



**DIVISION OF ELEMENTARY
& SECONDARY EDUCATION**

Request for Proposal Packet

English for Speakers of Other Languages (ESOL) Institute

2024-2026

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**English Learners Unit
English.Learners@ade.arkansas.gov**

English for Speakers of Other Languages (ESOL) Institute 2024-2026

1. Program Description and Guidelines

The Division of Elementary and Secondary Education (DESE) with the Arkansas Department of Education (ADE) seeks proposals from Arkansas universities and professional development providers in partnership with a university, wishing to conduct an annual ESOL Institute, beginning in the summer of 2024. Participating universities must have a DESE approved program of study for providing the Arkansas ESOL Endorsement. Although DESE will approve an ESOL Institute proposal for a three-year period through 2026, the award of the discretionary grant will be an annual award with an option to renew up to three years based upon availability of funds and satisfactory performance on participant evaluations, compliance with DESE reporting and requirements, and the success rate of ESOL Institute graduates passing the ESOL Praxis upon first administration.

Public school districts in Arkansas have an obligation to provide the personnel and resources necessary to effectively implement their chosen ESOL programs ([Rules Governing Student Special Needs Funding: 5.05.1-5.05.7](#)). This obligation includes having an adequate number of highly qualified teachers to provide language assistance services, trained administrators who can evaluate these teachers, and adequate and appropriate materials for the ESOL programs.

The ESOL Institute is a professional development program for educators of English Learners who are seeking an ESOL endorsement. The ESOL Institute is conducted in the summer with on-going support throughout the school year as the participants apply new concepts in their classrooms. All participants should complete the entire program by June 15 the year following their acceptance into the ESOL Institute.

A director for each ESOL Institute will be appointed by the selected university/professional development provider to oversee the operation and management for the duration of the institute. It is anticipated that the director will be a staff member of the university or professional development provider chosen as the site of the ESOL Institute. The director would be responsible for maintaining accurate records and reports regarding the ESOL Institute and communicating with the ESOL Director at DESE.

A. Purpose of The ESOL Institute

The purpose of the ESOL Institute is to provide current educators an in depth understanding of English for Speakers of Other Languages, provide them the knowledge and tools to be a teacher leader for ESOL within their own district and possess the knowledge to pass the ESOL Praxis.

B. ESOL Institute Curriculum

The total curriculum for the ESOL Institute will be divided into five areas of study based on competencies established for licensure and outlined in the [Competencies for English Second Language Teacher, Grades K-12](#). These areas align with the 2018 version of the Teachers of English to Speakers of Other Languages/The Commission for the Accreditation of Educator Preparation Standards (ESOL/CAEP), "[Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs](#)". Successful completion will prepare participants to pass the

Praxis II: English to Speakers of Other Languages (Praxis II 5362).

1. Knowledge about Language: Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Learners (ELs) acquire academic language and literacies specific to various content areas. (TESOL/CAEP: Standard 1)
2. Knowledge about Norms and Customs: Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, and social contexts on the education and language acquisition of ELs as supported by research and theories. Candidates investigate the academic and personal characteristics of each EL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELs. Candidates recognize how educator identity, role, and conscious knowledge of U.S. norms and customs impact his/her interpretation of ELs' educational strengths and needs. (TESOL/CAEP: Standard 2)
3. Planning, Implementing, and Maintaining Instruction: Candidates plan supportive environments for ELs, design and implement standards-based instruction using evidence-based, EL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual EL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELs.
(TESOL/CAEP: Standard 3)
4. Assessment and Evaluation: Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELs, and ELs' families. (TESOL/CAEP: Standard 4)
5. Professionalism: Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELs, advocating for ELs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching. (TESOL/CAEP: Standard 5)

C. ESOL INSTITUTE CANDIDATE SELECTION

The ESOL Institute is restricted to Arkansas educators holding an Arkansas teaching license or teaching under an approved waiver. Each year approximately 500 teachers apply for one of the ESOL Institutes. Should more teachers apply than spots are available, criteria for selection will be established by the Director of the ESOL Institute. The criteria should establish selection of teachers from across Arkansas regions and represent the population of English Learners within the district of the teacher candidates.

D. ESOL INSTITUTE PARTICIPANT CREDIT AND/OR GRADES

The ESOL Institute must provide the option to earn up to 12 graduate credits in ESOL for candidates who successfully complete the program. If the grantee is not the institution awarding credit, an informal agreement with the awarding institution credit should be included. The cost for participants who choose to pursue college credit should be included with the application. In the event multiple ESOL Institutes are awarded, efforts will be made to have a similar cost to participants across all sites. Cost and opportunity for participants to earn graduate credit will be a factor in determining a successful grant. It is expected that the tuition will be reduced due to this grant offsetting costs incurred by the university for providing the courses/instruction. Costs and fees related to receiving credit will be the responsibility of participants and/or participants' school districts.

2. Directions for Submitting Proposals

- A. Determine whether your institution meets the criteria for selection.
- B. Complete the application, detailing the availability of all program elements.
- C. Complete the proposed budget sheet, [B2 2024 ESOL Institute Grant Budget and Budget Narrative](#) (this is a "view only" file – download a copy to complete).
 - Provide an annual budget for a minimum of 50 ESOL Institute participants.
 - Include price per participant for a minimum of 50 participants.
 - Indicate which costs are per participant and which costs are fixed regardless of number of participants.
 - Indicate the maximum number of participants the site is able to support, up to 500.
- D. Complete the ESOL Institute Statement of Assurances which must be signed by the participating university president or designee.
- E. Submit proposal package with a letter from the college President or organization Chief Officer, along with appropriate support data, by Thursday, March 7, 2024, to:

Preferred: English.Learners@ade.arkansas.gov

or

Lupe Peña de Martínez

Director of Student Support Services, *Acting* ESOL Program Director

Arkansas Department of Education

Four Capitol Mall

Little Rock, AR 72201

lupe.pena@ade.arkansas.gov

3. Review and Approval Process

ESOL INSTITUTE PROPOSAL DEPARTMENT REVIEW AND APPROVAL PROCESS

1. The ESOL Institute Site Selection Committee will be appointed by the Assistant Commissioner of Education for Learning Services.
2. The committee will review proposals and may visit or interview the institution(s).
3. The committee will recommend sites to the Secretary of Education for approval.

4. Application Components

A detailed description of each program component defined below is required for a complete application.

- A. Name, title, address, phone number, email, and vita of the proposed program director.
- B. Dates, times, and location the grantee proposes to offer the ESOL Institute in 2024, 2025, and 2026. The total instruction time will comply with higher education's requirements for awarding twelve (12) Master's level credits. Master's level credit may require the submission/completion of additional assignments by the accrediting institution.
- C. Describe the coursework that will provide teachers with the competencies to pass the ESOL Praxis and enable them to effectively administer ESOL programs.
- D. Explain how the five areas of study found in the ESOL Institute Curriculum section will be addressed and how participants will demonstrate mastery of these five areas.
- E. Explain how the following will be addressed with participants: Arkansas and district ESOL data, state endorsement requirements, federal requirements, assessment, civil rights requirements, Arkansas ELP Standards.
- F. Describe the qualifications that will be required for the ESOL Institute director, instructors, staff, and other presenters.
- G. Explain the processes to be used by the grantee to register participants, award college credit, communicate with ESOL Institute participants, host information on the grantee website, and maintain attendance records.
- H. Explain the cost to the participant for college credit. If the applicant is not the university or college granting the credit, an informal agreement with the university agreeing to grant the credit should be included outlining costs to the participant. Indicate any anticipated increase in tuition for 2025 and 2026.
- I. Explain where and how the grantee will provide housing/accommodations and food services for faculty, staff, and participants, if applicable.
- J. Explain how the grantee will provide asynchronous and/or synchronous digital instruction, if applicable.
- K. Should more teachers apply than spots available, explain the criteria for selection that will be

considered after first including teachers from across Arkansas regions and then including teachers from districts with the greatest numbers of English Learners.

- L. Explain how the effectiveness of the ESOL Institute will be evaluated.
- M. Provide other information specific to the ESOL Institute to be offered that you want the ESOL Institute Site Selection Committee to consider when reviewing this proposal.

5. Grantee Responsibilities

- A. Appoint and support a director for the ESOL Institute to oversee the operation and management for the duration of the institute. The director will be responsible for maintaining accurate records and reports regarding the ESOL Institute and communicating with the ESOL Program Director at DESE.
- B. Conduct an on-site (summer) institute and follow up sessions (on-site and/or online), including food services for faculty, staff, and a minimum of 50 participants. Provide a contingency plan for providing the on-site portion should health guidelines from the Arkansas Department of Health warrant. Housing/accommodations for those not within driving distance must also be provided. (For reference, in the past approximately ¼ of participants have needed housing.) Not to exceed the allowable lodging and meal & incidentals per diem rates (see <https://www.gsa.gov/travel/plan-book/per-diem-rates>) per participant.
- C. Provide on-going support for the participants **throughout** the school year to complete implementation components. All participants should complete the entire program by June 15 the year following their acceptance to the ESOL Institute.
- D. The ESOL Institute must provide the option to earn up to 12 graduate credits in ESOL for candidates who successfully complete the program.
- E. Ensure alignment of the curriculum to the competencies established for licensure and outlined in the [Competencies for English Second Language Teacher, Grades K-12](#).
- F. Provide instruction that prepares participants to pass the Praxis II: English to Speakers of Other Languages (Praxis II 5362).
- G. Develop criteria for selection of teachers should the number of applications exceed the number of participants funded.
- H. Process all paperwork and registrations for the ESOL Institute.

6. Proposed Annual Budget

Complete the proposed budget sheet, [B2 2024 ESOL Institute Grant Budget and Budget Narrative](#) (this is a “view only” file – download a copy to complete).

<p><u>For Internal Use Only</u></p> <p>2024 ESOL Institute Grant Budget and Budget Narrative.xlsx</p>
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