

LETTER OF INTEREST (LOI)  
PROGRAM GUIDELINES:  
2020–2021  
ENHANCING THE ENGLISH AS  
A SECOND LANGUAGE  
PROGRAM

**LOI Application Due Date**

11:59 p.m. Central Time, October 19, 2020

**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 entity<sup>1</sup>, is the grantee<sup>2</sup> from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities<sup>3</sup> 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 subgrantees<sup>4</sup>. 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.**

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<sup>1</sup> 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)

<sup>2</sup> 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)

<sup>3</sup> 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)

<sup>4</sup> 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	\$250,000
Percentage to be financed with federal funds	100%
Amount of federal funds	\$250,000
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
September 04, 2020	<b>LOI available</b>
October 19, 2020	<b>Due date for the LOI application</b> , which must be submitted via email to <a href="mailto:loiapplications@tea.texas.gov">loiapplications@tea.texas.gov</a> . The LOI application must be received by the TEA by 11:59 p.m., Central Time. See <a href="#">General and Fiscal Guidelines</a> , <b>LOI Application Due Date and Time</b>
October 20, 2020– November 30, 2020	<b>LOI review period</b> See <a href="#">General and Fiscal Guidelines</a> , <b>LOI Review Process</b>
November 16- November 20, 2020	<b>Phone Interviews:</b> TEA will conduct phone interviews with qualifying applicants
December 01, 2020	<b>Anticipated award announcement</b>
December 07, 2020	<b>Beginning date of grant</b> (if selected for funding). <i>Note: Pre-Award Costs are permitted from announcement date</i> See <a href="#">General and Fiscal Guidelines</a> , <b>Grant Period</b>
July 02, 2021	<b>Final date to submit an amendment</b> (if selected for funding)
September 30, 2021	<b>Ending date of grant</b> (if selected for funding) See <a href="#">General and Fiscal Guidelines</a> , <b>Grant Period</b>

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 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**

To develop supplemental resource tools that enhance and strengthen English as a Second Language (ESL) program models to improve the academic outcomes and linguistic progress of English learners. These supplemental resource tools will be intended to meet the diverse needs of English learners by improving teaching practices and improving the implementation of ESL programs designed to support English learners achieve success in postsecondary opportunities.

### **Eligible Applicants**

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

ESCs, IHEs (public and private), and Non-profit organizations in the State of Texas are eligible to apply.

### **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.

**Please note: Any attachments submitted other than those noted above are discouraged, may not be reviewed, and will not be scored.**

## **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*.

### **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 sheltered instruction.
2. Describe the specific guidance tools and resources you plan to develop that specify support for newcomer English learners.
3. Describe the specific guidance tools and resources you plan to develop that specify support for long-term English learners.
4. Explain the types of resources and professional development you plan to develop to support effective implementation of sheltered instruction in all content areas and grade levels (K-12).

### **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 purpose of this grant is to develop a host of resources that assist LEAs in increasing the overall effectiveness of sheltered instruction (SI) practices that support English learners and lead to increased achievement outcomes and linguistic progress. The grant deliverables will include a suite of training tools for LEAs to support newcomers, long-term English learners, and target the linguistic accommodations needed for English learners across content areas. Additional deliverables will include specific professional development opportunities for teachers of English learners to enhance and sustain sheltered instruction implementation in the classroom as well as administrative tools that support systemic and sustainable change in English as a second language programs.

### **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 **does apply**.

## **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:

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.
- \*Strong Applicants will have a variety of experiences and qualifications in supporting English learners, such as Bilingual/ESL certifications, teaching English learners in the K-12 classroom, leading campus or district Bilingual/ESL programs, and/or documented research in second language acquisition or effective sheltered instruction practices.

## **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 deliverables 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 approximately 1 will be awarded up to \$250,000.

### **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 restricted 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** permitted. Pre-award costs are permitted from the award announcement date to the start date.

### **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.

### **General Allowable Activities and Use of Funds**

Funds awarded from 2020-2021 Enhancing the English as a Second Language Program may be used for the following purposes:

Activities associated with:

- Creating, developing, maintaining, and enhancing supplemental web-based resource tools accessible to educators throughout Texas
- Increasing visibility of the online courses 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 meet the academic needs of English learners
- Registration fees to be able to meet the expectation of the grant

Those awarded may use the funds for any costs related to the implementation of this grant program that meets the intent and purpose of this grant and adheres to the [General and Fiscal Guidelines](#).

### **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.

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

- Debt service (lease-purchase)
- Student Fieldtrips
- Cost of Membership in any Civic or Community Organization
- Hosting or Sponsoring of Conferences
- Out-of-State Travel
- Travel Costs for Officials such as Executive Director, Superintendent, or Board Members
- Stipends for Non-employees
- Non-employee Costs for Conferences
- Food Purchases
- 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** apply to this federally funded program.

### **Maintenance of Effort**

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

This requirement **does** 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*.

<b>Criteria</b>		<b>Points</b>
<b>Summary of Program</b>	<ul style="list-style-type: none"><li>• Provides an overview of the program to be implemented</li><li>• Describes how the program will address the mission and needs of the grant</li></ul>	<b>10</b>

	<ul style="list-style-type: none"> <li>• Outlines an exceptional plan for increasing the overall effectiveness of sheltered instruction (SI) practices that support English learners</li> <li>• Connects the plan to increased achievement outcomes and linguistic progress for English learners</li> </ul>	
<b>Qualifications and Experience for Key Personnel</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Describes experiences in developing high-quality resources with large-scale audiences with successful implementation</li> </ul>	<b>15</b>
<b>Goals, Objectives, and Strategies</b>	<ul style="list-style-type: none"> <li>• Describes the major goals and objectives of the proposed program</li> <li>• Outlines activities and strategies that will be implemented to meet the goals of the grant</li> <li>• Provides a clear description of details for carrying out the required activities</li> </ul>	<b>15</b>
<b>Performance and Evaluation Measures</b>	<ul style="list-style-type: none"> <li>• Describes the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program</li> <li>• Outlines the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies</li> <li>• Describes accountability systems to ensure that the work can be delivered on time and in a high-quality manner</li> </ul>	<b>15</b>
<b>Budget Narrative</b>	<ul style="list-style-type: none"> <li>• Describes how the proposed budget will meet the needs and goals of the program, including staffing, supplies and materials, contracts, travel, etc.</li> <li>• Outlines how adjustments will be made in the future to meet needs</li> </ul>	<b>5</b>
<b>Philosophy of Sheltered Instruction (Program Requirement #1)</b>	<ul style="list-style-type: none"> <li>• Provides a philosophy of sheltered instruction with specific, concrete examples of how to integrate language and content instruction</li> <li>• Describes how foundational research-validated practices can relate to relevant and purposeful instructional methods</li> </ul>	<b>15</b>
<b>Newcomer English Learners (Program Requirement #2)</b>	<ul style="list-style-type: none"> <li>• Describes the specific guidance tools and resources to be developed that specify support for newcomer English learners</li> <li>• Provides new and innovative ideas for addressing the linguistic and academic needs of newcomer English learners while leveraging their strengths</li> </ul>	<b>15</b>
<b>Long-Term English Learners (Program Requirement #3)</b>	<ul style="list-style-type: none"> <li>• Describes the specific guidance tools and resources to be developed that specify support for long-term English learners</li> <li>• Provides new and innovative ideas for addressing the linguistic and academic needs of long-term English learners while leveraging their strengths</li> <li>• Addresses root causes for students becoming long-term English learners</li> </ul>	<b>15</b>

<b>Resources and Professional Development (Program Requirement #4)</b>	<ul style="list-style-type: none"> <li>• Explains the types of resources and professional development you plan to develop to support effective implementation of sheltered instruction in all content areas and grade levels (K-12)</li> <li>• Specifies how the resources and professional development will be differentiated for educators of various grade levels and content areas</li> </ul>	<b>10</b>
<b>Overall Total Points</b>		<b>115</b>

### 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*.

Applicants receiving the top 2 most favorable ratings will be awarded up to 10 additional points based on a one-hour virtual presentation outlining their ability and capacity to develop and deliver high-quality resources with large-scale audiences and for demonstration of successful implementation.