



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

NOGA ID

Authorizing legislation

This IDC application must be submitted via email to 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 CDN Campus ESC UEI

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 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 Title

Email Phone

Signature Date

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?

UHD is very excited about this opportunity for the Texas Test of Educator Proficiency (T-TEP). In the past eighteen months, we have been very intentional in transforming our practices, curriculum, and field observations, in efforts to strengthen our partnerships with our LEAs and to increase the rigor and preparation our candidates receive. For example, we are in the process of aligning our courses with the set expectations of the appraisal system T-TESS, working collaboratively with all the content areas to ensure we are meeting state-mandated competencies across the continuum. In addition, we have a very strong bilingual program, and our faculty team completed a realignment of all its courses in preparation for the upcoming new certification exams and certification routes (i.e., bilingual special education). Our program is in the process of obtaining the residency route later this month which has been a significant undertaking to ensure we are purposefully engaged with our district partners and have set clear expectations for the needs of our prospective teachers. Performance-based assessments are a crucial part of the alignment in our methods courses because they require students to apply content knowledge to problem-solving and analytical tasks to instructional design that meets the needs of all students regardless of their present levels of performance. Having the opportunity to work with the T-TEP team will provide an avenue for us to continue our alignment to best ensure that assignments are not just tied by competencies and standards a teacher must follow but it also guarantees a holistic programmatic approach to our curriculum. Thus, it will continue to strengthen the preparation our prospective teachers experience.

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.

Dr. Elizabeth W. Stackhouse serves as Assistant Professor of Bilingual Education, Assistant Chair of Undergraduate Studies, and Principal Investigator of Pathways to Teaching Careers in Critical Areas of Need DoE Title V Grant at the College of Public Service, Department of Urban Education at the University of Houston Downtown. Dr. Stackhouse is a trained researcher and passionate practitioner. Dr. Stackhouse’s research, teaching, and service activities focus on teacher preparation and the well-being of teachers serving Emerging Bilinguals (EBs). Dr. Stackhouse has over 15 years of experience as a public-school classroom teacher (K-12th, Bilingual, and Special Education) in Title I schools. Dr. Stackhouse is a proud Hispanic and a first-generation college graduate. Dr. Stackhouse has collaborated with many State and Federal grants, such as the Texas Education Agency (TEA), the US Department of Education (DOE), the Institute of Educational Sciences (IES), and the National Science Foundation (NSF). Dr. Stackhouse holds active teaching certifications in the State of Texas and currently teaches bilingual preparation methods courses at UHD. Additionally, Dr. Stackhouse serves as a clinical coach and field supervisor collaborating with the surrounding LEAs, community colleges, and other area Educator Preparation programs. In 2024, Dr. Stackhouse received the Excellence in Teaching nomination at UHD.

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?

Currently, UHD has partnerships with 13 school districts within our area. We have established protocols for prospective teacher placements, where we are vetting the programs, we feel best demonstrate high-quality impact practices. We are in the process of expanding our engagement with Houston ISD as we feel our duty to assist the district with the teacher pipeline. We are holding quarterly planning meetings with all of our LEAs and have found symbiotic opportunities for improvement. We feel that the work of the T-TEP can positively impact our engagement and program decisions moving forward. UHD is already meaningfully engaged, and if we can align our assessment to meet state standards and be on the same page with our LEAs, the students in Texas classrooms will benefit; thus, we may be able to increase the longevity in the classroom as our teachers will feel well prepared from the moment they step in the classroom as teachers of record.

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.

UHD will provide Dr. Stackhouse with the required support, and the ability to serve on the Texas Test of Educator Proficiency (T-TEP).

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.

The proposed budget will allow a stipend for Dr. Stackhouse of \$5,000 to be able to dedicate time to engage and produce the deliverables required within the timeframe of the project. In addition, it will cover expenditures related to travel (\$1,200) and the use of technology (\$800) as needed. Subsequently, Dr. Stackhouse will gain the understanding and skill of the proposed T-TEP which will facilitate implementation moving forward for our EPP.

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	

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

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