

**REQUEST FOR APPLICATION**

**TEXAS PRE-KINDERGARTEN  
LIMITED ENGLISH PROFICIENCY (LEP) PROGRAM**

**State Center for Early Childhood Development  
7000 Fannin St., Suite 2476D  
Houston, TX 77030**

**DATED MATERIAL – OPEN IMMEDIATELY**

**Offeror's Conference Call: Wednesday, July 15, 2009, 10:00-11:00  
CST**

**RFA Closing Date: Friday, July 24, 2009, 5:00pm CST**

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## **Texas Pre-Kindergarten Limited English Proficiency (LEP) Pilot Program, 2009-2010**

Name of Program: Texas Pre-kindergarten Limited English Proficiency (LEP) Program

School Year: September 1, 2009 – July 31, 2010

Application Due Date: Friday, July 24, 2009 by 5 p.m. Central Time

### **Background Information**

The Texas Pre-kindergarten Limited English Proficiency (LEP) Pilot Program grant is authorized by House Bill 1, General Appropriations Act, Article III, Rider 52, (a) and (b), and funded by Rider 74, passed by the 80th Texas Legislature, Regular Session, 2005 and consistent with section 29.155 of the Texas Education Code (Lilie will take care of this).

The purpose of the Texas Pre-kindergarten Limited English Proficiency (LEP) Pilot Program grant is to implement, evaluate and document a successful multi-age program serving prekindergarten children (3-, 4-, and 5-year olds), using the Texas Early Education Model (TEEM) to provide innovative dual language instructional activities in preparing children to succeed in school.

The findings of a National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement ([http://www.crede.org/research/llaa/1.1\\_final.html](http://www.crede.org/research/llaa/1.1_final.html)) indicate that it is crucial that education provide a socioculturally supportive environment for language minority students that allow natural language, academic, and cognitive development to flourish in both the native and secondary languages. This research suggests that academic achievement of bilingually schooled students exceeds academic achievement of comparable monolingually schooled students in all subjects after four years of dual language schooling. Research has also shown that persons fluent in two languages are better equipped for problem solving, are more mentally alert, and are less likely to suffer mental decline at older ages. Students who acquire a second language in early childhood may also benefit from development of neuronal circuits which may improve cognitive function later in life.

A study funded by the Institute of Education Sciences at the United States Department of Education on Effective Reading Programs for English Language Learners

(<http://www.csos.jhu.edu/crespar/techReports/Report66.pdf>) concluded that evidence favors bilingual approaches, especially paired bilingual strategies that teach reading in the native language and English at the same time. Whether taught in their native language or English, English language learners (ELL) have been found to benefit from instruction in comprehensive reform programs using systematic phonics, one-to-one or small group tutoring programs, cooperative learning programs and programs emphasizing extensive reading. In addition, the study found no convincing evidence to support the idea that English language learners need to wait before beginning English reading instruction, if they are also receiving reading instruction in the native language in the early years.

One successful and promising approach to implement these specific strategies is the Texas Early Education Model (TEEM). TEEM is an **evidence-based classroom program** that focuses on increasing children's school readiness through research-based curriculum, technology-driven progress monitoring, and teacher professional development with mentoring. By maximizing resources and focusing on school readiness and social skills, TEEM has demonstrated that children are better prepared for kindergarten than their non-TEEM peers. TEEM has been implemented in Texas over the past five years with nearly 5000 classrooms of pre-kindergarten children. TEEM has been found to be successful with bilingual children. For example, Spanish-English bilingual children whose teachers participated in a second year of TEEM had higher end-of-year scores on standardized tests of vocabulary, complex oral language, phonological awareness, and print discrimination than bilingual children whose teachers only participated in one year of TEEM.

This project seeks to determine the replicability of TEEM results when applied specifically to the education environment in Texas in school districts that implement dual language programs.

## **Application Information**

### **A. Request for Application**

The purpose of this application is to solicit grant applications from eligible applicants to implement, evaluate and document the results of TEEM in programs that serve 3-, 4-, and 5-year olds in pre-kindergarten to assure that English language learning children receive innovative dual language instructional activities to prepare them to succeed in school. Specifically, the SCECD, in collaboration with TEA, is seeking applications from entities currently implementing prekindergarten LEP programs that have dual

language or bilingual instruction and that serve at least 75% low income children.

## **B. Eligible Applicants**

Public school districts and open-enrollment Charter schools in Texas that currently implement a pre-kindergarten dual language or bilingual program (English/Spanish) are eligible to apply for a grant under the Texas Pre-kindergarten Limited English Proficiency (LEP) Program.

For-profit entities are not eligible to apply.

Current or past TEEM **teachers** are not eligible. However, a **district** that currently or in the past has participated in TEEM is eligible.

Current Texas Pre-K LEP **target teachers** are not eligible to reapply. However, current Texas Pre-K LEP **control teachers** are eligible to reapply for the 2009-2010 school year. Please note that a randomized, computer-based selection may place a current control teacher into the 2009-2010 control group.

Priority will be given to entities that serve a higher percentage of limited English proficient children and who serve at least 75% poverty level children.

- a. "Student of limited English proficiency" as defined by TEC, Chapter 29.052, refers to a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary class work in English.
- b. Poverty is defined as children eligible for free/reduced lunch.

## **C. Application Due Date**

To be eligible to be considered for funding, the required number of complete applications must be received in the SCECD's Document Control Center on or before **5:00 p.m. Central Time on Friday, July 24, 2009**. Applications not received by the deadline time and date are ineligible for review and will be returned to the applicant.

## **D. Project Period**

Applicants must plan for a project starting date of no earlier than September 1, 2009 and ending no later than July 31, 2010. All obligations of funds for

activities and services conducted shall occur within these dates. All services must be provided or delivered by the ending date of the grant.

## **E. Program Purpose, Goals, Funding, and Description**

The purpose of the Texas Pre-kindergarten Limited English Proficiency (LEP) Program is to assure that ELL children receive innovative dual language instructional activities to enter school prepared to succeed. The goal is to implement and evaluate an early childhood service delivery model for dual language/bilingual classrooms that includes professional development, mentoring and progress monitoring of children. The Texas Early Education Model—TEEM--has demonstrated success in improving the outcomes for children who receive classroom instruction in Spanish. The current project will focus on the implementation of TEEM in dual language/bilingual classrooms to address academic biliteracy using a rigorous research design.

### Project Description

#### Design:

This will be a randomized treatment/control design with a minimum of 25 target and 25 control (regular) education classrooms. Dual language/bilingual teachers will be assigned to either a treatment or control condition by the State Center. Treatment teachers will receive professional development, mentors, instructional materials and progress monitoring tools and training. Control teachers will receive progress monitoring tools and PDA training.

#### Classroom Instruction:

Target and control classroom instruction will be dual language or bilingual. The current classroom curriculum will be utilized by both target and control teachers. Target classroom instruction will have a strong emphasis on the development of language and literacy in both English and Spanish. Instructional goals in target classrooms will be the development of phonological awareness, alphabet knowledge, oral language and vocabulary. Dual language/bilingual instruction in target classrooms must be a **minimum of three hours per day focused and the development of language and literacy.**

#### Background and Significance/Rationale:

The National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement found that each school context is

different and significant elements within each educational context can have strong influence on students' academic success in the long term. Major factors that influence the success of programs include:

- quality of the type of program;
- realized quality of the program;
- breadth of the program focus;
- quality of the school's instructional environment; and
- quality of available instructional time.

Overall, programs for ELL that "score high" in the above five major factors are long-term and enriched forms of bilingual/ESL instruction. These types of programs provide for most or all of the documented achievement gap to be closed in the long term. Programs that "score low" on these major factors are remedial, short-term, and ineffective.

### Quality of the Type of Program

This refers to the power of a particular program's features to influence student achievement. Some school programs for ELLs are "feature-rich," with enhanced potential to affect student achievement, while others are "feature-poor," with little or no theoretical reason to believe that their use will help ELLs to close the achievement gap.

### Realized Quality of the Program

This is the degree of full and effective implementation of a program in terms of administrative support; teacher skills and training to deliver the full instructional effect of the program; and the degree to which program installation, processes, and outcomes are monitored and formatively evaluated.

### Breadth of the Program Focus

This refers to an instructional focus on linguistic, cognitive, and academic development to native-speaker levels of English, as well as in students' primary language. Instruction should take place in a supportive sociocultural school environment. Instructional environments that have a narrow and restrictive instructional focus, such as "just learning enough English to get by," will not be eligible.

### Quality of the School's Instructional Environment

This refers to the degree to which the school becomes an additive language-learning environment rather than a subtractive environment, including

parental engagement and support of the instructional program. In an additive bilingual environment, students acquire their second language without any loss of their primary language.

#### Quality of Available Instructional Time

This is the degree to which instructional time is used effectively so that students receive maximally comprehensible instruction for an instructionally optimum time period in classrooms where ELL are not isolated, but where all students interact together and where instruction is driven by students' cognitive, academic, and linguistic developmental needs.

#### Determining Effectiveness of TEEM in Dual Language/Bilingual PreK Settings

This project seeks to determine the effectiveness of TEEM in its adaptation to these areas. Target and control classrooms will be compared on the growth in teachers' practices and in children's language and literacy skills across the school year to determine if professional development and teacher training -with a specific emphasis on dual language/bilingual instruction- influence child outcomes in Spanish and English.

### **F. Project Requirements**

#### Participating Classrooms

- Grant applicants are asked to identify between 4 to 6 teachers in at least two separate school buildings.
- Identified teachers should be the lead teacher in the classroom.
- Target Teachers Professional Development\*Target teachers will attend a 16-week professional development course. The course requires teachers to attend bi-weekly group sessions led by the Mentor. The model is a successful research-based professional development program, supported by ten in-depth online courses. These online courses include: video-based case studies of classroom practice, text highlighting the latest research findings, activities designed to help teachers apply what they are learning in their classrooms, and rich professional discussion. The course will be modified to increase relevancy to bilingual instruction.
- In addition to the bi-weekly group sessions, target teachers will meet individually with the mentor for a minimum of 4 hours per month.

#### Progress Monitoring

- Both target and control teachers will be trained to use the latest handheld PDA (Personal Digital Assistant) technologies to monitor

children's progress three times per year in ways that have been demonstrated to be scientifically valid, and that can easily be used to inform instruction. The progress monitoring assessments are available in English and Spanish. Teachers will need to assess in both languages. After attending the training course, target teachers will have the input and advice of the Mentor for interpretation.

#### Awardees Responsibility

- Awardees will be responsible for hiring a mentor for their target classrooms. **Mentors must be hired by Sept. 1, 2009.** This position will likely be part-time, depending on the number of classrooms in the award. Mentors will receive training at either the State Center in Houston or their local district
- Ensure a minimum of 3 hours of dual language instruction daily that concentrates on language and literacy development in Spanish and English.
- Provide computer lab space for the professional development course.
- Actively participate in the consenting of all teachers and selected children for the standardized observations and assessments.
- Complete the Texas School Readiness Certification System on-line application. The purpose is to provide additional information in three areas: **Manage My School/Manage My Students** on type and amount of instruction per student along with basic demographic information. Manage My School/Manage My Students is completed by a data clerk or administrator designee. **Facility Report** on such areas as staffing, curriculum, progress monitoring, and professional development about the early childhood program. The Facility Report is completed by the principal. In addition, photographs of each participating pre-k classroom are uploaded and daily schedules and lesson plans mailed to the State Center. **Teacher Self-Report** on teaching practices and beliefs. The Teacher Self-Report is completed by each pre-k teacher in the program.

#### State Center Responsibility

The State Center will be responsible for the following aspects of the implementation:

- Oversee all aspects of grant.
- Develop and deliver an initial two-day, Pre-K LEP teacher training, most likely to be hosted at the State Center in Houston. The training will focus on English and Spanish dual instruction. The timing of the training will occur prior to the Professional Development portion of the TX Pre-K LEP Program.
- Train and guide mentors.

- Reimburse salaries for Project Mentors. Their duties will include providing intensive in-classroom coaching and online facilitation training to support the professional development, dual language instruction and curriculum implementation, and progress monitoring in target classrooms.
- Train target teachers on dual language/bilingual intervention.
- Train target and control teachers on progress monitoring.
- Randomize teachers to target or control group.
- Conduct standardized assessment of children pre and post (8 children will be randomly selected to be assessed in fall and these same children will be assessed in the spring).
- Conduct observation of all teachers (treatment and control) and pretest and posttest (fall and spring).
- Evaluate program effectiveness.
- Write and submit evaluation reports to TEA.

State Center will provide the awardees with:

- Training for site mentors (Travel cost included).
- 2-day teacher training (Travel cost included. Funding for substitutes to allow teachers to attend the training included.)PDA (grantees who complete all aspects of the project may keep these after the project ends), progress monitoring license and training (1 day training. Funding for substitute teachers included).
- Classroom materials, including a School Readiness Kit with dual language emphasis, for target teachers.
- Salary for mentors. A full-time Project Mentor at up to \$66,950 (includes salary and fringe benefits). An allowance to the grantee for office space, mileage, and cell phone use will be made available.
- Training stipends to give teachers incentives to develop their cognitive readiness training capabilities using the State Center's online learning system. Target teachers who perform the following will be eligible for up to a \$1000 incentive: complete 60 hours of online work, attend 80% of the TX Pre-K LEP group classes, meet individually with the mentor for a minimum of 4 hours per month, administer and submit student progress data 3 times per school year, and complete School Readiness Certification data, as requested.
- Control teachers will receive a stipend of up to \$300 for administering and submitting student progress data 3 times per school year, and completing School Readiness Certification data, as requested.

- Sites will have access to dedicated full-time members of the Texas Pre-K LEP team to oversee the implementation of the project: a State Center Project Director, a Project Coordinator, and a Professional Development Trainer.

The following is offered for additional information about the key roles of the Mentor and Target Teachers:

#### PROJECT MENTOR'S ROLE

The Project Mentor will:

- Attend and complete all State Center training.
- Support effective school readiness professional development experiences for teachers.
- Assist in planning and presenting cognitive readiness teacher professional development classes (a minimum of 12 per school year).
- Meet with teachers individually twice per month, or 4 hours per month.
- Support implementation of a dual language early childhood curriculum in classrooms.
- Provide mentoring support to teachers, who will deliver 3 hours of cognitive readiness instruction per day using the Texas Pre-K LEP framework.
- Assist in scheduling child progress monitoring and subsequently assist target teachers in planning individually tailored student instruction, based on monitoring results.
- Facilitate classroom observations administered by State Center representatives.
- Facilitate student pre- and post- testing, administered by State Center representatives.
- Facilitate completion of the Texas School Readiness Certification System application.
- Distribute materials to classrooms.

#### INDIVIDUAL TARGET TEACHER'S ROLE

To support children's necessary learning experiences, target teachers participating in the program must:

- Create a positive climate that supports children's social and emotional development.
- Provide a minimum of 3 hours of daily cognitive dual language instruction using a state adopted/approved curriculum, school readiness materials, and the Texas Pre-K LEP framework.
- Design the classroom to reflect the requirements of Environment Checklist.

- Create and implement weekly lesson plans that reflect the focus on language and literacy through dual instruction with a minimum of 3 hours of daily cognitive instruction.
- Attend training on PDA progress monitoring tool.
- Attend orientation training led by State Center representatives.
- Attend a minimum of 80% of the professional development classes.
- Actively participate in the professional development course online posting and complete homework assignments as required.
- Collaborate with assigned Mentor during regular visits (approximately twice per month or 4 hours per month).
- Implement Mentor tips and directions from written feedback and reflective follow up visits.
- Complete all required progress monitoring by established deadlines.
- Provide daily small group instruction based on progress monitoring web reports.
- Engage parents in planned activities to promote children's school readiness.
- Welcome State Center representatives for classroom visits.
- Allow access to State Center representatives for limited child assessments at the beginning and end of the school year, and otherwise as needed.
- Complete the on-line Teacher Self-Report component of the Texas School Readiness Certification System.
- Respond to emails within 2 working days unless there is an emergency.

#### INDIVIDUAL CONTROL TEACHERS ROLE

- Attend training on PDA progress monitoring tool.
- Complete all required progress monitoring by established deadlines.
- Welcome State Center representatives for classroom visits.
- Allow access to State Center representatives for limited child assessments at the beginning and end of the school year, and otherwise as needed.
- Respond to emails within 2 working days unless there is an emergency.
- Complete the on-line Teacher Self-Report component of the Texas School Readiness Certification System.

#### **G. Budget Management**

Partnerships will not need to manage their own budgets in relation to this project. All materials will be paid for and provided by the State Center. The Mentors' salaries will be distributed to the school district. The project will not

cover administrative expenses unless there is a special exception agreed to in writing by the State Center for Early Childhood Development. We recommend that grantees explore ways of providing additional administrative support as needed.

Note: If a teacher or school wishes to leave the project, the grant leadership must be in agreement with this decision, and a letter must be filed with the State Center Director. All materials purchased and supplied by the SCECD will need to be removed in a timely and complete fashion by the grantee and returned to the State Center.

## **H. Program Requirements**

Each application must address each of the requirements identified below in order to be considered for funding. Do not exceed 10 pages, double-spaced, on the narrative portion (i.e. not including possible brochures, letters of support, etc.).

1. Describe the current activities within the prekindergarten classrooms that will be a part of the project on child development/school readiness services to high-risk (bilingual or monolingual Spanish speaking) prekindergarten children in your targeted community or communities.
  - Identify numbers of high-risk children and their characteristics.
  - List the activities of the dual language programs currently addressing these children's developmental/school readiness needs. Specify philosophy, curriculum, materials (such as books), use of lesson plans, progress monitoring of children, types of training teachers currently receive, and any other relevant activities.
2. Describe the district's background and history as an administrator of early childhood programs and grants. Include organizational histories, brochures, list of early childhood programs and grants, etc.
3. Describe the staff to be assigned to project activities in targeted classrooms and in management support of project efforts.
  - List staff names by position and their training, certification, qualifications, and experience in working with high risk pre-kindergarten children as they develop school readiness skills through a dual language program. Include a letter from the bilingual or reading specialist saying how they will support the implementation of the project.
  - If participating staff have limited exposure to school readiness curriculum activities and /or programming approaches in dual language/bilingual settings, describe why they have been chosen and the expected performance outcomes of their project involvement.

4. Describe how administrators will assure that members of staff participate and that all possible obstacles to the success of the program are addressed in an effective and timely manner.

### **I. Program Evaluation and Performance Measures**

The SCECD will provide for the evaluation of this pilot program. However, the applicant should describe in the application a plan for monitoring the implementation of the program on an ongoing basis, such as working to ensure cooperative processes with the SCECD for collecting data, which may include but not be limited to program-level data (i.e., program activities, number of students served, etc.) and student-level academic data (i.e., achievement results, attendance data, etc.); and to implement processes to identify and correct of problems throughout the duration of the grant project. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that may be established by the SCECD or TEA and agrees to submit the reports in the format and at the intervals requested, including cooperating with and providing information to evaluators.

### **J. Application Funding**

The amount of \$1,500,000 is available for funding Texas Pre-kindergarten Limited English Proficiency (LEP) Pilot Program grants during the September 1, 2009 through July 31, 2010 project period. It is anticipated that approximately eight to ten entities will be awarded grants in an amount not to exceed \$200,000 each year.

### **K. Use of Funds**

Funds expended through this project must be used for those purposes described in the Program Goals, Project Description, and Project Requirements sections of these guidelines. Applicants may elect to use additional resources and other sources of financial support to help maximize the effectiveness of the project goals and objectives. Applicants are strongly encouraged to coordinate federal, state, and local programs to eliminate duplication of resources. Program funds shall not be obligated for expenditure prior to the effective date of the application or after the ending date of the program.

### **L. Report Due Dates**

The grantee agrees to comply with any reporting and evaluation requirements that may be established by the SCECD and TEA, as agreed upon by the project participants, and that it will submit the reports in the format requested by the SCECD.

**1. Activity/Progress Reports**

The applicant agrees to provide written or emailed activity/progress reports during the project in the format requested by the SCECD. Each activity/progress report is due to the SCECD Project Coordinator by the specified deadline at the beginning, mid-, and end of the year. These reports will be used by the project administrator to determine if modifications or adjustments to the program are indicated and by the program evaluator for data collection and quality review purposes. Reports will be due according to the following schedule, subject to change as determined by the needs of the evaluation of the project.

**2. Expenditure Reports**

A final expenditure report is due within 30 days after the ending date of the grant. Final payment is contingent upon receipt of the Report of Project Expenditures and all required programmatic reports/documents. The TEA reserves the right to withhold a portion of the final payment pending receipt of the required reports.

**M. Clarifying Information**

Any person wishing to obtain clarifying information about this application may contact the Project Coordinator, Annalyn DeMello, MPH, at 713-500-3238 or email at [annalyn.demello@uth.tmc.edu](mailto:annalyn.demello@uth.tmc.edu). Research Assistant, Monica Gomez, may also be contacted at 713-500-3717 or [monica.gomez@uth.tmc.edu](mailto:monica.gomez@uth.tmc.edu).

**N. Sequence of Events – Critical Dates**

Publication of Request for Application	Tuesday, June 23, 2009
Offeror’s conference call	Wednesday, July 15, 2009, 10:00 a.m. – 11:00 a. m. CST
Written questions, if any, due	Friday, July 17, 2009
Application due	Friday, July 24, 2009
Selected districts notified on or by	Friday, July 31 2009
Beginning date of project	Tuesday, Sept. 1, 2009
Ending date of project	Saturday, July 31, 2010
Final Expenditure Report due	Tuesday, Aug. 31, 2010

It should be noted that these dates except the final completion date may vary slightly as conditions require.

## **O. Specific Review Criteria**

Grant applicants must receive a score of 70 points in order to be eligible for funding through this grant program.

Applications will be selected based on expert reviewers' assessments of each applicant's ability to carry out all requirements contained in the RFA. Reviewers will evaluate applications based on the overall quality and the extent to which the applications address the capability to meet the primary objectives and intent of the project. Applications must address each requirement as specified in the RFA to be considered for funding. The SCECD and TEA reserve the right to select from the highest-ranking applications those that address all requirements in the RFA.

### Grant-Specific Criteria Maximum Points

1. **Commitment (30 Points)**
  - Commitment for implementing the project to address the needs of high-risk young ELL children for school readiness
  - Commitment for hiring quality staff members to implement the program
  - Commitment to a dual language/bilingual model of instruction
2. **Staff (30 Points)**
  - The strength of the project team recruited to work on the project including lead teachers and candidates for the Project Mentor positions.
  - Project teams' knowledge of dual language/bilingual instruction
  - Project teams' knowledge of early literacy and language development in bilingual populations
  - Description of how staff implement a dual language/bilingual model of instruction
3. **Curriculum (30 Points)**
  - Commitment to using scientifically research-based instruction to develop language, literacy through an enriched dual language early childhood environment

- Description of scientifically based curriculum and how it is used to enhance a dual language/bilingual model of instruction and development

4. Clarity of Application (**10 Points**)

5. Extent to which the application is written in a clear, well-communicated manner, and according to instructions  
(Required but no points awarded)

6. Equitable access and participation for eligible families and children.  
(Required but no points awarded)

7. Memorandum of Understanding between State Center and the Lead Agency around all commitments needed for success in the project.  
(Required but no points awarded)

**Total Points**

**100**

**P. Procedures for Submitting the Grant Application**

- All narratives must be typed and/or word processed. Any handwritten narratives will not be reviewed.
- Any pages that exceed the SPECIFIED PAGE LIMITATION OF 10 PAGES for the narrative will be removed prior to the review and scoring. They will not be considered during the review.

**Additional Conditions**

- When an applicant receives a formal invitation to participate, the SCECD will create a written binding agreement between the parties based on this RFA.
- Applicants that address only part of the requirements in this Request for Applications will not be considered for inclusion.
- The applicant shall furnish such additional information that the State Center may reasonably require.
- Three complete copies of the application **must be received by 5:00pm on Friday, July 24, 2009** in order to be considered.
- The applicant agrees to complete the scope of work described in the application.

**Steps for Submitting Applications**

- An original plus two complete copies of the application must be submitted, for a total of three sets.
- All three sets must contain an original signature of the person authorized to bind the applicant in a contract.
- Facsimile transmissions (FAX) of applications or any pages in the application will not be accepted under any circumstances.

## **Q. Processing of Applications by the State Center**

### **Receipt of Applications**

The required number of complete applications must be received at:

**The State Center for Early Childhood Development  
Attn: Annalyn DeMello, Suite 2476D  
7000 Fannin St.  
Houston, TX 77030**

Awards will be considered on the basis of total points. All copies of the applications not selected to participate will be destroyed unless the applicant notifies the State Center in writing within forty-five (45) days of the date on the non-selection letter that the applications are to be returned to the applicant at the applicant's expense.

### **Notification of Awards**

The State Center will notify those applicants selected to participate in the project by telephone on or before Friday, July 24, 2009. The State Center will also shortly thereafter notify each applicant in writing of the selection or non-selection for participating in this project. Following this, selected participants will be asked to provide further documentation for a Service Agreement contract. A Memorandum of Understanding around roles and responsibilities will also be sent to the award recipient. Both the Service Agreement and Memorandum of Understanding must be reviewed, signed, and returned to the State Center.

## **R. Learning About the Texas Pre-Kindergarten Program and Application Process**

### **Offeror's Conference Call**

The State Center for Early Childhood Development will hold a one-hour Offeror's Conference Call to answer questions on:

Wednesday, July15, 2009  
10:00am - 11:00am CST

Participant Call-In Number: **1- 866-410-8857**  
Participant Access Code: **135891**

*\*At the designated time, dial the Participant Call-In Number above. A prompt will then ask for the participant access code, followed by the number sign.*

### **Written Inquiries**

In order to assure that no prospective applicant obtains a competitive advantage because of acquisition of information unknown to other prospective applicants, any additional information that is different or in addition to information provided in the RFA or in the Offeror's Conference Call will be provided only in response to written inquiries.

In order to receive a response to a written inquiry, questions must be submitted to the State Center no later than **5:00 p.m. Central Time, Friday, July 17, 2009**. Questions can be e-mailed to [annalyn.demello@uth.tmc.edu](mailto:annalyn.demello@uth.tmc.edu). Emailed questions must be copied to [emily.j.solari@uth.tmc.edu](mailto:emily.j.solari@uth.tmc.edu).

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**Appendix A**

**Texas Pre-Kindergarten Limited English Proficiency Program**

**Project Application Identification Coversheet**

**Name of Application Organization:**

Street Address:

Mailing Address:

**Name of Lead Administrator:**

**Signature of Lead Administrator:**

Phone:

Fax:

Email:

**Contact Person:**

Phone:

Fax:

Email:

Number of pages in this application including attachments:

## Appendix B

### Texas Pre-Kindergarten Limited English Proficiency Program

#### Application Materials Checklist

ITEM	COMPLETED
Applicant Identification Coversheet	
Project Plan Narrative (not to exceed 10 pages)	
<p>Letters of Commitment from Directors of early childhood education programs to participate if selected. Letter must include:</p> <ul style="list-style-type: none"> <li>• Name of sites and number of eligible classrooms at each site</li> <li>• Commitment to allow State Center staff to assess students and conduct classroom observations</li> <li>• Commitment to provide computer lab for professional development training</li> <li>• Agreement to help the State Center in all consent processes (teacher and students)</li> <li>• Commitment to provide a <b>mentor by September 1, 2009</b></li> </ul>	
Letter of Commitment from Bilingual and Literacy Specialist. Letter must describe how they will support the implementation of the project.	
The required number of copies of the completed application enclosed (1 original, plus 2 copies).	
The 3 submitted applications must have an original signature on the Applicant Identification Coversheet of the person authorized to bind the applicant in contract.	