

**The University of Texas at Austin**  
College of Education/Center for Science and Mathematics Education

**Texas Regional Collaboratives for  
Excellence in Science and Mathematics Teaching**

**Authorized By**  
**No Child Left Behind Act**  
Title II, Part B – Mathematics and Science Partnerships  
Public Law 107-110

**2008 – 2009**

**Request for Application**

**Mid-Career Teacher Recruitment  
Program**

*Administered By*

The Office of  
Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching  
The University of Texas at Austin  
1 University Station D5500  
Center for Science and Mathematics Education SZB 340  
Austin, TX 78712-0377

**[www.theTRC.org](http://www.theTRC.org)**

**CLOSING DATE: August 18, 2008**  
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# **TEXAS REGIONAL COLLABORATIVES FOR EXCELLENCE IN SCIENCE AND MATHEMATICS TEACHING**

## **Application Notice**

### **2008-2009 Grant Awards**

#### **Mid-Career Teacher Recruitment Program**

**NOTICE:** Inviting applications for competitive grants under the Title II, Part B - Mathematics and Science Partnerships Fund of the *No Child Left Behind* Act of 2001 for implementation during the period September 1, 2008 - July 31, 2009.

[ESEA Title II Part B, Sec 2202(a)(2)(A)(ii)]

**PURPOSE:** The purpose of this notice is to solicit applications from eligible applicants to expand existing programs that recruit professionals with math, science, engineering, or technology degrees to become teachers in Texas schools. Applicants must be an existing program with an established track record of successful recruiting, training, placing and mentoring career-change teachers into high need school districts. Program activities shall support the career-change teacher from program initiation through obtaining appropriate teaching certification and continued mentoring to ensure ongoing success in the classroom.

[ESEA Title II, Part B, Sec 2201(a)(1) and Sec 2202(b)(2)(C)]

**DEADLINE FOR TRANSMITTAL OF APPLICATION** August 18, 2008

**APPLICATIONS AVAILABLE** July 18, 2008

#### **AWARD AMOUNTS**

**ONE MID-CAREER TEACHER RECRUITMENT PROGRAM** Up to \$1,500,000

**ONE TO THREE MID-CAREER TEACHER RECRUITMENT  
PROGRAM PLANNING GRANTS** Approx. \$100,000 to  
\$200,000 each

**PROGRAM PERIOD** September 1, 2008 – July 31, 2009

Project continuation funding will be based on satisfactory progress of the first year objectives and activities and on general budget approval by the Texas Education Agency and appropriations by the United States Congress.

#### **REPORTS**

On Activities as of:

Due:

**Interim Report A/Invoice #1** November 30, 2008

**December 15, 2008**

**Interim Report B/Invoice #2** February 28, 2009

**March 15, 2009**

**Interim Report C/Invoice #3** May 31, 2009

**June 15, 2009**

**Annual Report/Final Invoice** July 31, 2009

**August 14, 2009**

# **TEXAS REGIONAL COLLABORATIVES FOR EXCELLENCE IN SCIENCE AND MATHEMATICS TEACHING**

## **Background Information and History**

In 1991, tremendous science education reform activities were underway across the state and nation. Changes necessitated that teachers provide science instruction in fields for which they were not prepared. Dr. Kamil A. Jbeily, then at the Texas Education Agency, initiated a series of regional meetings across the state to explore ways to create support systems of professional development for Texas science teachers. The meetings included representatives from education service centers, colleges and universities, school districts, business and industry, and institutions of informal education. The goal was to create regional partnerships built on collaboration and cost-sharing that provided science teachers with relevant, sustained, high-intensity professional development. These P-16 partnerships, with federal funding from the Dwight D. Eisenhower Science Professional Development Program, developed into the statewide network that is now the Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching.

On March 2, 1996, with the reorganization of the Texas Education Agency, the statewide administrative office of the Texas Regional Collaboratives (TRC) was moved, under a TEA-UT partnership agreement to the Science Education Center, now the Center for Science and Mathematics Education at The University of Texas at Austin. The program has enjoyed support from a wide range of partners including the U.S. Department of Education Eisenhower Grants Program, the Texas Education Agency, the National Science Foundation, and a number of corporate supporters including AT&T, Shell Oil Company, the Toyota USA Foundation, The Cynthia and George Mitchell Foundation, and El Paso Corporation. In addition, over fifty business and community partners support activities of the Collaboratives at the regional level.

In July 2006, the TRC launched a new initiative supported by Math and Science Partnerships funding through the Texas Education Agency, to provide high quality professional development to mathematics teachers across Texas. After a competitive process, grants were awarded to 20 Regional Collaboratives for Excellence in Mathematics Teaching, which have to date served over 8,500 mathematics teachers.

To date, the Texas Regional Collaboratives have served over 21,000 science teachers who in turn have shared their knowledge with other teachers at the district, regional and state levels. The long-range goal of the Regional Collaboratives is to continuously (1) enhance the quality of science and mathematics teaching in Texas through Professional Development Academies and interregional collaboration; (2) increase the number of qualified science and mathematics educators by building the leadership capacity of teachers, and by mentoring and peer coaching to serve a larger number of teachers; and (3) improve accountability of the system by evaluating the impact of the professional development on teachers' knowledge and skills, their performance in the classroom, and on student achievement.

The Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching program has received commendations from the U.S. Department of Education, policy makers, legislators, and business partners. The Program was inducted into the *Texas Science Hall of Fame* on January 17, 2000, and was recognized by the Governor, the Senate, and House of Representatives on January 16, 2001 for distinguished achievements and contributions to supporting education reform.

# **TEXAS REGIONAL COLLABORATIVES FOR EXCELLENCE IN SCIENCE AND MATHEMATICS TEACHING**

## **Request for Application**

### **I. Funding Background**

The passage of the *No Child Left Behind* Act of 2001 (NCLB) reauthorized the *Elementary and Secondary Education Act* (ESEA), the principal federal law affecting education reform from kindergarten through high school. In amending ESEA, the new law represents a sweeping overhaul of the federal efforts to support elementary and secondary education. As a result, education programs at the national, state and local levels are undergoing major changes. The funding source for this Regional Collaboratives RFA competition is ESEA Title II, Part B – Mathematics and Science Partnerships.

The purpose of ESEA Title II, Part B is to improve the academic achievement of students in the areas of mathematics and science by encouraging state educational agencies, institutions of higher education, local educational agencies, elementary schools, and secondary schools to participate in programs that

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

[ESEA Title II, Sec 2201(a)]

### **U.S. Department of Education Mathematics and Science Partnerships-Title II, Part B**

The Mid-Career Teacher Recruitment Program is intended to address the ongoing shortage of science and mathematics teachers in Texas schools. Recently the State Board of Education increased high school graduation requirements to four years for both science and mathematics for students to graduate under the recommended graduation plan. Approximately 75% of students graduate under this plan and therefore the demand will increase beyond the current shortage to accommodate additional students in the future. The Mid-Career Teacher Recruitment Program seeks to recruit established professionals with strong backgrounds and degrees in science, mathematics, and technology areas to enter teaching. The *Mathematics and Science Partnerships* website is: <http://www.ed.gov/programs/mathsci/index.html>.

The goals for the program are to increase the number of certified science and mathematics teachers in Texas during the grant period by:

1. Recruitment of mid-career professionals with degrees in science, mathematics, engineering, and technology fields to teach in Texas schools
2. Teacher training and certification in science and mathematics
3. Job placement of new science and mathematics teachers into high-needs LEAs
4. Mentoring after certification and placement

## **II. Grant Guidelines**

### **A. Funding Priorities**

The 80<sup>th</sup> Legislature instituted changes to the Recommended High School Plan (RHSP) that will require all incoming freshmen in 2007-2008 to complete four years of science and four years of mathematics. To assist the state in preparing the additional teachers necessary to meet these increased requirements, as well as the existing shortage, the primary focus of the 2008-2009 TRC Mid-Career Teacher Recruitment program will be to recruit mid-career professionals with degrees in science, mathematics, engineering, and technology to become teachers in Texas schools to address the ongoing and future shortage of science and mathematics teachers.

A total funding amount of \$1,783,678 is available for the Mid-Career Teacher Recruitment Program for the 2008-2009 grant period. Funding of up to \$1,500,000 will be awarded to one project. Remaining monies will go to support one to three planning grants. Additional support may be provided contingent upon availability of funds. Methodology for scaling up planning grants should be included in the event that additional funds become available. Award amounts will be dependent on the program's ability to meet the overall criteria of the grant.

The Office of the Texas Regional Collaboratives reserves the right to reject any and all applications and/or to negotiate portions thereof. The number of grants awarded, as well as grant amounts, are contingent upon an adequate funding level and final approval of Title II, Part B – Mathematics and Science Partnerships funding.

### **B. Leveraging of Funds**

Funds received shall be used to supplement, and *not supplant*, funds that would otherwise be used for activities authorized by this grant.

[ESEA Title II, Sec 2202(a)(4)]

Applicants are encouraged to leverage funds requested through this application. Applicants must pool human, financial, intellectual, and professional resources, leveraging those resources and providing substantial science professional development at no cost to teachers. Regional Collaborative financial resources should leverage this grant funding with in-kind contributions from a combination of:

- ✓ Education Service Centers' Cooperative Agreements,
- ✓ Local Educational Agency flow-through formula programs,
- ✓ District teacher recruitment programs,
- ✓ Participating colleges and universities,
- ✓ Business and industry,
- ✓ Private institutions, and
- ✓ Other stakeholders.

### C. Program Timeline

Funded programs will begin no earlier than **September 1, 2008**, and must end no later than **July 31, 2009**. If the application is funded, applicant must commence to perform program activities according to the program timeline described in the application and agreed to in the subcontract. Failure to do so may result in reduction and/or reallocation of funds.

## III. Eligible Applicants

The funding source for this Texas Regional Collaboratives RFA under the ESEA Title II, Part B, Mathematics and Science Partnerships requires applicants to demonstrate partnerships, which **must include**:

1. An engineering, mathematics, or science department of an accredited institution of higher education, **and**,
2. A high-need local education agency or a consortium of high-need education agencies.

[ESEA Title II, Sec 2201(b)(1)(A)]

**IMPORTANT:** Applications that do not include BOTH of these required partners will NOT be considered.

### High Need Local Agencies:

Because a “high-need local education agency” is not specifically defined in Title II, Part B, the TRC will use the percentage of students on free and/or reduced lunch as an indicator of need. Students on free and/or reduced lunch are categorized as Economically Disadvantaged according to TEA’s Academic Excellence Indicator System (AEIS).

- The TRC will use the percentage of economically disadvantaged students in a school or district to define need. This data is available on-line for schools and districts through AEIS data on the TEA website.
- Districts or schools can meet this criteria by EITHER
  - a. serving minimum of 10,000 economically disadvantaged students, OR
  - b. serving a student population that is at least 40% economically disadvantaged.

### Additional Partners May Include:

1. Another engineering, mathematics, science, or teacher training department of an accredited institution of higher education;
2. Additional local education agencies, public charter schools, public or private elementary schools or secondary schools, or a consortium of schools;
3. A business;
4. A nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

[ESEA Title II, Sec 2201(b)(B)]

## IV. Eligible Program Activities

Funded partnerships shall expand on current services to:

- Recruit mid-career professionals with degrees in science, math, engineering, and technology to enter teaching
- Provide training and certification in appropriate area(s)
- Provide job placement of new science and mathematics teachers into high-needs LEAs
- Provide mentoring after certification and placement

Unallowable activities include, but are not limited to:

- Services to teachers currently employed in Texas schools
- Services to undergraduate students
- Goods and/or services that supplant existing activities and/or funding

Title II, Part B legislation specifies authorized activities according to the following criteria:

**Section 2202 (c) 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 and science teachers that improves the subject matter knowledge of such teachers.
- (2) Promoting strong teaching skills for mathematics and science 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 and science summer workshops or institutes, including follow up training, for elementary school and secondary school mathematics and science 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 science and to select appropriate curricula; and
- (iii) train teachers to use curricula that are —
  - (I) based on scientific research;
  - (II) aligned with challenging State academic content standards; and
  - (III) 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, engineering, and science 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, engineering, or science;**



**(B) stipends provided to mathematics and science teachers for certification through alternative routes;**

**(C) scholarships for teachers to pursue advanced course work in mathematics, engineering, or science; and**

**(D) other programs that the State educational agency determines to be effective in recruiting and retaining individuals with strong mathematics, engineering, or science backgrounds.**

(5) Developing or redesigning more rigorous mathematics and science curricula that are aligned with challenging State and local academic content standards and with the standards expected for postsecondary study in mathematics and science.

(6) Establishing distance learning programs for mathematics and science 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 or science teacher at a school to provide professional development to other mathematics or science 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 and science teachers into contact with working scientists, mathematicians, and engineers, to expand such teachers' subject matter knowledge of and research in science and mathematics.

(9) Designing programs to identify and develop exemplary mathematics and science teachers in the kindergarten through Grade 8 classrooms.

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

[ESEA Title II, Sec 2202(c)]

### **C. Teacher Recruitment, Training and Certification, Job Placement, and Mentoring**

Grants are made available through state-level Title II, Part B – Mathematics and Science Partnerships funds. All teachers of science and mathematics from public and private schools must have an opportunity to participate in the funded activities. **Federal Law requires that each program employ aggressive and intensive teacher recruitment strategies, focusing on underrepresented and underserved groups of teachers and teachers who serve underrepresented and underserved students, and ensuring equitable services for private schools.**

Strategies may utilize tuition reimbursement, stipends, instructional materials and equipment, college credit, capacity building and mentoring for existing participants, creation of an online mentoring community, on-site monitoring, integration of Career and Technical Education (CTE), and others.

[ESEA Title II, Sec 2202(c)(4)]

### **D. Application Format**

Applicants are required to use the format set forth in this document. Failure to complete all required sections, provide appropriate original official institutional signatures, and submit three complete copies by the application deadline will result in rejection of the application.

## V. Application Instructions and Format

**Applicants are required to use the format that is described.** Failure to complete all required forms and provide appropriate official institutional original signatures by the application deadline will result in non-acceptance of the application. **It is essential that each of the following topics be identified and addressed in the order stated.**

All parts cited in these instructions **must be included** and all pages in **proper sequence** to ensure successful review of the application for funding.

### Form 1: Cover Page

Please provide complete addresses, titles, departments, telephone numbers, fax numbers, and email addresses, to avoid delays in receiving vital communications by phone, email, or in writing.

#### Top Section

Sub-Entity Name is the name of the institution submitting the application. Enter total amount (in whole dollars) requested.

#### Primary Investigator Information

This section refers to the Project Director. This individual is responsible for participants, activities, evaluation, reports, and is the primary contact for the program. This individual should have expertise in science or mathematics education.

#### Fiscal Director Information

Person in the grants or contracts office with whom the contract will be negotiated if application is recommended for funding.

#### Authorized Official Information

Person who has the institutional authority to enter into a contractual agreement with The University of Texas at Austin.

#### Certification and Incorporation

Authorized Official's name must be typed and an **original signature must be on the application.**

### Form 2: Statement of Provisions and Assurances

Provisions and assurances must be endorsed by an authorized institutional official certifying compliance with all regulations, policies, and requirements as they relate to acceptance and utilization of federal funds for the proposed program.

### Form 3: Program Narrative Summary

Applicants must provide a narrative summary of their grant proposal. Summary must not exceed 4000 words in length using 12 point font and 1 inch margins. Content to address in the program narrative include, but are not limited to:

- Goals of the program
- Targeted teachers to be served
- Description of major activities and how they will enhance or expand existing services
- Evaluation plan

## Form 4: Demonstrated Effectiveness of Prior Teacher Recruitment

All applicants must demonstrate prior experience in teacher recruitment, training, certification, placement and support of new science and mathematics teachers into high-need LEAs. Non-profit organizations should follow the guidelines below.

### Statement of Demonstrated Effectiveness for other Nonprofit Organizations (new grant applicants):

1. **Documentation of past effectiveness in teacher recruitment, training, certification, placement and support of new science and mathematics teachers into high-need LEAs must include:** title, dates, and location of activities; number of recruits who participated; a summary of course/workshop content and activities (syllabus); and evidence of program outcomes, which may include data on improved student outcomes, final evaluation report, recruitment procedures, and resulting materials or publications.
2. **Evidence of financial stability must include:** a complete copy of the management letter from the most recent independently audited financial statement, evidence that the nonprofit organization is not dependent on this grant for continued existence of the organization and its current staff configuration, and evidence of official registration with the Texas Secretary of State's office as a not-for-profit organization whose main office is located in Texas.

## Form 5: Needs Assessment

**Provide specific details and attach additional documentation as needed.**

A needs assessment should either be conducted prior to submission of this application or a plan should be presented that describes how such an assessment will be conducted. The needs assessment should address the needs of teachers (i.e. training, certification, placement, and/or support) and/or students. Applicants should describe the method by which the needs were assessed and summarize conclusions reached. Applicants that have not yet conducted an assessment should describe when the assessment will be conducted and the methodology to be used. Sample needs assessments can be found on the TRC website at [www.theTRC.org](http://www.theTRC.org).

[ESEA Title II, Sec 2202(b)(2)(A)]

## Form 6: Private Nonprofit School Participation

The authorizing statute for this program requires consultation with appropriate private school officials. The applicant will provide for the benefit of private schools and assure equitable participation in services, access to equipment, and professional development for the teachers. For purposes of this requirement, private schools include institutions for neglected and delinquent children.

[Title IX, Section 9501]

The applicant must contact officials of private nonprofit schools located within the boundaries of the applicant to ascertain if private school officials desire for their schools to participate in the purposes and benefits of the applicant's program. Such initial contact may be carried out through a variety of communication forms including, but not limited to, documented phone calls, letters (preferably certified), Fax, e-mail, or meetings with private school officials. Please **attach any recruitment documents** used to recruit participants.

If private school officials desire their school to participate, the applicant must involve the participating private school officials during all phases of the development and design of the program through ongoing communication

among all appropriate parties. The applicant must give private school officials a genuine opportunity to express their views regarding each matter subject to the following consultation requirements:

- ✓ What services will be provided,
- ✓ How and where the services will be provided, and
- ✓ How the services will be assessed.

Such consultation shall include a discussion of service delivery mechanisms that the program could use to provide equitable services to eligible private school teachers, administrators, and other staff. Refer to ESEA Title IX, Part E, Section 9501 for requirements pertaining to consultation with representatives of private schools.

List of Representatives/Commissioners of Private Schools is located in Appendix A.

**Other requirements pertaining to private, non-profit (p-n-p) school participation:**

- The grant recipient must exercise administrative direction and control over federal funds and any property purchased with those funds that benefits p-n-p children.
- The grant recipient must keep title to and exercise continuing control of all equipment and supplies “loaned” to private schools.
- No funds actually ever flow through to the private school – only services, materials, and equipment are provided.

## Form 7: Districts Served

Provide a tentative **list of the school districts, private schools, or charter schools** to be served, as well as the **name and title of the contact person** you will communicate with for grant purposes. Also include the **percentage of economically disadvantaged students** in each partnering local education agency (i.e. school district). Using the legend provided, clearly indicate those who represent:

- Primary high-need local education agency (PLEA),
- Additional local education agencies (ALEA),
- Charter schools (CS),
- Private schools (PNP).

[ESEA Title IX, Sec 9101(34)(A)(ix)]

## Form 8: Professional Letters of Support From Administrators and Partners

Applicants are **required** to develop written and signed agreements between the **required partners** (see ESEA guidelines below). Applicants are **encouraged** to develop written and signed agreements for any **additional partners**. The professional development agreement letters should describe **types of support, responsibilities, and commitments** of each partnering organization. Please attach signed letters with your application.

*Required Partners:*

The funding source for the Texas Regional Collaboratives – ESEA Title II, Part B, Mathematics and Science Partnerships requires applicants to demonstrate partnerships that **must include**:

1. An engineering, mathematics, or science department of an accredited institution of higher education, **and**
2. A high-need local education agency or a consortium of high-need education agencies.

[ESEA Title II, Sec 2201(b)(A)]

*Additional partnerships* may include:

1. Another engineering, mathematics, science, or teacher training department of an accredited institution of higher education,
2. Additional local education agencies (e.g. Education Service Centers), public charter schools, public or private elementary schools or secondary schools, or a consortium of schools,
3. A business, or
4. A nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

## NOTES ON PROGRAM DESCRIPTION

The responses to the following sections need to be easily identified and clear. The strengths and weaknesses of each application will be reviewed in accordance with the criteria described under the Application Review Criteria.

To ensure the quality of this Mid-Career Teacher Recruitment Program the applicant must administer a **needs assessment** demonstrating the need for recruitment, training, certification, placement, and support; and an **evaluation and accountability plan**.

[ESEA Title II, Sec 2202 (b)(2)(A); (B); (C); (D); and (c)(3)(A)(i); (ii); (iii)]

## Form 9: Objectives and Effectiveness Indicators

### Grant Objectives

Based on the needs of teachers and students, list **specific measurable objectives** that address the goals of the Mid-Career Teacher Recruitment Program.

The funded program will be expected to collect and analyze data related to the primary components of the Mid-Career Teacher Recruitment Program evaluation:

1. Impact of program on teacher content knowledge
2. Impact of program on teacher instructional skills
3. Impact of program on student achievement

Applicants are strongly encouraged to explicitly develop a research design that compares Mid-Career Teacher Recruits to non-participant teachers. Applicants are also encouraged to consider designing a program that would support random assignment of teachers or students to treatment and control groups.

### Effectiveness Indicators

Provide the effectiveness indicator(s) that will be used to assess the effectiveness of the major objectives and activities. Effectiveness indicators are data that provide information on the condition or status of the impact of the activity. They are used to measure and document the impact of, or progress toward the stated objectives, and to plan program improvement strategies. The TRC reserves the right to require collection of specific data as requested by the Texas Education Agency. While other indicators may be established in response to the requirements of TEA, examples of Effectiveness Indicators are:

1. Increase the number of Mid-Career Professionals pursuing certification in the science, technology, engineering, and mathematics (STEM) fields
2. Increase the number of Mid-Career Professionals placed in STEM teaching assignments
3. Improvement in Mid-Career Professionals understanding of the TEKS and/or ability to implement lessons that lead to student mastery of specific TEKS
4. Improvements in participants' content knowledge related to the STEM TEKS as measured by pre-test and post-test data
5. Increase in number of teachers using research-based strategies in the classroom based on lesson plans, teacher journals, observations, etc.

6. Number, types, and frequency of professional development sessions
7. Improved student achievement as demonstrated on TAKS, local benchmarking exams, TSDS or TMDS tests, or other assessment tools that allow for comparison between students of Mid-Career Teacher Recruits and non-Mid-Career Teacher Recruits.
8. College credit hours earned

## Program Budget

### Form 10: Budget Summary

**Applicant must complete the Budget Summary Form and Budget Justification and furnish the business office contact information.** These tables/forms provide total funding requirements for each budget category. The tables have fields set to automatically calculate percentages and proper formatting. If you delete these fields, you will have to do the calculations separately.

- Only use whole dollar amounts and enter zeros in categories that do not apply.
- **No working lunches or food items** can be included in any category.
- The project director and the appropriate institutional authority **must sign the Budget Summary**.
- ALL project proposals must include a **Budget Justification** as an attachment to this form.

<b>Payroll</b>	Calculate amount of salary and fringe benefits for persons funded by this grant. Include position titles and percentages of time supported by this grant.
<b>Consultant/Purchased services</b>	List consultant names or service providers and a brief description of services they will provide.
<b>Administrative Travel &amp; Registration Fees</b>	This <b>travel is for administrative personnel</b> (i.e. <b>project director</b> ) to attend program related functions including, but not limited to, project director meetings, PDAs, Annual Meeting, and travel for the purpose of teacher recruitment.
<b>Office Supplies and Materials</b>	General office supplies, printing costs, postage, etc., to support recruitment activities.
<b>Participant Costs</b>	
Institute Costs	This includes costs for materials necessary for recruitment. Description/justification should indicate costs for items such as training equipment, facilities, etc.
Teacher Materials	Enter the total amount of costs for materials/equipment planned for teacher recruits to implement lessons that were addressed in training. Description/justification should indicate costs on a per participant basis.
Tuition	Describe course(s) and provide cost per course per participant.
Stipends	Costs of providing stipends to teachers in training. Description/justification should give daily amount of pay, number of participants, and number of days.
<b>Indirect Costs (IDC)</b>	IDC are allowed in this grant program if the applicant has an approved IDC rate from their cognizant agency. However, no more than 8% of the total amount of the grant.

**Budget Justification-** This narrative by category informs the reader about funded staff, activities and materials and their roles in the overall professional development program.

1. **Payroll** – Describe percent salary for professional staff as well as total amount allocated to each person on payroll. Project Directors are encouraged to set aside funds for administrative assistance to comply with the requirements for data collection, reporting, scheduling, and bookkeeping.
2. **Consultant/Purchased Services** – Please specify in the budget justification services that will be provided and indicate the daily rate for consultant costs.
3. **Administrative Travel** – Project Directors or a designee are required to attend two Project Director Meetings per year which will be held in Austin. This line item should be used for travel and lodging for these meetings (there will be no registration fees). This line item also addresses travel, lodging and registration for any recruitment activities.
4. **Travel Costs** - State regulations specify that travel expenses must meet the following guidelines:

- a. **In-State Travel (overnight)** expenses, which include lowest available airfare, and actual cost for lodging not to exceed \$85/day (not including tax) and actual cost for meals not to exceed \$36/day or local policy, whichever is less. Reimbursement for mileage may not exceed 50.5 cents per mile or local policy, whichever is less. School districts are usually exempt from state sales tax on lodging, but are not exempt from any city taxes or other taxes imposed for lodging. Employees may be reimbursed for applicable taxes. Refer to travel guidelines below.

**NOTE: Non-overnight Travel:** An employee may not be reimbursed for **meal** expenses if the employee is outside the employee's designated headquarters for fewer than **six** consecutive hours on the day the expenses are incurred.

- b. **Out-of-State Travel** - expenses, which include lowest available airfare; actual cost of lodging and meals not to exceed maximum allowable federal government rates for the locale or local policy, whichever is less; and reimbursement for mileage which may not exceed the rate established by the Texas Comptroller or local policy, whichever is less. Refer to “Travel Guidelines.” Out-of-State Meal and Lodging Rates are available at: <https://fm.xcpa.state.tx.us/fm/index.php>. Select “State of Texas Travel Information” under the “Topics” heading, select “Out-of-State Meal and Lodging Rates” under the “Publications” heading, and select the state to which you will be traveling.
5. **Office Supplies and Materials** – materials related to recruitment office needs that are used to provide direct training to participants.
  6. **Participant Costs** – All costs for providing training to Mid-Career Professional Recruits should be addressed here. Participant costs should be the largest component of the budget.
    - a. **Institute Costs** – Includes the cost of equipment that will be used for training purposes and not distributed to participants such as training equipment and facilities.
    - b. **Teacher Materials** – Describe what materials are provided to teachers to implement the lessons and curriculum they have been trained on and the approximate cost per teacher. Teacher materials should be directly correlated to the training provided.
    - c. **Tuition** – Provide a description of the course(s) offered as well as cost per teacher for each course.

7. **Stipends** – Stipends can be paid to participants for attending training only during non-contract times. Applicants are encouraged to develop a **written agreement** between their entity and participating individuals

that **specifies what is required of participants in order to receive a stipend**. Sample documents are available under the “Recruitment” section of the TRC website.

8. **Indirect Cost (IDC)** – The negotiated IDC rate for this grant is a maximum of 8% or the institutions approved IDC, whichever is less, of the grant subtotal. IDC should cover the cost of institutional grant/contract management, accounting, etc. and therefore these should not be billed as separate costs in payroll or institute costs. Form 10 can be used to calculate IDC as it includes pre-established formulas.

## **VI. Application Review and Award Process**

### **Application Review Criteria**

The Texas Regional Collaboratives office in Austin, Texas will begin the application review process August 18, 2008. Incomplete applications, late applications, applications not addressing identified Title II Mid-Career Teacher Recruitment Program requirements, and applications from ineligible applicants will not be considered.

**Strong applications are those that include eligible partnerships that have a proven track record of:**

- Bringing together school districts, education service centers, colleges and universities, business and industry, and other partners such as informal institutions,
- Serving high-need local education agencies,
- Successfully leveraging resources to ensure that the partnerships will continue the activities after the sub-award period has ended.
- Providing professional development that has positive impact on teacher performance and student achievement.

The office of the Texas Regional Collaboratives reserves the right to reject any and all applications and/or to negotiate portions thereof. The number of grants awarded, as well as grant amounts are contingent on an adequate level of Title II Mathematics and Science Partnerships funding, and on the final approval of funding from TEA.

Award notification will be made on **September 1, 2008** through The University of Texas at Austin’s Office of Sponsored Projects (OSP). Notification will include terms and conditions applicable to the Texas Regional Collaboratives Program and The University of Texas at Austin.

## **VII. Procedures for Submitting an Application**

Applicants are required to use the format set forth in this document. Failure to complete all required sections and provide appropriate official institutional signatures by the application deadline will result in non-acceptance of the application.

**Only original applications with original signatures will be accepted.** Questions about processing applications should be directed to Amy Werst, Grants and Contracts Specialist, Texas Regional Collaboratives, at 512-471-7450 or email at amy.werst@mail.utexas.edu.

**ONE ORIGINAL** application with **original signatures** and **TWO COMPLETE COPIES** must be **received by 4:30 p.m., Monday, August 18, 2008** addressed to:

Amy Werst  
Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching  
Center for Science and Mathematics Education, SZB 340  
The University of Texas at Austin  
1 University Station Stop D5500  
Austin, TX 78712-0377



## Applications Delivered by Mail

It is the responsibility of the applicant to mail, ship, or arrange for delivery of the application for receipt by the Program Office of the Texas Regional Collaboratives at The University of Texas at Austin no later than **4:30 p.m., Monday, August 18, 2008.**

An application must maintain proof of mailing with sufficient time prior to the closing date to ensure that it is received in the Program Office by the deadline. Proof of mailing may be one of the following:

- a. A legibly dated U.S. Postal Service postmark.
- b. A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- c. A dated shipping label, invoice, or receipt from a commercial carrier.

The Office of the Texas Regional Collaboratives does not accept any 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. An applicant is encouraged to use registered or first-class mail. **No late applications** will be accepted under this RFA announcement. Each late applicant will be notified that his/her application will not be considered.

## Applications Delivered by Hand

Hand-delivered applications must be presented to the Office of the Texas Regional Collaboratives, Center for Science and Mathematics Education, George I. Sanchez Building, Room 346, The University of Texas at Austin, Austin, Texas 78712-0377. The Office of the Texas Regional Collaboratives will accept a hand-delivered application between **8:30 a.m. and 4:30 p.m.** daily, except Saturdays, Sundays, and state and federal holidays.

**The Office of the Texas Regional Collaboratives will not accept an application that is hand-delivered after 4:30 p.m. on Monday, August 18, 2008.**

## Applications Delivered by Courier Service

An application that is delivered by courier service should be addressed to Amy Werst, Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching, Center for Science and Mathematics Education, The University of Texas at Austin, George I. Sanchez Building, Room 340, Austin, Texas 78712-0377.

The program office will accept deliveries between **8:30 a.m. and 4:30 p.m.** daily, except Saturdays, Sundays, and state and federal holidays. Applications delivered by courier service will **not** be accepted after 4:30 p.m. on August 18, 2008.

## VIII. Reports and Invoices

Subcontractors are required to furnish four (4) reports during the program period. **Continuation of funding is contingent upon submission of reports in a timely manner.** The reports are as follows:

	On Activities as of:	Due:
<b>Interim Report A/Invoice #1</b>	November 30, 2008	<b>December 15, 2008</b>
<b>Interim Report B/Invoice #2</b>	February 28, 2009	<b>March 15, 2009</b>
<b>Interim Report C/Invoice #3</b>	May 31, 2009	<b>June 15, 2009</b>
<b>Annual Report/Final Invoice</b>	July 31, 2009	<b>August 14, 2009</b>

### Interim Report A

**Due – December 15, 2008**

**Reporting Period September 1, 2008 – November 30, 2008**

Interim Report A must cover all program activities from the beginning of activities through November 30, 2008.

**The following must be included in the Interim Report:**

1. Cover Sheet must include the following:
  - Program Number
  - Institution
  - Project Director
  - Phone Number
  - FAX Number
  - Grant Period
  - Grant Amount
2. Completed pre-test and post-test instruments for all required evaluation, copies of all training agendas, sign-in sheets, instruments used in evaluation, and summaries of data collected for evaluation in the Interim Report.
3. All recruits served during this reporting period should be documented in the TRC online DataCenter.
4. Spreadsheet of recruits served, training received, and contact hours during this reporting period.
5. Invoice #1 if fiscal agent has not yet billed the TRC.

## **Interim Report B**

**Due – March 15, 2009**

**Reporting Period – December 1, 2008 –February 28, 2009**

Due – March 15, 2009

Reporting Period – December 1, 2008 – February 28, 2009

Interim Report B must cover all program activities from December 1, 2008 through February 28, 2009.

**The following must be included in the Interim Report:**

1. Cover Sheet must include the following:
  - Program Number
  - Institution
  - Project Director
  - Phone Number
  - FAX Number
  - Grant Period
  - Grant Amount
2. Completed pre-test and post-test instruments for all required evaluation, copies of all training agendas, sign-in sheets, instruments used in evaluation, and summaries of data collected for evaluation in the Interim Report.
3. All new recruits served during this reporting period should be documented in the TRC online DataCenter.
4. Spreadsheet of recruits served, training received, and contact hours during this reporting period.
5. Invoice #2 if fiscal agent has not yet billed the TRC.

## **Interim Report C**

**Due – June 15, 2009**

**Reporting Period – March 1, 2009 – May 31, 2009**

Due – June 15, 2009

Reporting Period – March 1, 2009 – May 31, 2009

Interim Report C must cover all program activities from March 1, 2009 through May 31, 2009.

**The following must be included in the Interim Report:**

1. Cover Sheet must include the following:
  - Program Number
  - Institution
  - Project Director
  - Phone Number
  - FAX Number
  - Grant Period
  - Grant Amount
2. Completed pre-test and post-test instruments for all required evaluation, copies of all training agendas, sign-in sheets, instruments used in evaluation, and summaries of data collected for evaluation in the Interim Report.
3. All new recruits served during this reporting period should be documented in the TRC online DataCenter.
4. Spreadsheet of recruits served, training received, and contact hours during this reporting period.
5. Invoice #3 if fiscal agent has not yet billed the TRC.

# **Annual Report**

**Due – August 14, 2009**

**Reporting Period – September 1, 2008 – July 31, 2009**

The **Year 1 Annual Report** must cover all of program activities from the beginning of activities through July 31, 2009. This report must be submitted to the Office of the Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching **NO LATER THAN August 14, 2009**.

## **The following must be included in the Annual Report:**

1. Cover Sheet must include the following:
  - Program Number
  - Institution
  - Project Director
  - Phone Number
  - FAX Number
  - Grant Period
  - Grant Amount
2. Completed pre-test and post-test instruments for all required evaluation, copies of all training agendas, sign-in sheets, instruments used in evaluation, and summaries of data collected for evaluation in the Interim Report.
3. All recruits served during this reporting period should be documented in the TRC online Data Center.
4. Cumulative Spreadsheet of recruits served, training received, contact hours earned from beginning of grant until July 31, 2009.
5. Final invoice if fiscal agent has not yet billed the TRC.

## **Math and Science Annual Performance Report (MSP)**

The federally required Department of Education **Math and Science Annual Performance Report** must be completed online by each individual sub-awardee. A copy of the current template for this report is available at the TRC website along with all RFA documents.

## **Appendix A: Private School Organizations**

## Private School Associations

Association of Christian Teachers and Schools  
Jimmy Ames  
1445 Boonville Avenue  
Springfield, MO 65802-1894  
(417) 862-2781

Independent Schools Association of the Southwest  
Geoffrey C. Butler  
4700 Bryant Irvin Court, Suite 204  
Fort Worth, TX 76107  
(817) 569-9200

International Christian Accrediting Association  
Tom Agnew  
7777 South Lewis Avenue  
Tulsa, OK 74171  
(918) 495-7054

Lutheran Schools Accreditation Commission  
William Hinz  
7900 U. S. Hwy. 290 East  
Austin, TX 78724  
(512) 926-4272

National Christian School Association  
Marquita Moss  
11908 Lamar Blvd.  
Austin, TX 78753  
(512) 835-5983

South Association of Colleges and Schools  
Charlie Vanatta  
Texas Elementary and Middle Schools  
University of Houston @ Clear Lake  
2700 Bay Area Blvd., Box 361  
Houston, TX 77058  
(281) 283-3594

Southern Association of Colleges and Schools  
Michael P. Thomas, Jr.  
Texas Secondary and Middle Schools  
The University of Texas at Austin  
1 University Station, D5402  
Austin, TX 78712-0366  
(512) 471-6660

Southwestern Association of Episcopal Schools  
Tim McIntire  
1420 4th Ave, Suite 29  
Canyon, TX 79015  
(806) 655-2400

Texas Alliance of Accredited Private Schools  
Betty Moore  
13077 Westella  
Houston, TX 77077  
(281) 496-7900

Texas Association of Baptist Schools  
B. Jane Hursey  
6410 Woodway  
Houston, TX 77057  
(713) 365-2310

Texas Association of Christian Schools International  
John Schimmer  
4300 Alpha Road, Suite 205  
Dallas, TX 75224  
(972) 991-2822

Texas Catholic Conference  
George Solana  
1625 Rutherford Lane, Building D  
Austin, TX 78754-5105  
(512) 339-8416

Texas Seventh-Day Adventists School System  
Lyle Hansen  
P. O. Box 800A  
Alvarado, TX 76009-0800  
(817) 783-2223, Ext. 132

## **Appendix B: Critical Dates 2008-2009**



# Critical Dates for 2008-2009 Mid-Career Teacher Recruitment Grant Period

<b>July 18, 2008</b>	<b>RFA available online</b>
<i>August 18, 2008</i>	<i>RFA due at TRC</i>
<b>September 1, 2008</b>	<b>Program period begins</b>
<i>December 15, 2008</i>	<i>Interim Report A due with invoice</i>
<i>March 15, 2009</i>	<i>Interim Report B due with invoice</i>
<i>June 15, 2009</i>	<i>Interim Report C due with invoice</i>
<b>June 30-July 2, 2009</b>	<b>TRC Fifteenth Annual Meeting</b>
<b>July 31, 2009</b>	<b>Program activities completed</b>
<i>August 14, 2009</i>	<i>Annual Report due with invoice</i>