In November of 2016 we presented at the Third International Conference on Bilingual Education titled “Del Conocimiento a la Práctica” (From Knowledge to Practice) where the main goal of this conference was to share and explore new methodological trends in the bilingual education classroom. Our presentation was based on the, Transitioning Paraprofessionals into Teachers of ELs Program (TPT) –federal funded, and I co-presented with our program officer from Washington D.C, Itzetht Testa-Sanchez. We discussed the development of teacher preparation bilingual programs in institutions of higher learning with the support of federal grants and school districts. We shared a model that recognizes that effective quality teacher preparation cannot solely rely on institutions of higher education; and, how success is mediated by effective partnerships among federal funding agencies, institutions of higher learning, school districts and students. In addition, we discussed how this model also recognizes that hands-on experiences reinforce instructional strategies based on cultural and linguistic differences that promote student learning for underrepresented populations.

In this presentation, we showed a model where partnerships we have with the stated stakeholders provide prospective bilingual/bicultural teachers a balanced training program that includes both theory and practice. This model illustrates how our program provides a unique process of addressing the needs of candidates to be exposed to subject areas and pedagogical skills to teaching in bilingual settings. Additionally, we open a discussion to the audience on how the partnerships we have with the federal government serves a platform for providing pre-service teachers not only with financial assistance, but with hands-on experiences.

The presentation, “The process of development and Implementation of EL’s Teachers Education Programs in Partnership with Federal Government, University, School Districts and Students” described funding processes and the rationale for why funds are available. It provided a projected process for future funding based on cost effectiveness and need.

Because of the shift in education at all levels in Spain, and the involvement of the government, schools and Universities in converting monolingual schools to bilingual, the information shared opened up a dialogue among presenters, educators and government officials who are going through a process of change. A brief description of funding process informed participants that the focus includes training all teachers (pre-service, in-service) to meet the education needs of the diverse population of the U.S. assuring that English Learners are taught by qualified teachers.
A brief explanation of grant partnership was very well received by those in attendance. We gave a view of the programs funded and how the university supports our programs. The information included processes for implementation, development, and management of programs funded by outside agencies, as well as the role of partners in these projects.

**Conference pictures**

- Photo booth at the conference
- ISU Faculty presenters (Left to right): Dr. Maria Luisa Zamudio-Mainou, Dr. Yojanna Cuenca-Carlino, Dr. Elizabeth Skinner
- Conference reception: Dr. Yojanna Cuenca-Carlino, ISU Presenter; Dr. Edith Esparza-Young, conference keynote speaker; Itzetht Testa, US Department of Education Program Officer, Dr. Maria Luisa Zamudio – Mainou, ISU Presenter.
- Conference Building - Trinitarios, Universidad Alcalá de Henares, Spain.