



Texas School Ready Comprehensive Request for Applications 2017-2019

Every two years, the Children's Learning Institute at The University of Texas Health Science Center at Houston (UTHealth) solicits applications from local and regional organizations that would like to have a positive impact on the school readiness of their communities by implementing the Texas School Ready Comprehensive program. CLI is currently requesting applications from organizations to serve as TSR Comprehensive Lead Agents, delivering direct TSR services to early childhood programs in their communities.

Learn more at: www.texaschoolready.org/rfa

Application Posted: Thursday, April 20, 2017

Pre-Application Webinar: Wednesday, May 3, 2017 at 11:30 AM – 1:00 PM

<https://attendee.gotowebinar.com/register/4374052250810612227>

Question Deadline: Wednesday, May 24, 2017

Application Deadline: Wednesday, May 31, 2017 at 5:00 PM

NOTICE: Correction issued on page 15 (CIRCLE CDA Training Program expansion model) on May 12, 2017

Questions? Contact us at: TSR.RFA@uth.tmc.edu



Overview

Every two years, the Children’s Learning Institute (CLI) at The University of Texas Health Science Center at Houston (UTHealth) solicits applications from local and regional organizations that would like to have a positive impact on the school readiness of their communities by implementing the Texas School Ready Comprehensive program. CLI is currently requesting applications from organizations to serve as TSR Comprehensive Lead Agents (“Lead Agents”), delivering direct TSR services to early childhood programs in their communities. All organizations interested in serving as a Lead Agent are encouraged to apply, including existing Lead Agents.

Lead Agents partner with early childhood programs in their local communities to provide the following services. When delivered together, these services and materials have been proven to have a positive impact on the instructional practices of early childhood teachers and the school readiness of the children in their classrooms:

- Professional development
- Coaching
- Child progress monitoring
- Classroom curriculum and materials

For 2017-19, prospective Lead Agents may apply to deliver TSR services in their community through two delivery models: Face-to-Face and Remote. Prospective Lead Agents may apply to deliver TSR services through one or both of these models.

In an effort to provide additional support to early childhood programs in local communities, CLI has developed optional “expansion models” to allow Lead Agents the ability to serve more programs, teachers, and children in their communities. Prospective Lead Agents can apply to deliver additional TSR services to their community, beyond the primary TSR implementation components, through one or more of these expansion models. While prospective Lead Agents are not required to apply to implement an expansion model, those applications will be more competitive than others.

All applications and letters of intent (from partner programs) must be submitted through the online application survey and letter of intent survey. **Applications are due Wednesday, May 31, 2017 at 5:00 PM CST.**

For more information about TSR, visit www.texaschoolready.org

Project Description and Background

CLI, designated the Texas State Center for Early Childhood Development, is seeking Texas communities to help at-risk preschool children be better prepared for kindergarten. With support from the Texas Education Agency, CLI is recruiting local and regional community organizations across the state of Texas to serve as Lead Agents to implement the TSR Comprehensive program with a self-selected community of preschool providers (Head Start, child care, public school-integrated partnership programs) in their area.

The purpose of TSR Comprehensive is to provide an effective, research-supported, early childhood classroom model that prepares at-risk children to enter kindergarten at or above grade level. Throughout the school year, teachers enrolled in TSR Comprehensive are provided tools to help them learn more about the specific instructional needs of the children in their classrooms and how to support children using engaging lessons and activities. Through TSR Comprehensive, teachers improve their teaching skills by getting feedback from dedicated TSR coaches using video recordings of lessons, activities, and on-site coaching. The new skills and techniques that teachers learn through TSR Comprehensive positively affect the classroom experience for children.

Since its inception in 2003, the program now known as TSR Comprehensive has served over 475,000 children across the state of Texas with close to 1,500 teachers participating each year. Multiple research studies have confirmed that TSR Comprehensive positively impacts teacher instructional practices in the classroom, regardless of setting (public school pre-k, Head Start, and private child care classrooms). Teachers participating in TSR Comprehensive are more responsive to the individual needs of the children in their classrooms. They show increases in their use of language-building strategies, including the quality of book reading, general conversations with children, and the use of oral language instruction to build these skills. Even greater gains have been found in emergent literacy instructional practices. Teachers also show better responsive teaching practices, organization of their centers, and the use of lesson plans.

Children in TSR Comprehensive classrooms demonstrate significant gains on key predictors of early literacy. Success in early literacy is indicative and predictive of later literacy achievement; in other words, what children learn early in their education makes school success possible. A preponderance of research suggests that children who perform well in the following literacy domains continue to do well into high school: phonological awareness, vocabulary development, and letter knowledge. TSR Comprehensive emphasizes developmentally appropriate assessments and ongoing child progress monitoring in these domains and has found that thousands of disadvantaged children across the state have demonstrated substantial strides towards the goal of school readiness. Analysis of child progress monitoring data from TSR Comprehensive classrooms consistently shows gains among at-risk children in the key school readiness areas of math, phonological awareness, letter naming, and vocabulary.

In 2015, CLI launched our online platform that houses TSR's online professional development courses, child progress monitoring tools, activities for teachers and parents, and classroom observation tools for coaches and administrators. All TSR Comprehensive Lead Agents and participants have free access to all these tools on CLI Engage as a benefit to participation; further details are in the following section.

TSR Comprehensive Model Description

TSR Comprehensive includes 4 main components: two years of teacher professional development, three years of coaching, child progress monitoring, and classroom curriculum and materials. These tightly integrated components build children's academic skills in reading, oral language, writing, math, and social emotional development. TSR Comprehensive services and materials are provided to all participating preschool programs while funding is available and if deemed necessary. The following table provides information about when the TSR services and materials may be delivered to teachers. All TSR Comprehensive Lead Agents will implement all components of the TSR Comprehensive model with partners in their communities.

TSR Comprehensive Request for Applications 2017-2019

Program Requirement	Services and Materials	Delivery Schedule			
		Year 1	Year 2	Year 3	Sustained Access
Equipment	Cameras/recording devices for coaching	As needed	As needed	As needed	
	Computer/tablet to view online professional development courses and conduct child progress monitoring assessments	X	X	X	
CLI Engage Access	CLI Engage accounts for all staff at partner programs	X	X	X	X
Classroom Curriculum and Materials	State-adopted curriculum	As needed	As needed		
	School readiness kit	X			
	Classroom start-up kit	X			
	Developing Talkers/Hablemos Juntos kit and training	Part 1/3	Part 2/3	Part 3/3	
	CIRCLE Activity Collection on CLI Engage	X	X	X	X
Coaching	Face-to-face or remote coaching	X	X	X	
Professional Development	CIRCLE Preschool Foundations Training	X			
	Child progress monitoring training	X			
	Texas Prekindergarten Guidelines training	X			
	Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines Training	X	X	X	
	Online professional development courses on CLI Engage (including eCIRCLE)	X	X	X	X
	eCIRCLE classes for teachers	X	X		
	Texas Workforce Registry accounts	X	X	X	X
	Incentives to teachers for grant requirement completion	X	X		
	Substitute reimbursement for teacher training	X			
Child Progress Monitoring	CIRCLE Progress Monitoring System on CLI Engage	X	X	X	X
	Reports for teachers, administrators, and parents	X	X	X	X

CLI Engage Access

All TSR Comprehensive participants and Lead Agents will receive free access to the CLI Engage online platform that houses the TSR teacher and coach tools, including online professional development courses, classroom activities, child progress monitoring tools, classroom observation tools, and parent engagement tools. The platform houses tools and materials for infant, toddler, and preschool teachers, administrators, and parents. This online access to CLI Engage is provided to all current and former TSR Comprehensive participants during and after their participation free of charge, pending continued TSR funding. Lead Agents will be required to ensure that staff at all participating programs (including administrators and teachers) have access to the online resources. CLI will assist Lead Agents will processes to add these users to CLI Engage.

Participating classrooms will receive access to additional tools and resources beyond access to the online resources on CLI Engage, including professional development, individualized coaching, and classroom materials.

Classroom Curriculum and Materials

All participating sites receive printed, spiral-bound copies of the Texas Prekindergarten Guidelines, Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines, and Texas Core Competencies for Early Childhood Practitioners and Administrators to help build their library of professional resources and state guidelines. CLI will partner with Lead Agents to determine specific needs for each participating classroom, including:

- **Curriculum:** Programs with curriculum in place may choose to use their current curriculum. If programs do not currently have a curriculum in their participating preschool classroom, TSR Comprehensive provides a high quality, developmentally appropriate and rigorous curriculum from a state-approved list. Curriculum may be distributed during year 1 or year 2 of the program, depending on funding and need. CLI and Lead Agent staff work together to determine the timing of curriculum distribution for each participating classroom.
- **Classroom start up and school readiness kits:** Each participating preschool classroom receives classroom management, language, literacy, math, and science learning materials to support instruction and strengthen the learning environment for children.

Supplemental curricula: TSR provides access to several supplemental curricula that are well-aligned with the prekindergarten domains.

- **CIRCLE Activity Collections:** Through the CLI Engage platform, teachers have access to the Infant/Toddler, Preschool, and Family CIRCLE Activity Collections that house hundreds of classroom and home activities in English and Spanish, many with authentic video demonstrations.
- **Developing Talkers/Hablemos Juntos:** A tiered intervention targeting language development, Developing Talkers and its Spanish counterpart Hablemos Juntos is provided to teachers throughout their three years of participation in TSR Comprehensive. Training is provided each year for teachers to learn how to effectively implement whole and small group lessons.

Coaching

TSR provides individualized, data-driven coaching that is tightly connected with professional development content. The goal of this coaching support is to help teachers improve their practice using targeted tools and methods to meet each teacher's specific needs in the classroom. TSR coaches receive extensive training and ongoing professional development and supervision to ensure fidelity to the TSR model and use of TSR's coaching tools, including the Classroom Observation Tool (COT) and Classroom Environment Checklist (CEC). In their first year, teachers receive four hours of coaching per month, working with their coaches to set goals and reinforce professional development. In the second and third years of participation, teachers build upon the skills they learned in their first year and require less one-on-one coaching support. Year 2 teachers receive 2 hours per month of individualized support, and year 3 teachers receive 1 hour per month.

Throughout participation in TSR Comprehensive, teachers receive one-on-one coaching from highly-trained coaches in their classrooms in person (known as face-to-face) or through an online, remote delivery method. All TSR coaches use the TSR coaching model to create coaching plans for teachers based on classroom observation data, assign professional development to meet the teacher's needs, offer one-on-one feedback, and track goals and progress. TSR face-to-face, in-class coaching is delivered using a variety of strategies including modeling, co-teaching, instructional planning, video reflection, and side-by-side techniques. TSR remote coaching allows coaches to support teachers in remote areas of the state, enabling CLI and TSR Comprehensive Lead Agents to serve teachers who often do not have access to services like individualized coaching support. In the online remote model, coaches communicate with teachers via Skype, web-postings, and by phone, providing guidance on the teacher's own recorded instruction. Teachers can review feedback through annotations made directly on their videos as well. Coaches also share other videos of effective teaching and set data-driven goals with teachers for instructional improvement.

For more information, visit www.texaschoolready.org/rfa to download "Integrating Professional Development Content and Formative Assessment with the Coaching Process: The Texas School Ready Model," a recent article detailing the use of coaching in the TSR model.

Prospective Lead Agents may apply to implement TSR Comprehensive in their community through the TSR face-to-face coaching model, TSR remote coaching model, or a combination of both models. Regardless of the TSR coaching model, teachers will receive intensive, individualized support tailored to their specific instructional needs. In their applications, prospective Lead Agents must indicate and explain their coaching implementation selection in the online application survey. Remote coaching offers Lead Agents an opportunity to serve more teachers, particularly in more remote areas of the state. The best candidates for remote coaching are highly motivated, with some technology skills, since these teachers interact with their coaches online and through phone calls.

Professional Development for Preschool Teachers

Through TSR Comprehensive, teachers will receive high-quality professional development throughout their participation. Lead Agents will provide the two-day CIRCLE Preschool Foundations Training, one-day progress monitoring training, Texas Prekindergarten Guidelines training, and Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines training for all new teachers. Additionally, Lead Agents will offer

regular eCIRCLE classes on a prescribed schedule for participating teachers to reinforce their understanding of the information presented in the online courses.

eCIRCLE Professional Development represents more than 70 hours of online courses featuring extensive video-based demonstrations of effective instructional practices, as well as application-based assignments and activities. The courses cover a broad range of topics aligned with the Texas Prekindergarten Guidelines and include research-based key predictors of language, literacy, and social and emotional development. Courses are also offered in emerging areas of early childhood instruction including science, technology, engineering, and math (STEM). Additional topics include classroom management, supporting children with special needs, and working with ELL children.

eCIRCLE Professional Development is designed specifically for teachers, school leaders, and intervention specialists. CLI Engage, the online platform that houses TSR materials including eCIRCLE, saves course completion progress and tracks teacher usage and engagement in modules. The courses also integrate assessments that check the user's understanding of the material, and course content is aligned with selected CDA requirements. Teachers will receive training certificates for all TSR Comprehensive professional development.

In addition, to further support participants' professional development, Lead Agents are also required to ensure that all their participating teachers have Texas Workforce Registry accounts, provided free of charge. Teachers must create their account on the Texas Workforce Registry, part of the Texas Early Childhood Professional Development System, to track their education, training, and work experience, as well as create their career lattice report. CLI will assist Lead Agents and teachers with creating the accounts. Access to their Texas Workforce Registry accounts will be provided at no cost to teachers during and after their TSR participation.

Child Progress Monitoring

TSR Comprehensive Lead Agents must ensure that all participants use the CIRCLE Progress Monitoring System to track their students' progress throughout the year. The CIRCLE Progress Monitoring System (formerly known as C-PALLS+), is a user-friendly, technology-driven tool that enables the teacher to quickly assess a child's progress in a particular skill area. This simple yet reliable data collection tool provides immediate feedback that helps teachers target their students' least developed skill areas. The CIRCLE Progress Monitoring System includes two types of measures: direct assessments and observables.

Direct assessments are available in the following domains. Bolded assessments are required for all TSR Comprehensive classrooms, but all assessments listed below are available to participating programs:

- **Vocabulary development**
- **Story retell & comprehension**
- Book & print knowledge
- **Letter recognition**
- **Letter-sound correspondence**
- **Phonological awareness**
- Early science skills
- **Early math skills**
- Early social studies skills

Observation-based ratings are used to measure progress in the following areas. Bolded assessments are required for all TSR Comprehensive classrooms, but all assessments listed below are available to participating programs:

- **Early writing skills**
- **Social & emotional skills**
- Approaches to learning
- Physical health & development
- Motivation to read
- **Language & communication**

Assessments can be administered in English or Spanish or both, which gives programs the flexibility they need to monitor progress according to language of instruction, home language, or both languages depending on local needs.

To maximize the benefits of student progress monitoring, teachers and administrators can generate reports of student skill levels at the individual, group, class, school, and community levels. The reports use clear visual indicators to flag students who fall below established, age-adjusted benchmarks. Group reports are automatically generated to help teachers plan small group lessons for specific children that need support in a given skill area. The reports provide direct links to activities for small group instruction (including scripted lessons and demonstration videos) in the CIRCLE Activity Collection, one of TSR's supplemental curriculum resources. Teachers can also create custom groups to further refine instructional plans and track progress.

TSR Comprehensive Lead Agent Eligibility and Responsibilities

CLI does not directly partner with each individual early childhood facility to deliver TSR Comprehensive. Instead, CLI partners with a Lead Agent, who serves as the hub for TSR in their community. Lead Agents must be state, regional, or local organizations and/or have 501(c)3 status.

Eligibility

Eligible Lead Agent applicants include:

- Public school districts (see below for specific information if you are a school district applying)
- Open-enrollment charter schools (see below for specific information if you are a charter school applying)
- Head Start programs
- Local government
- Community-based organizations (CBO)
- Colleges/universities
- Education Service Centers (ESC)

- Local Workforce Development Boards (LWDB)

Note for Public School Districts and Charter Schools: Public School Districts and Charter Schools who ONLY want to provide the program components to their ISD or charter school teachers/staff, please do not apply to this application request. Public school districts or charter schools who are interested in becoming a Lead Agent through this RFA must keep in mind that only child care teachers, Head Start teachers, and public school teachers that have entered or are willing to enter into integrated partnerships with child care and/or Head Start are eligible to participate in TSR Comprehensive. Un-partnered public school classrooms, or those not in a collaboration, are not eligible for TSR Comprehensive. Public schools can apply to receive more limited TSR services through a separate competitive application process for TSR Online+. Please see <http://texasschoolready.org/tsr-online-plus> for more information.

Lead Agent Roles and Responsibilities

TSR Comprehensive Lead Agents are responsible for bringing a community of providers, known as “partners,” together to implement the TSR Comprehensive model within their selected preschool classrooms. Specifically, Lead Agencies are required to:

- **Recruit early childhood partners** serving at-risk children. Collectively, all early childhood partners served by the Lead Agent must serve at least 75% low income children, mandated by TSR funding provided by the Texas Education Agency. Lead Agents are responsible for ensuring that they maintain this service level throughout 2017-2019. Lead Agencies must partner with child care centers (non-profit, for profit, or faith-based) serving 3-4 year old children. Lead Agencies may also partner with public school and Head Start programs, and while it is not a requirement to serve Head Start or public school partners, one of the aims of the TSR Project is to improve quality across early childhood program types. A minimum of 20 classrooms are needed for the application. (We highly recommend that agencies recruit more than 20 classrooms and/or maintain a “wait list” as not all sites will meet the eligibility requirements);
- **Host meetings and trainings** with early childhood partners to facilitate project implementation and to review project reports. Three meetings a year with administrators from partner programs will consist of sharing community data, ensuring quality implementation of TSR Comprehensive, and discussing sustainability plans. Agencies will also host trainings to the general early childhood community including, but not limited to, an Infant, Toddler, and Three-Year-Old Early Learning Guidelines (ITELG) training. Each year, Lead Agents must provide an ITELG training to teachers in the community; a minimum number of participants required for each training will be provided to Lead Agents at the beginning of the grant year. CLI will provide content and training guidelines for ITELG training. Lead Agencies are responsible for securing the space for these meetings and trainings at no additional cost to CLI;
- **Provide CLI Engage accounts** to all teachers and administrators at partner programs. Lead Agents will coordinate with CLI to initiate CLI Engage accounts and ongoing management of community data.
- **Recruit and hire qualified personnel.** A Lead Agent must hire a coordinator and coach(es), as needed, to help implement the TSR Project in the community. (See Appendix I for example job

titles and descriptions). Lead Agents will receive funding to support these staff via reimbursement. See Appendix II for more information on reimbursements;

- Provide **office space and project related amenities** (e.g. phone, furniture, copier, fax, scanner, computer with high speed internet access, office supplies, etc.) for project field staff. CLI reimburses the Lead Agent for the costs of these amenities (see Appendix II);
- **Designate an organizational leader**, other than project field staff (coordinator and coaches), who will communicate with CLI about issues related to progress and compliance, and participate in local TSR outreach events;
- **Develop a sustainability plan** to ensure the community will continue to benefit from the project once the project has ended;
- **Adhere to the financial rules and procedures** as outlined in your agreement with CLI and the financial reimbursement process (See Appendix II);
- **Complete periodic reports** on the progress and implementation of TSR;
- **Ensure the implementation** of the TSR model in participating programs.

TSR Comprehensive Partner Eligibility and Responsibilities

Lead Agencies must partner with child care programs (non-profit, for profit, faith-based, community-based) that service preschool (3-4 year olds) children. Lead Agencies may also partner with public school and Head Start programs, but this is not a requirement. If Lead Agencies partner with public school district and/or charter school classrooms, these classrooms must be in a partnership/collaboration model with a child care or Head Start program. Lead Agents are required to recruit and maintain early childhood partners that serve at least 75% low income children, collectively.

Partner Eligibility

Child Care Programs:

- For profit/Nonprofit
- Faith Based
- Community Based

All child care programs must be in good standing with Texas Department of Family and Protective Services. Programs must be serving at least 50% at-risk children meeting Eligibility Requirements for State-Funded Prekindergarten (see below) and/or at least 50% children eligible to receive Child Care Management System (CCMS) funding*. Prospective Lead Agents are strongly encouraged to recruit current Texas Rising Star Certified Providers or those interested in becoming TRS Certified Providers in your community for TSR Comprehensive participation.

The participating classroom(s) in child care programs must have (and maintain) a minimum of six (6) students. The students must be at least 3 years of age on or before September 1, 2017, i.e. born on or before September 1, 2014.

*Participating schools/programs receive increased CCMS reimbursement rates for preschool children while participating in TSR Comprehensive. Contact your local workforce development board for more information.

Eligibility Requirements for State-Funded Prekindergarten:

- Be unable to speak and comprehend the English language
- Be educationally disadvantaged (i.e., eligible to participate in the National School Lunch Program or Head Start)
- Be homeless
- Be the child of an active duty member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, who is ordered to active duty by proper authority
- Be the child of a member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, or a reserved component of the armed forces, who was injured or killed while serving on active duty
- Have ever been in the conservatorship (foster care) of the Department of Family and Protective Services (DFPS) following an adversary hearing.

Head Start Programs:

All pre-kindergarten children meeting Head Start Requirements are eligible to participate in the project. The students must be 3 years of age on or before September 1, 2017, i.e. born on or before September 1, 2014.

Public School Programs:

- Open-enrollment charter school IF participating classrooms are partnered with child care or Head Start
- Public school district IF participating classrooms are partnered with child care or Head Start

All pre-kindergarten children meeting TEA enrollment requirements are eligible for participation in TSR Comprehensive. Under this application request, if Lead Agencies provide services to ISD classrooms, the classrooms must be partnered with a child care or Head Start program. In these cases, both teachers in the classroom (ISD teacher AND Head Start or child care teacher) can participate to a certain extent in TSR Comprehensive. For example, in classrooms with a child care and public school teacher, both teachers may engage with the coach and benefit from shared instructional coaching. Materials provided to the participating classroom would be shared by both teachers. Space permitting, both teachers may attend trainings offered by the Lead Agent (e.g. eCIRCLE facilitated classes).

Partner Responsibilities

Individual preschool programs that partner with the Lead Agent to provide the TSR Comprehensive program to their preschool classrooms and teachers agree to:

- Identify eligible classrooms and teachers to participate in the TSR Comprehensive program;
- Provide three hours of intentional daily cognitive instruction based on the Texas Prekindergarten Guidelines for all enrolled children;
- Maintain consistency in staffing for classrooms participating in the TSR Comprehensive program;
- Provide teachers with access to high speed internet;
- Release teachers without penalty for participation in scheduled professional development sessions;
- Attend TSR meetings and trainings.
- Work collaboratively with the Lead Agent and CLI to ensure implementation of the TSR Comprehensive program, including:
 - Ensure teachers are using the curriculum and other materials provided by TSR;
 - Ensure teachers are working collaboratively with TSR coaching staff to improve instructional skills (e.g. set goals, video reflection, etc.);
 - Ensure completion of progress monitoring by the required deadlines;
 - Allow videotaping in the classroom for the purpose of training, coaching, and program improvement;
 - Support CLI's consent process with teachers and children for videotaping;
 - Ensure teachers are submitting videos to CLI on the scheduled timeline;
 - Ensure all staff have CLI Engage accounts to access the free TSR resources.

TSR Expansion Delivery Models

In an effort to continue expanding access to high-quality materials across the state, the 2017-19 TSR Comprehensive Request for Applications offers a new opportunity for prospective Lead Agents to apply for additional funding and materials to expand access to TSR services to local partners in their community. All Lead Agents will implement all components of the TSR Comprehensive model with partners in their community; based on the specific needs in each community, prospective Lead Agents can choose to apply for one or more of the optional TSR expansion models to provide access to TSR tools and services beyond the classrooms receiving TSR Comprehensive. While prospective Lead Agents are not required to apply to implement a TSR expansion delivery model, those applications that propose implementing one or more expansion model will be more competitive than others.

From its inception in 2003, the TSR Project has endeavored to have a sustained, positive impact on the quality improvement of TSR Comprehensive participants and the communities as a whole. Lead Agents have the capacity and community relationships to help expand awareness and utilization of TSR's research-supported teaching and quality improvement tools beyond the early childhood partners directly receiving TSR Comprehensive services. By partnering with Lead Agents and their quality improvement initiatives in local communities, CLI hopes that both these efforts will be much more effective and success more achievable. Lead Agents are encouraged to consider how these expansion models, envisioned as pilots, could allow them to provide access to the high quality TSR resources to additional early childhood partners in their communities.

CLI has developed the following TSR expansion models to help Lead Agents continue to serve their local community by expanding access to TSR services and materials beyond the classrooms receiving direct TSR Comprehensive support:

- Providing BEECH for Family-Based Child Care
- Providing CLI Engage Access to Local/Regional Quality Improvement Initiatives
- Providing CIRCLE CDA Training Program for TSR Comprehensive Teachers
- Supporting Texas Rising Star Certified Providers

Prospective Lead Agents are encouraged to consider the strengths and needs of their community when considering implementation of one or more of the TSR expansion models. Also, consider how these additional resources may positively affect an underserved population in your community and/or build on other work currently ongoing in your community. In your application, include information about the staffing time and budget required to implement these expansion models in your community. Think creatively about your community and its needs – since each community is different, these expansion models may be implemented differently in different communities.

Some expansion models will include provisions for additional materials for implementation. For all expansion models, CLI will provide additional training to support Lead Agents in delivering these services in their communities. Please refer www.texaschoolready.org/rfa to download additional information on the projects and programs discussed in the TSR expansion models. Additional information is provided for each expansion model below.

The RFA survey includes questions for prospective Lead Agents interested in applying to implement the TSR expansion models. Organizations that are interested in applying for more than one expansion model should include information related to the implementation of each proposed expansion model in the RFA expansion model survey questions.

Providing BEECH for Family-Based Child Care

In addition to implementing all required TSR Comprehensive program components, Lead Agents that apply for and receive funding to implement this expansion model will support family-based child care providers in their local communities through the research-supported Beginning Education: Early Childcare at Home (BEECH) professional development modules on CLI Engage, developed and tested specifically for family-based child care providers. Available in English and Spanish, BEECH includes 20 learning modules focused on teaching providers to support the social emotional, cognitive, language, literacy, and mathematics development of young children. CLI will provide resources to Lead Agents awarded this expansion model, detailed below. Lead Agents are encouraged to write a plan to support family-based child care providers through the BEECH resources on CLI Engage, BEECH kit materials, and/or additional training opportunities.

A Lead Agent's implementation plan for this expansion plan should include:

- Providing online access to the BEECH materials to family-based child care providers, including online courses on CLI Engage, BEECH kit of classroom resources, and BEECH activity guide to accompany the kit
- Hosting a face-to-face orientation for participating providers

- Supporting providers using CLI-provided BEECH call guides through calls, online, and/or face-to-face support
- Other opportunities to support the use of BEECH in your community, and the providers accessing the resources
- Expected staff time (% FTE) and other costs to realistically implement the proposed plan
- Evaluating and reporting successful implementation of your work

CLI will provide:

1. BEECH TOT for Lead Agent staff who will be supporting this expansion model
2. BEECH call guides, developed to allow staff to provide additional support to providers completing the BEECH modules with additional opportunities for coaching and discussion of course material
3. BEECH courses on CLI Engage, BEECH kits, BEECH activity guides for providers
4. BEECH overview/orientation materials to be presented to providers

Providing CLI Engage Access to Local/Regional Quality Improvement Initiatives

In addition to implementing all required TSR Comprehensive program components, Lead Agents that apply for and receive funding to implement this expansion model will provide access to the tools and resources housed on the CLI Engage platform to additional child care providers through other local or regional quality improvement initiatives targeting early childhood programs. In many communities across the state, local and regional stakeholders have come together to have an impact in early childhood, from birth to age 8; many of TSR's partners are already involved in these initiatives. Since most child care programs are not currently eligible to access the TSR tools and resources housed on CLI Engage, this expansion model allows Lead Agents to provide TSR's high quality online resources to additional child care programs by leveraging the work of other quality improvement initiatives within local and/or regional communities. Lead Agents will be able to fully integrate the online TSR resources on CLI Engage into the child care programs participating in the quality initiative. Lead Agents should consider how access to these high quality tools and resources on CLI Engage could positively impact other quality improvement work that your organization and/or partners are currently implementing, or new initiatives. CLI will provide resources to Lead Agents awarded this expansion model, detailed below. Lead Agents are encouraged to write a plan to provide access to the TSR tools and resources on CLI Engage to additional child care programs through local and/or regional quality improvement initiatives.

A Lead Agent's implementation plan for this expansion plan should include:

- Providing online access to the TSR tools and resources on CLI Engage for a group of infant, toddler, and preschool teachers, program administrators, and parents, including online professional development courses, classroom activities, child progress monitoring tools and reports, classroom observation tools, and family engagement resources.
- Hosting a face-to-face orientation to CLI Engage for participating early childhood partners
- Other opportunities to support the use of the TSR resources on CLI Engage through the local/regional quality improvement initiative, for example through outreach events
- Expected staff time (% FTE) and other costs to realistically implement the proposed plan
- Evaluating and reporting successful implementation of your work

CLI will provide:

1. CLI Engage TOT for Lead Agent staff supporting this expansion model
2. Access to CLI Engage for all partners
3. CLI Engage overview/orientation materials to be presented to participants

Providing CIRCLE CDA Training Program for TSR Comprehensive Teachers

In addition to implementing all required TSR Comprehensive program components, Lead Agents that apply for and receive funding to implement this expansion model will assist their teachers already participating in TSR Comprehensive to complete necessary training hours and application requirements to apply for the Child Development Associate® credential through the CIRCLE CDA Training Program. The goal of this expansion model is to help more TSR Comprehensive teachers compete their CDA during their TSR Comprehensive participation. The CIRCLE CDA Training Program provides 120 hours of online coursework and resources to complete their professional portfolio, all hosted on CLI Engage. Approximately 80 of the 120 hours will be completed through eCIRCLE, the coursework that teachers already complete as a TSR Comprehensive requirement. Each participating teacher will be expected to purchase the CDA competency standards book from the Council for Professional Recognition (the organization that awards the CDA; cost is approximately \$25 plus shipping), but CLI will provide other resources for participants in this expansion model, detailed below. Lead Agents awarded this expansion model will be able to allocate coaching hours differently, allowing up to an additional one hour per month per teacher to coach participating teachers towards the goal of earning the CDA. (**Note: previous version of the RFA stated one additional hour of coaching per week for teachers participating in this expansion model; text has been corrected in previous sentence).

A Lead Agent's implementation plan for this expansion plan should include:

- Recruiting Year 1 TSR Comprehensive teachers (in Fall 2017) who are motivated and committed to earning a CDA, and ensuring these teachers purchase the CDA competency standards book
- Providing online access to the CIRCLE CDA Training Program, housed on CLI Engage
- Hosting a face-to-face orientation for participating teachers
- Hosting at least one meeting per month for participating teachers (perhaps in conjunction with scheduled eCIRCLE classes)
- Staff's familiarity with the Child Development Associate credential
- How TSR coaches already supporting the participating teachers in TSR Comprehensive will provide additional support towards earning their CDA through calls, online, and/or face-to-face coaching support using CLI-provided materials
- Researching opportunities to partner with local and/or regional organizations offering scholarships for the CDA exam
- Other opportunities to support the teachers completing the CIRCLE CDA Training Program
- Expected staff time (% FTE) and other costs to realistically implement the proposed plan
- Evaluating and reporting successful implementation of your work

CLI will provide:

1. CIRCLE CDA Training Program TOT and follow-up implementation conference calls/webinars for Lead Agent staff who will be supporting this expansion model

2. CIRCLE CDA Training Program coaching support resources, developed to allow staff to provide additional support to teachers with additional opportunities for coaching and discussion of course material
3. CIRCLE CDA Training Program materials for participating teachers
4. CIRCLE CDA Training Program overview/orientation materials to be presented to teachers
5. CDA textbook and workbook for participating teachers through Lead Agents

Supporting Texas Rising Star Certified Providers

In addition to implementing all required TSR Comprehensive program components, Lead Agents that apply for and receive funding to implement this expansion model will support further partnership between TSR Comprehensive and Texas Rising Star (TRS). Becoming TRS promotes sustained quality improvement for TSR Comprehensive participants, and local communities as a whole. TRS providers also receive enhanced reimbursement rates for families receiving CCMS, as well as access to the TSR resources on CLI Engage at no cost. Lead Agents will encourage their TSR Comprehensive child care partners to become TRS Certified Providers by connecting them with the local workforce development board for their region. Lead Agents can also support TRS certified providers not participating in TSR Comprehensive by encouraging them to sign-up for free access to the CLI Engage tools and resources (available for free for all TRS providers) and inviting them to any overview trainings already being hosted for TSR Comprehensive participants, such as CLI Engage introduction, CIRCLE Progress Monitoring overview, Texas Prekindergarten Guidelines, and Texas Infant, Toddler, and/or Three-Year-Old Early Learning Guidelines. CLI will provide resources to Lead Agents awarded this expansion model, detailed below. Lead Agents are encouraged to write a plan support their sites to become TRS and/or support for other current TRS providers in their communities.

A Lead Agent's implementation plan for this expansion plan should include:

- Partnering with the local workforce development board for the Lead Agent's region (the regional entity that oversees the Texas Rising Star program)
- Conducting outreach and awareness to local Texas Rising Star Certified Providers to share information about the TSR resources freely available to them on CLI Engage
- Hosting online and/or face-to-face overview/orientation sessions for TRS Certified Providers
- Supporting TSR Comprehensive child care programs to start the TRS application process by connecting them with their local workforce development board
- Other opportunities to support TRS Certified Providers, such as inviting them to TSR Comprehensive overview trainings
- Expected staff time (% FTE) and other costs to realistically implement the proposed plan
- Evaluating and reporting successful implementation of your work

CLI will provide:

- CLI Engage TOT for Lead Agent staff supporting this expansion model
- Access to CLI Engage for all partners
- CLI Engage overview/orientation materials for potential outreach events and participants

Application Guidelines

Steps to creating your application:

- Identify at least twenty classrooms enrolling at-risk three-and four-year-old children to participate in the TSR Comprehensive program from child care, Head Start, and partnership classrooms (such as public school with child care or Head Start). Smaller communities may need to band together to file a joint application;
- Ensure all partner providers complete the online Letter of Intent survey (see Appendix III for the LOI questions). ALL LOIs must be completed online through the LOI survey. The survey is optimized for completion on smartphones and tablets. Lead Agencies renewing their application will need to supply letters of intent from their partners who wish to continue in TSR Comprehensive, as well as new partners;
 - Direct link to the Letter of Intent Survey:
https://uthtmc.az1.qualtrics.com/jfe/form/SV_6DmLnnl25Pln8gd
- Complete the application questions in the online application survey;
 - Direct link to the 2017-19 TSR Comprehensive Application:
https://uthtmc.az1.qualtrics.com/jfe/form/SV_4VgnsrreU6YEWVf
- Submit the following information to CLI at www.texaschoolready.org/rfa by **Wednesday, May 31, 2017 at 5:00 pm (CST)**:
 - Completed application questions (through RFA survey);
 - Letters of intent from all partner programs (through LOI survey);
 - Completed application questions for TSR expansion model(s) (if applying);
 - Short budget and justification for TSR expansion model(s) (if applying).

All applications will be reviewed and pre-award letters will be sent to TSR Comprehensive Lead Agents by Friday, June 23, 2017.

NOTE: Priority will be given to those lead agencies who can recruit partners from a combination of program types (e.g. Head Start and child care, or partnership classrooms). All lead agencies are required to have partnerships with child care programs.

Partners recruited by a Lead Agent may only commit schools (facilities) to one application. The inclusion of the same facility in two or more applications is prohibited.

Application Questions for Returning Lead Agents

Organizations that served as TSR Comprehensive Lead Agents during the 2015-2017 TSR grant cycle need to apply to continue serving as a TSR Lead Agent. Returning/renewing agencies will be evaluated on their performance and ability to comply with the responsibilities as a Lead Agent over the 2015-2017 cycle. In addition, please answer the following questions based on your experiences and the knowledge you have gained over the past two years.

1. How does being a TSR Lead Agent align with your organization's mission and TSR's goals to improve school readiness across the state? (max 250 words)
2. Describe how your organization currently supports school readiness in your community (including implementation of TSR and any other school readiness or related initiatives). (max 250 words)
3. Describe the community and population you have served by being a Lead TSR Agent. Has the project fit the needs of community as expected? Have there been any changes in your community that would affect the need for continuing the TSR Project? (max 250 words)
4. Describe your management approach as a Lead Agent over the last 2 years. How did you meet your responsibilities? (max 500 words)
5. Describe what went well during implementation of TSR in your community over the last 2 years. (max 500 words)
6. Describe what issues/problems occurred during implementation of TSR in your community over the last 2 years and how you handled those issues. (max 500 words)
7. What TSR coaching delivery model(s) do you propose to implement in your community? (Note: if you propose to implement remote coaching, include this in the implementation plan in the following question.)
 - TSR face-to-face coaching only
 - TSR remote coaching only
 - Mix of TSR face-to-face and TSR remote coaching
8. Describe your plan as a Lead Agent for the community. Specifically, how will you (max 4000 words):
 - Recruit and partner with other early education programs. Be sure to include your inclusion of child care programs, Head Start programs, and Texas Rising Star sites (where possible)
 - Disseminate information
 - Host meetings and trainings (include plans to host eCIRCLE and your ability to host trainings/meetings in a space with internet access)
 - Select and hire qualified personnel
 - Monitor quality of implementation by your staff
 - Assure partnership and collaboration with CLI
 - Assure financial compliance/safeguarding material and equipment

- Provide office space and project-related amenities/equipment for your staff
9. Provide the following information about your organization's infrastructure and proposed implementation plan. For more information, refer to Appendix II of the RFA. Note: final budget information will be provided to all Lead Agents after all awards are made; depending on funding, not all budget requests may be approved.
- Proposed number of coordinators for your community
 - Proposed number of coaches for your community
 - Proposed numbers of preschool teachers to serve:
 - Year 1:
 - Year 2:
 - Year 3:
 - Estimated mileage per month for all TSR Comprehensive field staff (coaches and coordinators)
 - Square footage of office space allocated for TSR Comprehensive staff
10. Provide the following information about equipment already available for TSR Comprehensive field staff.
- Desk furniture
 - Storage (for TSR Comprehensive materials)
 - Desktop or laptop computer
 - Phone (landline/cell phone)
 - High speed internet access
 - Fax machine
 - Scanner
 - Copier
 - Printer
 - IT support
11. Describe your approach for developing a sustainability plan to ensure schools and children will continue to benefit from the project once the project has ended. Please include the manner in which project components have been sustained in classrooms or in schools that are no longer participating in the TSR Project in your community. (max 250 words)
12. Please designate a liaison to interact with TSR staff at CLI. This staff person should not be a coordinator, coach, or teacher in the TSR Project. Provide contact information and a brief description of their role at your organization.
13. Please designate a finance contact at your organization to interact with TSR staff at CLI. This staff person should not be a coordinator or coach in the TSR Project. Provide contact information and a brief description of their role at your organization.
14. Please indicate whether or not your organization would like to implement one or more TSR expansion models for the 2017-19 grant cycle.
- Yes
 - No

Application Questions for New Applicants

Applications for new lead agencies need to include the following information:

1. Please describe how your organization currently supports school readiness in your community. (max 250 words)
2. How does being a TSR Lead Agent align with your organization's mission and TSR's goals to improve school readiness across the state? (max 250 words)
3. Describe the community and population you will serve by being a Lead TSR Agency. Please identify any key groups you are targeting to participate in this intervention, and describe any issues or challenges in your community that this intervention will address (e.g. lack of resources, rural or urban location, low K-12 performance, English language learners). (max 250 words)
4. What TSR coaching delivery model(s) do you propose to implement in your community? (Note: if you propose to implement remote coaching, include this in the implementation plan in the following question.)
 - TSR face-to-face coaching only
 - TSR remote coaching only
 - Mix of TSR face-to-face and TSR remote coaching
5. Describe your plan as a Lead Agent for the community. Specifically, how will you (max 4000 words):
 - Recruit and partner with other early education programs. Be sure to include your inclusion of child care programs, Head Start programs, and Texas Rising Star sites (where possible)
 - Disseminate information
 - Host meetings and trainings (include plans to host eCIRCLE and your ability to host trainings/meetings in a space with internet access)
 - Select and hire qualified personnel
 - Monitor quality of implementation by your staff
 - Assure partnership and collaboration with CLI
 - Assure financial compliance/safeguarding material and equipment
 - Provide office space and project-related amenities/equipment for your staff
6. Provide the following information about your organization's infrastructure and proposed implementation plan. For more information, refer to Appendix II of the RFA. Note: final budget information will be provided to all Lead Agents after all awards are made; depending on funding, not all budget requests may be approved.
 - Proposed number of coordinators for your community
 - Proposed number of coaches for your community
 - Proposed numbers of preschool teachers to serve:
 - Estimated mileage per month for all TSR Comprehensive field staff (coaches and coordinators)
 - Square footage of office space allocated for TSR Comprehensive staff

7. Provide the following information about equipment already available for TSR Comprehensive field staff.
 - Desk furniture
 - Storage (for TSR Comprehensive materials)
 - Desktop or laptop computer
 - Phone (landline/cell phone)
 - High speed internet access
 - Fax machine
 - Scanner
 - Copier
 - Printer
 - IT support
8. As a benefit to TSR Comprehensive participation, the programs you partner with will have ongoing access to the online resources on CLI Engage after their TSR participation ends. How will your organization partner with your participating sites to ensure continuing usage of CLI Engage resources after their grant participation ends? (250 words)
9. What obstacles do you anticipate for TSR Comprehensive implementation? How will your organization address obstacles if they arise? (250 words)
10. Please designate a finance contact at your organization to interact with TSR staff at CLI. This staff person should not be a coordinator or coach in the TSR Project. Provide contact information and a brief description of their role at your organization.
11. Please designate a liaison to interact with TSR staff at CLI. This staff person should not be a coordinator, coach, or teacher in the TSR Project. Provide contact information and a brief description of their role at your organization.
12. Please indicate whether or not your organization would like to implement one or more TSR expansion models for the 2017-19 grant cycle.
 - Yes
 - No

Expansion Model Application Questions

For the 2017-2019 grant cycle, prospective TSR Comprehensive Lead Agents (both new and returning) have an opportunity to apply to implement one or more TSR expansion models, in addition to implementing all TSR Comprehensive program requirements. Note: awards for TSR expansion models are pending funding and statewide need.

1. Select TSR expansion model(s) to implement: (note: you may select multiple models to implement)
 - Providing BEECH for Family-Based Child Care
 - Providing CLI Engage Access to Local/Regional Quality Improvement Initiatives

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- Providing CIRCLE CDA Training Program for TSR Comprehensive Teachers
 - Supporting Texas Rising Star Certified Providers
2. Why have you expressed interest in implementing this expansion model(s)?
 3. What does your community already have in place to support expansion of these services?
 4. Propose how your organization will support expanding these services to additional programs in your community through a brief implementation plan. Please include details about staffing and materials that will be used.
 5. Provide a short budget and justification for the implementation of this expansion model in your community. Please ensure that budget items (personnel and necessary expenditures) are referenced in the question above (implementation plan). Note: final budget information will be provided to all Lead Agents after all awards are made; depending on funding, not all budget requests may be approved.
 6. What obstacles do you anticipate for delivery of the expansion model(s)? How will your organization address obstacles if they arise?
 7. How will your organization evaluate your success in implementing the expansion model(s)?
 8. How many teachers/providers will your serve through this expansion model? Please provide a realistic target to receive additional services.

Criteria for Application Review

New Applicant Scoring Criteria	Points
Community need and project fit	20
Recruitment and implementation plan	40
Quality of the TSR sustainability plan	5
Adherence to recruitment guidelines	30
Extent to which the application is written in a clear, well-communicated manner, and according to instructions	5
Total points	100

Returning Applicant Scoring Criteria	Points
Community need and project fit	10
Recruitment and implementation plan	10
Demonstration of ability to implement based on previous performance	40
Quality of the TSR Sustainability plan	5
Adherence to recruitment guidelines	30
Extent to which the application is written in a clear, well-communicated manner, and according to instructions	5
Total points	100

Lead Agents will be scored on each proposed expansion model, up to 5 points for each model.

Expansion model scoring criteria	Points
Community need and fit	1
Expansion model implementation plan	2
Budget and justification	2
Total points	5

Requests for Additional Information

CLI will host a **Pre-Application Webinar** on Wednesday, May 3, 2017 at 11:30 AM – 1:00 PM. Please click here to register for the webinar: <https://attendee.gotowebinar.com/register/4374052250810612227>

The webinar will be recorded and posted on the TSR website after its conclusion:
www.texasschoolready.org/rfa

In order to assure that no prospective applicant obtains a competitive advantage because of acquisition of information unknown to other prospective applicants, any additional information, that is different from or in addition to, information provided in the Request for Application or on the Pre-Application Webinar will be provided only in response to written inquiries and will be shared with all applicants.

After the Pre-Application Webinar, all questions must be submitted to CLI no later than 5PM on Wednesday, May 24, 2017. Questions should be e-mailed to tsr.rfa@uth.tmc.edu. The organization submitting the question must clearly identify itself in the request or we will not be able to respond.

We will respond directly to any applicant's inquiries and post all questions and answers on the RFA webpage: www.texasschoolready.org/rfa

Project Funding

CLI does not pre-determine the number of community partnerships that it can provide services and support to during a project cycle. Funding for TSR is provided by the Texas Education Agency and the Texas Workforce Commission and is contingent on final funding authorization from the 85th Texas Legislature.

Project funding in the second year will be based on satisfactory progress toward first-year objectives and activities.

Appendix I: Example Job Descriptions

Project Coordinator or Coach

Experience or Knowledge Required:

- Three years' experience training or coaching adults.
- Use of research based pre-kindergarten literacy/language/numeracy/science materials and instructional strategies.
- Understanding of pre-school literacy screening and progress monitoring and how each informs classroom instruction.
- Understanding of Texas Pre-kindergarten Guidelines required, understanding of Head Start Child Outcomes and child care licensing standards preferred.
- Three years' experience teaching preschool children.
- Experience in working with varied groups to achieve integration of early childhood services.
- Working knowledge of technology (Internet, Microsoft Word, Excel, videotaping, uploading, etc.).

Education Required:

- 4 year degree from a college or university in Early Childhood or related field.
- Advanced degree preferred.

General Description of Duties:

Provide classroom support for implementation of a project to support school readiness for preschool children. Coaches must be willing to implement a variety of strategies including side-by-side coaching, co-teaching, instructional planning, and reflective feedback (training will be provided to all coaches). Coaches must be willing to collaborate with CLI staff to ensure TSR fidelity. Travel as necessary to provide coaching, training, and to attend meetings.

Fingerprinting:

In accordance with requirements from the Texas Education Agency, all TSR field staff (coordinators and coaches) are required to be fingerprinted in order to make their criminal history records available to the State Board of Educator Certification and/or the Texas Education Agency, as appropriate. CLI will provide information to all lead Agents to ensure this requirement is fulfilled.

Project Coordinator Job Responsibilities:

- Collaborate with CLI project management to ensure implementation of project components.
- Facilitate communication between CLI and Lead Agent designee.

- Serve as the liaison between CLI and partnership by facilitating planning negotiations among site participants, conducting problem-solving efforts, and monitoring the progress of the project.
- Establish and maintain a local project office.
- Conduct project activities in accordance with program timelines and standards of operations.
- Facilitate classroom observations by CLI representatives as required.
- Supervise and support Coaches to enable them to effectively carry out their job responsibilities.
- Accompany Coaches to classrooms and attend their eCIRCLE classes monthly or as required by CLI.
- Provide training to Coaches in early childhood content areas, coaching strategies, coaching tools, etc. as needed in order to build coaching quality.
- Collect and review required project documentation including monthly reports, monthly coaching schedules, eCIRCLE schedules, etc. Submit documentation to CLI by established timelines.
- Schedule professional development as required for the implementation of the project (CIRCLE Preschool Foundation Training, eCIRCLE facilitation, progress monitoring training, curriculum training, administrator training, etc.).

Coach Job Responsibilities:

- Attend and complete all CLI training.
- Facilitate ongoing professional development as required for the implementation of the project (CIRCLE Preschool Foundations Training, eCIRCLE facilitation, progress monitoring training, curriculum training, administrator training, etc.).
- Work with CLI to support the management of project expenditures (e.g., timely submission of receipts, detailed record keeping of expenditures, following UHealth policy on project expenditures, etc.).
- Participate in training opportunities that may require videotaping of coaching practices and interactions with teachers in the classroom.
- Support teachers with the implementation of instructional strategies as outlined in the eCIRCLE professional development classes as well as the Classroom Observation Tool.
- Collaborate with teachers to develop lesson plans and daily schedules that reflect a minimum of 3 hours of cognitive instruction.
- Assist teachers in understanding progress monitoring data reports and providing classroom instruction based on these reports.
- Provide coaching support to teachers as required (i.e., 4 hours per month of direct support to year 1 teachers, 2 hours per month of direct support to year 2 teachers). Use a variety of

coaching strategies including co-teaching and video reflection to improve teacher quality. Meet with the teacher after each classroom visit for a minimum of 20 minutes to encourage teacher reflection and set goals.

- Use required coaching tools (e.g. Classroom Environment Checklist, Classroom Observation Tool) to monitor teacher's progress and to set goals for improvement.
- Provide teachers with written feedback (Short Term Goal Report) after each classroom visit.
- Work in collaboration with CLI to order, ensure delivery, and inventory teacher/classroom materials.
- Collect, update, track, and manage school, classroom, class, teacher, and child data.
- Attend and participate in required conference calls hosted by CLI , including collaborative peer viewing and discussion of own video-recorded coaching practices for coaches and coordinators.
- Perform other duties as assigned.

Evaluation of Project Coordinator and Coaches

- Project Coordinators and Coaches will be jointly evaluated by both CLI and the Lead Agent.

Appendix II: Draft 2017-19 TSR Project Reimbursement to Lead Agents

Guidelines and Explanations

The Texas School Ready Project (TSR) at Children's Learning Institute (CLI) at The University of Texas Health Science Center at Houston (UTHealth) will enter a contractual agreement with each TSR Comprehensive Lead Agent that is selected to participate in the 2017-19 TSR Project.

Finalized project reimbursement information will be sent to all Lead Agents after awards are announced. TSR will provide information to each selected Lead Agent in June 2017 and a Professional Service Agreement (PSA) should be in place by 7/31/2017 in order for the effective date to be 8/1/2017 through 7/31/2019.

The contract will include reimbursement items to cover:

1. Salary and fringe of the TSR field staff (TSR Project coordinators and coaches);
2. Mileage reimbursement for the TSR field staff;
3. Supplement for Lead Agent's provision of office space/furniture/equipment;
4. Office and/or training supplies for the TSR field staff;
5. Supplement for time and effort provided by Lead Agent's assigned organizational leader to communicate with TSR management team for ongoing support and monitoring of TSR Project implementation.
6. Additional reimbursements considered by request when justified

The Lead Agent will be asked to submit a reimbursement worksheet for each of the fiscal years within the 2017-19 participation cycle. Once the worksheet is received and approved by the TSR Project Manager, UTHealth will enter a Professional Service Agreement with the Lead Agent. A contact person must be designated at the Lead Agent to ensure the Agreement is signed in a timely manner. **NO work can be done or reimbursed before the Agreement is fully executed.**

The Agreement will start whenever it is fully executed and ends on July 31, 2019, or when one party elects to terminate the Agreement earlier. Agencies are required to submit an invoice monthly with proper supporting documents. Failure to do so may result in disencumbering the budgeted amount. A Purchase Order will be issued for each fiscal year (September 1 through August 31 of the following year). Residual on a Purchase Order cannot be carried over to the next fiscal year.

CLI will reimburse the Lead Agent the following categories:

Salary and Fringe of the TSR field staff (project coordinators and coaches):

1. CLI will reimburse up to \$87,550 for a full time coordinator/coach and up to \$66,950 for a full time coach in his/her salary and fringe for the implementation of the TSR Project (August through July of the following year).

2. A full time TSR field staff is expected to work exclusively for the TSR Project a minimum of 210 days (for a coach) and 220 days (for a coordinator) during the implementation period.
3. The proposed salary/fringe of the TSR field staff should be in accordance with his/her position, full time equivalence (FTE) status, and starting date. TSR strongly recommends lead agencies to hire full time staff to implement the TSR Project (instead of assigning two part time staff for a 1.0 FTE position). Note, coaches are required to maintain a full coaching load in order for Lead Agents to receive full salary reimbursement for that coach.
4. The proposed salary/fringe needs to be in accordance with UTHealth's fiscal year calendar (September through August of the following year).
5. The Lead Agent may choose to pay a TSR field staff above the maximum reimbursement amount and absorb the difference.

Mileage reimbursement for TSR staff's local travel

6. CLI will reimburse the field staff's local travel for conducting TSR-related business, such as coaching visits, attending/conducting training, and/or meetings for teachers and administrators.
7. CLI acknowledges that some coaches travel far to conduct coaching visits. (Schools that are over 50 miles driving distance for a TSR field staff should be considered for recruitment into the "remote" coaching group). We request that the Lead Agent work with the field staff to find reasonable solutions so the field staff spends the majority of their time working with teachers and not in transit. CLI will cap the mileage reimbursement at \$6,000 per field staff per year.
8. The reimbursement rate can be at local discretion (following your agency's rate) but shall not exceed the current reimbursement rate under the state's travel guidelines. CLI will communicate with the lead agencies if the state reimbursement changes during the fiscal year.
9. CLI does not reimburse mileage for personnel who are not TSR Project field staff. CLI does not reimburse project field staff for unauthorized "out of town" travel. TSR will make travel arrangements for all project field staff if "out of town" travel is required. No "per diem" under local travel will be reimbursed.
10. Local mileage must be documented on a standardized form showing the date, to/from locations (address/school or building name), purpose of trip, and the mileage (up to two decimals). You may choose to use your agency's established form or the TSR mileage form. **CLI requires that all trips that are 50 miles and over be accompanied by a verifiable document** – Yahoo (preferred), MapQuest, or Google.

Office Space/Equipment Supplement

1. CLI expects the Lead Agent to provide an office space with proper office furniture for the TSR field staff. At a minimum, TSR field staff should have access to desk/table, chair, shelf or cabinet for storage in his/her office space. Please list the square footage of the space that is assigned to be used by the TSR field staff and the fair market value of the yearly cost if the space is being "leased."

2. The Lead Agent will allow the field staff to use the office equipment for TSR related business. CLI expects each field staff to have access to the following equipment (but not limited to):
 - computer
 - high speed internet connection
 - land line phone (for conference calls)
 - printer for printing and making copies
 - fax machine
 - scanner
3. CLI will supplement up to \$2,400 a year per full time field staff to the Lead Agent for office space and equipment provided. The Lead Agent may use the “allowance” to lease office equipment for the TSR field staff if you do not have such capacity. However, CLI will not reimburse any expense that is used to “purchase” equipment or furniture for the field staff.

Office and training supplies

1. CLI will reimburse up to \$500 per full time field staff per year in purchasing of **consumable** supplies to be used in the office and for training.
2. All reimbursement requests for office/training supplies must be accompanied by appropriate supporting documents (PO invoices and/or original receipts).
3. CLI cannot reimburse any state sales tax incurred in a purchase. CLI will not reimburse the cost of non-allowable items such as furniture, equipment, food, drinks, gifts and any non-TSR related items. When in doubt, please contact CLI.

Supplement of the organizational leader assigned to communicate with TSR management team on support and monitoring of TSR Project implementation

1. CLI will reimburse the Lead Agent up to \$4,000 per year for leadership time and effort, including: hosting community meetings, regular meetings with project staff, responding to reporting surveys, recruitment, outreach, and other administrative efforts.
2. Reimbursement may be made twice a year (\$2,000 each in mid-year and end-of-year) after CLI verification.

Additional reimbursement requests

1. Lead agents may request additional funding to reimburse for program costs they have incurred above the previously outlined reimbursement package. For example, if an agency needs to rent additional office space for TSR staff and the cost is higher than the \$2,400, the agency can submit a request to have CLI reimburse them for the extra costs. Agencies are required to justify why extra funds are needed and to provide supporting evidence (e.g. PO invoices and/or original receipts) when appropriate. CLI retains the right to approve or deny any request based on justification and budget restrictions.

Appendix III: Letter of Intent Survey Questions for Partners

All potential partner programs must complete all questions in the letter of intent survey to indicate their interest in participating in TSR Comprehensive for 2017-19. The survey is optimized for completion on smartphones and tablets.

1. Prospective Lead Agent:
2. Program/school/center information:
 - Name of program/school/center:
 - Physical address:
 - City:
 - Zip code
 - County:
3. Type of program/school/center:
 - Child care
 - Head Start
 - School district/charter school
4. Is your program/school/center a Texas Rising Star Certified Provider?
 - Yes, 4-Star Certified Provider
 - Yes, 3-Star Certified Provider
 - Yes, 2-Star Certified Provider
 - No
5. Does your program/school/center have high speed internet access?
 - Yes
 - No
6. Does your program/school/center accept CCMS (child care subsidies)?
 - Yes
 - If yes, Current percentage of families receiving CCMS enrolled at your program/school/center:
 - No
7. Your program/school/center's enrollment:
 - Licensed capacity:
 - Total enrollment:
 - Total number of teachers:
 - Infants enrolled:
 - Infant classrooms:
 - Toddler enrolled:
 - Toddler classrooms:
 - Preschoolers enrolled:
 - Preschool classrooms:

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8. Number of preschool classrooms to participate in TSR Comprehensive:
9. Has your program/school/center ever participated in TSR Comprehensive?
 - Yes, we participated in TSR Comprehensive in the past
 - If yes, provide years of participation:
 - If yes, provide the name of your Lead Agent and/or coach:
 - Yes, we are currently participating in TSR Comprehensive
 - If yes, provide years of participation:
 - If yes, provide the name of your Lead Agent:
 - If yes, provide the number of teachers hoping to continue participating in 2017-19:
 - Year 1:
 - Year 2:
 - Year 3:
 - No, we have never participated in TSR Comprehensive
10. Distance from the prospective Lead Agent (miles):
11. Director of administrator's contact information:
 - First name
 - Last name
 - Email address
12. Attestations (please check the box to confirm each statement):
 - I understand that by completing this LOI survey I am stating my interest in participating in TSR Comprehensive.
 - I have permission to complete this LOI survey on behalf of my program/school/center.
 - I understand that I will not be a TSR Comprehensive participant unless my prospective Lead Agent is selected and pending funding.
 - I understand that due to location and financial factors, my teachers may receive remote coaching.
 - I understand that my entire program/school/center will be required to login to CLI Engage to receive free tools and resources.