

2023 College Readiness and Success Models(2023-CRSM)		Inquiries and Responses received as of July 17, 2023
	<u>Questions</u>	<u>Answers</u>
1	Will Alamo District be considered as one entity in this competition, or can each college apply?	For this grant opportunity, each college may submit an application. Also, see response for inquiry 3.
2	We are curious if there will be a webinar for this opportunity? We had some questions about whether the scaling of corequisite enrollment is a requirement of this application, and if so, to what extent we are required to create 1, 2, and 3-semester credit hour interventions to begin in the Spring '24 semester.	There is not a planned webinar for this grant opportunity. Applicants are required to address each component outlined in RFA Subsection 3.2 (Eligible Programs). The application requirement is to scale corequisite course placements for students assessed at Diagnostic Level four (4). In addressing this requirement, applicants may use existing or develop new corequisite course interventions to meet the needs of this student population.
3	We received the RFA for the College Readiness and Success Models 2023-2025 (CRSM-2023) grant. Can you confirm whether systems are eligible to apply?	For this competition, University Systems and Community College Districts are ineligible to apply. Eligible Applicants must have a developmental education (DE) program providing DE coursework/interventions in both mathematics and integrated reading/writing (RFA Subsection 3.1 (Eligible Applicant)).
4	<p>Hello—I'm writing to you because I'm considering applying for the College Readiness and Success grant to revise my university's placement process and to do professional development with faculty to improve our co-req. My questions are:</p> <p>1. Is it preferable for the grant applicant to be a team with multiple stakeholders involved, or is it potentially just as strong for one faculty or one faculty and one staff member from the Success Center at our institution to apply? Would our application be viewed favorably with just an English faculty and a co-requisite instructor (who is also a Success Coach) to apply? Or would it be preferable to have the Associate Provost and possibly the chair of the division that houses the co-requisite involved?</p> <p>2. Is it acceptable to apply with a focus on the English co-requisite only, or would it be necessary to incorporate the math co-requisite as well?</p>	<p>1. The Applicant is the eligible Texas public Institution of Higher Education (IHE)... (see RFA Subsection 3.1 (Eligible Applicant). Submitted applications will be evaluated in accordance with RFA Section 7 (Award Selection Criteria).</p> <p>2. Applicants must address each component outlined in RFA Subsection 3.2 (Eligible Projects) for each subject area as applicable.</p>
5	Regarding this RFA: (College Readiness and Success Models 2023-2025 (CRSM-2023)), I noticed the language indicated "MAXIMUM NUMBER OF APPLICATIONS PER APPLICANT - An Eligible Applicant may submit a maximum of one (1) Application". Does this mean an institution can submit multiple applications if those applications are submitted by different applicants within the institution, or is the applicant the institution itself?	The Applicant is an eligible Texas public Institution of Higher Education (IHE) (see RFA Subsection 3.1 (Eligible Applicant). An Eligible Applicant may submit a maximum of one (1) Application (RFA Subsection 3.4).

	2023 College Readiness and Success Models(2023-CRSM)	Inquiries and Responses received as of July 17, 2023
	<u>Questions</u>	<u>Answers</u>
6	<p>1) What is the official application deadline? Two dates were within the RFA.- July 24 (Cover and page 3) and July 31 (Appendix B).</p> <p>2) Multiple Measures Assessment -</p> <ul style="list-style-type: none"> •For the requirements, do students need to meet all three criteria? GPA (of our choice), four years of math, and four years of English, or is it an and/or? •Does it have to be four years of different maths?- for example, if a student did not pass a particular math and repeated it but had four consecutive years of math. <p>3) Is there any intention of us including dual credit students - we know the THECB contacted TSC about proposed changes in the rules for dual credit. They were posted in the Texas Register on June 16. Is this something we should be keeping in the back of our minds with this grant?</p> <p>4) Will there be a charge for the micro-credentialing professional development, or will it be free? Can some of the money be used for other professional development we feel would be helpful, or only the Micro-credentialing/badging program?</p> <p>5) It mentions funds cannot be used for food. Could we use it for working lunches? Some of our ideas require training adjuncts/faculty for our proposed plan, and we would like to include feeding them in the process.</p> <p>6) How many schools participated in the MMA study since they will be allowed priority status?</p>	<p>1. The official application deadline is 5:00 p.m. CT, July 24, 2023. An amendment is forthcoming to correct the error in Appendix B (Timeline and Reporting Schedule).</p> <p>2. Regarding MMA placements, students need to meet the GPA (Applicant determined) and high school course requirements (e.g., 4 years math or English taken in high school) for placement in first college-level courses in the respective subject area. For math, a repeated course in high school would count towards the four consecutive years requirement.</p> <p>3. No. MMA placements under this grant opportunity are limited to high school complete students only (see Subsection 7.3 (3)(c)).</p> <p>4. Applicants should anticipate reasonable costs (similar to an in-state conference) , if any, when budgeting for participation in the Micro-credentialing project. And yes, funds may be used for other professional development opportunities related to the purposes of the grant.</p> <p>5. Food and beverages are prohibited except with prior written approval from THECB (RFA Subsection 6.2.3). Funded applicants may seek approval for such expenditures from the THECB Program Manager.</p> <p>6. There are seven (7) institutions participating in the MMA study.</p>
7	<p>Can you please clarify if grant funds from this program may be used to serve underprepared students who go into Workforce Training and Continuing Education (WTCE) non-credit programs? Eligible students are developmental education and other underprepared students.</p> <p>Also, can you please expand on what “other underprepared students” means.</p>	<p>1. Yes, grant funds can be used to support any students who are underprepared, including those in WTCE.</p> <p>2. “Other underprepared students” refer to those who have met the TSI assessment benchmark(s) but may exhibit struggle (e.g., borderline grades on course quizzes/tests and other formative assessments) and still may need additional support to be successful in college-level courses. Often, these students TSI assessment scores may be just above the benchmark(s).</p>
8	<p>We are wondering if we are required to have three action items for the DEAC that align with the three areas outlined in the grant. Specifically do we need a focus on MMA, further scaling up, and training our faculty through PIM micro credential?</p> <p>Also does the scale up need to be a new intervention for level fours or can we extend an existing course to incorporate students who test at level four in ELAR or math?</p>	<p>There is not a requirement for the DEAC’s key action items to align with the three areas in the grant. In addressing this requirement, applicants may use existing or develop new corequisite course interventions to meet the needs of this student population.</p>

	2023 College Readiness and Success Models(2023-CRSM)	Inquiries and Responses received as of July 17, 2023
	<u>Questions</u>	<u>Answers</u>
9	<p>1. Will you consider applications that propose a new model for the co-requisite for developmental reading and writing with English only, and not for mathematics? Background: The Mathematics Department already went through a THECB grant for their co-requisite a few years ago, and they implemented a model that services level 4 and level 5/6 students, which is working well. They have been tracking very successfully with this model. Furthermore, the Department Chair of Mathematics is supportive of our project and will serve as a member of our DEAC, should we be awarded the grant.</p> <p>2. If we can do this grant just for the ELAR subject area, could we do the Micro-credential badging for 2 full-time faculty members and 2 adjuncts in ELAR, or would it be just one ELAR full-time faculty member and one adjunct?</p> <p>3. On the multiple measures for placement, we are looking into whether we can track four-years of high school English. Our admissions office says that the vast majority of students have completed a college bound high school curriculum with four years of English; however, there are cases with athletes on scholarships and special application reviews in which students might not meet that. We are looking into a method for tracking years of high school English completed. Do you have any comments on this?</p> <p>4. Will institutions that are not participants in the MMA study with the CAPR have a chance to be selected?</p>	<p>1. Applicants are expected to address both subject areas with regard to scaling corequisite enrollments for students assessed at Diagnostic Level 4. However, if an applicant's current efforts address this RFA requirement in one subject area for the targeted population, budget considerations may be different with regard to resource needs for each subject area.</p> <p>2. Faculty from both subject areas should be considered for Micro-credentialing/Badging professional development program.</p> <p>3. Students who do not meet the requirements for placement under MMA should be placed using the Applicant's traditional TSI placement protocols. Regarding data collection, awarded Applicants will have the opportunity to work with THECB staff to address nuanced data collection issues that may arise.</p> <p>4. Submitted Applications will be evaluated in accordance with the process and criteria outlined in Section 7 (Award Selection Criteria).</p>
10	<p>I noticed on the "Important Dates" table that the Notice of Intent is due 7/10 by 5:00 pm. Could you tell me what needs to be included in this and where it should be submitted?</p>	<p>The requested information can be found in RFA Subsection 3.5 (Notice of Intent to Apply).</p>
11	<p>1. Our Institution does not have the \$5,000 in medical expense (each person) coverage. I suppose, if something were to happen, that any monies found to be payable could be paid out of institutional funds. However, we currently do not have this budgeted.</p> <p>2. It has been our long-standing understanding that, as a political subdivision of the State of Texas ourselves, we cannot add any other party as "additional insured." Unfortunately, this is required by the last paragraph on page 1 of the attached. However, it's never been the State of Texas that is asking to be added as additional insured! This is new territory...could the potential grantor be asked if this requirement can be waived for us?</p> <p>3. Our Institution, with regard to workers' compensation coverage, is self-insured. I don't know if this makes a difference to your grantor. It might be prudent to ask the potential grantor.</p>	<p>In reference to the 2023 College Readiness and Success Models RFA, the insurance requirement in question are not applicable to Texas public institutions of higher education.</p>

	2023 College Readiness and Success Models(2023-CRSM)	Inquiries and Responses received as of July 17, 2023
	<u>Questions</u>	<u>Answers</u>
12	<p>I am in the Office of Research and Sponsored programs my institution and am working with faculty and staff on a new application to the THECB 2023 College Readiness and Success Models. I have discovered that our institution is not part of the MMA study with CAPR. We realize this means we will not receive 10 points which other IHEs that are part of the study will receive.</p> <p>Can you tell me more about the study? For instance did all IHEs in Texas have an opportunity to participate in the study? Or perhaps did THECB recruit specific IHEs for the study, such as community colleges?</p>	<p>Yes, all IHE's were formally invited to serve as data partners in the MMA Study. On January 12, 2022, an invitational email (Subject: Multiple Measures Research Participation Invitation) was sent via the THECB's GovDelivery Listserv to all Chief Academic Officers at universities and Chief Instructional Officers and Liaisons at community and technical colleges.</p>
13	<p>Could we receive a list of names of institutions THECB's Multiple Measures Assessment Study with the Center for Analysis and Postsecondary Readiness (CAPR)?</p>	<p>The data colleges in the MMA Study are The University of Texas at Arlington, Southwest Texas Junior College, Texas Southern University, Texas A&M Texarkana, Lee College, El Paso Community College, and Alamo Colleges District.</p>
14	<p>1.Can we name a director and two co-directors, or just a director and a co-director? 2.We have participated in the qualitative study of Texas Corequisites with Toby Park and Hollie Daniels, Center for Post-Secondary Success (CPS). Does this allow us to claim 'data college' status? 3. Do allowable costs include stipends as incentives for faculty/staff/advisors to participate in professional development opportunities? 4.Is the micro-credentialing/badging PD going to be available for advisors or just faculty?</p>	<p>1. Director and Co-Director</p> <p>2. No, only data colleges actively participating in the THECB's MMA Study with the Center for Analysis are eligible for priority points.</p> <p>3. No. Incentives are not allowed. However, grant funds may be used to cover reasonable related costs for selected faculty members' participation in, and completion of, micro-credential or badges, as applicable.</p> <p>4. The primary target audience for the Mico-credential/Badging program is faculty, including adjuncts with roles in delivering corequisites courses</p>
15	<p>1. Can other multiple measures be added to the multiple measures part of the college readiness grant? We want to use GPA and high school English and math (as suggested in the grant) to get more students out of the co-req who may not need it, but we want to get other students who may need extra help based on a first-week motivation and executive function assessment. Can we include our first-week assessment as part of multiple measures?</p> <p>2. Can we include other professional development besides the micro-credentialing offered by THECB?</p> <p>3. Do we have to include the micro-credentialing offered by THECB?</p>	<p>1. No. Only the indicators outlined in the RFA may be incorporated as part of the MMA protocol.</p> <p>2. Yes, funds may be used for other professional development opportunities aligned with the purposes of CRSM-2023.</p> <p>3. Yes.</p>
16	<p>On page 1 of the RFA, it says that part of what will be funded is "strategic expansion of corequisite models to students assessed at diagnostic level." Does this mean including students who may be assessed as TSI-complete but who still need the kinds of extra support provided by the co-requisite program?</p>	<p>The complete line reads, "2) strategic expansion of corequisite models to students assessed at diagnostic level 4;". As a reminder, a "TSI-complete" student cannot be required to enroll in developmental education which includes corequisite models.</p>
17	<p>There is language in the RFA for the THECB College Readiness Grant that I don't fully understand. When it talks about "Scaling corequisite enrollments beyond House Bill 2223 requirements," what precisely does that refer to?</p>	<p>House Bill 2223 requires non-exempt students with Texas Success Initiative assessment (TSIA/TSIA2) diagnostic levels (level) 5/6 (English Language Arts Reading (ELAR)) and 5 (math) to be placed in corequisite models. To scale corequisite enrollments beyond HB2223 requirements, Applicants must propose a plan to expand access to corequisite models to students assessed at diagnostic level four (4) in corequisite models effective spring 2024.</p>

2023 College Readiness and Success Models(2023-CRSM)		Inquiries and Responses received as of July 17, 2023
	Questions	Answers
18	<p>1. The MMA protocol states that high school GPA and four consecutive years in the discipline are the only indicators allowed. Is it required that the MMA protocol be applied to both math and INRW/English?</p> <p>2. In the Form 3, there is a box for statement of understanding regarding allowances of MMA and applicability limitations. Can you elaborate on what would be included in this statement? Is this just acknowledging that we understanding the allowances and limitations? What are these allowances?</p>	<p>1. Correct. Awarded Applicants are expected to implement an MMA in accordance with parameters of the RFA for both subject areas.</p> <p>2. Information regarding the statement of understanding can be found in RFA Subsection 7.3, specifically, 3.c. A strong statement should provide an assurance to the Applicants' understanding and commitment to adhering to the parameters outlined in the referenced subsection. The MMA protocol allowances are the approved indicators.</p>
19	Does the MMA need to be for both INRW and math? (Could we pilot and scale up just one of the disciplines?)	Applicants are expected to propose a MMA protocol in accordance with the parameters set forth in the RFA for both subject areas.
20	We haven't received a confirmation that our NOI was received, and it was entered on Thursday, July 6. Normally, we wouldn't ask, but we noticed in the RFA that confirmation would be sent within three business days (section 3.5).	Regarding the Notice of Intent (NOI) confirmation, the submitter should have received an automatic confirmation of receipt via email after submission of the form. Just a reminder, for this grant opportunity, NOI's were requested, but not required. Eligible Applicants ability to apply is not impacted by whether an NOI was submitted.
21	In the grant RFA is says that salaries must be in line with salaries already in place at the institution. However, we want to raise the rate of pay for adjuncts and lecturers teaching in the co-req (currently receiving \$1500, would be boosted to \$2500). Is this still considered in line with the salaries of our institution? It's a bump in pay but not by much?	We are unable to provide guidance on whether the proposed increase is in alignment with your institution's policies related to compensation. This would be locally determined by the Applicant institution. However, stipends beyond normal compensation may be provided to faculty for work related to the requirements of this RFA.
22	Does our early College high school qualify for this grant? We offer [dual] enrollment to our students.	An Eligible Applicant is a Texas public institution of higher education (IHE), including universities, community colleges, state colleges, and technical colleges with a developmental education (DE) program providing DE coursework/interventions in both mathematics and integrated reading/writing (RFA Subsection 3.1).
23	<p>1.) You mention having adjunct faculty involved in the Professional Development opportunities in the badging program. Is this meant specifically to be part-time faculty? (i.e. for a 4-year school, could this include Graduate Assistants who are part-time?) Or does it have to be actual adjunct faculty who are utilized?</p> <p>2.)The PD program mentions some face to face meetings. Do you have an idea of how many trips each year, and to where/what location (will these trips be to Austin, for instance)? Also, is travel for these activities an allowable travel expense for the grant?</p> <p>3.)Cost Sharing – I didn't see any in the grant RFA. Am I missing this, or is that NOT a component of this grant?</p> <p>4.)At this time, does the THECB have any co-requisite conferences or workshops in the plans, where we could take a group of our faculty for PD opportunities? ...I didn't see anything on the website that might fit with our co-requisite program...</p>	<p>1. Staff selections for participation in the Micro-credentialing project are limited to staff employed in full-time and part-time faculty positions to meet the grant requirement. However, Graduate Assistants with a teaching assignment in direct relation to a corequisite may be included beyond the grant requirement.</p> <p>2. At this time, details regarding the Micro-credentialing project are forthcoming. More information on the specific offerings will shared with funded Applicants once details have been finalized.</p> <p>3. Cost sharing is not required for this grant opportunity.</p> <p>4. At this time, the major professional development opportunity supported by the THECB is the Micro-credentialing project. However here are a few upcoming conferences where THECB staff have delivered presentations that have had focus on topics related to corequisite models: College Academic Support Programs (October 4-6, 2023), Texas Conference for Student Success (October 4-6, 2023), and National Organization for Student Success (February 14-17, 2024).</p>
24	The sections of the Grant Application have word/length limits, but the budget narrative doesn't seem to have one. Is there a limit? If so, what is it??	There are not defined word limits for the budget narrative. However, Applicants are encouraged to be as concise as possible with all responses.