



**2024-2025 Texas Test of Educator Proficiency (T-TEP) EPP Development Team Selection, Onboarding, and Training  
Informal Discretionary Competition (IDC) Due 11:59 p.m. CT, March 17, 2025**

TEA  
Texas Education Agency

NOGA ID

Authorizing legislation

This IDC application must be submitted via email to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov).

The IDC 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, March 17, 2025.

Application stamp-in date and time

Grant period from **May 5, 2025 - August 31, 2025**

Pre-award costs permitted from **Award Date**

**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** CDN **015950** Campus  ESC **20** UEI **074605890**

Address **1314 Hines Avenue** City **San Antonio** ZIP **78208** Vendor ID **1-741587461**

Primary Contact **Terry Ortiz** Email **terry.ortiz@esc20.net** Phone **210-370-5408**

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 IDC application, as applicable, and that these documents are incorporated by reference as part of the IDC application and Notice of Grant Award (NOGA):

- ☒ IDC application, guidelines, and instructions ☒ Debarment and Suspension Certification  
☒ General and application-specific Provisions and Assurances ☒ Lobbying Certification

Authorized Official Name **Dr. Jeff Goldhorn** Title **Executive Director**

Email **jeff.goldhorn@esc20.net** Phone **210-370-5200**

Signature **Jeff Goldhorn** Date **03/17/2025**

**Shared Services Arrangements**

☐ Shared services arrangements (SSAs) are NOT permitted for this grant. **Check the box below if applying as fiscal agent.**

**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 2024-2025 Texas Test of Educator Proficiency (T-TEP) EPP Development Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 Texas Test of Educator Proficiency (T-TEP) EPP 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
- ☒ 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- ☒ 7. The applicant agrees to adhere to all Program-Specific Assurances as listed on pp. 9-11 of the 2024-2025 Texas Test of Educator Proficiency (T-TEP) EPP Development Program Guidelines.

**Summary of Program**

Provide an overview of the program to be implemented with grant funds. Describe the educator preparation program's current use of performance-based assessments within curriculum coursework. How does the use of performance-based assessments influence program coursework, faculty practices, and candidate learning?

Education Service Center, Region 20's (ESC-20) Teacher Observation and Preparation Program (TOPP) will utilize grant funds to execute all required deliverables as outlined in the grant. Our TOPP program has been in existence for 39 years and we have prepared hundreds of interns regionally for our teacher workforce. We have a strong reputation for providing exceptional service to our candidates and interns and pride ourselves in our 1:1 cohort approach of support. We continue to maintain our Accreditation status and work extremely hard to ensure that all elements of our program meet the requirements outlined in statute. ESC-20 TOPP has been engaged in the Quality Matters review process and is in the final stages of this process. We are hopeful to gain our QM Certification by Summer 2025.

TOPP uses performance-based assessments in the classroom management and instructional design courses. In the classroom management course, candidates must synthesize their learning to create a classroom management plan that includes rules, consequences, and procedures, along with a letter of introduction that could be used to introduce themselves to their future students and parents. Candidates are tasked with developing and delivering an engaging lesson fully aligned with the TEKS to demonstrate their understanding of lesson planning in the instructional design course. Both performance-based assessments are graded using rubrics, and candidates receive specific feedback on their performances.

The use of performance-based assessments requires our coursework to go beyond the surface level so that candidates experience deeper learning. They are able to apply the learning in a context that is similar to work a qualified teacher would do. The faculty who teach these courses are experts in their field as they guide candidates through the lesson design and delivery process or the development of a classroom management plan. Performance-based assessments allow the opportunity for our faculty to give targeted, immediate feedback to candidates, which in turn allows the candidates to reflect on their own performances and self-assess their learning.

**Qualifications and Experience for Key Personnel**

Describe the process used to recruit and select the individual who will serve on the Texas-specific teacher performance assessment development team including. Describe the qualifications, experience, and expertise of the program's nomination for the individual who will serve on the Texas-specific Teacher Performance Assessment Development Team.

The ESC-20 recruitment and selection process is rigorously designed to identify staff that have the experiences that align well with the goals of the Center, the programs we hire for, and for any grant initiative of which we are applying. This multifaceted process ensures that staff have the knowledge and expertise required. The ESC-20 leadership team that oversees the TOPP has identified a staff member who best fits the criteria for this role. As we employ top talent, we are confident that the right expertise and experience already exists within our team to support and contribute effectively to this important work.

Our staff member nominee is currently employed with ESC-20 TOPP. She has been with the Center for 5 years and has demonstrated expertise and exceptional knowledge in supporting our teacher candidates. She has Texas Teacher Certification in the following areas: Elementary Self-Contained Grades 1-8 as well as Generic Special Education Grades PK-12, Social Studies Grades 4-8 and 8-12, English as a Second Language Supplemental Grades PK-12, Gifted and Talented Grades PK-12, and Early Childhood Education Handicapped Grades PK-K. She is one of our staff members who carries a deep understanding of the varying instructional landscape and understands system delivery and best practices in instruction and pedagogy. As she has been with TOPP for two years now, her contextual knowledge of preparing candidates for their areas of specialization and our 1:1 cohort approach enables her to understand the direct needs of our candidates and interns and their current experiences. She has a deep knowledge of the certification exam process and has conducted various levels of support for candidates taking TExES exams. She is currently developing performance based assessments for several of our candidate preparation courses.



**Goals, Objectives, and Strategies**

Identify current district partnerships and describe current district/LEA engagement practices. How does district/LEA engagement impact program decisions? How might the program's engagement with districts/LEAs influence the program's involvement in the development of the Texas-specific teacher performance assessment?

TOPP has partnerships with several area districts and charter school. This year, TOPP staff have provided on-site information sessions and application assistance to potential candidates in four local education agencies, and we established teacher residency partnerships with a rural school district, an urban school district, and a charter school.

TOPP staff engage with district human resources professionals at San Antonio Area Personnel Administrators meetings, attend area job fairs, and rely on the guidance and expertise of representatives from six area LEAs on the Advisory Council. Additionally, TOPP staff engage with campus-level administrators when making visits to interns. This engagement with LEAs allows TOPP to understand and respond to their needs quickly.

An example of the way engagement with the LEA influenced a program decision was TOPP's redesign of the instructional design course, making it in-person rather than virtual and adding instruction on internalizing prepared lessons in response to feedback from campus administrators who expressed a need for more intensive lesson design training. This important change would not have been possible without the continued partnership with administrators in the LEAs where our interns are working.

TOPP staff listen to district/LEA personnel regularly and work to keep districts/LEAs informed of new TEA rules and opportunities around educator preparation. This open communication allows TOPP staff to be aware of and help to address district concerns about the development of the Texas-specific teacher performance assessment. It also allows TOPP staff to include district/LEA input in the Texas-specific teacher performance assessment development process.

**Performance and Evaluation Measures**

Describe how the program will provide systems of support for the faculty/staff member selected to serve on the Texas Test of Educator Proficiency (T-TEP) Development Team.

The ESC-20 leadership team is confident that the staff member nominee who will work on the T-TEP Development Team will provide expertise and insights needed for grant deliverables and development. As we know this grant is an important one for the development of quality assessments for programs statewide, leadership will ensure that our staff member will be available for meeting dates and tasks required. We will support time on task as needed and will be available to provide the necessary support.

**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.

As outlined in the program guidelines, ESC-20 leadership will monitor the budget to ensure appropriate expenditures and use of funds. Internal program needs to include staff time and effort, travel expenses, and general supplies have been included in the allotted funds.

Budget appropriations for this grant will include:

Grant Total = \$7,000

IDC = \$500

6200 - Staff time and effort = \$4,105

6300 - General Supplies = \$1,195

6400 - Travel = \$1,200

As with all grants we have received here at ESC-20, bi-monthly reviews of the program deliverables/work and program budget will be conducted by the budget manager to ensure alignment to guidelines. As reviews are being conducted, should any adjustments need to be made, the budget manager will handle ensuring that adjustments do not exceed 25% of the overall budget. This has been a routine practice we have put in place with other grants we have that have proven to be successful. We will ensure we align with this process for this grant.

As Performance Measures are met and the new grant cycle begins, ESC-20 leadership will ensure the new funding cycle will cover expected expenditures associated with the grant deliverables to secure staffing for the continued work.

**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	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

**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	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>



**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**