

## REQUEST FOR APPLICATION

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# Application Guidelines

## Part 2: Program Guidelines

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Name of Program	School Year	SAS#	Approx. Max. Funds Avail. per Applicant	Application Due Date
Algebra Readiness, Cycle 1	2009-2010, 2010-2011, 2011-2012	SAS#A135-10	\$235,000	5:00 P.M., Central Time, Thursday, October 29, 2009

This part of the request for applications (RFA), Part 2: Program Guidelines, is to be used in conjunction with Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions. Part 4: Standard Application System (SAS) consists of all schedules (i.e., forms) to be completed in order for the applicant to be eligible for funding.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

## Background Information

Senate Bill 1031, enacted by the 80<sup>th</sup> Texas Legislature 2007, required that the Texas Assessment of Knowledge and Skills currently used to assess student performance in high school be phased out and replaced with End-of-Course (EOC) assessments in Algebra I, Algebra II, and Geometry. The freshman class of 2011-2012 will be the first class that must meet the passing standard on the EOC tests as a graduation requirement. The Algebra I EOC assessment will measure student preparedness for advanced coursework, while the Algebra II EOC will measure student performance on college readiness standards.

In its current form, the Algebra I EOC has been used and evaluated since 2005 as an optional assessment that districts may administer to students after they complete the Algebra I course. While this assessment has been voluntary, many districts have used it to measure the effectiveness of Algebra I instruction. Historically, the number of Texas high school students who fail to meet Algebra I EOC passing standard has been unacceptably high. In 2009, approximately 80,000 students took the optional online assessment, and 57% met the passing standard. By the time the Algebra I EOC is a graduation requirement in 2012, all students in Texas should be prepared to meet the passing standard.

The General Appropriations Act, Article III, passed by the 81st Texas Legislature, Regular Session, Rider 42, authorizes the commissioner to set aside an amount not to exceed \$47,000,000 for the 2010-2011 biennium to administer competitive grants to school districts and open-enrollment charter schools. The grants must be aimed at improving student achievement in mathematics and preparing students to meet the Algebra I EOC standard.

Funds made available through the Algebra Readiness grant program are intended to be used to implement programs that increase the preparedness of middle school students to meet standards and pass assessments in Algebra I. Programs should be designed to do the following:

- Increase teachers' mathematics content knowledge for instructional effectiveness in order to improve performance for struggling students and those at risk for failure in mathematics.

- Equip school leaders to support and facilitate teachers' efforts to increase student achievement in mathematics.
- Provide targeted intervention services to middle school students identified as unlikely to meet the EOC standard in future Algebra I assessments.

# Purpose of Request for Application

The purpose of this request for application is to solicit grant applications from eligible applicants to implement programs that increase the preparedness of middle school students to meet standards and pass assessments in Algebra I.

To qualify for grant funding, the applicant must meet all eligibility criteria defined in the [Eligible Applicants](#) section. The applicant must also submit with the application any required attachments (listed in [Required Program-Related Attachments](#)).

Competitive applications with missing or incomplete schedules may be disqualified and not awarded. Applications that do not address all statutory requirements will not be funded and will not be corrected through negotiation. Applicants must address all TEA program requirements to be eligible for grant funding. Any TEA program requirements omitted will need to be corrected during negotiations prior to TEA awarding the grant to the applicant. It is the responsibility of the applicant to ensure that all schedules are completed and that all copies of the application are complete before submitting to TEA.

All program requirements are listed in two places in the RFA: in Part 2: Program Guidelines, in [Application Requirements](#), and in Part 4: SAS, **Schedule #4—Program Summary and Application Requirements**.

The Texas Education Agency (TEA) may periodically issue written guidelines concerning the management of grants approved in this application or clarifying previously issued grant guidelines. Any guidance issued after the initial approval of the application is to be incorporated with these instructions.

# Grant Timeline

Date	Event
Friday, September 4, 2009	Publication of Request for Application in the <i>Texas Register</i>
Thursday, September 24, 2009	Final date for applicants to submit questions to TEA contact persons to be addressed via TETN/Webinar
Monday, September 28, 2009, 2:00–4:00 p.m.	Applicants' Conference/TETN: Event #5716
Wednesday, September 30, 2009, 2:00–4:00 p.m.	Applicants' Conference/TETN: Event #5717
Thursday, October 1, 2009, 9:00–11:00 a.m.	Applicants' Conference/Webinar. Access online at <a href="https://www2.gotomeeting.com/register/406793315">https://www2.gotomeeting.com/register/406793315</a>
Thursday, October 1, 2009	Final date for applicants to submit questions to TEA contact persons for posting with FAQs on TEA Grant Opportunities web site
Thursday, October 8, 2009	Final date for posting of FAQs to the TEA Grant Opportunities web site
Thursday, October 29, 2009, 5:00 p.m., Central Time	Due date for the application in the TEA Document Control Center
January 1, 2010	Beginning date of project; beginning date of Phase I: Planning Phase
May 31, 2010	Ending date of Phase I: Planning Phase
June 1, 2010	Beginning date of Phase II: Implementation Phase
March 2, 2012	Last date to amend grant application
May 31, 2012	Ending date of project
June 30, 2012	Due date of final expenditure report to TEA
June 30, 2012	Due date of final evaluation report (and final product, if applicable) to TEA

**If a report due date falls on a weekend or holiday, the report will be due the following business day. All of these dates *except* the grant ending date may vary slightly as conditions require.**

## Application Due Date

To be eligible to be considered for funding, four complete copies of the application must be *received* in the Document Control Center of the Texas Education Agency (TEA) on or before 5:00 p.m. Central Time Thursday, October 29, 2009, according to the application submission procedures described in Part 1: General and Fiscal Guidelines. Applications not received by the deadline time and date are ineligible for review and will be returned to the applicant. In establishing the time and date of receipt, the commissioner of education will rely solely on the time/date stamp of the Document Control Center.

TEA will neither accept nor consider for funding any late *competitive* applications for any reason. Accepting one late application for any reason could invalidate the entire competition and require the publication of a new RFA and resubmittal of applications by all applicants on a new deadline date. This poses an undue burden for applicants who did meet the deadline and causes significant delays in the implementation of the grant program.

**IMPORTANT NOTE:** Applicants who plan to deliver their grant applications in person to the William B. Travis Building at 1701 N. Congress Ave. must know that **as of April 1, 2009, ground-floor access to the building has been restricted.** The door on the building's east side, across Brazos St. from the parking garage and next to the cafeteria, is locked and coded to open only to State of Texas employees with the proper badge.

If you are delivering your application in person, be sure to enter the building via the 1<sup>st</sup> floor main lobby (doors opening to the west and south, from Congress Ave. and 17<sup>th</sup> St.). Those doors remain open to the public during weekday business hours (7 a.m. to 5:30 p.m.) and do not require a badge or other identification for entry.

TEA accepts no responsibility for delays in mail, shipping, and courier service. Applicants are strongly advised to allow for and anticipate any such delays by mailing or shipping the application as early as possible.

## Project Period

Plan for a project starting date of no earlier than January 1, 2010, and an ending date of no later than May 31, 2012. Obligations of funds for activities and services conducted shall occur within these dates. All goods must be received and all services must be provided or delivered in time to substantially benefit the population being served in the current grant period and in no case after the ending date of the grant. In most instances, goods or services delivered near the end of the grant period are viewed by TEA as not necessary to accomplish the objectives of the current grant program, and TEA may disallow the expenditures.

The project period is divided into two phases: Phase I: Planning Phase, and Phase II: Implementation Phase. Applicants will budget for both phases in this application. Accordingly, grant funds for this program will be disbursed in two phases. Funds made available during Phase I: Planning phase will not exceed 10% of the total funds awarded. Funding for Phase II: Implementation Phase will not be made available until TEA approves the implementation proposal.

If a grantee is identified as high-risk by TEA during the grant period, TEA reserves the right to immediately begin procedures to terminate the grant. The grantee will be reimbursed for allowable expenditures up through the date of notification of high-risk status.

## Phase I: Planning Phase (January 1, 2010, through May 31, 2010)

The planning phase is designed to provide the grantee with time to plan and research the targeted intervention model to support algebra readiness that will be implemented on campus. During Phase I: Planning Phase, grantees are required to attend technical assistance sessions, including the Middle-School Students in Texas: Algebra Ready (MSTAR) professional development, and any additional required meetings and trainings.

Funds made available during Phase I: Planning Phase will not exceed 10% of the total funds awarded. During the planning phase, grant funds may be used as follows:

- Develop or select project-specific curriculum that is supplemental to the district curriculum.
- Prepare a plan for the use of extended learning time in math (80-100 minutes daily).
- Travel to visit exemplars and best-practice schools.
- Preliminary selection of the implementation plan.
- Select a local and/or external coach. (Refer to Appendix 1: Instructional Coach Job Description.)
- Finalize selection of the implementation plan with participation from the external coach.
- Arrange for materials and supplies.

In addition, grantees will determine how to identify students, modify course schedules, and communicate with parents of students who will be participating in the program.

## Phase II: Implementation Phase (June 1, 2010, through May 31, 2012)

During Phase II: Implementation Phase, grantees put their implementation plans into action. Implementation funds must be used to support professional development; to pay salaries for staff positions that could not otherwise be funded; and to purchase materials, supplies, and technology for implementing the algebra readiness model. The grant ending date of May 31, 2012, will absolutely not be extended due to any circumstances.

# Eligibility and Technical Assistance

## Eligible Applicants

Texas independent school districts (ISDs) and open-enrollment charter schools are eligible to apply for funding under the Algebra Readiness Cycle 1 grant on behalf of a campus that meets *both* of the following criteria:

- The campus must serve students in grades 6-8 or grades 7-8, **and**
- 65% or fewer students in grades 7 and 8 (calculated as a combined average) met the TAKS Mathematics passing standards on the first administration when averaged over the preceding three school years (2006-2007, 2007-2008, and 2008-2009).

ISDs and open-enrollment charter schools must submit a separate application for each eligible campus.

Shared service arrangements (SSAs) are not permitted for this grant application. A school district or open enrollment charter school whose campus(es) has not been serving students for the three preceding years (2006-2007, 2007-2008, and 2008-2009) in grades 7 and 8 is **not eligible** to apply for funding under this grant program.

Eligible campuses as described above will be rank ordered according to the following criteria:

1. Average TAKS Mathematics passing rate for students in grades 7 and 8 for 2006-07, 2007-08, and 2008-09 (first administration of each school year)
2. Number of students in grades 6, 7, and 8, or grades 7 and 8, is at or above 400 when combined (number of students identified in the 2008 PEIMS fall enrollment)
3. The average rate of improvement for TAKS Mathematics passing rates for the 2006-07, 2007-08, and 2008-09 school years for grades 7 and 8 is 5 percentage points or higher, as computed by TEA (average of all three school years)

Using the criteria above, campuses will then be ranked from highest priority to lowest priority according to the following order. Funding will be distributed from highest-ranking campuses to the lowest-ranking campuses until all funds available have been awarded.

1. Campuses meeting Criteria 2 and 3 above, ranked from lowest TAKS Mathematics passing rate to highest
2. Campuses meeting only Criterion 2, ranked from lowest TAKS Mathematics passing rate to highest
3. Campuses meeting only Criterion 3, ranked from lowest TAKS Mathematics passing rate to highest
4. Campuses not meeting either Criteria 2 or 3, ranked from lowest TAKS Mathematics passing rate to highest

The following tables illustrate a sample scenario for distribution of Algebra Readiness funds among an applicant pool including 10 campuses. In the first table, the campuses are ordered randomly. The second table shows the rank order of the campuses once eligibility criteria have been applied.

**Table 1: Applicant Pool of 10 Campuses**

Campus Name	Criteria 1: Average TAKS Passing Rate for Students in Grades 6, 7, and 8 for 2006–2007, 2007–2008, 2008–2009	Criteria 2: Number of Students in Grades 6, 7, and 8 or Grades 7 and 8	Criteria 3: Average Rate of Improvement for Grades 7 and 8 TAKS Math Passing Rate for 2006–2007, 2007–2008, 2008–2009
Campus A	56.78%	805	4.59 percentage points
Campus B	58.13%	96	6.82 percentage points
Campus C	61.60%	516	5.34 percentage points
Campus D	60.64%	395	–3.16 percentage points
Campus E	64.21%	975	–3.59 percentage points

Campus Name	Criteria 1: Average TAKS Passing Rate for Students in Grades 6, 7, and 8 for 2006–2007, 2007–2008, 2008–2009	Criteria 2: Number of Students in Grades 6, 7, and 8 or Grades 7 and 8	Criteria 3: Average Rate of Improvement for Grades 7 and 8 TAKS Math Passing Rate for 2006–2007, 2007–2008, 2008–2009
Campus F	45.54%	378	7.12 percentage points
Campus G	46.00%	525	10.11 percentage points
Campus H	54.44%	40	1.85 percentage points
Campus I	62.06%	864	8.70 percentage points
Campus J	59.96%	902	5.48 percentage points

**Table 2: Campuses in rank order**

Rank	Campus Name	Criteria 1: Average TAKS Passing Rate for Students in Grades 6, 7, and 8 for 2006–2007, 2007–2008, 2008–2009	Criteria 2: Number of Students in Grades 6, 7, and 8 or Grades 7 and 8	Criteria 3: Average Rate of Improvement for Grades 7 and 8 TAKS Math Passing Rate for 2006–2007, 2007–2008, 2008–2009
1	Campus G	46%	525	10.11 percentage points
2	Campus J	59.96%	902	5.48 percentage points
3	Campus C	61.60%	516	5.34 percentage points
4	Campus I	62.06%	864	8.70 percentage points
5	Campus A	56.78%	805	4.59 percentage points
6	Campus E	64.21%	975	-3.59 percentage points
7	Campus F	45.54%	378	7.12 percentage points
8	Campus B	58.13%	96	6.82 percentage points
9	Campus H	54.44%	40	1.85 percentage points
10	Campus D	60.64%	395	-3.16 percentage points

The following eligibility requirements also apply:

- A district or open-enrollment charter applying for this grant must be financially stable, as determined through fiscal review by the Division of Financial Audits at TEA.
- A district or charter school must not be identified by TEA as a high-risk grantee.
- A district or open-enrollment charter school must have submitted the annual financial audits to the TEA Division of Financial Audits in the time and manner required by that division.

- An open-enrollment charter campus shall become ineligible for grant funding (or, if a campus has applied for and received funding for this grant, will have its grant funding placed on hold) if the commissioner notifies the campus' charter holder of the commissioner's intent to: (1) revoke or non-renew such charter under TEC Chapter 12, or (2) close the campus under TEC Chapter 39, for any of the reasons set forth in either statutory provision. If the commissioner ultimately revokes or denies renewal of an open-enrollment charter of a charter holder or closes a campus that has been awarded funds under this grant program, grant funding shall be discontinued.
- Open-enrollment charter schools operated by a nonprofit charter holder must attach to the application a copy of the current (i.e., within the last 10 years) proof of nonprofit status. (Refer to Part 1: General and Fiscal Guidelines for acceptable proof of nonprofit status.)

## Applicants' Conference/Technical Assistance

Prospective applicants will be provided the following opportunities to receive general and clarifying information from the TEA about the scope of this RFA. These Applicants' Conferences will allow potential applicants, in a group setting, to ask clarifying questions of TEA personnel to assist in clarifying their understanding of the scope and nature of the work required in this application. The conferences will be open to all potential applicants, and all questions asked and answered will be in the presence of all attending.

Date of Applicants' Conference	Time	Location	Topics
September 28, 2009	2:00-4:00 p.m.	All 20 regional ESCs: TETN event #5716*	Grant overview
September 30, 2009	2:00-4:00 p.m.	All 20 regional ESCs: TETN event #5717*	Grant overview
October 1, 2009	9:00-11:00 a.m.	Webinar: Access online at <a href="https://www2.gotomeeting.com/register/406793315">https://www2.gotomeeting.com/register/406793315</a>	Grant overview

\*Note: Two TETNs and one Webinar have been scheduled to ensure that the large numbers of potential applicants have the opportunity to have their questions answered in a live forum. The information presented in the TETNs and the Webinar is planned to be the same.

Each person attending will be required to sign a register setting out the representative's name, the applicant organization represented, its name, address, and telephone number.

Questions relevant to the RFA may be sent in writing to the Algebra Readiness e-mail address, [algebrareadiness@tea.state.tx.us](mailto:algebrareadiness@tea.state.tx.us). The answers to these questions, along with other information, will be addressed in the presentations. Questions that applicants wish to have addressed during the Applicants' Conferences/Webinar must be submitted in writing no later than September 24, 2009.

The Applicants' Conferences will be digitally recorded. Prospective applicants who are not able to attend the Applicants' Conference may request a password to download the video stream that is viewable on their computer desktop. Applicants should contact the TETN Site Manager at their local educational service center (ESC) to request the procedures to download the video stream. To locate the nearest TETN facility, the following webpage has links and contact information for each ESC in Texas: <http://ritter.tea.state.tx.us/ESC/>. Applicants wishing to view the webinar may find it at [www.tea.state.tx.us/index3.aspx?id=5299](http://www.tea.state.tx.us/index3.aspx?id=5299) after Thursday, October 8, 2009.

## Requests for Clarifying Information

To assure that no prospective applicant may obtain a competitive advantage because of acquisition of information unknown to other prospective applicants, any and all questions about the RFA must be submitted in writing. Questions may be submitted via the dedicated Algebra Readiness e-mail address ([algebrareadiness@tea.state.tx.us](mailto:algebrareadiness@tea.state.tx.us)) to either of the contact persons identified in [Contacts for Clarifying Information](#). Questions may also be submitted in writing by mail to the Document Control Center, Texas Education Agency, 1701 N. Congress Avenue, William B. Travis Bldg., Room 6-108, Austin, TX 78701-1494. The name of the RFA and the RFA number, located in the lower right corner of the front cover of this RFA, must be identified in the written request for information.

Applicants must submit their written questions via the dedicated Algebra Readiness e-mail address ([algebrareadiness@tea.state.tx.us](mailto:algebrareadiness@tea.state.tx.us)) no later than 5:00 p.m. Central Time on Thursday, October 1, 2009. The questions and their answers (FAQs) will be posted on the TEA Grant Opportunities web site on or before Thursday, October 8, 2009. To provide all applicants with equal opportunity to review all FAQs prior to submitting the grant application, any questions received after Thursday, October 1, 2009 will not be answered by TEA.

All questions and the written answers thereto will be posted on the *TEA Grant Opportunities* web site in the format of Frequently Asked Questions (FAQs) at <http://burleson.tea.state.tx.us/GrantOpportunities/forms>. In the **Select Search Options** box, select the name of the program/RFA from the list. Scroll down to **Application and Support Information** to view all documents that pertain to this RFA.

### Contacts for Clarifying Information

Please note that a dedicated e-mail address has been established for all questions or issues pertaining to the Algebra Readiness grant program ([algebrareadiness@tea.state.tx.us](mailto:algebrareadiness@tea.state.tx.us)). **All inquiries should be addressed to this e-mail, and the appropriate contact person (program or funding contact) will reply.**

Program Contact	Funding Contact
Stacy Avery Program Manager Division of College and Career Readiness Initiatives Texas Education Agency 1701 North Congress Avenue Austin, TX 78701 Phone: (512) 463-8211 Fax: (512) 463-4246 <a href="mailto:algebrareadiness@tea.state.tx.us">algebrareadiness@tea.state.tx.us</a>	Mona Corbett Grant Manager Division of Discretionary Grants Texas Education Agency 1701 North Congress Avenue Austin, TX 78701 Phone: (512) 463-9269 Fax: (512) 463-9811 <a href="mailto:algebrareadiness@tea.state.tx.us">algebrareadiness@tea.state.tx.us</a>

See Part 1: General and Fiscal Guidelines of this RFA for more detail regarding clarifying or additional information.

# Program Information

## Supplement Not Supplant

Funds for this program must be used to **supplement** (increase the level of services) and **not supplant** (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.

Applicants must describe in the application on **Schedule #4B—Program Description: Project Management** how program funds will supplement and not supplant state mandates, SBOE rules, or activities previously conducted with state or local funds.

## Program Purpose, Goals and Description

The following purpose, goals, and description of the Algebra Readiness grant program have been defined by the Texas Legislature and TEA program staff.

### Program Purpose

The purpose of the Algebra Readiness grant is to implement programs that increase the preparedness of middle school students to meet standards and pass future assessments in Algebra I. Intervention programs should be designed to do the following:

- Increase teachers' mathematics content knowledge for instructional effectiveness in order to improve performance for struggling students and those at risk for failure in mathematics.
- Equip school leaders to support and facilitate teachers' efforts to increase student achievement in mathematics.
- Provide targeted intervention services to middle school students identified as unlikely to meet the EOC standard in future Algebra I assessments.

### Program Goals

The program goals of the Algebra Readiness grant are to do the following:

1. Increase the number of students who are academically ready to meet the passing standard on the EOC assessment in Algebra I.
2. Plan, design, and implement effective systemic programs to improve grades 6–8 teachers' mathematics knowledge and instructional effectiveness and create a deeper understanding of the mathematical concepts and skills needed to prepare students for algebra.
3. Create opportunities for teachers to receive in-classroom coaching to improve instructional and Response to Intervention (RtI) effectiveness in mathematics. As part of the program's professional development requirements, teachers will gain experience and ideas from the MSTAR training in order to accomplish this goal. Professional learning opportunities with

Tier I and Tier II RtI strategies and accelerated instruction will be provided during the first year of the grant.

4. Ensure students participate in a challenging curriculum that meets and exceeds the grade level TEKS for which the student is enrolled.
5. Equip school leaders to support and facilitate teachers' efforts to increase student achievement in mathematics.
6. Provide teachers and parents opportunities to communicate more frequently about the student's progress in mathematics. .

## Program Description

School districts and open-enrollment charter schools funded under this program will develop and implement a comprehensive school improvement model to improve student achievement in the area of algebra readiness as measured by TAKS Mathematics Objective One (numbers, operations, and quantitative reasoning) and TAKS Mathematics Objective Two (patterns, relationships, and algebraic reasoning). Upon award, grantees will begin the planning phase of the grant immediately and will be required to attend technical assistance sessions and professional development. The implementation phase of the grant must begin June 1, 2010.

If a grantee is identified as high-risk by TEA during the grant period, TEA reserves the right to immediately begin procedures to terminate the grant. The grantee will be reimbursed for allowable expenditures up through the date of notification of high-risk status.

## Key Practices

The Algebra Readiness grant requires implementation of key practices that impact student achievement and provide direction and meaning to comprehensive school improvement and student learning. Campuses receiving funding under this grant will implement the following key practices:

1. **Use of extended learning time (e.g., double blocking) for mathematics:** Identify and serve middle school students at risk of failure in future Algebra I standards and on assessments by enrolling them in mathematics classes that ensure extended learning time, e.g., a continuous double block format (80-100 minutes daily) taught by the same teacher. The model for extended learning time is determined by the campus and may include an additional class period with a certified teacher, individual or small-group instruction, before- and after-school programs, 21<sup>st</sup> Century Community Learning Centers, or Saturday school.
2. **Instructional coaching:** Provide an instructional coach who will focus on improving the math content knowledge and instructional effectiveness of teachers serving students who are struggling with algebra readiness concepts and skills. It is a district decision whether an external or local coach employed by the district will provide coaching services for the 2010–2011 school year. During the 2011–2012 school year, all campuses must use a local coach to fulfill grant requirements. If an external coach is selected for the 2010–2011 school year, the campus must designate a local coach to learn the necessary coaching elements in order to serve as the coach during the 2011–2012 school year. In the planning phase and during year one of the grant program, the local coach will be mentored by and attend required coach training with the external coach in order to build capacity and sustainability. All coaches (local and external) selected must attend required training relating to coaching and

mentoring in Spring 2010. Definitions of “coach” follow here. Please see Appendix 1 for the instructional coach job description.

- a. **Local instructional coach:** A dedicated coach who is a member of the campus staff and who must focus exclusively on coaching. It is expected that a local instructional coach would be relieved of all classroom teaching duties during the time they serve as an instructional coach in order to focus exclusively on coaching during the grant period.
  - b. **External instructional coach:** A person who is not a district/campus employee and who must be one of the following:
    - i. An employee of a regional education service center (ESC)
    - ii. One of the approved service providers listed for the Mathematics Instructional Coaches Pilot Program Cycle 3 grant, found online at: [http://ritter.tea.state.tx.us/opge/disc/calendar/127-09/Math\\_Providers.pdf](http://ritter.tea.state.tx.us/opge/disc/calendar/127-09/Math_Providers.pdf)
    - iii. A member of a Texas Science, Technology, Engineering, and Math (T-STEM) Center (<http://www.tstem.org>)
    - iv. Another independent consultant who has the mathematics content knowledge, coaching skills and ability to increase student achievement and algebra readiness (see criteria established in Appendix 1.)
3. **Effective professional development:** All teachers served under this grant must attend professional development specifically aligned to this program that improves pedagogical content knowledge. Required professional development includes, but is not limited to, MSTAR training in Spring 2010; Math TEKS Connections (MTC) for teachers of grades 6-8 in Summer 2010; Math Academy training in Summer 2010; and Algebra I EOC professional development in Summer 2011. Please see program assurances for required assessment of content knowledge.
4. **Common planning time:** Provide common planning time for teachers served under the Algebra Readiness grant to develop professional learning communities and to collaboratively plan lessons, interventions, and assessments based on a careful analysis of available data (student work, diagnostic assessments, anecdotal records, quizzes, tests, etc).
5. **Effective supplemental resources:** Select supplemental instructional materials that challenge students with additional problem solving, higher-level thinking, and performance-based assessments to enhance and engage students in learning mathematics. Resources primarily designed to provide students with practice in answering questions with multiple-choice items **will not** be allowed.
6. **Administrator training:** Administrators serving as supervisors of participating teachers must attend required training designed for campus leaders regarding effective instructional strategies, interventions, and assessments that increase student achievement in mathematics. This professional development should also provide models for administrators as they conduct walk-through evaluations in mathematics classrooms.
7. **Appropriate technology:** Provide teachers with supporting technology. Technology and its use must be designed to enhance student learning of the mathematics TEKS and prepare

students for the Algebra EOC assessment. Technology may also be used to track student progress in mathematics over the course of the grant cycle.

8. **Active, ongoing student engagement:** Ensure that additional resources purchased through the grant period and pedagogical strategies shared by coaches engage students in the learning of challenging and rigorous content.
9. **Guidance and communication for parents:** Provide teachers and parents opportunities to communicate more frequently about the student's progress in math.

### Coaching Models: Additional Resources

Several comprehensive algebra readiness and mathematics coaching models exist that support mathematics instruction at the middle school level. These resources may assist eligible districts in developing and refining the model that the grantee's campus will implement if funded. For more information on these models, please see the information listed below.

- Silicon Valley Math Initiative: Online at <http://www.noycefdn.org/fimc.php>.
- Mathematics Coaching/Specialist Resources (MCR):  
Online at <http://louisville.edu/education/research/centers/crmstd/mcr>
- Washington State Mathematics Helping Corps:  
Online at <http://www.k12.wa.us/curriculum/instruct/mathematics/MHC/history.aspx>
- *A Guide to Mathematics Coaching: Processes for Increasing Student Achievement*, by Ted H. Hull, Don S. Balka, Ruth Harbin Miles. Corwin Publishers.
- *The Math Coach Field Guide*, ed. by Felux and Snowdy. Math Solutions Publications.
- *Content Focused Coaching*, by Lucy West. Heinemann Publishers.
- *Cultivating a Math Coaching Practice: A Guide for K-8 Math Educators*, by Amy Morse. Corwin Press Publishers

## Application Requirements

This section of the RFA describes the two types of requirements that applicants must address in the application (i.e., through a narrative description, an activity timeline, a checklist, etc.) to be eligible to be considered for funding:

- Statutory requirements (i.e., requirements defined in the authorizing statute)
- TEA program requirements (i.e., requirements defined by TEA program staff)

Applications that do not address all *statutory* requirements will not be funded and will not be corrected through negotiation.

Applicants must address all *TEA* program requirements to be eligible for grant funding. Any *TEA* program requirements omitted will need to be corrected during negotiations prior to TEA's awarding the grant to the applicant. It is the responsibility of the applicant to ensure that all schedules are completed and that all copies of the application are complete before submitting to TEA.

### Statutory Requirements

**Statutory requirements cannot be added through negotiation.**

The following requirement is defined in the statute that authorizes this program. The applicant must address each of these requirements in the application to be considered for funding:

1. The General Appropriations Act, Article III, passed by the 81st Texas Legislature, Regular Session, Rider 42, authorizes the commissioner to set aside an amount not to exceed \$47,000,000 for the 2010-2011 biennium to administer competitive grants to school districts and open-enrollment charter schools. The grants must be aimed at improving student achievement in mathematics and preparing students to meet the Algebra I EOC standard. These funds will be used to implement programs that increase the preparedness of middle school students to meet standards and pass assessments in Algebra I.

## TEA Program Requirements

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following:

1. Provide a thorough assessment of the campus middle school mathematics program, examining various criteria, including but not limited to TAKS Mathematics scores, district benchmark scores, content knowledge of mathematics teachers, and other variables found to be significant in contributing to the severity of the mathematics instructional need for the campus.
2. Describe the campus on which this grant will be administered. Description should include demographic information, learning environment (including class sizes, class loads, staff/student ratios, facilities, etc.), needs assessment results, teacher experience and certification, current curriculum, and scheduling utilized.
3. Describe the method for identification of middle school students at risk of not meeting future standards and assessment requirements in Algebra I.
4. Describe how the campus will address the requirement for extended learning time for mathematics. How will the campus schedule be modified to provide identified students with 80-100 minutes of mathematics instruction daily (e.g., double blocking)?
5. Describe the qualifications of the teachers selected to participate in the grant including indicators that they have a high probability of being successful with middle school students at risk for future failure in Algebra I.
6. Describe how grant funds will be used to enhance teacher content knowledge. What activities will occur on the campus, and who will be responsible for supporting and ensuring growth in the content knowledge of those teachers?
7. Describe how the instructional coach will be selected and whether a consultant (external coach) or campus/district employee (local coach) will be used in this role. Applicants should also address specific activities the coach will be responsible for, timelines for coaching, and who will be responsible for monitoring the performance of the coach.
8. Describe additional teacher supports that will be implemented in order to facilitate enhancing teacher content knowledge, including how often common planning time will occur with teachers served under the grant and what guidance and accountability will be provided to teachers in order to maximize the impact and effectiveness of common planning time.

9. Describe the supplemental instructional resources that will be used to support grant activities. What research is available to support effectiveness with struggling students in middle school in building algebra readiness?
10. Describe how administrators will be trained regarding supporting and facilitating instructional effectiveness, RtI, and assessments, including who will be responsible for providing this training.
11. Describe the types of technology that will be used to support algebra readiness within the grant and identify research to support the effectiveness of technology used with students served.
12. Describe methods used to provide guidance and communication to students and parents related to progress in mathematics and preparedness for four years of mathematics at the high school level.
13. Describe how the supplemental instructional resources selected will increase student engagement in the mathematics classroom.

## Program Assurances

This section lists requirements in the form of program assurances that applicants must agree to comply with in designing and administering their grant programs. (These assurances are in addition to requirements listed in Part 1: General and Fiscal Guidelines and elsewhere in Part 2: Program Guidelines.)

No narrative response to these assurances is required in the application. Instead, by submitting the application and signing Schedule #1, the applicant is certifying that it has read these assurances and that it agrees to comply with each of them.

Failure to comply with one or more of these assurances may result in termination of the grant.

By submitting the application, the applicant agrees to the following assurances:

1. Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, state, federal, and local funds.
2. Teachers served in the Algebra Readiness grant will be given release time as needed to observe in-classroom coaching in other teachers' classrooms and release time to attend professional development during the school day.
3. Teachers will be given extra-duty pay, using grant funds or other funds, for any instruction, professional development, or planning occurring outside of the teachers' normal contracted work day/week.
4. The designated local instructional coach will attend MSTAR training during Spring 2010 as well as a mandatory coaching training in Spring 2010.
5. All teachers included in the program will take the Learning for Mathematics Teaching (LMT) assessment at the beginning and end of each grant year. More information on the LMT may be found online at <http://sitemaker.umich.edu/lmt/home>. The assessment results will be used to inform professional development and coaching under the program. Additional

information about this requirement will be given during the technical assistance sessions following the grant award.

6. Teachers served will attend MSTAR (Spring 2010), MTC (Summer 2010), Math Academy (Summer 2010), and Algebra EOC (Summer 2011) professional development sessions. Districts must provide a timeline for training.
7. Effort will be made in implementing the program to ensure that administrative tasks associated with the program are assigned to reduce the paperwork/documentation burdens of teachers.

## Required Program-Related Attachments

For competitive applications, **required attachments** must be attached to the application at the time the application is submitted for it to be eligible for review and scoring.

See Part 1: General and Fiscal Guidelines, “Conditions for Submission of Application” and Part 4: Schedule 1, for a description of the types of proof that the applicant is required to supply regarding nonprofit status (if applicable) and financial stability.

**Applicants for the Algebra Readiness grant are *not* required to submit any additional program-related attachments with the grant application. However, applicants are strongly encouraged to submit the program attachments itemized in the following list with the grant application. Letters from the principal and teachers are required to be submitted prior to the notice of grant award (NOGA) being awarded.**

- Letter of support, written on letterhead and with original signature of the campus principal, identifying and indicating support for the algebra readiness intervention model chosen for implementation.
- Letters from at least two math teachers at the campus, written on letterhead and with original signature of authors, indicating support for the algebra readiness intervention model chosen for implementation.
- Resume of the coach, local or external, selected to provide coaching services to mathematics teachers during the first year of the grant (school year 2010-2011). Resumes for the local and external coach are required to be submitted during the Planning Phase, prior to funds being release for the Implementation Phase. (Refer to Appendix 1: Instructional Coach Job Description.)
- Resume of the local coach selected to be mentored during the first year of the grant (school year 2010-2011) in preparation for taking on coaching responsibilities for remainder of grant period (school year 2011-2012). (Refer to Appendix 1: Instructional Coach Job Description.)

## Performance Measures and Program Evaluation

In the application, applicants are required to describe an evaluation plan/design for monitoring the implementation of the program on an ongoing basis and for determining whether the program met its stated goals and objectives and achieved the desired results based on the established performance indicators. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that may be established by TEA and agrees to submit the reports in the format and time requested by TEA. TEA will collect and analyze data available from the Public Education Information Management System (PEIMS) where possible.

The applicant agrees to collect data and report on the following mandatory performance measures:

1. Number of teachers demonstrating proficiency on the LMT assessment instrument. The campus will use LMT assessment with all teachers served by the grant each year (online at <http://sitemaker.umich.edu/lmt/home>). This assessment should be given in September and May of each year of the grant.
2. Number of students served who successfully advance to the next grade level
3. Number of students with increased scale scores on the TAKS Mathematics by grade level
4. Number of students meeting the passing standards on mathematics TAKS by grade level (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grade).
5. Number of students meeting the commended standard on mathematics TAKS by grade level (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grade).
6. Average percent of change for TAKS Mathematics Objectives One and Two by grade level. (District will not be required to report this data.)
7. Number of coaching sessions per teacher
8. Number of students, by class and teacher, meeting the passing standard on the TAKS Mathematics by grade level. (District must report student name, social security number/student ID, and date of birth through a TEA secure web interface).
9. Math course completion rate by grade level
10. Number of parent-teacher trainings/meetings
11. Number of school administrators who attend professional development on effective math instruction

## Performance Management

Algebra Readiness grant programs must support the purpose and goals listed in [Program Purpose, Goals and Description](#). In order to ensure that a grant is on track to meet its purpose and goals, the following two key program management features must be monitored: critical success factors and milestones.

### Critical Success Factors

Critical success factors are generally observable behaviors that are believed (and supported by research) to be critical to obtaining the goals/outcomes of the grant program. Each critical success factor is monitored using measurable indicators, and these indicators enable TEA to determine whether grantees are on track to successfully achieve the desired outcomes. For example, in order for a program to achieve a goal of increased student participation in more rigorous college preparatory courses, one should measure at the beginning of a school year that more students are actually enrolled in such classes than previously. Student participation in these rigorous college preparatory courses is a critical success factor that is measured through enrollment figures.

## Milestones

Milestones are key processes or structures that need to be in place before the critical success factor is likely to occur. Using the previous example, before a school can demonstrate increased enrollment in rigorous college preparatory courses, it probably needs to offer a greater variety of these classes and hire/assign qualified teachers to teach them. A school would also want to develop a student recruitment plan. All such factors that are precursors to increased enrollment are called milestones.

Specific critical success factors and milestones will be developed in a manner as determined appropriate by TEA.

## Limits on Contracted Evaluators

When a grantee chooses, or is required under the grant, to hire a contracted evaluator, TEA believes the evaluation must be conducted by an evaluator who has the capability to remain independent and objective in carrying out the evaluation. Many grants also provide for some type of training or technical assistance and other program services. “Independent and objective” implies that there is no influence or control, real or perceived, exerted on the evaluator by any person who is involved in the provision of program services. Therefore, the only way in which a contracted evaluator can be truly independent and objective is to not be involved in any manner in the provision of program services or activities. Otherwise, the evaluator is, at least in part, evaluating its own services.

In addition, TEA is aware that some grant writers develop and design the grant program, write the entire grant application, and then wish to evaluate the grant program. TEA also believes that this scenario poses a conflict of interest for the evaluator, in that the evaluator is evaluating the grant program that he or she designed, developed, and wrote. Again, it is not possible for the evaluator to function independently and objectively if the evaluator performed in this capacity. It is certainly acceptable for the grant writer to receive some information from a potential evaluator to include in the evaluation section of the grant application with regard to an appropriate evaluation plan or design, but communication between the grant writer and evaluator would be limited to that specific topic.

# Funding Information

## Application Funding

Approximately \$23,500,000 is available for funding Algebra Readiness Cycle 1 grants during the January 1, 2010, through May 31, 2012 project period. It is anticipated that 50 to 80 projects will be funded during the first cycle of this grant. The maximum award per campus is \$235,000.

Project funding in subsequent project periods will be based on satisfactory progress of the first-period objectives and activities and on general budget approval by the commissioner of education and appropriations by the state legislature (or by the U. S. Congress, if federal).

TEA reserves the right to reduce funding if projections are determined not to have been realistic based on actual participation. Should additional funds become available for distribution, the commissioner will determine how these are to be distributed.

## Cash Management

Administrative requirements for grants stipulate that the grantee must request cash as close as possible to the time of making disbursements. The grantee should not have more cash on hand than is necessary to meet three days' cash needs.

Thresholds are established for each grant program to allow for the automatic approval of payments as long as the payments are within the established thresholds.

Refer to Part 1: General and Fiscal Guidelines for additional information relating to cash management and requests that exceed the threshold. Please note, for any payment request in ER exceeding the threshold, TEA reserves the right to request additional supporting documentation, including but not limited to the General Ledger, Payroll Ledger, and copies of payroll checks, invoices, receipts, and travel vouchers before authorizing payment.

## Use of Funds

The General Appropriations Act, Article III, 81<sup>st</sup> Legislature, Regular Session, Rider 42, authorizes expenditures for competitive grants aimed at improving student achievement in districts and open-enrollment charter schools. These funds will be used to provide services to students identified as unlikely to meet the end-of-course passing standard in Algebra I.

Funds expended through this project must be used for those purposes described in the [Program Description, Purpose, and Goals](#) and in the [Program Requirements](#) sections of these guidelines. Applicants may elect to use additional resources and other sources of financial support to help maximize the effectiveness of the project goals and objectives. Applicants are strongly encouraged to coordinate federal, state, and local programs to eliminate duplication of resources.

Program funds shall not be obligated for expenditure before the effective date of the application or after the ending date of the program. Funds may be requested only for those items that are reasonable and necessary for accomplishing the objectives of the program as defined in this RFA and for implementing activities as described. All goods must be received and all services must be provided or delivered in time to substantially benefit the current grant period and in no case after the ending date of the grant. In most instances, goods or services delivered near the end of the grant period are viewed by TEA as not necessary to accomplish the objectives of the current grant program and TEA may disallow the expenditures.

In general, the budget schedules must evidence the following:

- Project costs are reasonable in relation to expected outcomes:
  - The amount requested might realistically be expected to have an impact on the stated needs.
  - The expected outcomes are sufficient to justify the amounts requested.
- The program will identify and coordinate funding from several sources.
- All expenditures are pertinent to and appropriate for the objectives and activities stated.

## Allowable Activities and Use of Funds

Refer to the instructions for the specific SAS schedules for additional guidance pertaining to allowable and unallowable costs. Also refer to Appendix 1, Guidelines Related to Specific Costs, for a summary of certain unallowable costs.

## Phase I: Planning Phase

Allowable activities and use of funds during Phase I: Planning Phase (January 1, 2010, through May 31, 2010) may include but are not limited to the following:

- Curriculum planning, design, and creation
- Travel to visit campuses using an algebra readiness model
- Travel for the instructional coach to visit the campus
- Technical assistance provided by the instructional coach
- Staff compensation for planning activities conducted outside of normal contract period
- Purchase of resources or technology needed for the grant
- Compensation for additional staff that might be needed in order to effectively develop and plan the program

## Phase II: Implementation Phase

Allowable activities and use of funds during Phase II: Implementation Phase (June 1, 2010, through May 31, 2012) may include but are not limited to the following:

- Costs necessary to carry out the practices and requirements of the program
- Consulting services to pay the instructional coach, specialists and consultants
- Travel to pay the instructional coach, specialists and consultants
- Professional development
- Supplies, materials, and equipment needed to implement the grant

## Building Use Fee

Space utilization recovery charges for any grant authority funded in this application must be at a rate no greater than 2% of the acquisition cost in accordance with the provisions in the applicable Office of Management and Budget (OMB) Circular. The charge is to be prorated based on actual space utilized. The grantee must maintain sufficient documentation to support charges incurred. Grants funded through this application cannot be charged for space utilization of hallways, restrooms, reception areas, or other common use areas.

## Cost of Equipment Insurance

The actual cost of insurance for equipment purchased with grant funds in this application may be charged as a direct cost to the grant through which the equipment was acquired so long as the insurance costs are not contained in any other comprehensive casualty insurance that may be held by the grantee.

## Use/Disposition of Equipment Purchased with Grant Funds

Equipment purchased with state or federal funds made available through grants from TEA must be used in the grant project for which it was acquired as long as needed, whether or not the grant continues to be funded by state or federal funds. Unless TEA provides otherwise, equipment may be used for other state- or federally funded activities. (That is, equipment purchased with federal funds must be used in another federally-funded program when it is no longer needed for the grant program for which it was originally purchased; equipment purchased with state funds must be used

in another state-funded program when it is no longer needed for the grant program for which it was originally purchased.) Use for the original grant will always take priority over other uses.

State or federal funds may be used to repair only equipment purchased with funds from that state or federal grant authority or for other state- or federally funded equipment that has been transferred for use by that grant.

If equipment can no longer be used, it may be disposed of, *after receiving authorization from TEA*, as follows:

- Items of equipment with a current per-unit fair market value of \$5,000 or less may be retained, sold, or otherwise disposed of with no further obligation to TEA.
- Items of equipment with a current per-unit fair market value in excess of \$5,000 may be retained or sold after paying TEA its share of the fair market value of the equipment.

Authority to remove equipment purchased with federal or state funds from inventory may be requested from TEA. Reasons for deletions may include that the equipment is no longer operable, was destroyed, was stolen, or is no longer needed.

If the grantee will purchase capital outlay (furniture or equipment) to accomplish the objectives of the project, title will remain with the grantee organization for the period of the contract. TEA reserves the right to transfer capital outlay items for contract noncompliance during the contract period or as needed after the ending date of the contract. This provision applies to any furniture or equipment regardless of unit price and item classification in the grantee's accounting records.

## Unallowable Activities and Use of Funds

The following activities and use of funds may include but are not limited to the following:

- Debt service (lease-purchase)
- Audit services for state-funded grants
- Furniture
- Administrative costs that exceed 5%, including direct administrative costs and indirect costs

## Limitation of Administrative Funds

TEA limits the amount of funds that may be budgeted to administer the program to no more than 5% of the total grant awarded for any fiscal year. Funds requested for administrative use must be requested in the application on the appropriate budget schedules.

Administrative funds include both ***direct administrative costs and indirect costs***. For state-funded grants, indirect costs may be requested at an amount not to exceed 5% or the grantee organization's approved federal indirect cost rate, whichever is less.

***Direct administrative costs*** may include costs associated with accounting and other fiscal activities and auditing, provided these costs are not typically included in the indirect cost pool, and overall program administration. Direct administrative costs also include salaries and benefits for staff who supervise activities of program staff and insurance that protects the grantee. Refer to the SAS instructions for **Schedule #5—Budget Summary** for more detailed information pertaining to administrative costs.

# Required Reports

## Report Due Dates

By submitting the application, the applicant agrees to comply with any reporting and evaluation requirements that may be established by TEA and to submit the reports in the format requested by TEA.

## Activity, Progress, and Evaluation Reports

The applicant agrees to provide written activity/progress reports during the project in the format requested by TEA. Each activity/progress report is due to the TEA project administrator within 15 days after the close of the reporting period. These reports will be used by the project administrator to determine if modifications or adjustments to the program are indicated. Reports will be due to TEA as follows:

Activity/Progress/Evaluation Reports		
Report	Reporting Period	Due Date
Planning Report	1/1/2010–5/31/2010	6/15/2010
Second Interim Report	6/1/2010–12/31/2010	1/15/2011
Third Interim Report	1/1/2011–5/31/2011	6/15/2011
Fourth Interim Report	6/1/2011–12/31/2011	1/15/2012
Final Evaluation Report	1/1/2012-5/31/2012	6/30/2012

The grantee must provide a final evaluation report in the format requested by TEA within 30 days after the end of the project. Grantee is not in compliance with grant conditions and requirements until such time as this report is received by the TEA Project Administrator. Final payment may be withheld pending receipt of the report. Eligibility of grantee to receive future grants, including continuation grants, from TEA may be impacted by such noncompliance. The final evaluation report as of May 31, 2012, will be due on June 30, 2012. It is critical that the grantee submit the evaluation report on time. A late evaluation report could cause the grantee to not receive final payment.

## Expenditure Reports

Unless otherwise specified, grantees in good standing are required to request payment through the automated Expenditure Reporting System (ER). The applicant agrees to report by class/object code in ER at the time the applicant requests each payment. Grantees are encouraged to draw down funds at least monthly to avoid the impression that activities are not occurring or that funds are not being expended. The final expenditure report must be filed in ER within 30 days after the ending date of the grant. Final payment is contingent upon receipt the final expenditure report in ER and all required programmatic reports or documents. TEA reserves the right to withhold a portion of the final payment pending receipt of the required reports.

Thresholds are established for each grant program to allow for the automatic approval of payments as long as the payments are within established thresholds. Refer to Part 1: General and Fiscal Guidelines of this RFA for information pertaining to requests for payments through ER and for information pertaining to thresholds.

Expenditure Reports		
Report	Reporting Period	Due Date
First Interim Report	1/1/2010–5/31/2010	6/15/2010
Second Interim Report	6/1/2010–12/31/2010	1/15/2011
Third Interim Report	1/1/2011–5/31/2011	6/15/2011
Fourth Interim Report	6/1/2011–12/31/2011	1/15/2012
Final Expenditure Report	1/1/2012–5/31/2012	6/30/2012
Revised Final Expenditure Report	<b>No opportunity for revised final report. The final report must be 100% accurate.</b>	

\*Final payment is contingent upon receipt of all required programmatic and financial reports and documents. The TEA reserves the right to withhold a portion of the final payment pending receipt of the required reports. The total project cumulative costs of the grant should equal but in no case may exceed the total cumulative expenditures reported.

Refer to the Expenditure Reports section of Part 1: General and Fiscal Guidelines of this RFA for specific information related to expenditure reports and revised expenditure reports.

# Reference Material and Attachments

The following documents or attached materials contain additional information to assist with program requirements and compliance questions, including web site links where available.

- Financial Accountability System Resource Guide: Available online at <http://ritter.tea.state.tx.us/finance.html>
- Guidelines Related to Specific Costs
- Cost-Sharing and Matching Requirements

## Guidelines Related to Specific Costs

Funds must be expended for *reasonable and necessary costs* in conducting grant activities. *Reasonable* means a cost is consistent with prudent business practice and comparable to current market value. *Necessary* means the cost is essential for you to accomplish the objectives of the project. Your organization must comply with the applicable Federal cost principles in expending grant funds. See the last section of this appendix for a list of the Federal cost principles.

This document addresses certain specific costs only and is not intended to be all-inclusive.

## Advertisements

Advertisements are allowed for recruiting grant personnel only as long as the advertisement is *not* in color and not excessively large.

Advertisements are allowed for communication with the public and press when the costs are considered necessary as part of the outreach effort for the grant.

## Alcoholic Beverages

Alcoholic beverages are not allowable under any circumstances.

## Audit Fees

Audit fees are allowable in accordance with the following:

- Audit fees and expenses may not be charged to State-funded grants.
- Audit fees and expenses are allowable only when the audit is required by and performed in accordance with [\*OMB Circular A-133, Audits\*](#).
- Audit fees and expenses may not be charged as a direct cost when such audit-services costs are part of your organization's indirect cost pool.

## Awards for Recognition and Incentives for Participation

Minimal-cost certificates, plaques, ribbons, small trophies, or instructionally-related items to be used in the classroom (such as pens and pencils) are acceptable incentives for participation in program activities or awards for recognition.

The following items may be donated by others but may not be purchased with grant funds:

- Gifts or items that appear to be gifts
- Souvenirs, memorabilia, or promotional items, such as T-shirts, caps, tote bags, imprinted pens, and key chains
- "Door prizes," movie tickets, gift certificates, passes to amusement parks, and so on
- Food of any kind (snacks, beverages, refreshments, meals, and so on)

## Calendars and Calendaring Systems

Calendaring systems to manage personal calendars—whether paper calendars, personal digital assistants (PDAs), or electronic or software calendars—are not allowable costs.

## Cellular Telephones for Personal Use

A cellular telephone for personal use is not an allowable cost.

## Ceremonies, Banquets, or Celebrations

Costs associated with ceremonies, banquets, or celebrations are not allowable.

## Conflict of Interest

Any purchase or expenditure that would pose a conflict of interest, real or perceived, is not allowable.

## Construction, Remodeling, or Renovation

These costs are not allowed unless specifically authorized in the authorizing program statute and unless specifically approved by TEA in the applicable grant application.

## Consultants

You shall not use or pay any consultant in the conduct of this application if the services to be rendered by such consultant could have been rendered by your employees. You must select consultants based on demonstrated competence, qualifications, and experience and on the reasonableness of the proposed fee.

## Employee Service Awards

Employee service awards cannot be paid from grant funds.

## Employer Contributions to Voluntary Retirement Plan

Employer contributions to an employee's voluntary retirement plan, such as a 401k or 403b, are not allowable.

## Entertainment, Recreation, Social Events

Costs associated with any type of entertainment, recreation, or social event are not allowable.

## Field Trips

If specified in the grant program, *educational* field trips are allowable under certain circumstances if allowed in the grant program. Educational field trips are approved, planned instructional activities that involve students in learning experiences that are difficult to duplicate in a classroom situation. These field trips should provide hands-on activities that encourage students to experiment and ask questions. The field trip must support Texas Essential Knowledge and Skills (TEKS), must be reasonable in cost, and must be necessary to accomplish the objectives of the grant program.

The field trip must also appear as a part of the teacher's lesson plans, which should include activities that prepare students for the trip and follow-up activities that allow students to summarize, apply, and evaluate what they learned from the trip.

Costs for the field trip must be reasonable. Any entrance fees and transportation costs must be reasonable in comparison to the intended objectives of the trip.

For audit purposes, your organization must maintain documentation of the field trip and must provide clear evidence of how the expense ties back to an instructional objective. Documentation should include the following:

- Destination of each field trip
- Costs associated with each field trip
- Objectives to be accomplished from conducting the field trip
- Teacher's lesson plan and follow-up activities

If the supplement-not-supplant requirement applies to the grant program in question, documentation must demonstrate the supplementary nature of the field trip as well.

## Examples of Appropriate Educational Field Trips

Examples of appropriate educational field trips include the following:

- Curricular academic activities focused on math, science, and technology, such as service learning, internships, UIL competitions (robotics, math), or science and technology fairs
- Laboratory and field investigation instruction, used to improve students' understanding of science TEKS objectives
- Trips to a river, archaeological site, or nature preserve that might include contracting with local science centers, museums, zoos, and horticultural centers for visits and programs
- Trips to the local library to increase access to high-interest reading materials
- Visits to colleges and universities to encourage interest in the pursuit of higher education

## Unallowable Costs Related to Field Trips

The following costs are not allowable:

- Field trips for social, entertainment, or recreational purposes
- Field trips that supplant and do not supplement local or state expenditures or activities
- Field trips that are not part of a teacher's lesson plan or that do not meet the instructional objectives of the grant program
- Field trips that are not reasonable in cost or are not necessary to accomplish the objectives of the grant program
- Field trips that are not properly documented (as described above)

## Food and Beverage Costs

Expenditures on food must be *reasonable in cost, necessary to accomplish program objectives, and an integral part of the instructional program*. If TEA determines that you expended grant funds on food costs that are not reasonable or necessary to meet the intent and objectives of the grant, TEA reserves the right to restrict you from expending any funds on food costs or to disallow expenditures on food costs.

## Food Costs for Participant Meetings/Training

Unless otherwise specified by TEA, a limited amount of funds may be expended on meals for *participant meetings or training events*. The use of grant funds for this purpose is specifically limited to *light working lunches* for participants when the working lunch is noted on an agenda, is clearly described, and is mandatory. The purpose of a working lunch should be to shorten the overall meeting or training time and to facilitate accomplishing the objectives of the meeting or training and the overall program. A "working lunch" or "light lunch" described below is considered to be reasonable in cost when the cost of the lunch including tax does not exceed \$20 per person; therefore, TEA will not reimburse a grantee for more than \$20 per person, including tax. Any amount over \$20 per person must be paid from other allowable funding sources. The \$20 per person does not include any *mandatory service fee or set-up fee*. Anything termed a "gratuity" or "tip" is not reimbursable by TEA.

Specifically, grant funds may be expended for the following costs provided that the grantee maintains adequate and sufficient documentation that the costs were necessary and reasonable to further the intent and objectives of the grant.

- **Light Lunch during an All-Day Meeting or Training Session:** Light lunch (not to exceed \$20 per person, including tax) for participants who are cloistered in an all-day (at least six-hour) meeting or training session. You must document that it was impractical for participants to obtain lunch on their own (for example, because of an isolated location or distance to eateries) and that their attendance at the meeting or training session was essential to accomplishing the objectives of the grant. You must maintain an agenda that clearly identifies the topics discussed during the meeting or training session and the time allocated to each topic, including the lunch period. Only a nominal amount of grant funds may be used per participant.
- **Working Lunch during an All-Day Meeting or Training Session:** Light meals during a “working lunch” (not to exceed \$20 per person, including tax). A working lunch is defined as an activity in which staff or participants are engaged in exercises or activities during the normal meal time. You must maintain an agenda that shows that no other opportunity for a meal was provided and that clearly identifies the exercise or activity the participants were engaged in. You should also retain a representative sample of the work product, if any, that was generated as a result of the working session. Only a nominal amount of grant funds may be used per staff or participant.

No other food costs, including beverages and other refreshments, breaks, or snacks, are permitted.

#### Allowable Food Costs for Parents and/or Students

- Nutritional snacks for students in extended day (after-school) programs
- Nutritional snacks for children in child care while parents are participating in grant activities
- Food necessary to conduct nutrition education programs for parents
- Parent involvement activities in which refreshments are necessary to encourage participation or attendance by parents, such as in low-income areas, and thus meet program objectives.

*Full meals for parents or students are not allowable for these purposes under any circumstances. Expenditures must be reasonable in cost, necessary to accomplish program objectives, and an integral part of the instructional program.*

#### Unallowable Food Costs

The following costs are not allowable:

- Refreshments of any kind, including beverages, breaks, and snack foods except as necessary for parent involvement activities to encourage attendance by parents
- Refreshments or meals at an awards banquet or functions
- Any food costs that are not necessary to accomplish the objectives of the grant program
- Any food cost associated with an event in which a guest speaker or other individual conducts a presentation
- Breakfast
- “Working lunches” or “light lunches” that exceed \$20 per person, including tax
- Gratuities or tips

## **Fund-Raising Activities**

Costs of organized fund raising, including solicitation of gifts and bequests, endowment drives, financial campaigns, and similar expenses incurred to raise capital or obtain contributions are not allowable. Costs associated with training on fund-raising are not allowable.

## **Gifts**

Gifts or items that appear to be gifts are not allowable.

## **Interest Paid**

Interest paid in a prior grant period may not be charged retroactively to this grant period.

## **Land Purchase and Improvements**

Land purchase and improvements to land are not allowable costs, unless specifically authorized in the grant program statute and specifically approved by TEA in the grant application.

## **Legal Fees**

Legal fees and expenses are allowable only as necessary for the administration of the grant program. Retainer fees are not allowable costs.

## **Membership in Civic and Social Organizations or Lobbying Organizations**

Memberships in civic and social organizations and in organizations that are substantially engaged in lobbying are not allowable costs.

## **Personal Calendaring Systems**

Calendaring systems to manage personal calendars—whether paper calendars, personal digital assistants (PDAs), or electronic or software calendars—are not allowable costs.

## **Printing Costs**

Printing costs are allowable when documentation demonstrates that they are reasonable and necessary. Any multi-color printing must be reasonable in cost and must be necessary to carry out the objectives of the grant program. Documentation must be maintained demonstrating that any such costs are reasonable and necessary.

## **Professional or Individual Liability Insurance**

Professional liability insurance for individual employees is not an allowable cost.

## **Promotional Items, Memorabilia, or Souvenirs**

Promotional items, memorabilia, or souvenirs are not allowable costs.

## **Renovation, Remodeling, or Construction**

Renovation, remodeling, or construction is not allowable unless specifically designated as allowed in the authorizing statute and specifically approved by TEA in the applicable grant application.

## Social Events

The costs associated with social events of any kind are not allowable.

## Substitute Pay for Private Nonprofit Schools

Substitute pay for private nonprofit school teachers is not allowable under any circumstances.

## Training or Technical Assistance on Grant Writing

Funds may not be used for training or technical assistance on grant writing or for costs associated with obtaining funds from another grant.

## Transportation Costs

The cost of transporting students (or parents, if appropriate for the particular grant program) to or from extracurricular grant activities is an allowable expenditure. You may not charge the grant for costs incurred in transporting students to and from the *regular* school day.

## Travel Costs

Amounts authorized for maximum recovery for *travel and per diem* costs against the grant are restricted to those that are approved in the State of Texas Appropriation Bill in effect for the particular funding period. Any amount over this limit must come from local funds. If local policy restricts travel, per diem, and other travel expenses to a rate less than State law, the applicant must budget and request reimbursement *at the lesser rate*. *Travel allowances* are not allowable expenditures in Texas.

*Travel* generally means a destination outside the city or town in which the individual works (i.e., duty point). Travel can also mean transportation from one duty point to another within the same city or town, such as with an itinerant teacher or counselor who visits multiple campuses in the same work day.

Travel allowances, in which the per diem is paid to the employee regardless of the amount actually expended, are not allowable.

## Travel Costs for Executive Director, Superintendent, or Board Members

Travel costs for executive directors, superintendents, or board members or directors are allowed only when they are specifically related to carrying out the objectives of the grant project and only with specific TEA approval.

## Allowable Travel Expenses

The following travel expenses are allowable:

- Mileage reimbursement is allowable for travel necessary to carry out the objectives of the grant project. When an employee is on travel for the purposes of the grant, mileage reimbursement cannot exceed the rate established by the Texas Comptroller. Effective January 1, 2009, reimbursement for mileage is not to exceed 55 cents per mile. (The rate for July 1, 2008, through December 31, 2008, is 58.5 cents per mile.) If local organization policy reimburses at a lower rate, you must claim that lower rate.
- Airfare is allowable at the lowest fare available and must be documented with a receipt. First-class airfare is not allowable.

- Car rental fee (at destination) is not allowable unless other transportation such as taxi or shuttle is not available for performing official business or unless you document that car rental is more cost effective than alternate modes of travel. (The car rental must be documented with a receipt.)
- Airport parking is allowable.

**Day trips:** Beginning September 1, 2009, **in accordance with local policy**, an employee whose duties require the employee to travel outside the employee's designated headquarters **without an overnight stay** away from the employee's headquarters may be reimbursed for the **actual cost** of the employee's meals, **not to exceed \$36**. If local policy is less than state law, the applicant must request reimbursement at the lesser rate. In the absence of a local policy, no reimbursement shall be made from the grant for this purpose. If local policy reimburses at a lesser amount, you must comply with local policy. If local policy reimburses at an amount greater than the federal amount, you must pay the difference from local or state funds (i.e., and not from grant funds).

"Headquarters" is defined as the area within the geographical boundaries of the school district or grantee organization. **Travel must be more than six consecutive hours; travel less than six consecutive hours is not allowable to be charged to the grant.**

- **Overnight trip:** A state employee who travels within or outside the continental United States shall be reimbursed for the **actual cost of lodging and meals**. However, the reimbursements **may not exceed** the maximum meals and lodging rates based on **the federal travel regulations** and issued by the Texas Comptroller of Public Accounts.

Follow these steps to access federal meal and lodging reimbursement rates on the Texas State Comptroller's web site, at <http://window.state.tx.us>:

1. At the top right corner of the home page, click the "Quick Start for Government" tab.
  2. Select "Travel Allowances, Forms, and Payments" under the "State Employees" heading.
  3. Select "Domestic Maximum Per Diem Rates" under the "Resources" heading.
  4. Select the state to which you are traveling. Select Texas if travel is in-state. Apply the maximum meal and lodging rates for the city or area to which you are traveling.
- **Travel prior to September 1, 2009:** For travel completed prior to September 1, 2009, the following policies apply:
    - **In-State Per Diem (meals and lodging):** Prior to September 1, 2009, *overnight travel* is reimbursed at **actual cost**, not to exceed the maximum amount allowed in federal travel regulations, *or local policy*, whichever is *less*. The maximum allowable lodging is *\$85.00 per night, not including taxes*. Meals are allowable at *actual cost not to exceed \$36.00 per day*. If local school policy requires reimbursement at a *lesser* amount, you must use the *lesser* amount. If local policy reimburses at a lesser amount, you must comply with local policy. If local policy reimburses at an amount greater than the federal amount, you must pay the difference from local or state funds (i.e., and not from grant funds). (Lodging must be documented with a *receipt*.) *Tips for meals cannot be reimbursed.*
    - **Out-Of-State Per diem (meals and lodging):** Prior to September 1, 2009, out-of-state travel is reimbursed at *actual cost* not to exceed the maximum amount allowed by the Federal government, *or local policy*, whichever is *less*. All other guidelines apply.

Out-of-state meal and lodging rates are available on the comptroller's web site (follow steps described in Overnight Trip, above, for access to the comptroller's web site).

- Taxi fares for official business are allowable. Tips cannot be reimbursed.
- Itemized miscellaneous business expenses (such as business phone calls, printing, or materials) for carrying out official business of the meeting, conference, or workshop are allowable.
- Registration fees to attend workshops or conferences are allowable. Social events or recreational events available at a cost above the basic registration fee may not be paid from grant funds.

### **Unallowable Travel Expenses**

The following travel expenses are not allowable:

- First-class air fare
- Per diem (meals and lodging) for meeting, conference, or workshop participants who live in the same city where the event is held. (Automobile mileage is allowable.)
- Tips or gratuities (including service charges) of any kind
- Alcoholic beverages
- Entertainment, recreation, or social events
- Any expense for other persons
- Automobile mileage or taxi fares for other than official business
- Personal accident insurance or personal effects coverage for rental cars
- Rental car for personal use or for purposes not associated with the official business of the meeting, conference, or workshop
- Travel allowances (i.e., per diem paid regardless of participant's actual expenses)
- Noninstructional field trips (see guidance under "Field Trips")

### **Travel Documentation**

Travel costs must be properly documented to be reimbursable. The employee must document travel costs with a travel voucher or other comparable documentation. Documentation must include the following at a minimum:

- Name of the individual claiming travel reimbursement
- Destination and purpose of the trip, including how it was necessary to accomplish the objectives of the grant project
- Dates of travel
- Actual mileage (not to exceed reimbursement at the maximum allowable rate)
- Actual amount expended on lodging per day, with a receipt attached (may not exceed the maximum allowable)
- Actual amount expended on meals per day (may not exceed the maximum allowable; tips; gratuities are not reimbursable)
- Actual amount expended on public transportation, such as taxis and shuttles

- Actual amount expended on a rental car, with receipt attached and justification for why a rental car was necessary and how it was more cost effective than alternate transportation
- Actual amount expended on incidentals, such as hotel taxes, copying of materials, and other costs associated with the travel
- Total amount reimbursed to the employee

## Tuition

Tuition fees, either paid directly to an institution or on a reimbursement basis to an employee, are allowable only for courses *directly related to the grant program* and where authorized in the grant program as an allowable use of funds.

## Federal Cost Principles

The applicable cost principles as established by the Federal Office of Management and Budget (OMB) are as follows:

Type of Entity	Applicable Cost Principles
<ul style="list-style-type: none"> <li>■ Public school districts</li> <li>■ Regional education service centers (ESCs)</li> <li>■ Open enrollment charter schools operated by a governmental entity</li> <li>■ Local governments (e.g., cities, counties)</li> </ul>	OMB Circular A-87, Cost Principles for State and Local, and Indian Tribal Governments <a href="http://www.whitehouse.gov/omb/circulars/a087/a87_2004.html">http://www.whitehouse.gov/omb/circulars/a087/a87_2004.html</a>
<ul style="list-style-type: none"> <li>■ Open enrollment charter schools operated by a nonprofit organization</li> <li>■ Nonprofit organizations, including community-based organizations and faith-based organizations</li> </ul>	OMB Circular A-122, Cost Principles for Nonprofit Organizations <a href="http://www.whitehouse.gov/omb/circulars/a122/a122_2004.html">http://www.whitehouse.gov/omb/circulars/a122/a122_2004.html</a>
<ul style="list-style-type: none"> <li>■ Open enrollment charter schools operated by an institution of higher education (i.e., college or university)</li> <li>■ Institutions of higher education (IHEs)</li> </ul>	OMB Circular A-21, Cost Principles for Educational Institutions <a href="http://www.whitehouse.gov/omb/circulars/a021/a21_2004.html">http://www.whitehouse.gov/omb/circulars/a021/a21_2004.html</a>

To see the cost principles in side-by-side view, click the following link:

[http://maverick.tea.state.tx.us:8080/guidelines/Reference%20Materials/CostPrinciples\\_sidebyside.pdf](http://maverick.tea.state.tx.us:8080/guidelines/Reference%20Materials/CostPrinciples_sidebyside.pdf)

# Appendix 1: Curriculum and Instructional Coach Job Description

## Duties and Responsibilities

- Provide support/mentoring/coaching/training for identified teachers and campus administrators.
- Conduct needs analysis to identify teaching and learning needs at each campus and organize and implement problem-solving strategies with teachers and administrators.
- Facilitate training and coaching in areas that include but are not limited to: effective instruction, differentiation, strategies for English Language Learners, data-driven instruction.
- Assist with design and implementation of high-quality building-level professional development.
- Work with teachers (in-teams or individually) to refine their knowledge and skills. Methods of instruction may include in-class coaching, peer observation, co-teaching, and modeling effective instruction using a gradual release structure.
- Work with teachers to assist with the structure of common planning time and determine accountability measures to ensure common planning time is used effectively.
- Facilitate protocols for assessment of student work to drive instructional decisions.
- Assist with the design and implementation of lesson planning and common assessment.
- Assist with integration of TEKS into curriculum focal points.
- Participate in instructional coach training provided by TEA for algebra readiness coaches.
- Coordinate instructional coaching cadre at schools with teacher-coaches.

## Job Requirements

The following are requirements of a Curriculum and Instructional Coach:

- In performing his/her duties, the instructional coach shall travel to approved Algebra Readiness campuses in order to provide on-site coaching and technical assistance. The costs of travel shall be borne by the coach or the employer of the coach.
- The coach is required to complete a coaching report for each session of coaching or technical assistance provided to a campus.
- Throughout the year, Coaches shall respond promptly to telephone and email inquiries from Algebra Readiness administrators and teachers.

## Required Qualifications

- Evidence of at least 3 years of recent successful mathematics classroom teaching experience.
- Strong mathematical content knowledge
- Exceptional communication skills.
- Knowledge and experience in curriculum and instructional strategy implementation.
- Knowledge and experience with rigorous curriculum and instructional strategy.
- Knowledge of effective instructional strategies and research-based best practices including (but not limited to) project-based learning, differentiated instruction, lesson planning, and student assessment.
- Willingness to participate in professional development for coaching duties, such as that will teach strategies and best practices for mentoring, facilitating, and training.
- Experience in an algebra readiness model program or willingness to research, understand, and implement the core principles of the Algebra Readiness model.
- Evidence of skills in planning, organization, and collaboration.

## Preferred Qualifications

- Evidence of mathematical understanding needed to prepare students for success in algebra.
- Knowledge and experience in coaching and training.
- Facilitation, training, and presentation skills.
- Knowledge of effective professional development practices.
- Knowledge of ELL strategies.
- Passion for increasing student learning.
- Knowledge of adult learning methodology.
- Knowledge of RtI Strategies.
- Experience using student and campus level data to select, implement and differentiate instructional methods, designed to meet each student's individual needs.