

2012-2013
Application for Teacher Quality Grants
Public Law 107-110 II ESEA
as Amended by No Child Left Behind Act of 2002,
Title II, Part A, Teacher and Principal Training and Recruiting Fund



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

This request for applications covers projects to be funded by the Texas Higher Education Coordinating Board for grant year 2012-2013 under Title II of the No Child Left Behind (NCLB) Act of 2002. Applications meeting priorities set forth in this solicitation, and as required under Public Law 107-110, will be eligible for funding.

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

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

- States are permitted to use Teacher Quality Grant funding to support development in core academic subjects. For fiscal year 2011 the appropriation from the US Department of Education for Title II in Texas is approximately \$201 million, of which \$4,979,080 is available to the Teacher Quality Grants Program for Higher Education.
- State education agencies (SEAs), state agencies for higher education (SAHEs), institutions of higher education (IHEs), and LEAs are encouraged to coordinate their Teacher Quality Grants Program-funded activities with other professional development initiatives and other federal and state programs, such as the state's long-range plan for higher education, Closing the Gaps.
- Program language continues to ensure that Teacher Quality Grants Program-funded projects meet the educational needs of economically disadvantaged students and diverse student populations, including females and minorities, individuals with disabilities, and English language learners, to ensure that all students have highly-qualified teachers.
- States are required to make "good faith" efforts to ensure that no group of students is taught at higher rates than other children by inexperienced, unqualified and out-of-field teachers.
- Many activities can be funded by Title II SEA funds for statewide activities, but SAHE funds can be used to support a narrow range of program activities.

II. Purpose of this Request for Applications

Under NCLB the purpose of teacher professional development is to increase student achievement by improving teacher effectiveness and increasing the number of highly qualified teachers in the classroom. Such professional development activities are designed to increase teachers' content

knowledge, conceptual understanding in the subjects they are required to teach, and discipline-related pedagogy. Research indicates this professional development approach helps teachers help students meet challenging state content and student performance standards.

The purpose of awards granted under this Teacher Quality Grants RFA is to provide assistance to teachers and eligible principals to gain access to professional development in core academic subjects that:

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

III. Definitions of Key Terms

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

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

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

levels that the teachers were trained to teach OR for which there is a high percentage of teachers with emergency, provisional, or temporary certification.

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

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

Core Academic Subjects. The TEA and THECB joint state equity plan requires that Teacher Quality grants continue to focus on core academic courses in mathematics and science as the area of greatest need for professional development statewide. The State Board of Education has approved courses under rules 19 TAC Section 74.63 and 19 TAC Section 74.64 to meet mathematics and science requirements for graduation, and these are considered core courses for the purposes of this RFA, with additional limitations based on greatest statewide need. The Teacher Quality State program has determined which of these courses will be eligible for funding under this RFA. A list of approved topics is available at the TQGP website.

IV. Program Guidelines

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

A. Eligible Applicants and Required Partnerships

- To be eligible, applicant institutions or organizations must have project directors or co-directors who are higher education faculty members with background and expertise in science, mathematics, science education or mathematics education. This must be supported by providing 2-page vitae in the online application.
- To be eligible, applicants must document partnerships that include accredited public or private, 2-year or 4-year colleges and at least one high-need LEA as defined in federal regulation (see III. Key Terms). The application must provide documented, written evidence of cooperative planning and formal agreement for development with at least one high-need school LEA. (See RFA section VI.A, Professional Development Agreement.) Applicants may also include additional LEAs or campuses dependent on the documentation of other needs. (See Local Needs section in the online application.)
- To be eligible, applicants must document the joint effort of the institution of higher education’s school or department of education (College of Education) and departments in the specific mathematics or science disciplines in which the professional development will be provided. For example, a project proposed by a

university mathematician or scientist must include collaboration with faculty from the university's department of education. In like manner, a project proposed by a faculty member in a department of education must include collaboration with faculty from the university's department of mathematics and/or natural sciences, as appropriate to the project. This is required explicitly in statute by NCLB. Two-year institutions of higher education are eligible to apply as long as they include partnerships with a 4-year institution of higher education and thereby meet the requirements of joint efforts between faculty in Arts and Sciences, and faculty in Colleges of Education, as required by NCLB. If the project director of record (the director who submitted the successful grant application) moves to another Texas institution of higher education, the grant will move with that director.

B. Project Grant Period and Funding Limits

The maximum amount that may be requested for a 15-month project is \$500,000. The award amount will be an indication of the program's ability to provide sustained and high-quality professional development for teams of teachers, or teams of teachers and principals from individual campuses, schools or districts. The award range will vary from \$90,000, suited for projects with smaller numbers of participants in rural areas, to \$500,000 for urban areas with universities or consortiums with capacity and staff to manage larger projects. The amount requested should be commensurate with the number of participants served; for instance, an applicant requesting \$95,000 would be expected to serve at least 20 participants. The number of grants will be limited by the quality of applications submitted and the size of the negotiated final budgets in comparison to the total funds available. A second year of funding is possible contingent on continued federal support for the TQGP, and each project demonstrating adequate progress toward meeting project goals and objectives.

Financial and programmatic contributions by participating school LEAs, non-public schools, other private organizations, and the sponsoring higher education institution are highly recommended and should be documented in the "other" column of the budget and fully described in the budget narrative.

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

C. Eligible Project Participants

Inservice Teachers. Teachers currently teaching in Texas public schools including charter schools, and private schools, are eligible to participate in the grant activities. Teachers at the beginning of the summer project sessions who have contracted with an eligible school for fall teaching responsibilities in the topic area are considered inservice teachers. Other regulations about participation apply, and are noted in relevant sections. Pre-service teachers and discipline-area supervisors who do not have teaching responsibilities in the grant area topic are not eligible.

Principals with Responsibility for Instructional Leadership. States may also provide professional development for principals responsible for instructional leadership so they have

knowledge of subject area matter and pedagogy to provide appropriate support for teachers in core academic subjects. To be eligible to participate in TQGP-funded projects, principals must be responsible for instructional leadership in mathematics or science, depending on the proposed topic area. For the purposes of Title II, Part A, an assistant principal is considered a principal.

D. Eligible Project Activities

All funded projects must follow an intensive and sustained instructional format. The most effective Teacher Quality projects have been focused on the learning and teaching of a limited number of mathematics and/or science concepts using an activity-based, problem-solving approach and systematically incorporating a follow-up component to sustain change in teachers'/participants' classroom practices. Principals are eligible to participate only in those sessions that are designed specifically to meet their needs, and are not eligible to participate in sessions designed for teachers.

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

Summer Component. A minimum of 45 contact hours, i.e., typically 15 days over three weeks, is highly recommended for the summer component of the program. A length of four weeks or 60 contact hours is preferable. Many successful programs provide 20 days of instruction over four weeks.

Academic Year Component. The academic year follow-up session requires a minimum of 60 contact hours per teacher (i.e. on average, seven hours per month). Two 3- or 4-hour sessions every month is typical. The academic year contact hours typically include but are not limited to group meetings, classroom observations of teachers by the project director, and one-to-one meetings in the teachers' classrooms. Most successful programs also include electronic methods to provide support to teachers during the academic year as they implement instructional changes in their classrooms. The summer component should focus primarily on content while the academic year follow-up blends content and discipline-related pedagogy.

Projects should also incorporate many of the following effective, research-based approaches and components:

- Building conceptual depth not breadth;
- Establishing and fostering communities of practice among project participants;
- Helping teachers learn to analyze student work and to adapt their instruction appropriately;
- Incorporating instructional practices designed to support disciplinary literacy;
- Including strategies to help English language learners and low income students;

- Developing a program element to support principals responsible for instructional leadership in mathematics and/or science;
- Integrating math and science content and pedagogy; and
- Helping teachers identify resources on effective instructional strategies.

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

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

E. Recommended Recruitment and Selection Strategies

Applicants are highly encouraged to incorporate several of the following strategies:

- Working with teams of teachers from the highest need campuses within a high need LEA.
- Working to embed professional development into the life of the school.
- Working with campuses on a trajectory to not meet Adequate Yearly Progress (AYP) according to TEA requirements.
- Focusing on conceptual strands within an LEA feeder pattern.
- Working with high schools with T-STEM programs.
- Aligning efforts with existing school reform programs.

V. Online Application

Applicants are required to complete the sections described below. Each section description provides a brief explanation of the information required. Detailed information is provided as needed in the online help section for individual questions or categories, and is noted in the general descriptions. Note that the online application will include these sections plus print signature forms.

Access to the Online Application System. Access is provided through a username and password upon registration. That username and password is used each time the individual uses the online system. DO NOT re-register if you have used the online system previously. Each director (if

more than one) and the education and content partner for the institution (if other than the director) must be registered. Contact the TQGP office for more information. Each application is linked to the account of the person who created it and cannot be edited from another account.

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

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

Applicants will need to provide a summary of the needs identified for both teachers and LEAs. In this summary, applicants should also explain which campuses within the LEA(s) will be targeted and how those campuses were identified as having great need.

Applicants will also need to provide data and data source information in the spaces allotted in the online application. Twelve data source and data fields are provided, and discussions with LEA/campus administrators are considered data sources for the purposes of this grant application.

LEAs and campus needs data. Once applicants have established and documented a partnership with a high-need LEA, they can include other LEAs and campuses that would be considered high-need by other state-recognized criteria. For all LEA partners and selected campuses, applicants should provide indicators of high need such as high percentages of teachers teaching out of field in mathematics and/or science, high drop-out rates, low college-going rates, low pass rates on the Texas Assessment of Knowledge and Skills (TAKS) in mathematics and science, difficulties in meeting Adequate Yearly Progress goals in mathematics and science, high percentages of English language learners and high percentages of students on free or reduced-price lunch. Other indicators of need can be included.

Teacher needs. For the teachers in the proposed service area, identify specific need for content knowledge and instructional skills improvement. Thoroughly document how the teachers’ needs were determined. It is recommended that a needs-assessment instrument be used that identifies gaps in teacher preparation and development from pre-service and past in-service training in mathematics or science. This instrument should be designed to identify teachers teaching out of field and those who are not adequately prepared to teach the mathematics or science courses they are assigned to teach. The needs assessment is not to be an interest inventory. Do not provide summaries of needs from national studies and reports.

Census poverty data. The applicant must provide documentation that at least one of the LEA partners meets the poverty criterion as required by the U. S. Department of Education (See Section III, Definition of Key Terms). As of July, 2011, the Census Bureau’s most current poverty data could be found on its website at:

<http://www.census.gov/hhes/www/saipe/district.html> Directions for calculating the percentage of students from families in poverty can be found at the TQGP website and a list of high need LEAs in the state of Texas can also be found on the TQGP website. Applicants should use the most recent data available at the time of application submission.

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

- C. Project Summary.** The summary should describe the project’s overall goals for ensuring that all teacher participants will gain knowledge and skills related to the assessed needs and will be better prepared to assist their students to meet state content and student performance standards. This can include additional general goals such as developing teacher leaders or teacher efficacy, if not included in the measurable objectives and evaluation.

Measurable Objectives. The individual content and instructional objectives should relate to the specific needs detailed in the “Local Needs” section of the online application. The primary content and instructional objectives should explain what the teacher should know (content objective) and know how to do (instructional skills objective) by the project closing date. Each objective must be measurable and the evaluation (section F.b.) must include a method for measuring project effectiveness related to the objective.

- D. LEA Information.** The applicant should select the name(s) of the LEA(s) to be served by the proposed project. The online system provides most of the information for each LEA, but the applicant may need to provide the LEA’s county and federal congressional district. The applicant should also include information on any private schools, parochial schools, or charter schools involved in the proposed project. For each such school, applicants will need to supply name, address, phone number, city, zip code, county and federal congressional district.

The applicant will need to provide contact information for the primary LEA contact person.

- E. Recruitment Plan.** Applicants must list the steps they will take to recruit teachers and explain how these steps will ensure that those least prepared in content and pedagogy will be recruited. This should include detailed information on who will be contacted (Teachers? Principals? Superintendents? Supervisors?), through what means (Face-to-face? E-mail? Phone?), what promotional materials will be used, and approximate dates of recruitment activities.

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

The recruitment plan and selection plan must:

- include recruitment and selection strategies that would be effective in reaching those teachers most in need of the proposed professional development. This is in keeping with the priorities of the U.S. Department of Education for 2012-2013.
- ensure that the recruitment and selection procedures will provide the opportunity for equitable participation by teachers and students from parochial schools, private schools, and charter schools.
- include specific methods for recruiting and selecting teachers of underrepresented and underserved student groups.

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

a. The *Instructional Plan* should:

- be directly related to the measurable objectives that specify what teachers will know and be able to do in the classroom as a result of the proposed activity. (Provided in Project Summary and Measurable Objectives section.)
- be directly related to the needs identified for the teachers.
- provide a brief topical outline of a limited scope and sequence of mathematics or science content knowledge conveyed along a dated, daily instructional timeline.
- describe how the limited scope of subject matter is designed to achieve conceptual understanding through thorough and meaningful learning using observationally based approaches.
- describe how instructional staff will model appropriate teaching behaviors and practices that address the learning needs of students from historically underrepresented groups including minorities, females, English language learners, the economically disadvantaged, and individuals with disabilities.
- describe how the applicant will use formative assessment strategies to adapt the learning to the teachers' needs.
- describe the strategies the applicant will use to increase the likelihood teachers will implement the newly learned instructional approaches into their classroom practices.

b. *Evaluation.* The purpose of evaluating Teacher Quality projects is to determine, through rigorous analysis, the extent to which the projects influenced changes in classroom teachers' assessed and observed knowledge of mathematics and/or science and instructional practices, with a view toward improved student achievement in mathematics or science. The focus on student achievement will help ensure that students are able to meet the state's rigorous College and Career Readiness Standards as part of the Closing the Gaps plan.

Each project will be required to participate in a comprehensive evaluation that is consistent across projects and is designed to document teacher growth that has the potential to lead to increased student achievement. The state program will contract for individual project evaluation and analysis that will be supported with an evaluation fee based on subtotal direct costs. (Refer to section F.c. Budget and Cost Effectiveness for more information.) The state will contract with an institution to coordinate and manage these individual project evaluations.

Each evaluation will include a standardized, concept-based pre- and post-test, classroom observations, reflective prompts and concept mapping artifacts. Wherever possible, the standardized evaluative measures will be nationally recognized, valid and reliable instruments. Pre- and post-test instrument selection will be driven by individual project topic. Further information will be provided to successful applicants at the March, 2012 Technical Meeting.

The standardized evaluation will document growth in content knowledge and classroom implementation of high-yield instructional strategies. Project directors have the option of supplementing this individual project evaluation with localized evaluative measures that capture other aspects of teacher growth. This could include localized pre- and post-tests that have formative value, and/or evaluative measures related to such topics as teacher efficacy, teacher leadership, etc. In the TQ online system, applicants will be asked to indicate whether they are using the required, standardized measures only or if there are additional measures that will be used to capture progress towards meeting the objectives. Indicate any additional evaluative measures in the boxes provided in section F.b. of the online system.

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

- c. ***Budget and Cost Effectiveness.*** Each application will be reviewed to determine that the budget is cost effective and adequate to support the proposed project in compliance with the budget requirements of the RFA. A detailed narrative explanation of each budget request relating costs to project objectives should be included. Participant stipends are designated for items essential to the project's integrity and achievement of its objectives. The budget should be designed to provide experiences, books and materials that increase the likelihood teachers will adapt their teaching practices. Information about the use of specific budget categories is available through the help buttons in the online system. The budget narrative should include detailed itemization and explanation of all personnel, books, materials, travel, supplies, equipment and consultants.

If the requested funding does not include tuition and academic credit to be offered, the budget must indicate that the teachers will receive either professional development credit (generally at no cost) or a tuition waiver or designate, which is endorsed by an alternative source of funds for tuition.

- d. ***Planning Schedule and Commitment of Key Personnel.*** Each applicant must summarize evidence of capacity at the LEA and institutional level, and at the personnel level to carry out the proposed project. This should demonstrate a high quality plan for using resources and qualified personnel to achieve each objective.

Applicants must upload a concise planning schedule that includes information regarding the role of staff and their time commitment to the project (who will do what, when and where). Information about institutional support for key personnel, i.e., course releases and salary support, should be provided. The applicant should also document the LEA institutional resources, actions, and commitments to support the

proposed activity. Applicants should include key instructional personnel with strong science or mathematics and education backgrounds—this may include a teacher with exceptional mathematics or science background.

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

Each project director is required to attend a spring and a fall technical assistance meeting. The fall technical assistance meeting may be held in an online format. Adequate funds should be included in the budget travel section to allow project directors and relevant key personnel to attend these required sessions held in Austin, Texas.

Each project director must also accept responsibility for coordinating with the institution responsible for managing the evaluation so that all evaluation components are completed.

- G. References and Additional Information.** Applicants are encouraged to include references supporting the approach they have outlined in the instructional plan, evaluation or any other portion of the application. If the professional development delivery schedule differs significantly from the recommended schedule outlined in RFA section IV.D, applicants must provide academic references and/or experiential evidence as support.
- H. Retention in Previous and Current Teacher Quality Projects.** (This section does not apply to all applicants.) If applicable, applicants must provide information regarding Teacher Quality grants they were awarded during the 2009-2011/ 2009-2012 round of funding.
- I. Declaration of Previous and Current Funding for Related Projects.** Do NOT include information on previous Teacher Quality grants. (This section does not apply to all applicants.) An explanation of key personnel (project director and associated staff) involvement in other projects including percent of individual's annual time, support, responsibilities, project period, total award, funding agency and availability of evaluation report is required on the Declaration of Previous and Current Funding. This would include state flow-through grant awards such as Math and Science Partnership grants and Regional Science Collaborative grants as well as national grants such as National Science Foundation grants.

VI. Print Signature Forms

A. Professional Development Agreement

Each applicant must provide a formal agreement with at least one high-need LEA to provide sustained, high-quality professional development for the teachers in the LEA. This agreement should show evidence of teacher and administrator involvement in project planning (e.g. meeting dates, places, topics, participants, etc.) or application development and confirmation

that the proposed professional development will be a part of the planned activities for ensuring that all students have highly effective teachers.

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

It is strongly recommended that there be a financial contributions or “in-kind” contributions on the part of the LEA involved. Projects that receive financial or other contributions from the LEA partner and others must include a statement confirming that contribution in the formal agreement endorsed by the contributor and should also include the contributions in the “other funds” section of the budget.

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

As part of a completed Professional Development Agreement, in compliance with the Federal Funding Accountability and Transparency Act of 2006 (FFATA), applicants are required to provide their Institution of Higher Education’s DUNS number and certify that the institution has completed the Central Contractor Registration (CCR). Further information is provided in the instructions that accompany the Professional Development Agreement document and on page 16 of this RFA.

B. Cover Page with Signatures

Sections in the cover page provide basic information about the legal applicant(s), other project principals, the cooperating entities and related officials, and basic information about the project. The cover page can be printed from the online application system after the general information (section A), LEA information (section D), and budget and cost effectiveness (section F.c.) sections are completed. The cover page is a required print signature form included with print RFA forms in the online application system. When all information required for the cover page has been provided, print the form and enter dated endorsement of the lead project director and authorized institutional official(s). The Institutional Authority is the person with authority to enter into a grant agreement with the Teacher Quality Grants Program. The authorized Fiscal Authority is the person responsible for executing fiscal requirements of the grant award.

C. Budget Summary

The required print signature form can be printed from the online application system after the applicant has provided total funding requirements for each budget category in the Teacher Quality Grants Program budget summary (section F.c.). Salary compensation for faculty overload on professional development projects are excluded from payment except on a specifically negotiated basis. Indirect costs (up to 8 percent) are calculated based on the direct costs of the project, minus amounts dedicated to teacher stipends, tuition and tuition-related fees. A detailed narrative explanation of the budget is required in section F.c. Budget and Cost Effectiveness. After the required information has been provided in the Teacher Quality

online application system, print the budget summary, obtain the required signatures and return to the office of the Teacher Quality Grants Program before the stated application deadline for the application to be considered for funding. The budget summary must be signed by the lead project director and the appropriate institutional certification authorities.

VII. Application Review and Award Process

Applications may be submitted by an eligible applicant (see section IV.A). There is no limit on the number of applications that an institution may submit, but each eligible faculty member may submit no more than one application per grant period. In addition, faculty at the same institution, working in the same topic area (mathematics or science), with the same LEA and/or campus partner(s) are encouraged to coordinate their efforts. An explanation of this coordinated approach must be included in one of the faculty members' applications.

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

Upon receipt by the Teacher Quality Grants Program, applications will be reviewed to determine if all required materials are included and if the application responds to Teacher Quality Grants Program requirements. Incomplete applications, late applications, applications not addressing identified Teacher Quality Grants Program needs, and applications from ineligible applicants will not be judged.

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

Tentative dates for preliminary telephone notice to applicants recommended for funding will be December 15, 2011, with final program and budget negotiations to follow. Following final grant negotiations with the Texas Teacher Quality Grants Program Director, the recommendations of the Teacher Quality Grants Program review panels will be submitted to the Texas Higher Education Coordinating Board for funding approval. Official notification of 2012-2013 awards will be made after January 26, 2012.

VIII. Application Submission Requirements

A. Closing Date for Transmittal of Completed Application Documents

A complete application includes submission of print signature pages AND submission of an online application by the required deadline as detailed below. Failure to complete all required forms OR to provide appropriate official institutional signatures by the application deadline will result in non-acceptance of the application.

Submission of an Online Application. The completed online application, including all required uploaded documents, must be transmitted electronically to the Teacher Quality Grants Program no later than 12 p.m. Central Standard Time on November 15, 2011. NOTE: The online system does not permit transmission of incomplete or late applications. Applicants may complete and save portions of the application prior to its submission, but the completed online application and all required related documents and materials must be submitted to the Teacher Quality Grants Program before the stated deadline.

AND

Submission of Print Signature Forms. As specified in the online instructions and this RFA, print signature pages must be printed, signed, and submitted to be received in the Teacher Quality Grants Program offices no later than 12 p.m. Central Standard Time on November 15, 2011. The three required print signature forms include the Cover Page, the Budget Summary and the Professional Development Agreement.

B. Signature Pages Delivered by U. S. Postal Service

- a. It is the responsibility of the applicant to mail or ship or arrange for delivery of print signature forms such that all forms are received by the Teacher Quality program offices by 12 p.m. Central Standard Time on November 15, 2011.

Pages sent to TQGP via U.S. Postal Service should be addressed to:

Teacher Quality Grants Program
Texas Higher Education Coordinating Board
PO Box 12788
Austin, TX 78711

- b. An applicant must maintain proof of mailing with sufficient time prior to the closing date to ensure that it is received before the deadline in the program office. Proof of mailing is one of the following:
 - A legibly dated U.S. Postal Service postmark.
 - A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
 - A dated shipping label, invoice, or receipt from a commercial carrier.
- c. The Teacher Quality Grant Program does not accept either of the following as proof of mailing: (1) a private metered postmark or (2) a mail receipt that is not dated by the U.S. Postal Service. An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with the local U.S. Postal Service office. If choosing the postal service, an applicant is encouraged to use priority mail with delivery confirmation or express mail.

C. Signature Pages Delivered by Hand

Teacher Quality Grants Program staff will accept hand-delivered signature pages between 8 a.m. and 5 p.m. daily, except Saturdays, Sundays, and state and federal holidays. Signature pages that are hand delivered will not be accepted by the Teacher Quality Grants Program after 12 p.m. Central Standard Time on November 15, 2011.

Pages delivered by hand should be delivered to:

Teacher Quality Grants Program
Texas Higher Education Coordinating Board
1200 East Anderson Lane
Austin, TX 78752

D. Signature Pages Delivered by Courier Service

The TQGP will accept deliveries between 8 a.m. and 5 p.m. daily, except Saturdays, Sundays, and state and federal holidays. Signature pages that are delivered by courier service should be scheduled to arrive no later than 12 p.m. Central Standard Time on November 15, 2011.

Pages delivered by courier should be delivered to:

Teacher Quality Grants Program
Texas Higher Education Coordinating Board
1200 East Anderson Lane
Austin, TX 78752

IX. Timeline for Teacher Quality Grants Applications and Awards

September 9, 2011	Tentative date for release of approved 2012-2013 RFA. Will be released on Coordinating Board website at http://www.theccb.state.tx.us/os/tq
September 19, 2011	Online application system activated.
September 19, 2011	Date for statewide session held online from 2-4 p.m. to provide information on RFA and program focus.
November 15, 2011 12 p.m. Central Standard Time	Deadline to submit 2012-2013 TQ grant application.
December 19, 2011	Notification begins for applications recommended for funding.
December 26, 2011	Project negotiations begin.
January 26, 2012	Texas Higher Education Coordinating Board approves projects for funding.
February 1, 2012 – April 30, 2013	Grant funding period.
March 29-30, 2012	Required spring technical assistance meeting (will be held from 8 a.m. – 5 p.m. on Thursday, March 29 and Friday, March 30, 2012).
October, 2012	Tentative time frame for required fall technical assistance meeting (might be held online).

X. Reporting Requirements and Applicable Regulations and Statutes

A. Reporting Requirements

Applicants with funded projects are required to submit two technical and financial reports across the life of the project. Report deadlines will be available at the TQGP website, and reporting requirements will be discussed at the technical assistance meeting in held in March, 2012. Updates to the report deadlines will be provided on the TQGP website.

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

Failure to meet reporting requirements and deadlines may affect eligibility for future funding under the TQGP for higher education.

B. Applicable Regulations and Statutes

Funding of Teacher Quality Grants projects will be guided by aspects of the U.S. Department of Education approved Texas Application for NCLB funds; regulatory guidance for the Teacher Quality Grants Program; and relevant sections of the Education Department General Administrative Regulations (EDGAR). A copy of the relevant portions of the State Equity Plan for NCLB funds may be requested from the Teacher Quality Grants Program at the Texas Higher Education Coordinating Board. Website addresses of the governmental offices with regulatory and audit authority over the Teacher Quality Grants Program are listed below.

The [Federal Funding Accountability and Transparency Act](#) of 2006 (FFATA), ensures that the public can access information on all entities and organizations receiving Federal funds. Central to the law was the development of www.USASpending.gov, a publically available website with searchable information on each Federal grant and contract. As part of the FFATA guidance, THECB will be responsible for providing award information to USASpending, but grantees will be responsible for registering with the Central Contractor Registration (CCR) website prior to receiving federal funds from THECB. Once a grantee is registered with CCR, THECB will have the information required to submit the federally required reporting elements.

Registration with CCR is a requirement to receive a TQ award. Your institution may already be registered, but it is incumbent upon the grantee to ensure this compliance. The link for CCR registration is: <https://www.bpn.gov/ccr/default.aspx>. The Professional Development Agreement (Appendix A) requires that Applicants certify that the institution at which they are housed has registered with CCR.

In addition to CCR registration, your institution must provide THECB with:

1. DUNS Number (must be included in the Professional Development Agreement, see page 12.)
2. Congressional district where the grant will be performed/located (included in the Online Application System under LEA information).

The sponsoring institution is responsible for:

- ensuring that its audit and accounting procedures are in compliance with applicable federal Office of Management and Budget (OMB) Circular (A-133)
- supplying the Teacher Quality Grants Program with a copy of the audit report for the fiscal years in which grant monies were expended.
- ensuring that funds awarded under this application are expended from February 1, 2012 until April 30, 2013. (Only with prior approval can a no-cost extension be granted.

Applicable regulations and statutes:

- Public Law 107-110; and
- Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 74, 75, 76, 77, 79, 80, 81, 82, 85, and 86; and
- The Federal Funding Accountability and Transparency Act (FFATA)
<http://www.ffata.org/ffata/ffataact.html>
- Audit Requirements under OMB Circular A-133 for public colleges and universities and for independent colleges and universities (see Appendix C); and
- OMB Circular A-21: Cost Principles for Educational Institutions; and
- OMB Circular A-102, Part 80: Subpart A-C, Section 80.1-80.35

The applicable regulations are available at these websites:

U.S. Department of Education

<http://www.ed.gov/policy/elsec/leg/esea02/107-110.pdf>

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

Office of Management and Budget

<http://www.whitehouse.gov/omb/circulars/>

XI. Provisions and Assurances

A. Cost of Application Preparation

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

B. Application Delivery and Late Applications

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

C. Conflict of Interest

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

D. Supplanting Prohibition

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

E. Grant Memorialized in Agreement

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

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

F. Proprietary Information

During the performance of the program implemented under an Agreement resulting from this RFA, Awarded Applicant may have access to data, information, files, and/or materials (collectively referred to as "data"), which are the property of THECB and/or a public school

district. These data shall be handled in a method that concurs with all Family Educational Rights and Privacy Act (FERPA) regulations and guidelines.

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

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

G. Release of Information by Awarded Applicant

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

H. Release of Application Information by THECB

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

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

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

If Awarded Applicant fails to clearly identify proprietary information with the original submission of the proprietary information, then those Sections will be deemed non-proprietary and made available upon public request after the Agreement is awarded. The production of any material under the Agreement shall not have the effect of violating or causing THECB to violate any law, including the Texas Public Information Act.

I. Noncompliance and Termination

The THECB may revoke an institution's/organization's participation in the program, and terminate the Agreement, consistent with OMB A-102.

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

J. Amendment

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

K. Notice

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

L. Assignment or Subcontracting

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

M. Liability and Indemnification

a. Liability

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

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

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

- b. **Indemnification:** To the extent allowed by law, awarded Applicant agrees to indemnify, defend and hold harmless the State of Texas, THECB, as well as officers, agents, and employees of THECB from any liability, for any and all claims, demands, fees, suits or actions of any nature whatsoever, including but not limited to personal injury or illness, bodily injury (including death) and property damage occurring in connection with or in any way incident to or arising out of the use, service, operation or performance of work under the terms of the Agreement, except claims, demands, fees, suits or actions arising from any negligence by THECB, its officers, agents, employees, contractor, subcontractors or any negligence of a third party, its (their) officers, agents, employees, contractors, subcontractors. THECB shall give Awarded Applicant written notice of each such claim or suit and full right and opportunity to conduct Awarded Applicant's own defense thereof, together with full information and all reasonable cooperation. Awarded Applicant shall coordinate its defense with the Texas Attorney General as requested by THECB.
- c. Additionally, if Awarded Applicant requires or desires to use any design, trademark, device, material or process covered by letters of patent or copyright, Awarded Applicant shall indemnify, defend and hold harmless, to the extent allowed by law, the State of Texas, THECB, as well as officers, agents, and employees of THECB, from any liability, for any and all claims, demands, fees, suits or actions of any nature whatsoever, from any and all claims for infringement by reason of the use of any such patented design, device, trademark, copyright, material or process in connection with the work agreed to be performed and shall indemnify (to the extent allowed by law) the State of Texas, THECB, as well as officers, agents, and employees of THECB, from any cost, expense, royalty or damage which the State of Texas, THECB, as well as officers, agents, and employees of THECB may be obligated to pay by reason of any infringement at any time during the performance of or after completion of the work. Awarded Applicant represents and warrants that it has determined what licenses, patents, and permits are required under the Agreement and has lawfully acquired all such licenses, patents, and permits.
- d. Notwithstanding any indemnification clause, THECB shall have full authority to conduct its own defense, negotiations, and settlements, but Awarded Applicant's indemnification (to the extent allowed by law) nevertheless remains in full force and effect. Any settlement shall only be reimbursable by Awarded Applicant if Awarded Applicant approves such settlement in advance, and any liability upon unsuccessful

defense shall only be reimbursable by Awarded Applicant if Awarded Applicant has full opportunity to participate equally in the defense of the action.

N. Severability and Strict Performance

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

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

O. Conflicting RFA Language

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

P. Inspections

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

Q. Audit and Access to Records

- a. Pursuant to Texas Government Code 2262.003, Awarded Applicant acknowledges that acceptance of funds under the Agreement acts as acceptance of the authority of (1) the Texas State Auditor's Office, or any successor agency, (2) the Texas State Auditor's Office or any successor agency, under the direction of the Texas Legislative Audit Committee, (3) THECB's Internal Auditor, and (4) any external auditors selected by THECB or any auditors selected by the United States, (Collectively referred to as "Audit Entities") to conduct an audit or investigation in connection with those funds. Awarded Applicant further agrees to cooperate fully with Audit Entities in the conduct of the audit or investigation, including providing all records requested. Awarded Applicant shall ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Awarded Applicant and the requirement to cooperate is included in any subcontract Awarded Applicant awards.
- b. Awarded Applicant shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Awarded Applicant in connection with the Project. These records and accounts (which includes all receipts of expenses incurred by Awarded Applicant) shall be retained by Awarded Applicant and made available for inspecting, monitoring, programmatic or financial auditing, or evaluation by THECB and by others authorized by law or regulation to

do so for a period of not less than five (5) years from the date of completion of the Grant Project or the date of the receipt by THECB of Awarded Applicant's final claim for payment or final expenditure report or until a resolution of all billing questions in connection with the Agreement, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed. Awarded Applicant shall make available at reasonable times and upon reasonable notice, and for reasonable periods, all documents and other information related to the Grant Project carried out under the Agreement. Awarded Applicant and any subcontractors shall provide any Audit Entities with any information the entity deems relevant to any monitoring, investigation, evaluation, or audit.

- c. THECB reserves the right to require the reimbursement of any over-payments determined as a result of any audit or inspection of records kept by Awarded Applicant on work performed under the Agreement. Awarded Applicant shall reimburse THECB within 30 calendar days of receipt of notice from THECB of overpayment. Awarded Applicant's failure to comply with this "Audit and Access to Records" section shall constitute a material breach of the Agreement.

R. Accounting System

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

S. Non-Appropriation of Funds

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

T. Applicable Law and Venue

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

U. Applicant Responsibilities

Applicant shall comply with all federal, state and local laws, statutes, ordinances, rules and regulations and the orders and decrees of any court or administrative bodies or tribunals in any matter affecting the performance of the Agreement, including, if applicable, workers compensation laws, compensation statutes and regulations, and licensing laws and regulations. When requested to do so by THECB, Applicant shall furnish THECB with satisfactory proof of its compliance.

V. Key Personnel

Awarded Applicant, in its reasonable discretion, reserves the right to substitute appropriate key personnel to accomplish its duties so long as the substituted personnel are equally qualified and skilled in the tasks necessary to accomplish the Grant Project. Awarded Applicant shall provide to THECB prior written notice of any proposed change in key personnel involved in accomplishing the Grant Project. No substitutions of key personnel will be made without the prior written consent of THECB. All requested substitutes must be submitted to THECB. The key personnel that will be assigned to work on the Contract Project are considered to be essential to the accomplishing the Contract Project.

W. Eligibility/ Authorization to Work in the United States

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

X. Affirmation Clauses

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

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

Under Texas Government Code § 2155.004, no person who was compensated by the THECB to assist in preparing the RFA specifications or this RFA has any financial interest in Applicant's Application. If Applicant is not eligible, then any Agreement resulting from this RFA shall be immediately terminated. Further, under Section 2155.004, Texas Government

Code, Applicant certifies that the individual or business entity named in this Application or Agreement is not ineligible to receive the specified Agreement and acknowledges that this Agreement may be terminated and payment withheld if this certification is inaccurate.

THECB is federally mandated to adhere to the directions provided in the President's Executive Order (EO) 13224, Executive Order on Terrorist Financing – Blocking Property and Prohibiting Transactions With Persons Who Commit, Threaten to Commit, or Support Terrorism, effective 9/24/2001 and any subsequent changes made to it via cross-referencing Applicants with the Federal General Services Administration's Excluded Parties List System (EPLS, <http://www.epls.gov>), which is inclusive of the United States Treasury's Office of Foreign Assets Control (OFAC) Specially Designated National (SDN) list. Applicant is not so prohibited from entering into this Agreement. Moreover, Applicant further certifies that the responding entity and its principals are eligible to participate in this transaction and have not been subjected to suspension, debarment, or similar ineligibility determined by any federal, state or local governmental entity and that Applicant is in compliance with the State of Texas statutes and rules relating to procurement and that Applicant is not listed on the federal government's terrorism watch list as described in Executive Order 13224. (Entities ineligible for federal procurement are listed at <http://www.epls.gov>.)

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

Appendices

- A. Professional Development Agreement
- B. External Reviewer Application Evaluation Rubric

**Teacher Quality Grants Program
Professional Development Agreement:**

- | | | | |
|----|------------------------------------------------------------------|-----------|------|
| 1. | Authorized Institutional Authority (Name, Title, Organization) | Signature | Date |
| 2. | College of Arts and Sciences Partner (Name, Title, Organization) | Signature | Date |
| 3. | College of Education Partner (Name, Title, Organization) | Signature | Date |
| 4. | ISD Superintendent (Name, Title, Organization) | Signature | Date |
| 5. | Typed Name, Title, Organization | Signature | Date |
| 6. | Typed Name, Title, Organization | Signature | Date |

Institution _____

Institution nine-digit DUNS number: _____

By checking this box, applicant certifies that his/her institution has completed Central Contractor Registration (CCR)

Project Director _____

Project Title _____

Proposal number assigned by online system _____

Send to:

Teacher Quality Grants Program
Texas Higher Education Coordinating Board
1200 East Anderson Lane
Austin, TX 78752-1743

Required Signatures

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

The following signatures are required.

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

*The primary project director must serve as either the College of Education partner or the College of Arts and Sciences partner. For information about required partnerships, please see section IV.A of the 2012 - 2013 Teacher Quality Grants Program RFA.

Agreement Content

The Professional Development Agreement is not binding, but the TQGP expects that a good faith effort will be made to provide what is agreed upon, as this is included as part of the items considered by reviewers in making recommendations for funding. For detailed information about what is expected in the body of the agreement, refer to section VI.A in the 2012-2013 Teacher Quality Grants Program RFA.

DUNS Number Requirement

Data Universal Number System (DUNS) is a nine-digit number established and assigned by Dun and Bradstreet, Inc. (D&B) to uniquely identify business entities.

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

Central Contractor Registration Certification

Central Contractor Registration (CCR) is the Federal repository in which an applicant must provide information required from the conduct of business as an award recipient. Applicants must be registered with the Central Contractor Registration to apply for funding. Further, applicants must maintain an active CCR registration, with current information, while their application is under consideration for funding. If your organization is not already registered, registration procedures may be found at www.ccr.gov.

External Reviewer Application Evaluation Criteria

Application Need – 15% of total score

How well did the applicant demonstrate ISD need?

How well did the applicant demonstrate teacher need?

Objectives – 5% of total score

How well do the objectives address the identified ISD and teacher need?

Recruitment and Selection Plan - 15% of total score

Based on the recruiting plan outlined, how confident are you that the teachers recruited will be those with the greatest need?

Based on the selection plan outlined, how confident are you that the teachers selected will be those with the greatest need?

Instructional Plan – Program Narrative – 15% of total score

How well does the instructional plan, outlined in the program narrative meet the Teacher Quality Grant Program mandate for increasing content and instructional knowledge for teachers?

Alignment with needs, ability to carry out project activities – 50% of total score

- How well does the overall application align with the needs described in the needs assessment?
- How well does the budget align with program design and teacher need?
- How well does the applicant demonstrate the capacity of key personnel and institutional resources to manage the grant and accomplish the project objectives?