

LETTER OF INTEREST (LOI) PROGRAM GUIDELINES: 2021–2022 TITLE III STATEWIDE PROFESSIONAL DEVELOPMENT

LOI Application Due Date

11:59 p.m. Central Time, August 06, 2021

Program Authority

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

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INTRODUCTION

The Texas Education Agency (TEA), as the pass-through entity¹, is the grantee² from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities³ such as local educational agencies (LEAs), including school districts, open-enrollment charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees⁴. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

This document MUST be used in conjunction with the [General and Fiscal Guidelines](#) and the specific program instructions. The Adobe Acrobat Standard Application System (SAS) consists of all forms to be completed in order for the applicant to be eligible for funding. For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

REFERENCE TO THE GENERAL AND FISCAL GUIDELINES

The Program Guidelines provide information specifically relevant to this grant program. The [General and Fiscal Guidelines](#) provide information relevant to all TEA grant programs. Throughout the Letter of Interest (LOI) Guidelines, cross-references are given to applicable sections of the [General and Fiscal Guidelines](#). **It is critical that you review all referenced sections of the [General and Fiscal Guidelines](#) when preparing your application.**

¹ Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

² Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term "grantee" does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)

³ Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

⁴ Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

OVERVIEW OF LOI PROCESS

The following steps provide a high-level overview of the process for responding to a letter of interest (LOI), including submitting an LOI application, and being selected for funding:

1. TEA publishes LOI application and supporting documents on the [TEA Grant Opportunities](#) webpage.
2. Eligible applicants submit LOI application, and any required attachments to TEA by the specified deadline.
3. LOI applications reviewed and scored. Note: The highest scoring applicants may be required to attend an oral interview or respond to questions regarding their LOI application.
4. TEA announces applicants selected for funding on the TEA [Grants Awarded Data](#) webpage.
5. *For LOI applicants selected for funding, the LOI application will serve as the grant application. This eliminates the need for selected applicants to submit a separate grant application.*
6. TEA staff conducts budget negotiations on the LOI application.
7. Notice of Grant Award (NOGA) issued upon successful completion of the negotiation process.

U.S. DEPARTMENT OF EDUCATION AND/OR STATE APPROPRIATIONS

The following is provided in compliance with the U.S. Department of Education Appropriations Act:

Category	Amount
Total funds available for this project	\$350,000
Percentage to be financed with federal funds	100%
Amount of federal funds	\$350,00
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

APPLICANT ASSISTANCE

The following types of assistance are available to applicants for this grant program.

Contact for Clarifying Information

See the [General and Fiscal Guidelines](#), *TEA Contacts*.

The following TEA staff member should be contacted with questions about the LOI:

Rickey Santellana, Title III Coordinator
English Learner Support Division
rickey.santellana@tea.texas.gov
512-463-7416

Errata Notices

See the [General and Fiscal Guidelines](#), *Errata Notices*.

LOI TIMELINE

Dates, except the grant ending date, may vary slightly as conditions require.

Date	Event
June 22, 2021	LOI available
August 06, 2021	Due date for the LOI application, which must be submitted via email to loiapplications@tea.texas.gov . The LOI application must be received by the TEA by 5:00 p.m., Central Time. See General and Fiscal Guidelines , LOI Application Due Date and Time
August 18, 2021– September 10, 2021	LOI review period See General and Fiscal Guidelines , LOI Review Process
September 24, 2021	Anticipated award announcement
October 01, 2021	Beginning date of grant (if selected for funding) See General and Fiscal Guidelines , Grant Period
July 05, 2022	Final date to submit an amendment (if selected for funding)
September 30, 2022	Ending date of grant (if selected for funding) See General and Fiscal Guidelines , Grant Period

For all dates related to the grant, including reporting dates, see the [TEA Grant Opportunities](#) page. If a due date falls on a weekend or holiday, the date will be on the following business day. All dates except the grant ending date may vary slightly as conditions require.

LOI AT A GLANCE

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

This LOI is authorized by the Authorized by Public Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA), Title III, Part A.

Where to Submit the LOI Application

See the [General and Fiscal Guidelines](#): *Where to Submit the LOI Application*

Number of Copies

See the [General and Fiscal Guidelines](#): *Copies and Signature for LOI Applications*

Purpose of Program

The purpose of this program is to assist the TEA EL Support Division in developing a suite of professional development tools/resources that will positively impact ELs academic and social/emotional/mental well-being. The tools/resources will provide robust professional development opportunities to all levels of educators who serve ELs. The grantee will work with program to formalize systems of collaboration with special education, early childhood and other special populations to develop interactive resources, cross-collaboration/aligned guidance documents, online modules, and instructional videos to ensure ELs with varied needs are provided equitable access to a high quality education.

Eligible Applicants

See the [General and Fiscal Guidelines](#), *Eligibility To Apply for LOIs*.

Eligible applicants for this funding opportunity are limited to the 20 regional education service centers, institutions of higher education (IHEs), 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).

Shared Services Arrangement

See the [General and Fiscal Guidelines](#), Shared Services Arrangements.

Shared services arrangements (SSAs) **are not** allowed for this grant program.

APPLICATION ATTACHMENTS

This section describes the required attachments that must be included with the application.

Required Attachments

See the following section of the [General and Fiscal Guidelines](#): *Required Program-Related Attachments*

A complete application must include Application Part I and Application Part II. There are no additional program related attachments.

LOI APPLICATION REQUIREMENTS AND ASSURANCES

This section describes the types of requirements that applicants must assure adherence to in order to be eligible to be considered for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

Statutory Requirements

See the [General and Fiscal Guidelines](#), *Statutory Requirements*.

Per TEC §22.0834, any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including

nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), *Fingerprinting Requirement*.

The following requirements are defined in the statute that authorizes this program. The applicant must comply with each of these requirements in the application to be considered for funding:

1. State Activities: Provide technical assistance and other forms of assistance to eligible entities that are receiving subgrants from a state educational agency under P.L. 114-95, Section 3111[b][2][D], including assistance in the following:
 - Identifying and implementing effective language instruction educational programs and curricula for teaching English learners;
 - Helping English learners meet the same challenging State academic standards that all children are expected to meet;
 - Identifying or developing, and implementing measures of English proficiency; and
2. Strengthening and increasing parent, family, and community engagement in programs that serve English learners.
3. Providing effective teacher and principal preparation, effective professional development activities, and other effective activities related to the education of English learners, which may include assisting teachers, principals, and other educators under P.L. 114-95, Section 3111[b][2][B], including assistance in the following:
 - a. Improving teaching skills in meeting the diverse needs of English learners, including how to implement effective programs and curricula on teaching English learners.

TEA Program Requirements

See the [General and Fiscal Guidelines](#), *Program Requirements*.

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following:

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?
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.
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.
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.

Program-Specific Assurances

See the [General and Fiscal Guidelines](#), *Provisions and Assurances*.

The program-specific assurances are listed on the application.

PROGRAM ELEMENTS

This section provides detailed information about the LOI.

Description of Program

The following program requirements are to assist the TEA EL Support Division in developing a suite of professional development tools/resources that will positively impact ELs academic and social/emotional/mental well-being. The tools/resources will provide robust professional development opportunities to all levels of educators who serve English learners, including immigrant students.

1. Establish and maintain an action plan (provided by TEA) addressing how the grantee will complete and effectively implement the Title III Statewide Professional Development grant deliverables by outlining processes for the following:

- Establishing Timelines
- Research and Planning
- Assurances of Completion
- Reflection of Implementation
- Evaluation and Continuous Improvement

2. Create and implement a suite of robust supplemental professional development web-based tools/resources (e.g., interactive resources, cross-collaboration/aligned guidance documents, online modules, instructional videos, etc.) that will be accessible through the EL web portal for educators that will result in the greatest impact on academic and social/emotional/mental well-being of English learners, including immigrant students

3. Develop and implement a formalize system 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

4. Implement a marketing plan using the agency's Strategic Initiative Division (SID) External Communication Plan to determine targeted audiences and how to increase external access to supplemental professional development tools/resources developed to improve outcomes for English learners.

5. Assist TEA in hosting and facilitating stakeholder gatherings, including associated activities, at the request of TEA, that will help target the needs of English learners.

6. Conduct ongoing bi-weekly meetings with TEA to address the planning, developing, and implementation process of the suite of robust supplemental professional development resource tools.

7. Monitor monthly analytics of web-based supplemental professional development tools/resources (e.g., participation, completion, audience types, etc.) to identify targeted needs across geographical areas in Texas.

8. Create and provide TEA web access to-

- updated action plan;

- monthly performance reports;
- project development files;
- developed plans for
 - a. marketing
 - b. external communication
- monthly analytics; and
- zoom recordings of bi-weekly meetings with TEA.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Grants Administration Division's [Administering a Grant](#) page.

The supplement not supplant provision **applies**.

QUALIFICATIONS AND EXPERIENCE

The applicant agrees to provide data on the qualifications and experience of the existing or future staff members, as required per the program guidelines as follows:

- TEA may request resumes and/or job descriptions of key personnel working on the grant.
- *Applicants will have a variety of experiences and qualifications in supporting English learners, such as conducting face-to-face or virtual professional development events, developing interactive web-based modules and videos, 508 compliance accessibility, project management, Bilingual/ESL certifications, teaching English learners in the K-12 classroom, and/or leading campus or district Bilingual/ESL programs.

PERFORMANCE AND EVALUATION MEASURES

The applicant agrees to collect data and report on the following mandatory performance and evaluation measures:

1. Submit an action plan (provided by TEA) addressing the grantee's processes for establishing timelines, research and planning, assurances of completion, and reflection of implementation. The submission serves as an assurance to meet the deliverables listed in the grant.
2. Submit on the first Monday of every month, a monthly performance report, provided by TEA, that reflects the previous month's activities for the following:
 - Completion and Progress of Deliverables;
 - a. 85% of sub-activities determined to be completed during the month were met.
 - b. 85% of the milestones were met for the month to ensure deliverables are on track for completion.
 - Follow-up notes on deliverables established in bi-weekly meetings with TEA.
3. Submit a final summary report at the end of the grant period to TEA based on the outcomes and to address all work completed.

Limits on Contracted Evaluators

Applicants should make every effort to ensure that contracted evaluators be independent and objective.

APPLICATION FUNDING

See the [General and Fiscal Guidelines](#): *Continuation Funding, Fund Management, and Use of Funds*

It is anticipated that 1 applicant will be awarded up to \$350,000.

Selection of Applicants for Funding

Applicants will be selected in rank order.

Cost Share or Matching Requirement

See the [General and Fiscal Guidelines](#), *Cost Share/Match Requirement*.
There is no cost share or matching requirement.

Limitation of Administrative Funds

See the [General and Fiscal Guidelines](#), *Administrative Costs*.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

Direct Administrative Costs

The authorizing statute does not permit direct administrative costs.

Indirect Costs

The grantee may claim a maximum for indirect costs equal to its current approved indirect cost rate for this federally funded grant. For IHE grantees with only an approved unrestricted indirect cost rate, the maximum indirect administrative cost that can be claimed for this grant program is 8%.

To calculate the maximum indirect costs that can be claimed for a grant, complete the [Maximum Indirect Costs Worksheet](#), posted on the Administering a Grant page, under the Handbooks and Other Guidance section.

Pre-Award Costs

See the [General and Fiscal Guidelines](#), *Pre-Award Costs*.

Pre-award costs **are not** permitted.

Activities and Use of Funds

See the [Administering a Grant](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds may include but are not limited to the following:

Advisory Council

An advisory council **may** be funded under the grant program. Only the following types of advisory councils are allowable:

- Public and higher education personnel, parents and families, students, or community advisory boards

- Working groups or committees convened to advise on a topic directly related to the program

Hosting or Sponsoring of Conferences

Hosting or sponsoring conferences **may** be funded under this grant program. Conferences must be managed to minimize costs to the grant award. The following types of conferences are allowable:

- Professional Development (PD) events related to increasing the academic achievement and language proficiency of English learners, which may include assisting teachers, principals, and other educators in improving their instructional strategies, assessments practices, and other relevant skills to meet the diverse needs of English learners, including immigrant students, and how to implement effective programs and curricula
- In-person and/or virtual events offered to families of English learners, including immigrant students, to help LEAs strengthen and increase parent, family, and community engagement in programs that serve English learners and/or immigrant students

Hosting or Sponsoring of Conferences will require a written justification form to be maintained locally and made available to TEA upon request. To access the cost of [Hosting or Sponsoring of Conferences Justification form](#), refer to the [Administering a Grant page](#).

Out-of-State Travel

Out-of-state travel costs **may** not be funded under this grant program. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy.

Out-of-State Travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Out-of-State Travel Justification form, refer to the [Administering a Grant page](#).

General Allowable Activities and Use of Funds

Funds awarded from 2021-2022 Title III Statewide Professional Development may be used for the following purposes and activities associated with:

- Creating, developing, maintaining, and enhancing professional development resource tools accessible to educators throughout Texas, to be house on the the EL Portal
- Increasing visibility of professional development resource tools accessible to educators that are outlined in the marketing plan
- Attending TEA required meeting(s) and/or trainings that are pertinent to the grant initiatives
- Cross collaboration with other state and/or local programs to strengthen supports to better meeting the academic needs of English learners

- Registration fees/ travel costs for employees and non-employees to be able to meet the expectation of the grant

General Unallowable Activities and Use of Funds

In general, refer to the Budgeting Cost Guidance Handbook on the [Administering a Grant](#) page for unallowable costs.

Field Trips

Field trips **may not** be funded under the grant program.

Cost of Membership in Any Civic or Community Organization

The cost of membership in any civic or community organization **may not** be funded under the grant program.

Travel Costs for Officials such as Executive Director, Superintendent, or Board Members

Travel costs for officials such as the executive director, superintendent, or board members **may not** be funded under the grant program.

In addition, unallowable activities and use of funds for this grant may include but are not limited to the following:

- Debt service (lease-purchase)
- Food Purchases
- Stipends for Non-employees
- Non-employee Costs for Conferences
- Capital Outlay

FEDERAL GRANT REQUIREMENTS

Equitable Access and Participation

See the [General and Fiscal Guidelines](#), *Equitable Access and Participation*.

This requirement **does** apply to this federally funded program.

Private Nonprofit School Participation

See the [General and Fiscal Guidelines](#), *Private Nonprofit School Participation*.

This requirement **does not** apply to this federally funded program.

Maintenance of Effort

See the [General and Fiscal Guidelines](#), *Maintenance of Effort*.

This requirement **does not** apply to this federally funded program.

LOI SCORING AND REVIEW

This section provides information on the scoring and review of LOI applications.

LOI Review and Funding Criteria

See the [General and Fiscal Guidelines](#), *LOI Review Criteria*.

Summary of Program	<ul style="list-style-type: none"> Provides an overview of the program to be implemented Describes how the program will address the mission and needs of the grant Outlines an exceptional plan for increasing the overall effectiveness of instructional best practices that provides supports for educators serving English learners Connects the plan to increased achievement outcomes and linguistic progress for English learners 	15
Qualifications and Experience for Key Personnel	<ul style="list-style-type: none"> Outlines 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 Describes experiences in providing robust professional development opportunities and ongoing support for educators serving English learners 	15
Goals, Objectives, and Strategies	<ul style="list-style-type: none"> Describes the major goals and objectives of the proposed program Outlines activities and strategies that will be implemented to meet the goals of the grant Provides a clear description of details for carrying out the required activities 	15
Performance and Evaluation Measures	<ul style="list-style-type: none"> Describes the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program Outlines the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of the project objectives and strategies Describes accountability systems to ensure that the work can be delivered on time and in a high-quality manner 	10
Budget Narrative	<ul style="list-style-type: none"> Describes how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. Outlines how adjustments will be made in the future to meet needs 	10
Philosophy of Professional Development (Program Requirement #1)	<ul style="list-style-type: none"> Provides a philosophy of offering robust professional development opportunities to educators that will impact students' academic and social/emotional/mental well-being Outlines new and transformational ideas grounded in relevant and purposeful practices 	10
Plan to Formalize Systems of Collaboration	<ul style="list-style-type: none"> Outlines a clear formalized system for collaboration with special population groups 	10

(Program Requirement #2)	<ul style="list-style-type: none"> Describes an exceptional vision to ensure English learners with varied needs are provided equitable access to a high-quality education 	
Plan to Develop a Management System (Program Requirement #3)	<ul style="list-style-type: none"> Describe an exceptional management system to be implemented that includes technical assistance, tracking data, and implementing enhancements from collected feedback Provides evidence of prior sample data 	15
Plan for Marketing Professional Development (Program Requirement #4)	<ul style="list-style-type: none"> Describes a plan to develop an effective process to market the suite of professional development tools Introduces new and transformational ideas to disseminate information to LEAs across the state regarding the purpose, how to access, and what can expect from the resource tools 	15

Priority Points

See the [General and Fiscal Guidelines](#), Priorities for Funding. Priority points will not be utilized for this grant opportunity.

Oral Interviews for Funding

See the [General and Fiscal Guidelines](#), *LOI Oral Interviews for Funding*.

Criteria	Points
Applicants receiving the top 2 most favorable ratings will be awarded up to 25 additional points based on a one-hour virtual presentation outlining their ability and capacity to develop and deliver high-quality professional development resource tools with large-scale audiences, hybrid/blended models, and demonstration of successful implementation. Presentation Window: August 30 - September 10	25
Oral Interview Points	25
Total Possible Points	140