The questions below represent the inquires received in response to this RFA. Responses were provided directly to those who submitted an inquiry in accordance with Subsections 1.4 and 1.5 of the RFA.

No.	Inquiry	Response
1	For the College Readiness Model, does an applcant have to address both mathematics and Integrated Reading and Writing (IRW)?	Yes, for college readiness models, applicants must address both subject areas.
2	Is an external evalautor an allowable cost?	Yes, reasonable costs for an external evaluator are allowed.
3	Can the composition of the Developmental Education Advisory Committee be comprised of more full-time faculty than adjuncts?	The Developmental Education Advisory Committee (DEAC) must meet the minimum requirements as outlined in Section 3.2.1 of the RFA. However, an applicant may consider additional structural components as relevant the proposed goals.
	Can faculty participation on the grant be considered research for the purposes of their annual evaluations?	Any decisions or considerations regarding an award under this RFA for faculty evaluation are determined by the institution.
	If this can be considered research activity, will the awarding institution and PI be allowed to share the data results in the form of professional publications and presentations?	Yes, an awarded applicant and PI may share data in the form of professional publications and presentations. See Section 11.21 of the RFA for more information on this topic.
4	Will the THECB consider extending the final due date for applications beyond the August 11th deadline?	Unfortunately, agency internal evaluation and approval processes preclude an extension to the deadline. If you are unable to meet the deadline, we encourage you subscribe to the TSI/DE Gov Delivery listserv or visit the Institutional Grant Opportunities page for notices regarding future grant opportunities.
5	For community college districts with multiple campuses, should an applcation be subbmitted for the district or should each campus apply independently?	Applicants should apply according to their accreditation for this RFA. If the district is comprised of independently accredited institutions, each institution should submit a separate application.
6	If we apply for the College Readiness Models, are we agreeing to develop all four components - DEAC, scaling corequisite enrollments, multiple measures, and micro-credentials?	Correct. Under the College Readiness Model, an applicant must address all four components as outlined in Subsection 3.2.1 of the RFA.

No.	Inquiry	Response
7	In Section 3.2.1 it states "Applicants must include a proposed list of potential faculty members and related incentives that the Applicant will consider, subject to change based on information provided in the informational webinar." However, in Form 3 in states "Provide an overview of the Applicant's plan to recruit/select faculty to participate in the THECB's micro-credentialing/badging program." Are we required to list potential faculty participants or just provide recruiting methods for participants?	Regarding the discrepancy of requirements in RFA Subsection 3.2.1 and FORM 3a (Grant Application – College Readiness Models) Subsection 4, applicants are not required to include a list of potential faculty that will participate in the micro-credentialing/badging program.
8	Regarding RFA Subsection 3.2.2, what is the thinking around "first college-level (gateway) courses offered in the spring semester". Is this assuming students failed the first time (in fall), so they're taking the courses a 2nd time in the spring? Or, is this assuming that students took a developmental course in the fall or skipped fall out of fear/lack of confidence?	For the purpose of this RFA, a Gateway Course is a course that is needed to continue a desired major that may prevent first-year, second semester students to persist and complete. This course can be taken immediately after a pre-requisite in the first-year or serve as a pre-requisite in the first-year for second-year level courses.
9	In order to better plan for faculty participation in the micro-credentialing/badging program, can you tell me more about the time expectation for participating faculty? How many hours of professional development will be expected?	It is anticipated that participants will have the opportunity to engage in the microcredential/badge that is meaningful for them and furthers their own PD goals. The microcredential is designed to be more robust, representing multiple mini-courses, while the badges would be less robust, representing 1-3 minicourses. Each mini-course is planned for approximately one month in duration and will have three basic parts: 1) a synchronous initial live session/workshop, 2) an asynchronous experience and deliberate practice section, and 3) a synchronous closing live session. Each grantee's DEAC will participate in providing feedback regarding topics of interest/need, curricular content, and delivery methodologies that will form the mini-course selection.
	Regarding the micro-credentialing/badging program, is travel going to be required and if so, how many sessions are anticipated to be face-to-face versus virtual?	At this time, it is not anticipated that travel will be required but may be optional. It is anticipated that each mini-course will be offered through virtual delivery, with in-person options as safety protocols may allow.

No.	Inquiry	Response
10	What is the approximate number of instructional hours anticipated for participation in the micro-credential/badging program?	It is anticipated that participants will have the opportunity to engage in the microcredential/badge that is meaningful for them and furthers their own PD goals. The microcredential is designed to be more robust, representing multiple mini-courses, while the badges would be less robust, representing 1-3 minicourses. Each mini-course is planned for approximately one month in duration and will have three basic parts: 1) a synchronous initial live session/workshop, 2) an asynchronous experience and deliberate practice section, and 3) a synchronous closing live session. Each grantee's DEAC will participate in providing feedback regarding topics of interest/need, curricular content, and delivery methodologies that will form the mini-course selection.
	May graduate teaching assistants qualify for the micro-credentialing/badging program?	Graduate teaching assistants who are actively teaching corequisite/college-level courses may be selected to participate.
	If we were able to provide stipends to DEAC members who aren't receiving course releases, would that count toward the 25% for Administrative Staff?	Since DEAC members are involved with administration of the grant, DEAC stipends would be considered part of the 25% threshold.
	In the RFA, fringe benefits (FICA, TRS and health insurance) are listed as separate from administration, but can you confirm that fringe benefits will not count toward the 25% total for Administrative Staff?	Fringe benefits are separate and do not count toward the 25% total for administrative staff.
	Does paying academic advisors to participate in professional development to better understand new MMA procedures count toward the Professional/Support Staff category or would this count toward another area?	This would count under professional development, not staffing.
	Do the Administrative and Other Professional/Support Staff categories apply to the person or to the tasks? For example, could the Coordinator's salary be split between the two categories if some of their time will be spent coordinating program activities and some of their time will be spent "providing direct services to students" such as teaching the courses?	Yes, coordinating activities would count under administrative staffing, while teaching, tutoring, and providing supplemental instruction and other activities would be considered direct services.