2020, and 2020-2021
Social/emotional/mental well being of English learners, particularly in 2019-2020 and 2020-2021
Work with TEA to create a work plan and timeline for the development of each tool or resource.
Work plan for each tool/resources will include, but is not limited to:
Meeting with TEA to determine objectives and goals for each project, with the intentional goals of increasing the academic achievement outcomes and linguistic progress of ELs, and promoting equitable access for ELs throughout the state;
Determining who should be a collaborator for this project (i.e., special education, early childhood, and other special populations) and ensuring their input is included in appropriate steps of the content development process;
Reviewing current research-based best practices that will increase the overall effectiveness of instruction for English learners to include in the specific project (i.e., online course to support assessment or progress monitoring of ELs; instructional videos);
Assigning highly-qualified onsite and/or off-site staff (including collaborators, if applicable) to develop content in alignment with the current TEA Editorial Guide;
Hiring a professional grammar editor (who is familiar with the TEA Editorial Guide) to review the content and provide recommended edits;
Creating mock-ups of the content look and layout, to review and finalize with TEA;
Sending the approved content and approved look/layout to a Graphic Designer or Instructional Designer for final design/creation in alignment with the TEA Style Guide, to include 508 accessibility;

Summary of Program-Continued

Continued response from the previous page.

Placing/building of final content on designated platform (i.e., website, LMS), and final accessibility check;
Ensuring technical support of the resource/tool will be provided, if needed (i.e., staff assigned to monitor users who register for a course; staff receiving messages via a "contact us" or "chat" feature; staff periodically reviewing and analyzing data/analytics)
Developing a plan to market the tool/resource (in alignment with the marketing of other resources available) with a focus on increased awareness of ELs; and
Submitting the content to TEA at specific times during the development process for review and feedback.

Maintain and enhance existing resources and tools. Maintenance of previously developed resources and tools is a year-round process involving multiple on- and off-site staff, as well as input from clients and the English Learner Support Team. On-site ESC-20 staff utilize the Plan, Do, Study, Act model for continuous improvement. Once a resource or tool is launched for client use, we "Study" data available in order to refine and enhance it, and ensure it continues to meet the intended outcomes and objectives set by the Agency. Data is shared with the TEA, along with options for the enhancement that include impact on end-users, and a tentative timeline for the enhancement to be completed. Occasionally we receive feedback from clients or the English Learner Team regarding an enhancement needed, and a similar process is followed. We ensure any recommended enhancement includes consideration of the impact on the end users and whether the resource is improving the outcomes of ELs, and we provide this information to the TEA.

Attend TEA required meeting(s) and/or trainings. We stay informed regarding upcoming TEA events, decide which events may share information that impacts our work (or attend at the request of the TEA), listen for information pertinent to the grant objectives, and apply new knowledge to the grant objectives and milestones, if applicable.

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.

The Federal and State Initiatives Team will have onsite staff allocated to work on this grant, along with additional on- and off-site staff members contracted to support when needed. We believe it is important that we hire or contract with staff who have at least one of the following qualifications: Experience creating a variety of professional development opportunities for adult learners in both face-to-face and virtual settings; experience developing and/or delivering statewide PD; bilingual/ESL certification; experience teaching English learners in the K-12 classroom and/or leading campus or district bilingual programs; and knowledge of 508 accessibility.
ESC-20 team members who will be supporting this grant will consist of the following primary project personnel and external consultants.

Project Manager (Existing): Our Project Manager has two year's experience with the team. Proven record of success in: Organizing, developing content for, and delivering virtual statewide PD events; developing interactive web-based modules and videos; ensuring websites, resources, and tools are all 508 accessible; analyzing web analytics and reporting the data to the TEA. ESL certified, 12 years experience teaching ESL classes, and has served as the ESL Department Head. Has developed: Title III Parent, Family, and Community Engagement Online Course, LPAC Online Modules, Title III Engagement Site. Has also led the review and redesign of all the previously developed Title III Online courses to ensure alignment with current statute.
Specialists (Existing and Proposed): Bilingual certified educator with experience teaching English learners in the K-12 classroom and leading campus bilingual program. Two year's experience as a Specialist, partially funded to support the Title III grants. Proven record of success in: Translating/transadapting English content into Spanish, ensuring consistency of terminology across the various tools/resources; analyzing web analytics and reporting the data to the TEA; assisting with the creation of a variety of professional development opportunities for adult learners in virtual settings; assisting with the development and/or delivery of statewide PD; and assisting with ensuring 508 accessibility.

Qualifications and Experience for Key Personnel-Continued

Continued response from the previous page.

Should we receive this grant, we will hire a new Specialist with experience teaching English learners and/or leading campus or district Bilingual/ESL programs. This staff member will be fully funded to support the Title III grants.

Technical Specialist (Existing and Proposed): Has experience remediating PDFs, Slides, and PowerPoints. She continues to build her knowledge in 508 accessibility across various platforms and programs. Hiring a second Technical Specialist on our team to help assist with this work. Our intent is to have two staff members fully trained in very specific areas to support this grant work. One will be the primary staff member supporting the work for this grant; the other will serve as a back-up.

Spanish Translators and Content Reviewers (Existing): Two highly-qualified off-site adjuncts who serve as Spanish translators and content reviewers for the EL grant work. Translate English documents and resources into Spanish; review Spanish translations to ensure consistent use of academic vocabulary across the resources developed; and review content for tools and resources.
One is the Senior Director of Bilingual/ESL for NEISD. She has been assisting with projects for the Title III and State Bilingual grants received by ESC-20 for 10 years. The other is a retired bilingual educator, district leader, and former ESC-20 staff member with 5 years experience as a Consultant on the Bilingual/ESL team at ESC-20 and as a Coordinator leading the Title III and State Bilingual grant work for the English Learner Support Team. Resources and tools these translators have assisted with include: Parents and Families Newsletters, Spanish version of Chapter 89, various LPAC forms, Process for Serving English Learners video.
Graphic Designer (Existing and Proposed):: Off-site employee has been developing tools and resources for the Title III grants since 2018. Knowledge of the TEA Style Guide allows her to ensure the work meets the design elements requested by the Agency. Has extensive experience in 508 accessibility of PDFs and other documents. Resources and tools the GD has assisted with include: Complete redesign of the TXEL Portal, Fact Sheets, marketing materials for the Symposium and the TXEL portal.
Should we receive this grant, we will hire a new half-time on-site staff member to assist with developing images for online modules and courses, interactive resources, instructional videos, and designing web page images and marketing materials. This staff member will be knowledgeable on the requirements for 508 accessibility.
Instructional Designer (Existing): Onsite ESC-20 Instructional Designers develop animated and other types of videos, as well as online modules and courses. These staff members are knowledgeable on the requirements for 508 accessibility and have assisted with projects for TEA grants for the past three years.Leadership (Existing): Coordinator has been overseeing the tools and resources developed in support of the English Learner Support Team since 2018. Resources the Coordinator has developed and/or assisted with include: Title III Engagement website, materials for the statewide Parent Stakeholder Meetings, LPAC Framework Manual and face-to-face training.
Component Director has been overseeing the work of the FSLI team since 2010. Resources the Component Director has developed and/or assisted with include: LPAC Framework Manual/training, ELPS Academies in the content areas, Linguistic Instructional Alignment Guide (LIAG), ELPS Instructional Tool, Sheltered Instruction Suite of Courses, Title III Early Childhood tool, Title III Private Non-Profit tool, Title III Enhancing Instructional Opportunities for Immigrant Students.

Goals, Objectives, and Strategies

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

Major goals/objectives of the proposed program ESC-20 will implement include the development of resources and tools that will increase the overall effectiveness of instructional best practices, provide supports for educators serving English learners, and lead to increased achievement outcomes and linguistic progress for English learners.
Activities/strategies we will implement to meet the goals and objectives include:
Meeting as a team on a weekly basis to discuss progression of activities for each milestone, reviewing data collected for the previous week on all resources, and identifying any areas of concern;
Maintaining weekly to-do lists and Milestone Tracking Sheets to track completion of work deliverables and adjusting internal timelines as needed;
Communicating with TEA regularly regarding progress of the work, questions, challenges and potential solutions;
Convening stakeholders to solicit feedback on previously developed resources and tools as well as identify potential new resources, at the direction of the TEA;
Maintaining written processes and procedures for all phases of the work, to allow for multiple staff members to assist with projects when needed;

Goals, Objectives, and Strategies-Contined

Continued response from the previous page.

Conducting an internal review process at the completion of each milestone to identify successes as well as any areas of improvement; and
Surveying internal and external contractors to evaluate the development process and revise the process if needed.

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.

As with our current Title III grants, performance measures for this program will include but are not limited to:

Action Plan: Completion of the TEA-provided Action Plan for this grant, addressing ESC-20 processes for establishing timelines, research and planning, assurances of completion, and reflection of implementation. The action plan will be aligned to the project objectives and strategies. Milestone dates will be carefully tracked using our Milestone Tracking Sheets, and input will be provided to the TEA ahead of time if for some reason a project is not on track. Clear and consistent communication is critical to program success.

Performance and Evaluation Measures-Continued

Continued response from the previous page.

Monthly Performance Report: Completion and submission of the monthly performance report that reflects that previous month's activities for the following: Completion and progress of deliverables, to include 85% of sub-activities determined to be completed during the month were met; and 85% of the milestones were met for the month to ensure deliverables are on track for completion.

Final Report: Completion and submission of the final summary report at the end of the grant period.
Throughout the development process, the development team will utilize the Plan, Do, Study, Act model for continuous improvement to refine and enhance each tool and resource, to ensure each resource and tool meets the intended outcomes and objectives set by the Agency.

In addition, each resource and tool developed will have metrics captured as evidence of client use, participation, completion, audience types, etc. Analysis of this data will be used to identify targeted needs across geographical areas in Texas, and to determine whether the resource or tool had the intended impact on the targeted audience.

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.

When we propose a budget to meet the needs and goals of a program associated with a federally funded grant, we consider that our internal team is composed of highly-qualified exempt and non-exempt staff, each of whom has skills and experience to support the work.

Because we would be able to leverage the funding received for this grant with funding received for 4 other grants we support for the TEA, we would be able to allocate a percentage of seven on-site team members to support the grant milestones. Leveraging funds also allows us to minimize the costs any one grant must be charged in order to provide the supplies, materials, and technology resources each team member may need.

Leveraging our funding for costs associated with internal staff means we have more funds to allocate on securing highly-qualified and specialized contractors and adjuncts to assist with the grant milestones.

This fiscal year, our Federal, State, and Local Initiatives team received $2.728 million in funding to support the English Learner Support Team and the Migrant Education Program Team at the TEA. Each grant has its own unique requirements and milestones to be met, and has required us to work closely with the respective TEA teams to adjust budgeted amounts for specific tasks, when necessary, to meet new or revised needs. This process of frequent check-in meetings, along with clear, open communication has helped ensure grant expectations are met.

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?

Our Federal, State, and Local Initiative Team has a multi-faceted philosophy when it comes to supporting educators who serve English learners: 1. Keep the end-users in mind. Every resource and tool has at least three end-users: English learners, their families, and the educators who serve them. Because of this, every phase of the development

1. Continued response from the previous page.

process includes a reflection on the impact of each enhancement or modification to the resource or tool on the end users: How would this impact the educator? How would this impact the English learner? How is the resource targeting the students ' academic needs? What impact will it have on the students ' social, emotional, and mental well-being? How would this impact the family? How can we collect evidence of the impact? What might we do to minimize or avoid a negative impact? 2. Consider the delivery method. This goes hand in hand with keeping the end user in mind. When the Agency or our team members recommend a specific resource to develop, we consider all the options for delivering the content (PowerPoint, video, one pager, document, online course, self-paced module) keeping in mind the impact of the delivery method on the learning of the end user.3. Base decisions on data. We review data available prior to creating a new tool/resource, or making any enhancements to an existing tool/resource, to help ensure the new tool is needed or the enhancement is necessary. We are very aware that time and resources MUST be maximized in order to operate effectively and efficiently, and data-driven decisions will help ensure this happens. 4. Base content on research. When developing any new tools or resources, multiple avenues are utilized to identify sources of research-based material that will effectively impact the end user. Sources may include peer-reviewed articles, literature reviews, credible online educational resources, state and federal department of education resources, and data sources provided by the TEA that highlight the needs of English learners and educators in Texas. All resources that will be used to create products will be cited appropriately and provided to the grantor.

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.

Because we recognize that English learners may also be served in other special populations , all materials are designed with that lens in mind. As stated in the first question, one of the early steps in the work plan for the development of any tool or resource is the determination of which collaborators, if any, should be involved. After reviewing the goals and objectives for a specific project, we should be able to determine whether this input will be needed. If collaboration will be needed, we will:

Reach out to the designated special population contact, whether at the TEA or ESC level (determined by conversation with the TEA) and review the work plan for the project, deciding collaboratively the best step in the development process for this collaboration to occur. Discuss the process and format for providing feedback/content and ensure both parties are in agreement.

Provide a copy of the work plan and timeline, to include the collaboration step, to the designated special population contact. Ensure the timeline will work for both parties.

Maintain communication with the designated special population contact, letting him/her know of any delays in or changes to the project.

Confirm receipt of content/feedback from the designated special population contact, and request clarification, if needed. Ensure TEA is aware of the contributions made by the designated special population contact.

Ensure any citations/references from research have been included, if applicable.

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.

Several of the projects we currently develop in support of the Title III Resources for English Learners and Title III Web-Based

Statutory/Program Requirements (Cont.)

3. Continued response from the previous page.

Resources grants include a technical assistance component, require us to track user participation and completion, and have been improved because we respond to feedback collected.

As a part of the development process for any new resource or tool, our team considers whether ongoing technical assistance will need to be provided (i.e., staff assigned to monitor and assist users who register for a course; staff responding to messages via a " contact us " or " chat " feature; staff periodically reviewing and analyzing data/analytics), determines the skillset a staff member must have in order to provide the support, and either assigns the responsibility to a current staff member or contracts with highly-qualified off-site staff. The logistics around the type of technical assistance needed are documented in writing, so any team member can step in and provide the support, if needed.

Regarding the tracking of user participation and completion, such as with an online course/module: We ensure the platform housing the resource is set up to collect and provide the data as requested by the TEA. If, for some reason, this data cannot be collected in the format that TEA requests, we will ensure it is disaggregated and formatted in the manner that best meets the needs of the TEA prior to sending it forward for review. An example of a resource we have developed with this type of data collection is the six LPAC Online Modules, which are hosted on the TXEL Portal. When the modules were launched, quantitative and qualitative user data for each module was reported weekly to the TEA.

Regarding how feedback will be collected and implemented to continuously improve the professional development tools: This will depend on the specific tool or resource developed, where it is housed, how users access it, etc. For example, if a downloadable PDF document has been created and uploaded to the Educator section of the EL Portal, the feedback that is collected may consist of a staff member monitoring the number of users who download the document every week and/or month and providing this data to the TEA. If the data suggests very few users downloading the document, we would consider various factors that might have impacted usage, such as lack of visibility on the current page of the portal, lack of marketing efforts, or a lack of need by the end user at the particular time of the year.

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, amd what can be expected from the resource tools.

We recently added a way for users to " Subscribe " to the EL Portal. This provides our team with a database of educators, families, and community partners who are interested in receiving updates and information on resources and materials to support English learners. Currently, we have over 1200 subscribers.

We propose a marketing plan to the TEA specific to the individual resource created to ensure an effective rollout of the resource to the intended audience. Each plan is designed to increase the visibility of the professional development resource tools accessible to educators and parents/families. Marketing plans have included but are not limited to:

Statutory/Program Requirements (Cont.)

4. Continued response from the previous page.

Materials designed for the field that can be disseminated to LEA staff by ESC staff (such as PowerPoint slides, videos, and one-pagers) regarding the purpose of the resource, how to access it, and what can be expected from utilizing the resource tool;

Social media images and materials that can be provided to the TEA Communications team to post on the TEA social media outlets;

Videos and images that can be posted on the Announcements section of the EL Portal, as well as on the carousel on both the Educator and Parents and Families sections; and

emails to the appropriate subscribers (educators, or parents and families), with links to resources and tools posted in the EL Portal.

Our team proposes seeking input from stakeholders regarding the effectiveness of the marketing efforts implemented to determine whether additional methods may be needed.

Due to marketing efforts this year, usage of the EL Portal by new and existing users has increased by as much as 83% in a given month.

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	

CDN `015950`   Vendor ID `741587461`   Amendment # [ ]

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.

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Amended Section   **Reason for Amendment**

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