

2016-2017
Request for Applications for Teacher Quality Grants
Public Law 107-110 II ESEA
as Amended by No Child Left Behind Act of 2002,
Title II, Part A, Teacher and Principal Training and Recruiting Fund



Improving Teacher Quality Grants
CFDA Number: 84.367B
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DATED MATERIAL – OPEN IMMEDIATELY

Deadline to Submit Notice of Intent: September 25, 2015, 12 p.m. (noon) Central Time
Deadline to Submit Application: October 5, 2015, 12 p.m. (noon) Central Time

Texas Higher Education Coordinating Board
Teacher Quality Grant website:
www.thecb.state.tx.us/tq

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Request for Applications Under Public Law 107-110 Teacher Quality Grants Program for Higher Education

This request for applications (RFA) covers projects to be funded by the Texas Higher Education Coordinating Board (THECB) for grant year 2016-2017 under Title II of the No Child Left Behind Act of 2002. Applications meeting priorities set forth in this solicitation, and as required under Public Law 107-110, will be eligible for funding.

I. Purpose and Overview of NCLB Title II, Part A Legislation

The Teacher Quality Grants Program (TQGP) is part of a federal initiative using professional development to improve teaching and learning. Begun in 1985 as Title II of the Elementary and Secondary Education Act (ESEA), the Teacher Quality Grants Program is designed to support training and retention of elementary and secondary teachers, and principals responsible for instructional leadership. The Teacher Quality Grants program was most recently reauthorized in 2002 as Title II of the NO CHILD LEFT BEHIND ACT (NCLB) (P.L. 107-110). Several key policy issues for the higher education part of the program continue as a result of the 2002 reauthorization. Specifically, as of January 8, 2002, and thereafter:

- States are permitted to use Teacher Quality Grant funding to support professional development in core academic subjects. For fiscal year 2015 the appropriation from the US Department of Education for Title II in Texas is approximately \$187 million, of which \$4,627.998 is available to the Teacher Quality Grants Program for Higher Education.
- State education agencies (SEAs), state agencies for higher education (SAHEs), institutions of higher education (IHEs), and local education agencies (LEAs) are encouraged to coordinate their TQGP-funded activities with other professional development initiatives and other federal and state programs, such as the state's long-range plan for higher education, 60x30TX.
- Program language continues to ensure that TQGP-funded projects meet the educational needs of economically disadvantaged students and diverse student populations, including females and minorities, individuals with disabilities, and English language learners, to ensure that all students have highly-qualified teachers.
- States are required to make "good faith" efforts to ensure that no group of students is taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers.
- Many activities can be funded by Title II SEA funds for statewide activities, but SAHE funds can be used to support a narrow range of program activities.

II. Purpose of this Request for Applications

Under NCLB the purpose of teacher professional development is to increase student achievement by improving teacher effectiveness and increasing the number of highly qualified teachers in the classroom. Under NCLB professional development activities must be designed to increase teachers' content knowledge, conceptual understanding in the subjects they are required to teach, and discipline-related pedagogy. Research indicates this professional development approach helps teachers help students meet challenging state content and student performance standards.

The purpose of awards granted under this Teacher Quality Grants Request for Applications is to provide assistance to inservice teachers and principals responsible for instructional leadership to gain access to professional development in core academic subjects that:

- is sufficiently sustained, intensive, and of high-quality to have a lasting and positive effect on the teachers' classroom performance;
- is tied to challenging state content standards and challenging state student performance standards such as Texas Essential Knowledge and Skills (TEKS) and the College and Career Readiness Standards;
- is integrated into the systemic reform efforts of states, school districts, and individual schools;
- reflects recent, scientifically-based research on teaching, learning and instructional leadership;
- includes strong academic content and content-specific pedagogical elements;
- incorporates activities and effective strategies for serving historically underserved and underrepresented populations to promote learning and career advancements; and
- is part of the everyday life of the school and creates an orientation toward continuous improvement throughout the school.

III. Definitions of Key Terms

Sustained and Intensive High-Quality Professional Development. Instructional activities that reflect pertinent, scientifically-based research on professional development and proposed project topic area; are aligned with LEA and campus goals to improve student achievement; provide adequate time for the activity and provide activities over a significant span of time to ensure that professional growth occurs; and provide ongoing follow-up, evaluation, and support for continuous improvement in teaching and learning.

High-Need Local Education Agency (LEA). NCLB indicates that “in general, the term local educational agency means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.”

A high-need LEA is defined in federal regulation as an LEA that serves no fewer than 10,000 children from families with incomes below the poverty line OR for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line AND for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach OR for which there is a high percentage of teachers with emergency, provisional, or temporary certification.

Federal guidance indicates that although Educational Service Centers (ESCs) might be considered LEAs for some purposes, they cannot be considered high-need LEAs for the Title II, Part A activities described under this RFA because they cannot demonstrate a “high percentage of out-of-field teachers...”

The applicant must provide documentation that at least one of the LEA partners meets the poverty criterion as required by the U. S. Department of Education. As of December, 2013, the Census Bureau's most recent poverty data could be found on its website. **An alphabetized, searchable list of LEAs in the state of Texas including the high-need status according to census data can be found on the TQGP website.** The website list includes the most recent census data available at the time of the RFA release.

Highly Qualified Teacher. A federal definition that establishes criteria for determining whether a teacher has the content knowledge and discipline-related pedagogy to be an effective classroom teacher.

Core Academic Subjects. The TEA and THECB joint state equity plan requires that Teacher Quality grants focus on core academic courses in the area of greatest need for professional development statewide. This year the grants will focus on professional development for teachers of mathematics, science and the writing component of English language arts. For the purposes of this RFA, the writing component of English language arts courses will be referred to as writing. The State Board of Education has approved courses in mathematics, science and writing, and these are considered core courses for the purposes of this RFA. The Teacher Quality State program has determined which core courses will be eligible for funding under this RFA. A list of approved topics is available at the TQGP website.

IV. Program Guidelines

Through a competitive peer-review grant award process as required by regulation, the Teacher Quality Grants Program for Higher Education will support sustained and intensive high-quality projects to improve teachers' content knowledge and teaching skills in writing, mathematics and science, and where appropriate, for principals responsible for instructional leadership in writing, mathematics and science. The Teacher Quality Grants Program does not support curriculum development.

A. Eligible Applicants and Required Partnerships

- To be eligible, applicant institutions of higher education (IHEs) must have project directors or co-directors who are higher education faculty members with background and expertise in writing, science, mathematics, or education. This must be supported by providing 2-page vitae in the online application (see section VII.F.d).
- To be eligible, applicants must document partnerships that include accredited public or private, 2-year or 4-year colleges and at least one high-need LEA as defined in federal regulation (see section III). The application must provide evidence of cooperative planning and formal agreement for professional development with at least one high-need LEA (see section VIII.A). Applicants may also include additional LEAs or campuses dependent on the documentation of other need (see section VII.B).
- To be eligible, applicants must document the joint efforts of faculty in the IHE's school or department of education (College of Education) and departments in the specific writing, mathematics and/or science disciplines. (College of Arts and Sciences) in which the professional development will be provided. A faculty member from each school or department must be designated as an IHE partner as required explicitly in statute by NCLB. One of these faculty partners must be a project director or co-director.
- IHE partners may be from different universities. In addition, 2-year IHEs are eligible to apply as long as they include partnerships with a 4-year institution of higher education and thereby

meet the requirements of joint efforts between faculty in Arts and Sciences, and faculty in Colleges of Education.

NOTE: If the project director of record (the director who submitted the successful grant application) moves to another Texas institution of higher education, the grant will move with that director or the grant will be terminated (see section X 13 Noncompliance and Termination).

B. Project Grant Period, Funding Limits and Partner Commitments

Grant Term: February 1, 2016 – April 30, 2017

The maximum amount that may be requested for a 15-month project is \$900,000. The award amount will be an indication of the program's ability to provide sustained and high-quality professional development for teams of teachers, or teams of teachers and principals from individual campuses, schools or districts. The award range will vary from \$150,000 to \$900,000 depending on the scope of work proposed including the number of teachers served, the strength of university collaborations, and the potential of the project to increase all partners' capacity to support teacher learning. The number of grants will be limited by the quality of applications submitted and the size of the negotiated final budgets in relation to the total funds available. The TQGP expects to fund no more than 12-15 projects for the 2016-2017 project year. Project continuation is possible contingent on continued federal support for the TQGP, and each project demonstrating adequate progress toward meeting project goals and objectives.

Financial and programmatic contributions by participating LEAs and campuses, non-public schools, other private organizations, and the sponsoring higher education institution are highly recommended and should be documented in the "other funds" column of the budget and fully described in the budget narrative (see section VII.F.c).

Program coordination leveraging federal, state and local funds is highly encouraged, for example, flow-through Title II SEA allocations to school districts, Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching, and T-STEM Academies and Centers; as well as funds from the National Science Foundation, U.S. Department of Energy, and the National Aeronautics and Space Administration.

Applicants must demonstrate either in-kind or financial commitment from the IHE and LEA partners. Commitment from the IHE could include tuition waivers, salary support, administrative support and/or development office support to raise funds for compatible and related work. The IHE could also demonstrate its commitment, for example, by agreeing to review and revise its pre-service educator preparation program based on lessons learned in the TQGP grant.

Applicants must document LEA commitment in the Professional Development Agreement (see sections IV.A, VIII.A and IX.Appendix A). This must include a commitment to support the efforts of teachers and instructional leaders to implement grant activities in their classrooms and on their campuses, and to comply with evaluation requirements including teacher observations. Participating LEA commitment could include implementing research-based, effective strategies on campuses that are involved in the grant work (e.g. common planning time for teachers, lesson study observations, peer classroom observations).

Funds awarded under this application are to be expended during the grant term. Only with prior approval can a no-cost extension be granted.

C. Eligible Project Participants

Inservice Teachers. Teachers currently teaching in Texas public schools including charter schools, and private schools are eligible to participate in the grant activities if they are considered a teacher of record in the grade band and topic area. Teachers at the beginning of the summer project sessions who have contracted with an eligible school for fall teaching responsibilities in the topic area are considered inservice teachers. Other regulations about participation apply, and are noted in relevant sections. Discipline-area supervisors who do not have teaching responsibilities in the grant topic area and pre-service teachers are not eligible. Teachers may not participate in more than one TQGP project during any grant year even if they are teachers of record for more than topic area and/or grade band.

Principals with Responsibility for Instructional Leadership. States may also provide professional development for principals responsible for instructional leadership so they have knowledge of subject area matter and pedagogy to provide appropriate support for teachers in core academic subjects. To be eligible to participate in TQGP-funded projects, principals must be responsible for instructional leadership in mathematics, writing or science, and be an instructional leader on a campus that has teachers participating in a TQGP-funded project. Per federal regulation, an assistant principal is considered a principal; principals are the only instructional leaders eligible for the principal training. Curriculum specialists and instructional coaches cannot participate in the principal training using TQGP funds.

D. Eligible Project Activities for Teachers

Teacher and principal components of funded projects must follow an intensive and sustained instructional format. The most effective Teacher Quality projects have been focused on the learning and teaching of a limited number of writing, mathematics and/or science concepts using an activity-based, problem-solving approach and systematically incorporating a follow-up component to sustain change in teachers' classroom practices.

Instructional Format. The recommended instructional format for teacher professional development for each year of the grant period includes an initial summer institute followed by a full academic year intervention for teachers of grades 4-12, with the same group of participants expected to attend for the full award period. The most effective programs have been those with 105 or more contact hours over the summer and academic year. Alternative professional development timelines may be considered where a strong LEA commitment and the effectiveness of the professional development approach are documented in the application. Applicants proposing an alternate professional development schedule should provide research- and practice-based evidence to support their approach.

Summer Component. A minimum of 45 contact hours, i.e., typically 15 days over three weeks, is highly recommended for the summer component of the program. A length of four weeks or 60 contact hours is preferable. The summer component generally focuses primarily on content in topic area and knowledge of high-yield instructional practice.

Academic Year Component. The academic year follow-up sessions require a minimum of 60 contact hours per teacher (i.e. on average, seven hours per month). Two 3- or 4-hour sessions every month is typical. The academic year contact hours typically include but are not limited to group meetings, classroom observations of teachers by the project director, and one-to-one meetings in the teachers' classrooms. Most successful programs also include online support for teachers during the academic year as they implement instructional changes in their classrooms. The academic year program generally includes some focus on increasing depth of content in topic areas covered during

the summer component, but the primary emphasis is on increasing knowledge and implementation of high-yield instructional approaches in participants' classrooms.

Projects should structure their professional development programs to include many of the features below that research indicates will result in more effective teaching in a manner that leads to improved student achievement and/or higher-order thinking:

Content knowledge

- Building conceptual depth and connections between conceptual strands within topic areas
- Connecting the content to what the teachers are required to teach and what students need to know, including connections to the TEKS
- Helping teachers align content learned within campus scope and sequence
- Helping teachers learn to use the depth of content to strengthen how they question students and how they response to student questions

Knowledge of high-yield instructional practices

- Emphasizing what instructional approaches work best for which concept strands
- Emphasizing approaches that address disciple-specific misconceptions
- Helping teachers learn to analyze student work and to adapt their instruction appropriately (formative assessment)
- Incorporating instructional practices designed to support disciplinary literacy;
- Including strategies to help English language learners and low income students;
- Sharing resources on effective instructional strategies and guiding teachers as they develop their own list of resources
- Providing information on classroom management techniques that lead to successful implementation of inquiry-based instruction such as project-based learning

Implementation of high-yield instructional approaches

- Building communities of practice focused on implementing high-yield instructional strategies
- Providing support that emphasizes content, language and the importance of discourse in building student knowledge
- Modeling disciple-specific, inquiry-based instructional approaches
- Providing support for teachers to be more effective at questioning students
- Providing support for teachers to become more effective at student-teacher discourse and at encouraging effective student-student discourse
- Providing support for teachers as they become more effective at eliciting student justification and reasoning to support their responses

Online Instruction and Support. Given the intensive nature of the professional development instruction and activities provided in Teacher Quality projects, applicants should focus their efforts on providing face-to-face instructional experiences for participants. Online support is highly recommended; however, online instruction should be used only when it provides benefits not available in other types of instruction. Online support that is designed to improve classroom implementation and help develop a community of practice is especially encouraged. If any portion of the instruction and academic year experiences will be provided online or by distance learning, the applicant must clearly state this choice of instructional delivery in the program narrative (see section VII.F.a). The applicant must also explain how many clock hours of instruction will be provided through this method and explain how this will provide additional benefit to participants.

E. Eligible Project Activities for Principals

Professional development sessions for principals are not required, but if offered, are permissible only if coordinated with TQGP teacher professional development on their campuses. Principals are eligible to participate only in those sessions that are designed specifically to meet their needs, and are not eligible to participate in sessions designed for teachers. The legislation dictates that the professional development for principals must be focused on content knowledge and pedagogy in the project topic area to help them be better prepared to exercise appropriate instructional leadership in the relevant topic area. General instruction for principals is not permitted under the Title II, Part A SAHE funds.

Principal components of funded projects should follow an intensive and sustained instructional format. Effective professional development in instructional leadership for principals should include components that provide information on high-yield instructional practices in the grant topic area and on how to support teachers as they implement high-yield instructional approaches.

Instructional Format. The recommended instructional format for principal professional development for each year of the grant period includes an initial summer institute followed by a full academic year intervention, with the same group of participants expected to attend for the full award period. The most effective programs have been those with 65 or more contact hours over the summer and academic year. Alternative professional development timelines may be considered where a strong LEA commitment and the effectiveness of the professional development approach are documented in the application. Applicants proposing an alternate timeline should provide research- and practice-based evidence to support their approach.

Summer Component. No minimum number of hours is required for principal training in summer sessions, but should include adequate session time to support principals' learning about the content, discipline-related pedagogy and campus support for teacher implementation of high-yield instructional strategies.

Academic Year Component. The academic year follow-up session requires a minimum of 45 contact hours per principal (i.e. on average, six hours per month). The academic year contact hours typically include but are not limited to face-to-face group meetings. Most successful programs also include electronic methods to provide support to principals during the academic year as they support teacher instructional changes. The academic year component should focus primarily on understanding effective teaching and the principal's role in supporting teacher effectiveness.

Online Instruction and Support. Given the intensive nature of the professional development instruction and activities provided in Teacher Quality projects, applicants should focus their efforts on providing face-to-face instructional experiences for participants. Online support is highly recommended; however, online instruction should be used only when it provides benefits not available in other types of instruction. Online support that is designed to improve campus implementation and help develop a community of practice is especially encouraged. If any portion of the instruction and academic year experiences will be provided online or by distance learning, the applicant must clearly state this choice of instructional delivery in the program narrative (see section VII.F.a). The applicant must also explain how many clock hours of instruction will be provided through this method and explain how this will provide additional benefit to participants.

F. Project Leadership Plan and Structure

The project leadership plan should be consistent with the professional development design. Applicants should develop leadership plans which include identification, development and oversight of non-faculty teaching and professional staff who can serve as master teachers, instructors, coaches,

or mentors. This approach would be designed to support program goals and objectives, while simultaneously providing support for teachers in larger numbers, in more diverse settings geographically, and to ensure long-term, sustainable efforts.

Under the direct supervision of the project faculty, master teachers, instructional coaches and/or mentors and district level staff will help meet the goals and objectives of the grant. Innovative use of these non-faculty teaching and professional staff will broaden the impact of the proposed program in ways which would not have been practical or possible with project faculty alone.

Applicants are strongly encouraged to collaborate with other universities or colleges. This collaboration could be designed to mentor faculty who are interested in undertaking or continuing professional development for teachers and/or principals. Collaborations could also be designed to support professional development components in other content areas or to broaden the reach of the project to more teachers and/or to a broader geographic area.

A high quality project leadership plan includes:

- adequate administrative support to maintain the documentation, fiscal and program records for the grant. The administrative support role should be designed to support faculty and non-faculty teaching and professional staff so their efforts are focused on implementing the project program to ensure program goals and objectives with broad impact.
- a clear process for identifying, developing and facilitating non-faculty teaching and professional staff at a variety of levels in roles that support teacher growth in project areas.
- a project leadership structure that demonstrates faculty guidance and support for non-faculty teaching and professional staff carrying out the content and pedagogy instruction.
- an explanation of the functions and responsibilities of all levels of professional staff including faculty, master teachers, coaches or mentors. This explanation should include the primary function of each person in terms of achieving project goals. For example, if a project chooses to use master teachers, will they be responsible for content delivery under faculty guidance or for support of teacher implementation in the classroom?
- an explanation about how the project leadership structure supports the goals of the project.
- an explanation of what formative assessment strategies will be used to adapt program design
- an explanation of how lessons learned from the TQG project about providing effective professional learning opportunities to teacher and principals will be disseminated

Refer to section VII.F.d for more information on including this information in your program narrative.

G. Recommended Recruitment and Selection Strategies

Applicants are encouraged to recruit and select partners and participants in a way that supports systemic change. This includes:

- working with teams of teachers and/ or principals from the highest need campuses within a high need LEA
- working closely with campus leaders to embed professional development into the life of the school
- focusing on conceptual strands within an LEA feeder pattern
- encouraging capacity building and/or systemic change within partner LEAs
- working with high schools with STEM programs or high schools that are developing STEM endorsements
- aligning efforts with existing school reform programs

H. Project Evaluation

The purpose of evaluating Teacher Quality projects is to determine, through rigorous analysis, the extent to which the projects influenced changes in classroom teachers' assessed and observed knowledge of writing, mathematics and/or science, and instructional practices, with a view toward improved student achievement in the topic areas. The focus on student achievement will help ensure that students have access to post-secondary and workforce training to meet the goals of the state's higher education plan, 60x30TX.

Each project will be required to participate in a comprehensive evaluation that is consistent across projects and is designed to document teacher growth that has the potential to lead to increased student achievement. The state program will contract for individual project evaluation and analysis that will be supported with an evaluation fee based on subtotal direct costs. (This fee is automatically calculated in the budget section of the TQGP online application system.) The state will contract with an institution to coordinate and manage project evaluations.

Each evaluation will include a concept-based pre- and post-test, classroom observations, reflective prompts, teacher surveys and interviews. Wherever possible, the standardized evaluative measures will be nationally recognized, valid and reliable instruments. If standardized pre- and post-tests of content knowledge are not available in a concept area, pre- and post-test instruments may be created locally with approval by the funding agency. Further information will be provided to successful applicants at the spring, 2016 technical assistance meeting, and timelines must be revised at that time to show actual administration dates for all evaluation components.

The standardized evaluation will document growth in content knowledge and classroom implementation of high-yield instructional strategies. Project directors have the option of supplementing the standardized project evaluation with local evaluative measures. Refer to section VII.F.b. for more information.

All data collected during evaluation efforts will be treated appropriately under the laws protecting student privacy (FERPA). Data would be released in aggregate form only, and will follow standard procedures to ensure no identifying information about individual participants is released.

V. Timeline and deadlines for Teacher Quality Grants Applications and Awards

August 24, 2015	Tentative date for release of approved 2016-2017 RFA. The RFA will be released on Coordinating Board website at http://www.thecb.state.tx.us/tq
September 8, 2015	Tentative date for activating online application system
September 11, 2015 1-2 p.m.	Tentative date for RFA information webinar
September 25, 2015 12 p.m. (Noon) Central Time	Deadline to submit 2016-2017 Notice of Intent
September 28, 2015 12 p.m. (Noon) Central Time	Deadline to submit questions for written response (FAQ)

October 5, 2015 12 p.m. (Noon) Central Time	Deadline to submit 2016-2017 TQ grant application
December, 2015	Notification begins for applications recommended for funding
December, 2015	Project negotiations begin
January 21 , 2016	Texas Higher Education Coordinating Board considers approval of projects recommended for funding
February 1, 2016–April 30, 2017	Grant funding period
March, 2016	Required spring technical assistance meeting in or near Austin
October, 2016	Tentative time frame for required fall technical assistance webinar

VI. Notice of Intent and Application Submission

A. Notice of Intent

A Notice of Intent email must be completed and submitted by the applicant to the TQGP Director, Elizabeth Powers through email to elizabeth.powers@theccb.state.tx.us no later than 12 p.m. (noon) Central Time, September 25, 2015. After receipt of the electronic Notice of Intent submission, THECB will email confirmation of receipt to applicant.

The Notice of Intent must include:

- the email subject line “TQGP Application,”
- a statement indicating the intent to submit an application under this RFA to conduct professional development for teachers and/or principals,
- the name of the applicant institution(s),
- the name, title, department(s) and institution of the primary faculty director (see section VII. Online Application Section Descriptions and Requirements).
- the names, title, department and institution of the fiscal and institutional authorities of the primary director’s institution. See VIII.B for information about the fiscal and institutional authority.
- Information on each proposed component(s) including grade band and area of focus, i.e., MS Math, HS Biology, Elementary Science.

Applications for which a Notice of Intent has not been submitted will not be considered for a Grant Award.

B. Application Submission

The completed online application, including all required uploaded documents, must be transmitted electronically to the Teacher Quality Grants Program no later than 12 p.m. (noon) Central Time on October 5, 2015. Applicants may complete and save portions of the application prior to its

submission, but the completed online application and all required related documents and materials must be submitted to the Teacher Quality Grants Program before the stated deadline.

Applications will not be considered complete or reviewed for award without the submission of an online application in which all sections have been completed with all required completed documents and signature forms uploaded. These uploaded documents include but are not limited to the timeline(s), 2-page vitae for all key personnel, planning schedule, professional development agreement and cover page.

Note: The online system does not permit transmission of incomplete or late applications (see section X.6).

VII. Online Application Section Descriptions and Requirements

Applicants are required to complete the sections described below. Each section description provides a brief explanation of the information required. Detailed information is provided as needed in the online help sections for individual questions or categories, and is noted in the general descriptions.

Access to the Online Application System. Access is provided through a username and password upon registration. That username and password are required each time the individual uses the online system. DO NOT re-register if you have used the online system previously and have forgotten your username or password. Contact the TQGP office.

Each director (if more than one) and the education and content partner for the institution (if other than the director) must be registered. Each application is linked to the account of the person who created it (primary project director) and can be submitted by the primary director only. The application can be edited by someone who has been named as one of the co-directors. Contact the TQGP office for more information.

The online system can be found at <https://www1.theccb.state.tx.us/Apps/TQG/>

- A. **General Information.** This section covers general project information such as proposed project title, topic area and type of credit offered. Refer to the help buttons in the online system for further information and instruction.
- B. **Local Needs.** The demonstration of local needs is comprised of several different types of information in several areas of need, and each section must be completed for reviewers to adequately evaluate the needs that will be addressed in the project. Applicants should identify the specific needs for both the LEA (and any campuses of particular interest) and for the teachers, following the guidelines below and in the online system.
Applicants should demonstrate LEA and teacher need for each component of the project, including components that would be managed by another IHE collaborator and components in different locales. Provide a summary of data in each section.

LEAs and campus needs data. Applicants will need to provide a brief summary of the needs identified for all major LEA partners and selected campuses. In this summary, applicants should explain which campuses within the LEA(s) will be targeted and how those campuses were identified as having greatest need. Applicants will also need to provide brief summaries of data and data source information. Once applicants have established and documented a partnership with a high-need LEA, they can include other LEAs and campuses that would be considered high-need by other state-recognized criteria. For all major LEA partners and selected campuses, applicants

should provide indicators of high need such as high percentages of teachers teaching out of field in writing, mathematics and/or science, high drop-out rates, low college-going rates, low pass rates on the State of Texas Assessment of Academic Readiness (STAAR) in writing, mathematics and/or science, high percentages of English language learners and high percentages of students on free or reduced-price lunch. Other indicators of need can be included.

Teacher needs. Applicants will need to provide a brief summary of the needs identified for teachers. In this summary, applicants should explain which teachers within the major LEA(s) will be targeted and how they were identified as having greatest need. For the teachers in the proposed service area, identify specific need for content knowledge and instructional skills improvement. Document how the teachers' needs were determined. A needs-assessment instrument is recommended to identify gaps in teacher preparation and development. This instrument should be designed to identify teachers teaching out of field and those who are not adequately prepared to teach the writing, mathematics and/or science courses they are assigned to teach. The needs assessment is not to be an interest inventory. Do not provide summaries of needs from national studies and reports. Statewide data should be used for comparison only.

Data gathering support. The applicant will also be asked to describe the extent of involvement of teachers and principals from participating LEAs in gathering and analyzing data for the assessment.

- C. **Project Summary and Measurable Objectives** The summary should describe the project's overall goals for ensuring that all teacher participants will gain knowledge and skills related to the assessed needs and will be better prepared to assist their students to meet state content and student performance standards. This can include additional general goals such as developing teacher leaders or teacher efficacy, if not included in the measurable objectives and evaluation.
- Measurable Objectives** The individual content and instructional objectives should relate to the specific needs detailed in the Local Needs section of the online application. The primary content and instructional objectives should explain what the participant should know (content objective) and know how to do (instructional skills objective) by the project closing date. Grade band, specific content area, specific conceptual area and broad TEKS areas should be included in each objective pertaining to professional development for teachers. Objectives related to principals should be categorized under "Principal." The objectives have character limitations; refer to the help in the online system for examples of how to abbreviate required elements.
- D. **LEA Information.** The applicant should select the name(s) of the primary LEA(s) to be served by the proposed project. If an LEA is not listed, contact the TQGP office.
- E. **Recruitment Plan.** The recruitment plan should be driven by the needs assessment. Applicants must list the steps they will take to recruit teachers and/or principals. Explain how the recruitment approach will result in campus teams participating in your proposed project. Your plan should demonstrate that those least prepared in content and pedagogy will be recruited. This should include detailed information on who will be contacted (Teachers? Principals? Superintendents? Supervisors?), through what means (Face-to-face? E-mail? Phone?), what promotional materials will be used, and approximate dates of recruitment activities. It should be clear how your approach is consistent with the strategies outlined in section IV.G.

Selection Plan. All applicants must provide a plan that details the process they will use to select participants from the pool of teachers and/or principals recruited. Explain what criteria will be used to ensure that those most in need of the professional development will be selected first to enroll in the project. The plan should include information about how the applicant has determined

eligibility for acceptance into the project, and the rank ordering for the criteria. It should be clear how your approach is consistent with the strategies outlined in section IV.G.

F. **Program Narrative.** The program narrative must include the sections listed below.

a. The *Instructional plan for teachers* should:

- be directly related to the measurable objectives that specify what teachers will know and be able to do in the classroom as a result of the proposed activity (Provided in Project Summary and Measurable Objectives section.)
- be directly related to the needs identified for the teachers
- describe how the limited scope of subject matter is designed to achieve conceptual understanding through thorough and meaningful learning using inquiry-based approaches.
- explain how the instructional plan reflects and incorporates the priorities and professional development features outlined in RFA Section IV.D to help teachers become more effective at improving student achievement and higher-order thinking
- describe how instructional staff will model appropriate teaching behaviors and practices that address the learning needs of all students
- describe strategies the applicant will use to increase the likelihood teachers will implement the newly learned instructional approaches into their classroom practices
- provide a brief topical outline of a limited scope and sequence of writing, mathematics and/ or science content knowledge conveyed along a dated, daily instructional timeline using the template provided at the TQGP website.

A timeline that details the instructional plan for teachers must be uploaded in this section. Use the template provided at the TQGP website. This must include the following information:

- Session dates
- Content areas (conceptual focus) and TEKS (broad category)
- Pedagogy focus and support for classroom implementation
- Materials
- Training on materials
- Evaluation components

Syllabi are required for projects that include credit-bearing graduate courses for teacher participants and must be uploaded in this section. In all other cases syllabi are optional.

The *Instructional plan for principals* should:

- be directly related to the measurable objectives that specify what principals will know about instructional leadership and effective teaching, and be able to implement as a result of the proposed activity. (Provided in Project Summary and Measurable Objectives section.)
- be directly related to the needs identified for their campuses and teachers.
- describe how the limited scope of subject matter is designed to achieve conceptual understanding about topic areas principals need for instructional support on their campuses.

- describe how project instructional staff will model appropriate behaviors and practices that principals should be seeing in the classrooms of effective teachers.
- describe how the applicant will use formative assessment strategies to adapt the learning to the principals' needs.
- describe the strategies the applicant will use to increase the likelihood principals will implement the newly learned instructional leadership approaches on their campuses.
- provide a brief topical outline of a limited scope and sequence of knowledge about discipline-related pedagogy and instructional support for teachers conveyed along a dated, daily instructional timeline. This should focus in the project topic area of writing, mathematics or science.

A timeline that details the instructional plan for principals must be uploaded in this section. Use the template provided at the TQGP website.

This must include the following information:

- Session dates
 - Content areas (conceptual focus)
 - Leadership focus and implementation strategies
 - Materials
 - Training on materials
 - Evaluation components including any pre-post tests, reflective writing, etc. (Evaluations for principals have not been standardized).
- b. **Evaluation.** Project directors have the option of supplementing the standardized project evaluation with localized evaluative measures that capture other aspects of teacher growth. This could include localized pre- and post-tests that have formative value, and/or evaluative measures related to such topics as teacher efficacy, teacher leadership, etc. In the TQ online system, applicants will be asked to summarize optional supplemental evaluation efforts. Refer to section IV.H for more information about project evaluation.
- c. **Budget and Cost Effectiveness.** Each application will be reviewed to determine that the budget is cost effective and adequate to support the proposed project in compliance with the budget requirements of the RFA.

Applicants must select from budget option A-regular tuition or option B-direct costs. Refer to the online system help for more information. If the requested funding does not include tuition and academic credit to be offered, the budget narrative must indicate that the teachers will receive either professional development credit (generally at no cost) or a tuition waiver. Salary compensation for faculty overload is excluded from payment except on a specifically negotiated basis.

If budget category descriptors are not provided, applicants must complete text fields adjacent to numerical budget entry fields for all budget amounts greater than zero. Applicants must indicate financial contributions by the IHE and LEA partners using the "Other Funds" column in the budget. The "Proposed TQ Grant" column should capture proposed expenditures that would be supported only by TQ grant funds.

Two project costs are automatically calculated in the online system:

- Indirect costs up to 8 percent of a modified direct cost base calculated on the direct costs of the project, minus amounts dedicated to teacher stipends, tuition and tuition-related fees.
- Evaluation support costs (at 10 percent of subtotal direct costs).

A detailed narrative explanation of each budget request relating costs to project objectives should be included. The budget narrative should also detail financial and in-kind contributions by LEA and IHE partners.

The budget should be designed to provide experiences, books and materials that increase the likelihood teachers will adapt their teaching practices, and that principals will be more likely to support teacher use of high-yield instructional strategies.

Information about the use of specific budget categories is available through the help buttons in the online system. The budget narrative should include detailed itemization and explanation of all personnel, books, materials, travel, supplies, equipment and consultants. Participant stipends should be consistent with regional norms. Stipends can be provided only during times when the participant is not being compensated by the LEA.

- d. ***Leadership Plan and Commitment of Key Personnel.*** In this section applicants are required to include a narrative summary of a high quality leadership plan for using resources and qualified personnel to achieve each objective. Refer to section IV.F. for more detailed information about what is expected in a high quality leadership plan. Each applicant must also summarize evidence of capacity at the LEA and institutional level, and at the personnel level to carry out the proposed project.

Applicants are also required to upload a concise planning schedule that includes information regarding the role of staff and their time commitment to the project (who will do what, when and where). Information about institutional support for key personnel, i.e., course releases and salary support, should be provided. The applicant should also document the LEA institutional resources, actions, and commitments to support the proposed activity. Applicants should include key instructional personnel with strong writing, science or mathematics and education backgrounds—this may include a teacher with exceptional writing, mathematics or science background.

A 2-page vitae is required for each of the key personnel and consultants listed, and must be uploaded in the online system. These vitae should document education and experience related to the proposed activity. Only the first two pages of each person's vita will be included in the application sent to reviewers. These vitae should be combined into a single document to be uploaded.

Upload the signed Professional Development Agreement(s) (see sections VIII.A and Appendix A). Applicants are required to use the electronic version of the Professional Development Agreement available on the TQGP website or in the online application system.

Each project director is required to attend a 2016 spring technical assistance meeting and a 2016 fall webinar. Adequate funds should be included in the budget travel section to allow project directors and relevant key personnel to attend the required 2-day spring technical meeting.

Each project director must also accept responsibility for coordinating with the THECB and the institution responsible for managing the standardized project evaluations so that all evaluation components are completed on a timely basis.

- G. **References and Additional Information.** Applicants are required to include references supporting the approach they have outlined in the instructional plan or any other portion of the application. If the professional development delivery schedule differs significantly from the recommended schedule outlined in RFA sections IV.D. and E., applicants must provide academic references and/or experiential evidence as support.
- H. **Current Teacher Quality Projects.** This section does not apply to all applicants. If applicable, applicants must provide information regarding Teacher Quality grants they were awarded during the 2014-2016 round of funding.
- I. **Previous and Current Funding for Related Projects.** This section does not apply to all applicants. If applicable, applicants must document key personnel (project director and associated staff) involvement in related projects by providing grant award information, purpose of the grant, key personnel responsibilities and availability of evaluation report. Related projects would include state flow-through grant awards such as Math and Science Partnership grants and Regional Science Collaborative grants as well as national grants such as National Science Foundation grants.

Do NOT include information on previous Teacher Quality Grants in this section as information on those grants was included in section VII.H.

VIII. Signature Forms

A. Professional Development Agreement

The Professional Development Agreement (PDA) is a required signature form. Once the PDA has been signed by all the authorized parties, it should be scanned and uploaded into section F.d. of the online system. Information about the PDA can be found in the following sections:

- IV.A – cooperative planning
- IV. B – financial or in-kind commitment from the primary LEA(s)
- VII.F.d – uploading the signed PDA
- XI. Appendix A – a copy of the PDA form.

Each applicant must provide a formal agreement with at least one high-need LEA to provide sustained, high-quality professional development for the teachers in the LEA. This agreement should show evidence of teacher and administrator involvement in project planning (e.g. meeting dates, places, topics, participants, etc.) or application development and confirmation that the proposed professional development will be a part of the planned activities for ensuring that all students have highly effective teachers.

The Professional Development Agreement must be endorsed by at least one high-need LEA superintendent and one executive official with endorsement authority (e.g. president, vice president), of the applicant institution. Include name, complete title and mailing address for each signatory.

It is strongly recommended that there be financial or in-kind contributions on the part of the LEA involved. Projects that receive financial or other contributions from the LEA partner and others must

include a statement confirming that contribution in the formal agreement endorsed by the contributor and should also include the contributions in the “other funds” section of the budget.

It is also strongly recommended that the superintendent agree to request that the ISD data collection office or the regional Education Service Center (ESC) provide classroom-level and multiple-year student achievement data for each teacher in the project from their LEA. The student identifying information should be masked.

As part of a completed Professional Development Agreement, in compliance with the Federal Funding Accountability and Transparency Act of 2006 (FFATA), applicants are required to provide their Institution of Higher Education’s DUNS number and certify that the institution has completed the System for Award Management (SAM) registration. Further information is provided in the instructions that accompany the Professional Development Agreement document sample in Appendix A.

Incomplete applications and/or applications without a complete signed professional development agreement from the primary high-need LEA will not be reviewed or considered for funding. (Also see specifics in section VI.B)

B. Cover Page with Signatures

The cover page is a required signature form and must be uploaded into the online system in section F.d. The cover page provides basic information about the legal applicant(s), other project principals, the cooperating entities and related officials, and general information about the project.

The cover page can be printed from the Application Overview in the online system after the completion of sections A. General Information, D. LEA information, and F.c. Budget and Cost Effectiveness. When all information required for the cover page has been provided, print the form from the online system and enter dated endorsement of the lead project director and authorized institutional official(s). The Institutional Authority is the person with authority to enter into a grant agreement with the Teacher Quality Grants Program. The authorized Fiscal Authority is the person responsible for executing fiscal requirements of the grant award. Once the form has been signed by all the authorized parties, it should be scanned and uploaded into section F.d. of the online system.

The cover page will not be considered complete unless all required signatures have been obtained. Applicants with incomplete cover pages will not be given consideration for funding.

IX. Application Review and Award Process

Applications for which a Notice of Intent has not been submitted will not be considered for a Grant Award.

Applications may be submitted by an eligible applicant (see section IV.A). There is no limit on the number of applications that an institution may submit, but each eligible faculty member may submit no more than one application per grant period. Applicants should consider partnering with other departments and/or institutions due to the limited funds available and small number of grants that will be funded.

Proposed projects that are among the most highly ranked and recommended applications, and that show clear evidence of the capacity of the university, department and LEA to support the scope of work proposed will be recommended for funding. Federal guidelines require that Teacher Quality Grants Program awards be equitably distributed by geographical area within a state.

Upon receipt by the Teacher Quality Grants Program, applications will be reviewed to determine application completion. The application will be reviewed to determine if all required materials are included and if the application responds to all TQGP requirements under this RFA. Incomplete applications, late applications, applications not addressing identified TQGP program needs, and applications from ineligible applicants will not be judged (Sections to review include VI.A-B, VI-all sections, VIII.A-B and X.6).

A 3- to 4-member review panel for each of the subject areas (writing, mathematics or science) will review eligible professional development applications. The panelists from writing, mathematics, science, or appropriate related disciplines represent colleges, universities, schools, and professional organizations. In cases of conflict of interest, an alternate will be chosen. In addition to application materials, other information pertaining to Teacher Quality Grants Program projects previously conducted by the applicant is made available to panelists at their request. The review criteria are available at the TQGP website and in appendix B of this RFA.

Preliminary notice to applicants recommended for funding will be made beginning in December, 2015, with final program and budget negotiations to follow. Following final grant negotiations with the Texas TQGP state program director, the recommendations of the TQGP review panels will be submitted to the Texas Higher Education Coordinating Board for funding approval. Official notification of 2016-2017 awards will be made after January 21, 2016.

X. Provisions and Assurances

1) Program Authority

- Catalog of Federal Domestic Assistance (CFDA): 84.367B
- Authority: PL 107-110 II ESEA As Amended by No Child Left Behind
- Program Title: Title II, Part A, Teacher and Principal Training & Recruiting Fund
- Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 75-79 and 81-99.

2) Applicable Federal Regulations

2 CFR Chapter I, Chapter II, Part 200, et al. Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

3) Federal Rules and Laws

Awarded Applicant shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the Contract project, including but not limited to:

Americans With Disabilities Act, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;

1. Title VI of the Civil Rights Act of 1964, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
2. Title IX of the Education Amendments of 1972, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;

3. Section 504 of the Rehabilitation Act of 1973, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;
4. Age Discrimination Act of 1975, as amended (prohibition of discrimination on basis of age), and any regulations issued there under, including the provisions contained in 34 CFR Part 110;
5. Family Educational Rights and Privacy Act (FERPA) of 1975, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued there under, including Privacy Rights of Parents and Students (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
6. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (prohibition against the use of federal grant funds to influence legislation pending before Congress);
7. Pro-Children Act of 2001, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)].

Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1));

8. Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a)), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.), as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively;
9. Buy America Act: Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the United States that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2);
10. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended;
11. Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business: Personnel funded from federal grants and their subcontractors and subgrantees are

prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, “Federal Leadership on Reducing Text Messaging While Driving” October 1, 2010 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education);

12. Crimes and Prohibited Activities: Anti-Kickback (Copeland) Act, as implemented at 29 CFR 3.1; False Claims Act, 31 USC 3729; and Program Fraud Civil Remedies Act, 31 USC 3801-3812;
13. Drug-Free Workplace: Drug-Free Workplace Act of 1988, P.L. 100-690, as implemented in common rule from by individual agencies;
14. Federal Funding Accountability and Transparency Act of 2006 (FFATA): The Federal Funding Accountability and Transparency Act of 2006 (FFATA) ensures that the public can access information on all entities and organizations receiving Federal funds. Central to the law was the development of www.USASpending.gov, a publicly-available website with searchable information on each Federal grant and contract.

As part of the FFATA guidance, the Coordinating Board will be responsible for providing award information to the Uniform Statewide Accounting System pending, but Contractor will be responsible for registering in the System for Award Management (SAM) website, www.sam.gov prior to receiving federal funds from the Coordinating Board. Once Contractor is registered in SAM, the Coordinating Board will have the information required to submit the federally required reporting elements;

15. Registration in SAM is an essential part of receiving this Grant. Although Contractor may already be registered, it is incumbent upon the Contractor to ensure this compliance. In addition to SAM registration, Contractor must provide the Coordinating Board with:
 - (1) Data Universal Numbering System Number (DUNS Number). No entity may receive a subaward from the Coordinating Board unless the entity has provided its DUNS number to the Coordinating Board.
 - (2) Congressional district where the services will be performed/located;
16. Trafficking in Persons
The Department of Education adopts the requirements in the Code of Federal Regulations at 2 CFR 175 and incorporates those requirements into this grant through this condition;
17. Special Conditions for Disclosing Federal Funding in Public Announcements
When issuing statements, press releases, request for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, all grantees receiving Federal funds included in the Act, including but not limited to State and local governments and recipients of Federal research grants, shall clearly state –
 - 1) The percentage of the total costs of the program or project which will be financed with Federal money;
 - 2) The dollar amount of Federal funds for the project or program; and
 - 3) Percentage and dollar amount of those total costs of the project or program that will be financed by non-governmental sources.

Recipients must comply with these conditions under Public Law 111-117, the “Omnibus Appropriations Act, 2010”, Division D – Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act, 2010, Title V – General Provisions, Sec. 506, December 16, 2009.

The applicable regulations are available at these websites:

U.S. Department of Education: <http://www.ed.gov/policy/elsec/leg/esea02/107-110.pdf>
<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

Office of Management and Budget (OMB): <http://www.whitehouse.gov/omb/circulars/>

Funding of Teacher Quality Grants projects will be guided by aspects of the U.S. Department of Education approved Texas Application for NCLB funds; regulatory guidance for the Teacher Quality Grants Program; and relevant sections of the Education Department General Administrative Regulations (EDGAR).

4) Audit and Access to Records

- a. Pursuant to Texas Government Code 2262.003, Awarded Applicant acknowledges that acceptance of funds under the Agreement acts as acceptance of the authority of (1) the Texas State Auditor's Office, or any successor agency, (2) the Texas State Auditor's Office or any successor agency, under the direction of the Texas Legislative Audit Committee, (3) THECB's Internal Auditor, and (4) any external auditors selected by THECB or any auditors selected by the United States, (Collectively referred to as “Audit Entities”) to conduct an audit or investigation in connection with those funds. Awarded Applicant further agrees to cooperate fully with Audit Entities in the conduct of the audit or investigation, including providing all records requested. Awarded Applicant shall ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Awarded Applicant and the requirement to cooperate is included in any subcontract Awarded Applicant awards.
- b. Awarded Applicant shall maintain its records, accounts and supporting documentation in a manner which shall assure a full accounting for all funds received and expended by Awarded Applicant in connection with the Project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the Approved Application.
The Applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. These records, accounts and documents (which includes but not limited to all receipt and invoices of expenses incurred by Awarded Applicant) shall be retained by Awarded Applicant and made available for inspecting, monitoring, programmatic or financial auditing, or evaluation by THECB and by others authorized by law or regulation to do so for a period of not less than five (5) years from the date of completion of the Grant Project or the date of the receipt by THECB of Awarded Applicant's final claim for payment or final expenditure report or until a resolution of all billing questions in connection with the Agreement, whichever is later.

If an audit has been announced, the records shall be retained until such audit has been completed. Awarded Applicant shall make available at reasonable times and upon reasonable

notice, and for reasonable periods, all documents and other information related to the Grant Project carried out under the Agreement. Awarded Applicant and any subcontractors shall provide any Audit Entities with any information the entity deems relevant to any monitoring, investigation, evaluation, or audit.

- c. THECB reserves the right to require the reimbursement of any over-payments determined as a result of any audit or inspection of records kept by Awarded Applicant on work performed under the Agreement. Awarded Applicant shall reimburse THECB within 30 calendar days of receipt of notice from THECB of overpayment. Awarded Applicant's failure to comply with this "Audit and Access to Records" section shall constitute a material breach of the Agreement.
- d. Pursuant to this Grant, and Uniform Grant Guidance 2 CFR Chapter I, Chapter II, Part 200, Subpart F, desk reviews and, or on-site monitoring reviews may be conducted by the Coordinating Board or its designee to determine compliance with the approved Application and the applicable statute(s), law(s), regulations, and guidelines.
- e. The sponsoring institution is responsible for:
 - Ensuring that its audit and accounting procedures are in compliance with applicable federal 2 CFR Chapter I, Chapter II, Part 200, et al. Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (CB/LN)
 - Supplying the Teacher Quality Grants Program with a copy of the audit report for the fiscal years in which grant monies were expended.

5) Cost of Application Preparation

All costs associated with the preparation and submission of an Application for this RFA are the responsibility of Applicant. These costs shall not be chargeable to THECB by any successful or unsuccessful Applicant.

6) Application Delivery and Late Applications

- a. Applications must be submitted by an authorized agent of the Applicant institution/organization.
- b. Applications shall be considered to be "on time" if they are received on or before the established deadline date and time. Applicant shall be solely responsible for ensuring that Application is received by THECB prior to the deadline outlined in this RFA. THECB shall not be responsible for failure of electrical or mechanical equipment, operator error, or inability of an electronic delivery agent to deliver an Application prior to the deadline. Failure to respond in a timely manner to this request shall result in Applicant losing the opportunity to receive a grant under this program. A late Application, regardless of circumstances, shall not be evaluated or considered for award.

7) Conflict of Interest

Applicants must disclose any existing or potential conflicts of interest relative to the performance of the requirements of this RFA. Failure to disclose a conflict of interest may be cause for disqualification of an Application or termination of an Agreement resulting from this RFA. If, following a review of this information, it is determined by THECB that a conflict of interest exists,

Applicants may be disqualified from further consideration.

8) Supplanting Prohibition

A grant awarded under this RFA may not be used to replace federal, state, or local funds.

9) Grant Memorialized in Agreement

Grant Awards will be memorialized through agreements (“Agreement”) negotiated with those Grantees that are selected through the evaluation process to have successful Applications. Submission of an Application confers no rights of Applicant to an award or to a subsequent Agreement, if there is one. The issuance of this RFA does not guarantee that an Agreement will ever be awarded. THECB reserves the right to amend the terms and provisions of the RFA, negotiate with Applicant, add, delete, or modify the Agreement and/or the terms of Application submitted, extend the deadline for submission of Application, or withdraw the RFA entirely for any reason solely at THECB's discretion, as consistent with the applicable OMB circulars. An individual Application may be rejected if it fails to meet any requirement of this RFA. THECB may seek clarification from Applicant at any time, and failure to respond within three business days is cause for rejection of an Application.

Upon execution of an Agreement resulting from this RFA, the term ‘Applicant’ shall have the same meaning as ‘Awarded Applicant’. Likewise, the terms ‘Request for Applications’ and ‘Application’ shall have the same meaning as the term ‘Agreement.’

10) Proprietary Information

During the performance of the program implemented under an Agreement resulting from this RFA, Awarded Applicant may have access to data, information, files, and/or materials (collectively referred to as "data"), which are the property of THECB and/or a public school district. These data shall be handled in a method that concurs with all Family Educational Rights and Privacy Act (FERPA) regulations and guidelines.

Applicant agrees to comply with FERPA, 20 U.S.C. Section 1232g, and the implementing federal regulations, 34 CFR Part 99. Applicant agrees (1) to protect any confidential student information it receives or accesses that could make a student’s identity traceable, and (2) any confidential data analysis or report shall not be disclosed to any third party without THECB’s prior written consent.

Awarded Applicant shall have a system in effect to protect all data received or maintained in connection with the activities of this RFA. Awarded Applicant agrees to use its best efforts to preserve the safety, security, and integrity of the data, and to ensure the privacy and confidentiality of all data. Any disclosure or transfer of proprietary information by Awarded Applicant shall be in accordance with applicable federal or Texas law.

11) Release of Information by Awarded Applicant

- a. Awarded Applicant shall NOT release any data that is not FERPA compliant. Failure to follow the guidelines established may result in immediate termination of the proposed Agreement.
- b. Awarded Applicant agrees to notify THECB Point of Contact prior to releasing any information to the news media regarding the activities being conducted under the Agreements resulting from this RFA.

12) Release of Application Information by THECB

Public Information Act. Awarded Applicant understands and acknowledges that as a Texas state agency, THECB is subject to the provisions of the Texas Public Information Act, Government Code, Chapter 552 as interpreted by judicial opinions and the opinion of the Attorney General of the state of Texas. Awarded Applicant will cooperate with THECB in the production of documents responsive to any such requests under the Public Information Act. THECB will make a determination whether to submit a Public Information Act request to the Attorney General.

All submitted Applications become the property of THECB after the RFA submittal deadline date. Upon acceptance of the Agreement, all information submitted with Applicant's Application becomes public record and all information submitted with Awarded Applicant's Application becomes part of the Agreement. Therefore, such information is subject to disclosure under the Texas Public Information Act, unless an exception under the Texas Public Information Act is applicable.

Any proprietary information included in Applicant's Application shall be subject to disclosure unless such proprietary information was clearly identified by Applicant, and such identification was submitted concurrently with the original submission of the proprietary information. Additionally, Applicant shall state the specific reason(s) an exception from the **Texas Public Information Act is being claimed concurrently with the original submission of the proprietary information**

If Awarded Applicant fails to clearly identify proprietary information with the original submission of the proprietary information, then those Sections will be deemed non-proprietary and made available upon public request after the Agreement is awarded.

The production of any material under the Agreement shall not have the effect of violating or causing THECB to violate any law, including the Texas Public Information Act.

13) Noncompliance and Termination

As consistent with applicable law (e.g., Uniform Grant Guidance §200.207), if Awarded Applicant, in the Coordinating Board's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under the Grant Award, the Coordinating Board may impose such remedies as it may deem appropriate. This includes but is not limited to the withholding of payments to Awarded Applicant until Awarded Applicant complies; the cancellation, termination, or suspension of this Grant Award in whole or in part; and the seeking of other remedies that may be legally available. Any cancellation, termination, or suspension of this Grant, if imposed, shall become effective at the close of business on the day of Awarded Applicant's receipt of written notice thereof from the Coordinating Board.

The THECB may revoke an institution's/organization's participation in the program, and terminate the Agreement.

The Coordinating Board's Right to Termination. As consistent with applicable law (e.g., Uniform Grant Guidance §200.207), the Coordinating Board may terminate the Grant Award, in whole or in part.

Effect of Termination. Upon any termination, all indemnities, including without limitation those set forth in the Agreement, as well as Agreement provisions regarding confidentiality, records retention, right to audit, and dispute resolution, shall survive the termination of the Agreement for any reason whatsoever and shall remain in full force and effect.

As consistent with applicable law (e.g., Uniform Grant Guidance §200.207), upon receipt of written notice to terminate, Awarded Applicant shall promptly discontinue its work on the project (unless the notice directs otherwise), and shall deliver or otherwise make available to the Coordinating Board, a summary of work products (e.g., the required Project components) developed by Awarded Applicant under the Grant Award, whether completed or in process.

14) Amendment

Amendment. Any amendment or change to the Agreement performance requirements which becomes necessary shall be accomplished by a formal amendment signed and approved by duly authorized representatives of Awarded Applicant and THECB. None of the parties to the Agreement will be bound by any oral statements, agreements, or representations contrary to the written Agreement requirements and terms and conditions.

15) Notice

Any notice or written communication between the parties shall be considered delivered when postmarked, except that such notice or written communications sent by certified mail, return receipt requested, or delivered in person to the authorized representative of the party designated in accordance with the Agreement shall be considered to be delivered when received.

16) Assignment or Subcontracting

No rights, interest, or obligations in an Agreement resulting from this RFA shall be assigned, subcontracted, or delegated by Awarded Applicant without prior written permission of THECB Point of Contact. Any attempted assignment or delegation by Awarded Applicant shall be wholly void and totally ineffective for all purposes unless made in conformity with this Paragraph. No assignment or subcontract shall relieve Awarded Applicant of any responsibility under this RFA.

17) Liability and Indemnification

(a) **Liability**

1. Neither THECB's review, approval, or acceptance of program components, nor payment under this Agreement, shall be construed to operate as a waiver of any rights under the Agreement, or of any cause of action arising out of the performance required by the Agreement.

2. THECB shall have no liability except as specifically provided by law.

3. *Sovereign Immunity.* THECB and Awarded Applicant stipulate and agree that no provision of, or any part of the Agreement between THECB and Awarded Applicant, or any subsequent change order, amendment, or other Agreement modification shall be construed: (1) as a waiver of the doctrine of sovereign immunity or immunity from suit as provided for in the Texas Constitution and the Laws of the State of Texas; (2) to extend liability to THECB beyond such liability provided for in the Texas Constitution and the Laws of the State of Texas; or (3) as a waiver of any immunity provided by the 11th Amendment or any other provision of the United States Constitution or any immunity recognized by the Courts and the laws of the United States.

(b) **Indemnification:** To the extent allowed by law, awarded Applicant agrees to indemnify, defend and hold harmless the State of Texas, THECB, as well as officers, agents, and

employees of THECB from any liability, for any and all claims, demands, fees, suits or actions of any nature whatsoever, including but not limited to personal injury or illness, bodily injury (including death) and property damage occurring in connection with or in any way incident to or arising out of the use, service, operation or performance of work under the terms of the Agreement, except claims, demands, fees, suits or actions arising from any negligence by THECB, its officers, agents, employees, contractor, subcontractors or any negligence of a third party, its (their) officers, agents, employees, contractors, subcontractors. THECB shall give Awarded Applicant written notice of each such claim or suit and full right and opportunity to conduct Awarded Applicant's own defense thereof, together with full information and all reasonable cooperation. Awarded Applicant shall coordinate its defense with the Texas Attorney General as requested by THECB.

- (c) Additionally, if Awarded Applicant requires or desires to use any design, trademark, device, material or process covered by letters of patent or copyright, Awarded Applicant shall indemnify, defend and hold harmless, to the extent allowed by law, the State of Texas, THECB, as well as officers, agents, and employees of THECB, from any liability, for any and all claims, demands, fees, suits or actions of any nature whatsoever, from any and all claims for infringement by reason of the use of any such patented design, device, trademark, copyright, material or process in connection with the work agreed to be performed and shall indemnify (to the extent allowed by law) the State of Texas, THECB, as well as officers, agents, and employees of THECB, from any cost, expense, royalty or damage which the State of Texas, THECB, as well as officers, agents, and employees of THECB may be obligated to pay by reason of any infringement at any time during the performance of or after completion of the work. Awarded Applicant represents and warrants that it has determined what licenses, patents, and permits are required under the Agreement and has lawfully acquired all such licenses, patents, and permits.
- (d) Notwithstanding any indemnification clause, THECB shall have full authority to conduct its own defense, negotiations, and settlements, but Awarded Applicant's indemnification (to the extent allowed by law) nevertheless remains in full force and effect. Any settlement shall only be reimbursable by Awarded Applicant if Awarded Applicant approves such settlement in advance, and any liability upon unsuccessful defense shall only be reimbursable by Awarded Applicant if Awarded Applicant has full opportunity to participate equally in the defense of the action.

18) Severability and Strict Performance

The invalidity, illegality, or unenforceability of any provisions of the Agreement shall in no way affect the validity, legality, or enforceability of any other provisions.

Each and every right granted to THECB and Awarded Applicant hereunder or under any other document delivered hereunder or in connection herewith, or allowed them by law or equity, shall be cumulative and may be exercised from time to time. Failure by THECB or Awarded Applicant at any time to require strict performance of any provision or obligation contained herein shall not constitute a waiver or diminish the rights of either party thereafter to demand strict compliance. Neither THECB's review, approval, or acceptance of program components, nor payment under this Agreement, shall be construed to operate as a waiver of any rights under the Agreement, or of any cause of action arising out of the performance required by the Agreement.

19) Conflicting RFA Language

In the event that language contained in a particular Section of the RFA is found to be in conflict with language in another Section, the most stringent requirement(s) shall prevail.

20) Inspections

Throughout the effective period of an Agreement resulting from this RFA, all work products shall be subject to inspection and test by authorized THECB representatives.

21) Accounting System

Awarded Applicant shall have an accounting system that accounts for cost in accordance with generally accepted accounting principles. Awarded Applicant's accounting system must include an accurate and organized file/records system for accounting and financial purposes for providing backup materials for billings.

22) Non-Appropriation of Funds

As consistent with applicable law (e.g., Uniform Grant Guidance §200.207). The Agreement may be terminated if funds allocated to THECB should become reduced, depleted, or unavailable during the Agreement period, and to the extent that THECB is unable to obtain additional funds for such purposes. THECB shall negotiate efforts as first consideration and if such efforts fail, then THECB shall immediately provide written notification to the Awarded Applicant of such fact and the Agreement shall be deemed terminated upon receipt of the notification, and neither party shall have any further rights or obligations hereunder. Awarded Applicant shall not incur new obligations after the effective date of termination and shall cancel as many outstanding obligations as reasonably practicable. THECB shall be liable for costs incurred up to the time of such termination. Under no circumstances shall this RFA or any provisions herein be construed to extend the duties, responsibilities, obligations, or liabilities of the State of Texas or THECB beyond the then existing biennium.

23) Applicable Law and Venue

The Agreement and any incorporated documents shall be governed by and construed in accordance with the laws of the State of Texas. Accordingly, new laws recently enacted by the 84th Texas Legislative Session are laws of the State of Texas that may be applicable to this RFA.

Note: THECB wants to draw attention that, including but not limited to, Senate Bill 20 relating to State Agency contracting and procurement may be applicable to this RFA. Applicants are encouraged to review the legislative actions taken to determine if there are other applicable laws.

The exclusive venue of any suit brought concerning the Agreement and any incorporated documents is fixed in any Court of competent jurisdiction in Travis County, Texas, and all payments under the Agreement shall be due and payable in Travis County, Texas.

24) Applicant Responsibilities

Applicant shall comply with all federal, state and local laws, statutes, ordinances, rules and regulations and the orders and decrees of any court or administrative bodies or tribunals in any matter affecting the performance of the Agreement, including, if applicable, workers compensation laws,

compensation statutes and regulations, and licensing laws and regulations. When requested to do so by THECB, Applicant shall furnish THECB with satisfactory proof of its compliance.

All applicable conditions and uniform assurances can be found in the *Uniform Grant Management Standards* at: <http://governor.state.tx.us/files/state-grants/UGMS062004.doc>

25) Key Personnel

The key personnel that will be assigned to work on the Contract Project are considered to be essential to the accomplishing the Contract Project. No substitutions of key personnel will be made without the prior written consent of THECB. Awarded Applicant shall provide to THECB prior written notice of any proposed change in key personnel involved in accomplishing the Grant Project. All requested substitutes must be submitted to THECB.

26) Eligibility/ Authorization to Work in the United States

Awarded Applicant shall ensure that all personnel provided to perform work under the Agreement possess proof of eligibility/authorization to work in the United States in compliance with the Immigration Reform and Control Act of 1986, the Immigration Act of 1990, and the Illegal Immigration Reform and Immigrant Responsibility Act of 1996. Awarded Applicant shall maintain written records on all personnel provided under the Agreement and shall provide such records to THECB upon request. Failure to maintain and provide records upon request shall represent a material breach of this Agreement and THECB shall have the right to terminate the Agreement for cause. Awarded Applicant shall ensure this section is included in all subcontracts it is authorized by THECB to enter.

27) Affirmation Clauses

Applicant has not given, offered to give, nor intends to give at anytime hereafter, any economic opportunity, future employment, gift, loan, gratuity, special discount, travel, favor, or service to a THECB public servant, including employees, in connection with the submitted response.

Neither Applicant nor the firm, corporation, partnership, entity, or institution represented by Applicant or anyone acting for such firm, corporation, partnership, entity, or institution has (1) violated the antitrust laws of the State of Texas under Texas Business & Commerce Code, Chapter 15, or the federal antitrust laws, or (2) communicated the contents of this Application either directly or indirectly to any competitor or any other person engaged in the same line of business during the procurement process for this RFA.

Under Texas Government Code § 2155.004, no person who was compensated by the THECB to assist in preparing the RFA specifications or this RFA has any financial interest in Applicant's Application. If Applicant is not eligible, then any Agreement resulting from this RFA shall be immediately terminated. Further, under Section 2155.004, Texas Government Code, Applicant certifies that the individual or business entity named in this Application or Agreement is not ineligible to receive the specified Agreement and acknowledges that this Agreement may be terminated (consistent with Uniform Grant Guidance §200.207) and payment withheld if this certification is inaccurate.

THECB is federally mandated to adhere to the directions provided in the President's Executive Order (EO) 13224, Executive Order on Terrorist Financing – Blocking Property and Prohibiting Transactions With Persons Who Commit, Threaten to Commit, or Support Terrorism, effective 9/24/2001 and any subsequent changes made to it via cross-referencing Applicants with the Federal General Services Administration's System for Award Management (SAM) <http://www.sam.gov> which is inclusive of the United States Treasury's Office of Foreign Assets Control (OFAC) Specially Designated National (SDN) list. Applicant is not so prohibited from entering into this Agreement. Moreover, Applicant further certifies that the responding entity and its principals are eligible to

participate in this transaction and have not been subjected to suspension, debarment, or similar ineligibility determined by any federal, state or local governmental entity and that Applicant is in compliance with the State of Texas statutes and rules relating to procurement and that Applicant is not listed on the federal government's terrorism watch list as described in Executive Order 13224. (Entities ineligible for federal procurement are listed at <http://www.sam.gov>.)

Under Section 2155.006(b) of the Texas Government Code, a state agency may not accept a bid or award a contract, including a contract for which purchasing authority is delegated to a state agency, that includes proposed financial participation by a person who, during the five-year period preceding the date of the bid or award, has been: (1) convicted of violating a federal law in connection with a contract awarded by the federal government for relief, recovery, or reconstruction efforts as a result of Hurricane Rita, as defined by Section 39.459(a)(2), Texas Utilities Code, Hurricane Katrina, or any other disaster occurring after September 24, 2005; or (2) assessed a penalty in a federal civil or administrative enforcement action in connection with a contract awarded by the federal government for relief, recovery, or reconstruction efforts as a result of Hurricane Rita, as defined by Section 39.459(a)(2), Texas Utilities Code, Hurricane Katrina, or any other disaster occurring after September 24, 2005. Under Section 2155.006 of the Texas Government Code, Applicant certifies that the individual or business entity named in this Application is not ineligible to receive an Agreement resulting from this RFA and acknowledges that any Agreement resulting from this RFA may be terminated and payment withheld if this certification is inaccurate.

28) Reporting Requirements

Applicants with funded projects are required to submit two technical and financial reports for each year of the project. Report deadlines will be available at the TQGP website and reporting requirements will be discussed at the technical assistance meeting held in Spring 2016. Updates to the report deadlines will be provided on the TQGP website.

Successful applicants will have the option to submit quarterly financial reports in order to request reimbursement for eligible program expenses.

The project director of record is responsible for ensuring that the technical reports and evaluation information are submitted as required by the deadline. The fiscal authority for each institution is responsible for ensuring that all financial reports are submitted by the appropriate deadline.

Failure to meet reporting requirements and deadlines may affect eligibility for future funding under the TQGP for higher education, or maybe grounds for termination of grant (see section X 13 Noncompliance and Termination).

29) Time and Effort Recordkeeping

For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Awarded Applicant that will confirm the services provided within each funding source. Awarded Applicant must adjust payroll records and expenditures based on this documentation. Time and effort records must be in accordance with the requirements in the applicable Uniform Grant Guidance 2 CFR Chapter I, Chapter II, Part 200.

30) Budget

Applicant shall prepare a budget that meets applicable rules and laws, including the allowable cost principles in the applicable Uniform Grant Guidance (e.g., 2 CFR Chapter I, Chapter II, Part 200, et al.);

All expenditures must meet applicable rules and laws, including the allowable cost principles in the applicable Uniform Grant Guidance (e.g., 2 CFR Chapter I, Chapter II, Part 200, et al.).

31) Payment Terms

In accordance with Uniform Grant Guidance regulations, 2 CFR §200.305, funds may be provided in advance upon request of the Awarded Applicant, provided the Awarded Applicant

- (1) Maintains written procedures that minimize the time elapsing between receipt of funds and disbursement; and
- (2) Documents that it has financial management systems that meet the standards for fund control and accountability established in 2 CFR §200.305.

Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in the Uniform Grant Guidance (2 CFR Chapter I, Chapter II, Part 200, et al.) and program rules, regulations, and guidelines contained elsewhere.

As consistent with applicable law (e.g., Uniform Grant Guidance §200.207), payments described in this RFA are contingent upon Awarded Applicant's compliance with applicable federal and state requirements and performance goals being achieved, as determined by the Coordinating Board's Point of Contact.

XI. Appendices

A. Professional Development Agreement

B. External Reviewer Application Evaluation Rubric

Appendix A

**Teacher Quality Grants Program
Professional Development Agreement**

Enter agreement content:

Required signatures:

- 1. _____
Authorized Institutional Authority (Name, Title, Organization)
Signature
Date

- 2. _____
College of Arts and Sciences Partner (Name, Title, Organization)
Signature
Date

- 3. _____
College of Education Partner (Name, Title, Organization)
Signature
Date

- 4. _____
ISD Superintendent (Name, Title, Organization)
Signature
Date

- 5. _____
Typed Name, Title, Organization
Signature
Date

- 6. _____
Typed Name, Title, Organization
Signature
Date

Institution of Higher Education for primary project director _____

Institution nine-digit DUNS number: _____

By checking this box, applicant certifies that his/her institution has registered with the System for Award Management (SAM)

Project Director _____

Project Title _____

Proposal number assigned by online system _____

Scan and upload document as required into TQGP online application system.

Appendix A Professional Development Agreement Instructions

Agreement Content

The Professional Development Agreement is not binding, but the TQGP expects that a good faith effort will be made to provide what is agreed upon, as the contributions included in this agreement are considered by reviewers in making recommendations for funding. For detailed information about what is expected in the body of the agreement, refer to section XI.A in the 2016-2017 TQGP RFA.

Required Signatures

The professional development agreement must be endorsed by cooperating partners in the proposed project. Please include the name, complete title, and organization for each signatory.

The following signatures are required.

- Institutional Authority at the participating institution(s) of higher education
- College of Arts and Sciences Partner*
- College of Education Partner*
- School District Superintendent of the High-Need LEA Partner

*The primary project director must serve as either the College of Education partner or the College of Arts and Sciences partner. For information about required partnerships (see section IV.A of the 2016-2017 TQGP RFA).

DUNS Number Requirement

Data Universal Number System (DUNS) is a nine-digit number established and assigned by Dun and Bradstreet, Inc. (D&B) to uniquely identify business entities. Most entities receiving federal funds already have a (DUNS) number and may even have several DUNS Numbers. THECB must use the primary DUNS Number assigned to the entity when reporting FFATA obligations and expenditures. THECB will report awards greater than \$25,000. If your organization has multiple DUNS Numbers, the primary DUNS Number will usually be the first number listed.

To apply for funding, each applicant must provide the DUNS number for the Institution of Higher Education at which he/she is housed. If your organization does not already have a DUNS number, a DUNS number may be acquired at no cost on-line at: <http://fedgov.dnb.com/webform> or via telephone at: 1-866-705-5711.

System for Award Management (SAM)

System for Award Management (SAM) is the Official U.S. Government system that consolidated the capabilities of CCR/FedReg, ORCA, and EPLS. There is no fee to register for this site. Applicants must be registered with SAM to apply for funding. SAM is the Federal repository in which an applicant must provide information required from the conduct of business as an award recipient. Further, applicants must maintain an active SAM registration, with current information, while their application is under consideration for funding. If your organization is not already registered, registration procedures may be found at www.sam.gov

Appendix B

External Reviewer Application Evaluation Criteria

Application Need – 15% of total score

How well did the applicant demonstrate LEA and campus need?

How well did the applicant demonstrate teacher and principal need?

Objectives – 5% of total score

How well do the objectives address the identified LEA and participant need?

Recruitment and Selection Plan - 15% of total score

How confident are you that the teachers and principals recruited will be those from the campuses with greatest need?

How confident are you that the teachers and teams of teachers recruited will have the greatest need on their campuses?

How confident are you that the teachers selected from the pool of recruited applicants will be the teachers with the greatest need?

How confident are you that the described recruitment and selection plan will result in teams of teachers (in urban and suburban areas)?

Instructional Plan – Program Narrative –35% of total score

How well does the instructional plan outlined in the program narrative meet the TQGP mandate for increasing content and instructional knowledge for teachers, and if applicable, the mandate for increasing leadership knowledge and skills for principals serving as instructional leaders?

How well does the applicant explain how the instructional plan meets the program requirements outlined in the RFA (including sections IV.D-E and VII.C and F).

How well does the instructional plan address the needs outlined in the needs assessment?

How well does the budget align with program design and participant need?

Project Leadership Plan and Structure – 30% of total score

How well does the project leadership plan and structure demonstrate capacity and adequate personnel resources to carry out project activities to meet goals and objectives?

How well does the process for identifying and developing non-faculty professional staff ensure the project will provide support for teachers on their campuses as they implement new instructional approaches?

How well does the leadership plan explain the responsibilities of all professional staff and each person's role in carrying out project activities to achieve goals and objectives?