

Application Guidelines-Part 2: Program Guidelines

Application Guidelines – Part 2: Program Guidelines

Name of Program	School Years	SAS #	Application Due Date
Improving Student Achievement in Mathematics through Professional Development Partnerships	2005-2006	A286-05	Thursday, June 9, 2005 5 p.m. Central Time

Use these guidelines in conjunction with the *Application Guidelines Part 1: General and Fiscal Guidelines and the Schedule Instructions*. All guidelines and instructions will be incorporated by reference into the Notice of Grant award if selected for funding.

Program Guidelines

1. Background Information

The Improving Student Achievement in Mathematics through Professional Development Partnerships grant program is authorized by House Bill 1, General Appropriations Act, Article III, Rider 51, passed by the 78th Texas Legislature, Regular Session, 2003 and PL 107-110, Title II, Part B and Title II, Part A. The TEA will focus in this RFA on mathematics.

The purpose of Title II, Part B is to improve the academic achievement of students in the areas of mathematics by encouraging State educational agencies, institutions of higher education (IHE), local educational agencies (LEAs), elementary schools, and secondary schools to participate in programs that:

1. Improve and upgrade the status and stature of mathematics teaching by encouraging institutions of higher education to assume greater responsibility for improving mathematics teacher education through the establishment of a comprehensive, integrated system of recruiting, training, and advising mathematics teachers;
2. Focus on the education of mathematics teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills;
3. Bring mathematics teachers in elementary schools and secondary schools together with mathematicians and engineers to increase the subject matter knowledge of mathematics teachers and improve such teachers' teaching skills through the use of sophisticated laboratory equipment and work space, computing facilities, libraries, and other resources that institutions of higher education are better able to provide than the elementary schools and secondary schools;
4. Develop more rigorous mathematics curricula that are aligned with challenging State and local academic content standards and with the standards expected for postsecondary study in engineering and mathematics; and
5. Improve and expand training of mathematics teachers, including training such teachers in the effective integration of technology into curricula and instruction.

The purpose of Improving Student Achievement in Mathematics through Professional Development Partnerships grants is to establish partnerships that include a minimum of one high need LEA and a mathematics department of an IHE to create and implement a professional development plan to enhance the implementation of the revised Texas Essential Knowledge and Skills for mathematics, and/or provide training in the use of intervention programs and strategies for struggling students in mathematics. The grant project timeline for professional development must allocate time for progress

monitoring to ensure teacher implementation of training received. Teachers at any level, grades K-12, on participating high-need campuses that are currently teaching mathematics are eligible for project participation. Funds may also be used for the recruitment and retention of mathematic teachers. Professional development activities should be planned and implemented based on a comprehensive assessment of district teacher quality and professional development needs with respect to the teaching and learning of mathematics. The primary goal of collaboration activities with the identified partners should be increasing teacher content knowledge and increasing student achievement in mathematics.

2. Application Information

A. Request For Application

The purpose of this application is to solicit grant applications from eligible partnerships to implement professional development programs that model successful implementation of the revised TEKS and/or increase the successful use of intervention programs and strategies for struggling students in mathematics. Professional development activities must occur within the 2005-2006 school year and include various levels of partnerships to support the activities outlined within the submitted applications.

B. Eligible Applicants

The Texas Education Agency (TEA) is requesting applications from eligible partnerships. An eligible partnership shall include:

1. A mathematics department of an institution of higher education (IHE); and
2. A high-need local educational agency (LEA); and

May include:

1. Another mathematics or teacher training department of an IHE;
2. Additional LEAs, public charter schools, public or private elementary schools or secondary schools, or a consortium of such schools;
3. A business; or
4. A nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics teachers.

The fiscal agent (i.e., applicant) must be either the IHE (on behalf of the mathematics department) or the high-need LEA.

A high-need LEA is defined as a public district or open enrollment charter school:

1. With at least 40% of the students in the free or reduced lunch program and
2. Who have a passing rate below the state passing rate, at any grade level, on the 2004 or 2005 mathematics Texas Assessment of Knowledge and Skills (TAKS).

Priority will be given to applicants that include regional education service centers as fully participating partners. Each LEA served in a Shared Services Arrangement (SSA) must be a high-need LEA. Each campus served must also be a high-need campus according to the same definition. Eligible partnerships may not apply for multiple grants, but may apply on behalf of as many campuses as they wish in a single application.

The mathematics department of an institution of higher education and at least one high-need LEA and one high-need campus must be included as a partner in all grant applications.

Applications should indicate the number of students that have failed to meet the TAKS passing standards during the 2004-2005 school year.

A list of eligible districts and campuses will be posted on TEA website on approximately the second week of May at: <http://www.tea.state.tx.us/opge/disc/>.

C. Applicant's Conference

If an Applicant's Conference TETN is scheduled, information will be posted on the TEA website <http://www.tea.state.tx.us/opge/disc/>.

Requests for Additional Information

In order to assure that no prospective applicant may obtain a competitive advantage because of acquisition of information unknown to other prospective applicants, any additional information, that is different from or in addition to, information provided in the RFA or at the Applicant's Conference will be provided only in response to written inquiries. Copies of all such inquiries and the written answers thereto will be posted on the TEA website in the format of Frequently Asked Questions (FAQs) at <http://www.tea.state.tx.us/opge/disc/index.html>.

If you do not have access to the Internet, you may obtain a copy of the FAQs or additional/clarifying information by contacting the: Document Control Center, Texas Education Agency, Room 6-108, William B. Travis Bldg., 1701 N. Congress Avenue, Austin, TX 78701-1494, or by calling 512-463-9269. The RFA number, located in the lower right corner of the front cover of this RFA, and the RFA name must be identified in the request.

Unless otherwise noted, all inquiries for information must be made in writing to the Document Control Center, Room 6-108, Texas Education Agency, William B. Travis Bldg., 1701 N. Congress Avenue, Austin, TX 78701-1494. 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.

D. Notice of Intent to Submit Application

All prospective applicants are requested to notify their intent to submit an application by Friday, May 13, 2005. The Notice of Intent must be sent to the Document Control Center, Room 6-108, Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, Texas 78701-1494 (Fax: 512-463-9811). Failure to notify the Agency of the intent to apply will not disqualify the applicant from submitting an application.

E. Application Due Date

To be eligible to be considered for funding, the required number of complete applications must be received in the Texas Education Agency's Document Control Center on or before 5:00 p.m. Central Time on Thursday, June 9, 2005, according to the application submission procedures in Part 1 of the *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 not accept nor consider for funding any late competitive applications due to any reason. Accepting one late application for any reason could invalidate the entire competition and require the publication of a new RFA and re-submittal 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.

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.

F. Project Period

Applicants must plan for a project starting date of no earlier than August 15, 2005, and an ending date of no later than September 30, 2006. All 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 by the ending date of the grant. The 2005-2006 project will not be extended past September 30, 2006 under any circumstances. These funds expire at the federal level September 30, 2006.

G. Program Purpose, Goals, Funding, and Description

The purpose of the Improving Student Achievement in Mathematics through Professional Development Partnerships grants is to establish partnerships including at a minimum a high-need LEA and the mathematics department of an IHE. All partnerships created must include the mathematics department of an institution of higher education as a partner. Funded partnerships will create and implement a professional development plan to enhance the implementation of the revised Texas Essential Knowledge and Skills for mathematics, and/or provide training in the use of intervention programs and strategies for struggling students in mathematics. All professional development activities must meet the definition of "professional development" as provided in the NCLB Act. See Schedule #6E – NCLB Act Provisions and Assurances, Section V.6.

A description of the criteria used to select the number of participating high-need LEAs and campuses based on district teacher and students' needs must be included in all grant applications. A detailed description of the level of collaboration between partners to reach the goals of increasing teacher content knowledge and increasing student achievement must be included within the project outline. Comprehensive plans for the training modules selected for use, the content conveyed and the materials needed to conduct the professional development should be included in grant applications. The professional development activities funded within this grant must occur over a length of time that includes progress monitoring to determine if the training has been implemented in the classrooms of teachers served.

Eligible partnerships have flexibility in the scope of professional development activities funded under this RFA. Partnerships may utilize the newly created *TEKS Revision Modules* or *Teaching the TEKS through Technology* funded by the TEA. Project plans may also include the creation and delivery of mathematics professional development focused on specific intervention programs or strategies or other TEKS implementation topics. Grant applications must include detailed information on the scope, cost/budget and responsible personnel for each of the grant activities. Applications should include the criteria partnerships will use to determine levels of classroom implementation of content, program, and strategies learned within the grant activities, once participants have been trained. See definition of "professional development" and "scientifically-based research" on Schedule 6E.

Project plans must be focused on the implementation of the revised TEKS for mathematics and/or intervention programs and strategies used with struggling students in mathematics. Projects funded may not include activities related to open conferences that convey mathematics activities outside of the focused goals of the grant. The ultimate goals of this project are to increase teacher content knowledge and increase student performance on end of the year assessments such as TAKS and SDAA II.

Authorized Activities – An eligible partnership shall use funds provided under this part for one or more of the following activities related to elementary schools or secondary schools:

1. Creating opportunities for enhanced and ongoing professional development of mathematics teachers that improves the subject matter knowledge of such teachers.
2. Promoting strong teaching skills for mathematics teachers and teacher educators, including integrating reliable scientifically based research teaching methods and technology-based teaching methods into the curriculum.
3. Establishing and operating mathematics summer workshops or institutes, including follow-up training, for elementary school and secondary school mathematics teachers that:
 - A) Shall:
 - i) Directly relate to the curriculum and academic areas in which the teacher provides instruction, and focus only secondarily on pedagogy;
 - ii) Enhance the ability of the teacher to understand and use the challenging State academic content standards for mathematics and to select appropriate curricula; and
 - iii) Train teachers to use curricula that are:
 - a) Based on scientific research;
 - b) Aligned with challenging State academic content standards; and
 - c) Object-centered, experiment-oriented, and concept- and content-based; and
 - B) May include:
 - i) Programs that provide teachers and prospective teachers with opportunities to work under the guidance of experienced teachers and college faculty;
 - ii) Instruction in the use of data and assessments to inform and instruct classroom practice; and
 - iii) Professional development activities, including supplemental and follow-up activities, such as curriculum alignment, distance learning, and activities that train teachers to utilize technology in the classroom.
4. Recruiting mathematics and engineering majors to teaching through the use of:
 - A) Signing and performance incentives that are linked to activities proven effective in retaining teachers, for individuals with demonstrated professional experience in mathematics or engineering;
 - B) Stipends provided to mathematics teachers for certification through alternative routes;
 - C) Scholarships for teachers to pursue advanced course work in mathematics or engineering; and
 - D) Other programs that the State educational agency determines to be effective in recruiting and retaining individuals with strong mathematics or engineering backgrounds.
5. Developing or redesigning more rigorous mathematics curricula that are aligned with challenging State and local academic content standards and with the standards expected for postsecondary study in mathematics.
6. Establishing distance learning programs for mathematics teachers using curricula that are innovative, content-based, and based on scientifically based research that is current as of the date of the program involved.
7. Designing programs to prepare a mathematics teacher at a school to provide professional development to other mathematics teachers at the school and to assist beginning and other teachers at the school, including (if applicable) a mechanism to integrate the teacher's experiences from a summer workshop or institute into the provision of professional development and assistance.
8. Establishing and operating programs to bring mathematics teachers into contact with working mathematicians and engineers, to expand such teachers' subject matter knowledge of and research in mathematics.
9. Designing programs to identify and develop exemplary mathematics teachers in the kindergarten through grade 8 classrooms.

10. Training mathematics teachers and developing programs to encourage young women and other underrepresented individuals in mathematics careers (including engineering and technology) to pursue postsecondary degrees in majors leading to such careers.

A summer workshop or institute in number 3 above means a workshop or institute, conducted during the summer, that:

1. Is conducted for a period of not less than 2 weeks;
2. Includes, as a component, a program that provides direct interaction between the teachers attending the summer workshop or institute and the partnering IHE faculty; and
3. Provides for follow-up training during the academic year that is conducted in the classroom for a period of not less than three consecutive or nonconsecutive days, except that:
 - A) If the workshop or institute is conducted during a 2-week period, the follow-up training shall be conducted for a period of not less than 4 days; and
 - B) If the follow-up training is for teachers in rural school districts, the follow-up training may be conducted through distance learning.

Unallowable Uses of Funds, Including But Not Limited To:

- Activity not specifically listed above under authorized activities;
- Construction of new buildings;
- Renovation/remodeling of existing structures;
- Fundraising activities of any kind;
- Non-educational related incentives such as t-shirts, raffle items or gifts, items with logos, bicycles, gift certificates, personal digital assistance devices, etc.;
- Debt Services (i.e., lease-purchase);
- Food Costs, including refreshments and/or meals for training;
- Purchase of a developed curricula;
- Student Assessments/Diagnostic, except for use in training in how to use the information and instruct classroom practice as in 3.B. above;
- Classroom Instructional Materials/Programs, except as necessary to implement the training in the classroom;
- Distance Learning programs for student instruction;
- Direct Student Services (i.e., Teachers, Instructional Aides, Tutors, etc);
- Incentives for Participation and Awards for Recognition, except for performance incentives as in 4.A. above;
- Equipment, except as necessary to carry out professional development activities and distance learning programs for teachers in 6 above;
- Student Tuition
- Parent Involvement Activities.

Funding

A total of approximately \$8,213,361.00 is available for funding Improving Student Achievement in Mathematics through Professional Development Partnerships Grants during the 2005-2006 school year. It is anticipated 100 grants will be awarded in amounts ranging from a minimum of \$10,000 and a maximum of \$150,000. The overall cost of the staff development project should not exceed a rate of \$500 per teacher participant served.

Applications will be funded based on the ability of partnerships to reach the identified goals of this grant program. The dollar amount of the grants awarded will be dependent on the number of participants served, quality of and scope of activities, level of collaboration between partners, and likelihood of implementation of the content, program, or strategies conveyed within grant activities in the classroom.

H. Program Requirements

In addition to the requirements in Application Guidelines, Part 1: General and Fiscal Guidelines, each application must address each of the requirements identified below (on the appropriate schedule) in order to be considered for funding.

Statutory Requirements

Each application submitted shall include:

1. The results of a comprehensive assessment of the teacher quality and professional development needs of any schools and local educational agencies, that comprise the eligible partnership with respect to the teaching and learning of mathematics;
2. A description of how the activities to be carried out by the eligible partnership will be aligned with challenging State academic content and student academic achievement standards in mathematics and with other educational reform activities that promote student academic achievement in mathematics;
3. A description of how the activities to be carried out by the eligible partnership will be based on a review of scientifically based research, and an explanation of how the activities are expected to improve student academic achievement and strengthen the quality of mathematics instruction;
4. A description of —
 - A) How the eligible partnership will carry out the authorized activities described in subsection G; and
 - B) The eligible partnership's evaluation and accountability plan described in subsection (e); and
5. A description of how the eligible partnership will continue the activities funded under this grant after the original grant or subgrant period has expired.

Partnership Grants – An eligible partnership receiving a grant under section 203 of the Higher Education Act of 1965 shall coordinate the use of such funds with any related activities carried out by such partnership with funds made available under this part.

TEA Requirements

If the applicant is a high-need LEA, submit a letter from the partnering mathematics department of the IHE outlining the nature of and commitment to the partnership.

If the applicant is the IHE on behalf of the mathematics department, submit a letter from the partnering high-need LEA(s) outlining the nature of and commitment to the partnership.

If an ESC is included as a partner, submit a letter from the ESC outlining the nature of and commitment to the partnership.

I. Program Evaluation and Performance Measures

The Title II Part B statute requires that:

Each eligible partnership receiving a grant under Title II, Part B shall develop an evaluation and accountability plan for activities assisted under this grant that includes rigorous objectives that measure the impact of activities funded under this grant. The plan developed:

1. Shall include measurable objectives to increase the number of mathematics teachers who participate in content-based professional development activities;

2. Shall include measurable objectives for improved student academic achievement on State mathematics assessments or, where applicable, an International Mathematics Study assessment; and
3. May include objectives and measures for:
 - A) Increased participation by students in advanced courses in mathematics;
 - B) Increased percentages of elementary school teachers with academic majors or minors, or group majors or minors, in mathematics or engineering; and
 - C) Increased percentages of secondary school classes in mathematics taught by teachers with academic majors in mathematics and engineering.

The applicant must describe in the application 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 the Texas Education Agency and agrees to submit the reports in the format and time requested by the Agency.

By submitting this application, the applicant agrees to collect data and report on the following mandatory performance measures:

- The number of students meeting the passing standards on math TAKS and SDAA II during the 2005-2006 school year and the percent increase from the previous school year.
- The total number of teachers trained (separated by instructional level) as a result of grant activities.
- How teacher content knowledge, use of intervention programs and strategies were improved based on the grant activities.
- The number of mathematics teachers reaching "Highly Qualified Teacher" status defined under the Texas Plan for NCLB.

The TEA will collect and analyze data available from the Public Education Information Management System (PEIMS) and LEAs where possible.

J. Use of Funds

Program funds shall not be obligated for expenditure prior to 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. Funds may not be used for lease/purchases (i.e., debt service). Refer to the instructions to the specific SAS schedules for additional guidance pertaining to allowable and unallowable costs. Also refer to Section G. for additional information.

In general, the budget schedules must evidence that:

1. Project costs are reasonable in relation to expected outcomes:
 - a) The amount requested might realistically be expected to have an impact on the stated needs, and
 - b) The expected outcomes are sufficient to justify the amounts requested.

2. The program will identify and coordinate funding from several sources.
3. All expenditures are pertinent to and appropriate for the objectives/activities stated.

K. Limitation of Administrative Funds

The TEA limits the amount of funds that may be expended to administer the program to no more than 8 percent (%) including indirect costs, 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**. **Direct administrative costs** may include costs associated with accounting and other fiscal activities, auditing, 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.

L. 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 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.

Applicant 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.

M. Private Nonprofit School Participation

Prior to preparing and submitting this application, private nonprofit schools located within the boundaries of the participating LEA must be consulted in the planning and development of the project. Teachers from private nonprofit schools must be assured equitable participation in all services, materials, equipment, and teacher training. Refer to the instructions for Schedule #4E, Private Nonprofit Schools, of the Standard Application System (SAS) for specific guidelines and instructions.

N. Report Due Dates

The grantee agrees to comply with any reporting and evaluation requirements that may be established by the Texas Education Agency, as agreed upon by the project participants, and that it will submit the reports in the format requested by the Agency.

Activity, Progress, and Evaluation Reports

The applicant agrees to provide written activity/progress reports during the project in the format requested by the Agency. Each activity/progress report is due to the TEA project administrator within fifteen (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 the Texas Education Agency as follows:

<u>Report</u>	<u>Reporting Period</u>	<u>Due Date</u>
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Application Guidelines

Part 2: Program Guidelines

Interim Progress/Activity Report	08/15/05 – 01/31/06	02/15/06
Final Evaluation Report	08/15/05 – 05/31/06	10/31/06

The grantee must provide a final evaluation report in the format requested by the Agency to the Texas Education Agency 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 September 30, 2006, will be due on October 31, 2006.

Expenditure Reports

The applicant agrees to provide expenditure reports on a properly completed and certified Report of Project Expenditures. Semi-annual and other interim reports are due to the TEA Document Control Center within 15 days after the end of each reporting period. The final expenditure report is due within 30 days after the ending date of the grant. Final payment is contingent upon receipt of the Report of Project Expenditures and all required programmatic reports/documents. The TEA reserves the right to withhold a portion of the final payment pending receipt of the required reports.

Unless otherwise specified, grantees are required to request payment through the Automated Expenditure Reporting System (ER). 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 *Application Guidelines—Part 1: General and Fiscal Guidelines* for information pertaining to requests for payments through ER and for information pertaining to thresholds.

<u>Report</u>	<u>Reporting Period</u>	<u>Due Date</u>
First Interim Report	08/15/05 – 01/31/06	02/15/06
Final Expenditure Report *	08/15/05 – 09/30/06	10/31/06

*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 section on *Expenditure Reports* in *Part 1: General and Fiscal Guidelines* for specific information related to expenditure reports and revised expenditure reports.

O. Clarifying Information

Any person wishing to obtain clarifying information about this application may contact:

<u>Program Contact</u>	<u>Funding Contact</u>
Paula Moeller Division of Curriculum Texas Education Agency William B. Travis Building 1701 N. Congress Avenue Austin, Texas 78701 (512) 463-9581	Karen Harmon Division of Discretionary Grants Texas Education Agency William B. Travis Building 1701 N. Congress Avenue Austin, Texas 78701 (512) 463-9269

See Application Guidelines—Part 1: General and Fiscal Guidelines for more detail regarding clarifying or additional information.

P. Sequence of Events – Critical Dates

<u>Day of Week, Monday, Day, Year</u>	<u>Event</u>
Friday, April 22, 2005	Publication of Request for Application in <u>Texas Register</u>
Friday, May 13, 2005	Notice of Intent to Apply due in Document Control Center
Thursday, June 9, 2005	Application is due in the Document Control Center, 5:00 p.m., Central time
Mid July	Projects selected and notified
Monday, August 15, 2005	Beginning date of project
Wednesday, February 15, 2006	Interim Progress/Activity Report
Wednesday, February 15, 2006	First Interim Report
Saturday, September 30, 2006	Ending date of project
Tuesday, October 31, 2006	Final expenditure report due to the Agency
Tuesday, October 31, 2006	Final evaluation report (and final product, if applicable) due to the Agency

It should be noted that all of these dates except the final completion date may vary slightly as conditions require.

Q. Specific Review Criteria

In reviewing the information submitted in the application and in recommending applications for funding, the review committee and TEA staff will consider criteria as listed in *Application Guidelines: Part 1—General and Fiscal Guidelines*. In addition, the following grant-specific criteria will also be considered (corresponding point values are given):

Grant-Specific Criteria	Maximum Points
Application includes a regional education service center as a fully participating partner.	5
Total Maximum Number of Points	105