



Texas School Ready Comprehensive Request for Applications 2023-2025

Every two years, the Children's Learning Institute (CLI) at The University of Texas Health Science Center at Houston (UTHealth Houston) 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 (TSR) Comprehensive program. CLI is currently requesting applications from organizations to serve as TSR Comprehensive Lead Agents, delivering direct TSR Comprehensive services to early childhood programs in their communities.

Learn more at: <https://texasschoolready.org/rfa>

Application Posted: Tuesday, April 4, 2023

Pre-Application Webinar: Wednesday, April 19, 2023 at 9:30 AM CDT

Question Deadline: Friday, April 28, 2023 at 5:00 PM CDT

Application Deadline: Friday, May 12, 2023 at 5:00 PM CDT

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 Houston) 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 (TSR) Comprehensive program. Through this request for applications (RFA), organizations can apply to serve as TSR Comprehensive Lead Agents to deliver direct TSR Comprehensive services to early childhood programs in their communities. All organizations interested in serving as a Lead Agent, whether existing or not, are encouraged to apply.

Lead Agents partner with early childhood programs in their local communities to provide the following services to infant, toddler, pre-K/preschool teachers, and home-based providers (known collectively as “educators” in this RFA). When delivered together, these services and materials have been proven to have a positive impact on the instructional practices of early childhood educators and the school readiness of the children in their classrooms:

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

Prospective Lead Agents may apply to deliver TSR Comprehensive services in their community through two delivery models: face-to-face and remote. Prospective Lead Agents may apply to deliver coaching through one or both models.

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 Friday, May 12, 2023 at 5:00 PM CDT.**

For more information about TSR, visit <https://texasschoolready.org>

Project Description and Background

CLI, designated the Texas State Center for Early Childhood Development, is seeking Texas communities to help at-risk children be better prepared for kindergarten. With support from the Texas Education Agency and Texas Workforce Commission, 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 early childhood programs (Head Start, child care centers, public school-integrated partnership programs) and home-based child care providers, known as “partners” in this RFA.

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, educators 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, educators improve their teaching skills by getting feedback from dedicated TSR coaches using video recordings of lessons, activities, and

coaching. The new skills and techniques that educators learn through TSR Comprehensive positively affect the learning environment and educational experience for children.

Although previously focused solely on pre-K classrooms, **TSR Comprehensive is a birth-to-five model** that offers opportunities for Lead Agents to provide services to early childhood partners serving preschoolers, as well as infants and toddlers based on the community's needs. Some early childhood partners, particularly those based in high-need, at-risk communities, may benefit from coordinated, site-wide TSR Comprehensive service delivery to support high-quality caregiving across age groups. This coordinated approach better prepares partners for participation in quality improvement programs, including child care partners' application into Texas Rising Star.

Since its inception in 2003, the program now known as TSR Comprehensive has served over 600,000 children across the state of Texas with close to 1,500 educators participating each year. Multiple research studies have confirmed that TSR Comprehensive positively impacts pre-K educator instructional practices in the classroom, regardless of setting (public school pre-k, Head Start, and private child care classrooms). Educators 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. Educators also show better responsive teaching practices, organization of their centers, and the use of lesson plans. What was learned through pre-K program intervention has been adapted for service delivery to infant and toddler educators, based on developmental research and best practices.

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 educators, home-based child care educators, 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 provided in the following section.

TSR Comprehensive Birth-to-5 Model Description

TSR Comprehensive includes four main components of service delivery to early childhood educators: professional development, coaching, child progress monitoring, and classroom curriculum and materials. These tightly integrated components build children’s skills needed for success in kindergarten, including reading, oral language, writing, math, and social emotional development. TSR Comprehensive services and materials are provided to all participating programs while funding is available and if deemed necessary. Educators who successfully complete program requirements are eligible for incentive payments during their participation. All TSR Comprehensive Lead Agents will implement all components of the TSR Comprehensive model with partners in their communities.

CLI Engage Access

All TSR Comprehensive participants and Lead Agents receive free access to the CLI Engage online platform that houses the TSR educator, administrator, and coach tools, including online professional development courses, classroom activities, child progress monitoring tools, classroom observation tools, and family engagement tools. The platform houses tools and materials for infant, toddler, and pre-K educators, home-based child care providers, 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 state funding. Lead Agents will be required to ensure that staff at all participating programs (including administrators and classroom staff) have access to the online resources; CLI will train and support Lead Agents to help partners use these tools to support their learning environments and instruction.

All participating classrooms and educators 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.

Curriculum and Learning Environment Materials

TSR Comprehensive provides curriculum and materials to support the learning environment for all participating classrooms and educators. For the program, this includes 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. Through the CLI Engage platform, educators and home-based child care educators have access to the CIRCLE Activity Collections that house hundreds of classroom and home activities in English and Spanish, many with authentic video demonstrations. CLI will partner with Lead Agents to determine specific needs for each participating classroom using a standard site needs assessment.

Infant and Toddler Classroom Curriculum and Materials

Based on the site needs assessment, participating infant and toddler classrooms may receive supplemental curriculum and classroom materials to support a high-quality learning environment for young learners. All resources are developmentally appropriate and aligned to the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines. Curricula materials may include printed and instructional resources for use in the classroom and online resources hosted on our CLI Engage platform, providing for links to related resources and video demonstrations of instructional strategies and lessons.

Pre-K Classroom Curriculum and Materials

Based on the site needs assessment, participating pre-K classrooms may receive curriculum and classroom materials to support a high-quality learning environment and optimal classroom management. All resources are developmentally appropriate and rigorous, aligned to the Texas Pre-Kindergarten Guidelines. Curricula materials are a combination of printed resources for use in the classroom and online resources hosted on our CLI Engage platform, providing for links to progress monitoring and video demonstrations of instructional strategies and lessons. Additionally, TSR Comprehensive provides a tiered intervention targeting language development through whole and small group lessons.

Home-Based Curriculum and Materials

Participating home-based partners receive supplemental curriculum and classroom materials to support a high-quality learning environment for young learners. All resources are developmentally appropriate and aligned to Texas' early learning guidelines for children from birth through pre-K. Curricula materials may include printed and instructional materials for use in the classroom and online resources hosted on our CLI Engage platform, providing for links to related resources and video demonstrations of instructional strategies and lessons.

Coaching

TSR Comprehensive provides data-driven coaching that is tightly connected with professional development content. The goal of this coaching support is to help educators improve their practice using targeted tools and methods to meet their 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). Coaches also share other videos of effective teaching and set data-driven goals with educators for instructional improvement.

Throughout participation in TSR Comprehensive, educators receive coaching from highly-trained coaches in their classrooms in person (known as face-to-face) or through an online, remote delivery method. All coaches use the TSR coaching model to create coaching plans for educators based on classroom observation data, align professional development to meet the educator's needs, offer personalized feedback, and track goals and progress. TSR coaching is delivered using a variety of strategies including modeling, co-teaching, instructional planning, video reflection, and side-by-side techniques. Remote coaching offers Lead Agents an opportunity to serve more educators through more efficient service delivery, as coaches do not spend time traveling; for example, if your proposed community includes classrooms in more remote areas, remote coaching offers options to serve educators who often do not have access to services like individualized coaching support. Through remote coaching, coaches communicate with educators via web calls, online postings, and by phone, providing guidance on the educator's own recorded instruction. Educators review feedback through annotations made directly on their videos.

Prospective Lead Agents may apply to implement TSR Comprehensive in their community through the face-to-face coaching model, remote coaching model, or a combination of both models. Regardless of the coaching model, educators 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. Prospective Lead Agents proposing to serve early childhood programs more than 50 miles from the lead agent's office are strongly encouraged to consider remote coaching.

Since educators interact with their coaches online and through phone calls through remote coaching, the best candidates are highly motivated, with some technology skills.

For more information, visit <https://texasschoolready.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 Comprehensive model.

Infant and Toddler Coaching

For one-on-one coaching in year 1, infant and toddler educators 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, educators build upon the skills they learned in their first year and require less one-on-one coaching support. Year 2 educators receive 2 hours per month of individualized support, and year 3 educators receive 1.5 hours per month.

Pre-K Coaching

In their first year, pre-K educators receive four hours of one-on-one coaching per month, working with their coaches to set goals and reinforce professional development. In the second and third years of participation, educators build upon the skills they learned in their first year and require less one-on-one coaching support. Year 2 educators receive 2 hours per month of individualized support, and year 3 educators receive 1.5 hours per month.

Home-Based Support

Home-based educators receive two technical assistance calls to support their completion of professional development courses (described in the section below) and implementation support. Additionally, Lead Agents will build a network among their participating home-based educators through at least two times per year to benefit from peer learning and collaboration (hosted virtually, hybrid, or in-person).

Professional Development

Through TSR Comprehensive, participating educators will receive high-quality professional development throughout their participation. Lead Agents will offer a calendar of professional development, developed in collaboration with CLI. In addition to direct professional development delivery to participating educators, Lead Agents are also required to host trainings to include:

- A training on CLI Engage resources for TSR Comprehensive graduates, administrators, and other interested partners each year to support sustainable use of the TSR resources in their community

Early childhood educators and administrators from participating TSR Comprehensive programs and others in the community, including home-based child care providers, are eligible to attend these trainings, provided at no cost to attendees.

In addition, to further support participants’ professional development, Lead Agents are also required to ensure that all staff employed by partner programs have Texas Workforce Registry accounts, provided free of charge. Educators must create their account on the Texas Workforce Registry, part of the Texas Early Childhood Professional Development System (TECPDS), to track their education, training, and work experience, as well as create their career pathway report. Access to their Texas Workforce Registry accounts will be provided at no cost to educators during and after their TSR Comprehensive participation.

All professional development delivered as part of TSR Comprehensive must be tracked through the Texas Workforce Registry, including CLI Engage completion certificates that automatically transfer to participants' personal TECPDS accounts and other training certificates provided through the TECPDS Certificate Generation Tool (e.g., CIRCLE Preschool Foundations Training). CLI will onboard Lead Agent staff into TECPDS.

Infant and Toddler Professional Development

Lead Agents will provide the foundational teacher training on infant and toddler topics, training on developmental milestones, and Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines training for all new infant and toddler educators participating in TSR Comprehensive. Additionally, Lead Agents will offer a regular schedule of CIRCLE Infant and Toddler Teacher Training classes for participating educators to reinforce their understanding of the information presented in the online courses.

The *CIRCLE Infant and Toddler Teacher Training: Play with Me Series* serves as the core content for our TSR Comprehensive model for infant and toddler educators. The courses are designed to improve the quality of interactions in infant and toddler classrooms by offering opportunities to see instructional strategies in action through video of real teacher-child interactions, learn more about common child development theories, hear from experts on frequently asked questions, track child developmental milestones, and more. The courses cover a broad range of topics including early language, literacy, social-emotional, cognitive, and physical development, fully aligned to the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines.

Pre-K Professional Development

Lead Agents will provide foundational teacher training on pre-K concepts, progress monitoring training, and Texas Prekindergarten Guidelines training for all new pre-K educators participating in TSR Comprehensive. Additionally, Lead Agents will offer a regular schedule of eCIRCLE classes for participating educators to reinforce their understanding of the information presented in the online courses.

eCIRCLE Professional Development serves as the core content for pre-K and 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 English learners.

Home-Based Professional Development

Lead Agents will provide an orientation training for participating home-based child care educators. The orientation will be developed by CLI and will include information about CLI Engage, Texas Workforce Registry, core professional development modules, child progress monitoring, and state early learning guidelines: Texas Prekindergarten Guidelines, Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines, and Texas Core Competencies for Early Childhood Practitioners and Administrators.

The *Beginning Education: Early Childcare at Home (BEECH)* professional development courses are the core professional development, specifically designed for home-based child care. BEECH includes 20

sessions, each approximately one hour in length, that incorporate videos, audio files, photos, and home-based scenarios. BEECH sessions cover a broad range of topics to support family-based child care providers and build their knowledge in key school readiness areas to support the children in their care, including responsive caregiving, cognitive and social emotional development, and language throughout the day.

Child Progress Monitoring

TSR Comprehensive Lead Agents must ensure that all participants use child progress monitoring tools hosted on CLI Engage to track their students' progress throughout the year. Assessments can be administered in English or Spanish or both, which provides flexibility to monitor progress according to language of instruction, home language, or both languages depending on local needs. Progress monitoring training will be provided to educators.

Infant and Toddler Child Progress Monitoring

If they do not currently have a progress monitoring tool, participating infant and toddler classrooms must use the *developmental milestones checklists on CLI Engage* to track child development throughout the year. Just like tracking height and weight, tracking developmental milestones helps educators see how children's skills compare to typical growth and development. The online milestones checklist provides opportunities to track child growth in language, social-emotional, cognitive, and physical development, available in both English and Spanish. Infant and toddler educators must complete the milestones checklist at three timepoints: BOY, MOY, and EOY.

Pre-K Child Progress Monitoring

Participating pre-K classrooms must use the *CIRCLE Progress Monitoring System* to track their students' progress throughout the year, at three specific timepoints: beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY). The CIRCLE Progress Monitoring System is a user-friendly, technology-driven tool that enables the educator to quickly assess a child's progress in a particular skill area. This simple yet reliable data collection tool provides immediate feedback that helps educators target their students' least developed skill areas. The CIRCLE Progress Monitoring System includes two types of measures: direct assessments and observables. Specific measures must be administered, but Lead Agents and participating partners may choose to assess additional domains based on local needs.

To maximize the benefits of student progress monitoring, educators, administrators, and Lead Agents 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. Educators can also create custom groups to further refine instructional plans and track progress in the classroom.

Home-Based Child Progress Monitoring

If they do not currently have a progress monitoring tool, participating home-based educators who care for and educate infant, toddler, and pre-K children will have access to the *developmental milestones checklists on CLI Engage* to track child development throughout the year at three timepoints: BOY, MOY, and EOY. Just like tracking height and weight, tracking developmental milestones helps educators see how children's skills compare to typical growth and development. The online milestones checklist

provides opportunities to track child growth in language, social-emotional, cognitive, and physical development, available in both English and Spanish.

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 Comprehensive 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 staff and educators, **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 public school classrooms that have entered (or are willing to enter) into integrated partnerships with child care and/or Head Start program(s) are eligible to participate in TSR Comprehensive. Un-partnered public school classrooms, or those not in collaboration, are not eligible for TSR Comprehensive.*

Lead Agent Roles and Responsibilities

TSR Comprehensive Lead Agents are responsible for bringing a community of early childhood programs, known as “partners,” together to implement the TSR Comprehensive model within their selected pre-K classrooms. Specifically, Lead Agents are required to:

- **Ensure the implementation** of the TSR Comprehensive model in participating classrooms and among partners (described above).

- **Recruit early childhood programs (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 2023-2025, and CLI will support communities with selecting sites for priority recruitment. Lead Agents must partner with child care centers (non-profit, for profit, or faith-based) and may also partner with public school and Head Start programs. 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 and support collaboration between early childhood program types. Lead Agents must provide services to pre-K classrooms and may also select to serve infant and toddler classrooms. A minimum of 20 classrooms are needed for the application (see Partner Eligibility for additional information). *(It is highly recommended that agencies recruit more than 20 classrooms as not all partners will meet the eligibility requirements).*
- **Recruit home-based child care providers** in their community. Two to ten home-based programs per Lead Agent per year are required based on the size of the community (~10% of your total number of partners should be home-based child care educators).
- **Ensure community targets are maintained throughout the school year** for participating partners, classrooms, and children. CLI will provide community targets to each Lead Agent, based on their identified service delivery capacity.
- **Support partner administrators** to benefit from school-wide quality improvement delivered by CLI, focused on three quality improvement leadership concepts: building a culture of continuous quality improvement, having effective quality improvement conversations with teachers, and supporting teacher implementation of specific TSR strategies and tools.
- **Host meetings and trainings** with early childhood partners to facilitate project implementation and to review project reports and three meetings a year with administrators from partner programs focused on quality improvement and consisting 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 to support sustainable impacts from the project including, but not limited to, a TSR/CLI Engage community training each year. A minimum number of participants required for each training will be provided to Lead Agents at the beginning of the grant year, and CLI will provide content and training guidelines. Lead Agents are responsible for securing the space for these meetings and trainings at no additional cost to CLI.
- **Provide CLI Engage accounts and Texas Workforce Registry accounts** to all educators and administrators at partner programs (both school-/center- and home-based). Lead Agents and coordinators will coordinate with CLI to initiate CLI Engage accounts, ongoing access to the resources on these platforms, and ongoing management of community data.
- **Recruit and hire qualified personnel.** A Lead Agent must hire a coordinator and coach(es), as determined with CLI, to help implement the TSR Project in the community, known as “project staff.” Project staff must be employees of the Lead Agent, agree to work assigned schedules aligned with project implementation, and are expected to deliver a minimum number of coaching hours per month to TSR Comprehensive participants. 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.

- **Ensure staff completion of required, ongoing coaching PLC and credentialing**, providing for continuous quality improvement of coaching and program service delivery. TSR Comprehensive project staff are required to submit coaching samples for peer learning and to earn badges in specific coaching behaviors on an ongoing basis, leading towards a coaching certification.
- **Provide office space and project-related amenities** (e.g., phone, furniture, copier, fax, scanner, computer with high-speed internet access, office supplies, etc.) for TSR Comprehensive project staff. CLI provides management support or reimbursement for the costs of these amenities (see Appendix II).
- **Designate an organizational liaison**, other than TSR Comprehensive project staff (coordinator and coaches), who will communicate with CLI about issues related to progress and compliance and participate in local TSR outreach events. The liaison must meet with the TSR Comprehensive project staff and CLI regional program manager to ensure quality implementation.
- **Participate in the statewide TSR Comprehensive waiting list** to ensure accountability and transparency in recruitment, and follow documented procedure for communication and service to potential new partners. Current lead agents will submit their current community waiting lists to the statewide waiting list in Summer 2023.
- **Monitor Child Care Regulation status for all participating child care partners** by reviewing regular reports developed by CLI with critical deficiencies to ensure partner eligibility is maintained throughout participation.
- **Participate in potential implementation demonstration and innovation projects** that offer opportunities to advance early learning outcomes. CLI may approach Lead Agents with optional demonstration project opportunities if they align with shared goals for the community.
- **Develop a sustainability plan** to ensure the participating partners will continue to benefit from TSR resources after they are no longer receiving individualized coaching, including sustained access to child progress monitoring on CLI Engage, career development resources on the Texas Workforce Registry, participation in TSR/CLI Engage community trainings, and child care partners' application to Texas Rising Star for sustained quality improvement activities and enhanced reimbursement. CLI will support Lead Agents in onboarding partners into Texas Rising Star and connecting with local workforce development boards.
- **Adhere to the financial rules and procedures** as outlined in your agreement with CLI and the financial reimbursement process (See Appendix II). Utilize resources provided by CLI to support implementation, including teleconferencing and virtual meetings.
- **Complete periodic reports** on the progress and implementation of TSR Comprehensive in the community.

TSR Comprehensive Partner Eligibility and Responsibilities

Lead Agents must partner with child care programs (non-profit, for profit, faith-based, community-based) that serve infants, toddlers, and pre-K aged children. Lead Agents may also partner with public school and Head Start programs, but this is not a requirement. If Lead Agents 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 and across their community. As part of this application and planning for implementation in 2023-2025, Lead Agents are encouraged to reach new potential partners who have not participated in TSR Comprehensive in the past. Lead Agents may recruit multiple classrooms from partners in high-need areas to support capacity building for high quality education across their program; for instance, providing school-wide TSR Comprehensive to an infant, toddler, and pre-K classroom to promote continuity in quality caregiving and support transition into Texas Rising Star.

Partner Eligibility

Center-Based 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 and have at least 12 months of Child Care Regulation history. 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 Services (CCS) funding*. Prospective Lead Agents are strongly encouraged to recruit current Texas Rising Star-certified providers (2- and 3-star providers in particular), or those interested in becoming Texas Rising Star-certified, for TSR Comprehensive participation.

The participating classroom(s) in child care programs must follow enrollment requirements:

- Infant enrollment: A minimum of four infants (aged 6 weeks to 17 months) as of September 1, 2023.
- Toddler enrollment: A minimum of six toddlers (aged 18 to 36 months) as of September 1, 2023.
- Pre-K enrollment: A minimum of six students, but ten students are preferred. The students must be at least 3 years of age on or before September 1, 2023.

Eligibility Requirements for State-Funded Prekindergarten

To be eligible for enrollment in a free prekindergarten class, a child must meet at least one of the following eligibility requirements:

- unable to speak and comprehend the English language

- is educationally disadvantaged (eligible to participate in the national school lunch program... guidelines about NSLP eligibility can be found in sections 4 and 6 of the Texas Department of Agriculture’s Administrators Reference Manual)
- is homeless, as defined by 42 USC, §11434a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child
- is the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority
- is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty
- is or has ever been in the conservatorship of the Texas Department of Family and Protective Services (foster care) following an adversary hearing held as provided by Family Code §262.201 or has been in foster care in another state or territory, but currently lives in Texas
 - is the child of a person eligible for the Star of Texas Award as:
 - a peace officer under Texas Government Code §3106.002
 - a firefighter under Texas Government Code §3106.003
 - an emergency medical first responder under Texas Government Code §3106.004

**Note: Participating child care partners receive increased CCS reimbursement rates for enrolled infant, toddler, and pre-K children while participating in TSR Comprehensive*

Early Head Start and Head Start Programs:

All children meeting Head Start Requirements are eligible to participate in TSR Comprehensive. The participating classroom(s) in Early Head Start and Head Start programs must follow enrollment requirements:

- Infant enrollment: A minimum of four infants (aged 6 weeks to 17 months) as of September 1, 2023.
- Toddler enrollment: A minimum of six toddlers (aged 18 to 36 months) as of September 1, 2023.
- Pre-K enrollment: A minimum of six students, but ten students are preferred. The students must be at least 3 years of age on or before September 1, 2023.

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

Home-based Child Care:

Home-based (or family-based) child care must be licensed or registered with Texas Department of Family and Protective Services as “child care home” educators. All programs must be in good standing with Texas Department of Family and Protective Services and have at least 12 months of Child Care Regulation history.

To search licensed or registered child care homes in your area see:

http://www.dfps.state.tx.us/Child_Care/Search_Texas_Child_Care/default.asp

Partner Responsibilities

Individual early childhood programs that partner with the Lead Agent to provide the TSR Comprehensive program to their classrooms and educators agree to:

- Identify eligible classrooms and educators to participate in the TSR Comprehensive program.
- Provide three hours of intentional daily cognitive instruction based on the Texas Prekindergarten Guidelines for all enrolled pre-K children.
- Maintain consistency in staffing for classrooms participating in the TSR Comprehensive program.
- Provide educators with access to high-speed internet.
- Release educators without penalty for participation in scheduled professional development sessions.
- Attend TSR Comprehensive meetings and trainings.
- Participate in TSR administrator quality improvement support.
- Participate in innovation projects, as identified by CLI and their Lead Agent.
- Work collaboratively with the Lead Agent and CLI to ensure implementation of the TSR Comprehensive program, including:
 - Ensure educators are using the curricula and other materials provided.
 - Ensure educators are working collaboratively with TSR coaching staff to improve instructional skills (e.g., set goals, video reflection, etc.).
 - Ensure completion of child progress monitoring or developmental milestones by the required deadlines.
 - Allow filming in the classroom for the purpose of training, coaching, and program improvement.
 - Support CLI’s consent process with educators and children for filming.
 - Ensure educators are submitting videos to CLI on the scheduled timeline.
 - Ensure all staff have and use CLI Engage accounts to access the free TSR resources, and Texas Workforce Registry accounts.

Application Guidelines

Steps to creating your application:

- Identify at least twenty classrooms enrolling at-risk infants, toddlers, and pre-K-aged 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). Multiple classrooms may be

recruited from the same center or program. Smaller communities may need to band together to file a joint application.

- Identify home-based child care providers interested in receiving online professional development and materials specific to their needs. Two to ten educators should be recruited per community (~10% of your number of partners, so an application with 20 partners should recruit at least 2 home-based providers to participate).
- Ensure all potential partners 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 Agents renewing their application can 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_cMky4OL0vu0usQK
- Complete the application questions in the online application survey.
 - Direct link to the 2023-2025 TSR Comprehensive Application for **Current Lead Agents**:
https://uthtmc.az1.qualtrics.com/jfe/form/SV_0MJJeHWSG9zWWRbo
 - Direct link to the 2023-2025 TSR Comprehensive Application for **New Lead Agents**:
https://uthtmc.az1.qualtrics.com/jfe/form/SV_41PBhjKt9H9clcu
- Submit the following information to CLI **by Friday, May 12, 2023 at 5:00 pm CDT**:
 - Completed application questions (through RFA application survey)
 - Letters of intent from all partner programs (through LOI survey)

All applications will be reviewed and pre-award letters will be sent to selected TSR Comprehensive Lead Agents by Friday, June 2, 2023.

*NOTE: Priority will be given to those Lead Agents who can recruit partners from a **combination of program types** (e.g., Head Start and child care, or partnership classrooms), propose to **deliver remote coaching**, and/or propose to **deliver services to infant, toddler, and pre-K classrooms**.*

Partners recruited by a Lead Agent may only commit to one application. The inclusion of the same facility in more than one application is prohibited.

Application Questions for Returning Lead Agents

Organizations that served as TSR Comprehensive Lead Agents during the 2021-2023 TSR grant cycle must apply to continue serving as a TSR Comprehensive Lead Agent. Returning/renewing agencies will be evaluated on their performance and ability to comply with the responsibilities as a Lead Agent over the prior cycle. In addition, please answer the following questions based on your experiences and the knowledge you have gained over the past two years.

1. Provide the name and address for the organization submitting the application.
2. Provide contact information for the person to receive all application-related communications (may or may not be the person submitting the application.) A confirmation of this application submission will be emailed to the address provided.
3. Describe the community and population you have served by being a TSR Comprehensive Lead 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 Comprehensive Project, or expanding the community you serve? Do you propose to include site-wide delivery for some partners (pre-K, infant, and toddler classrooms) to build capacity in high quality caregiving? (max 400 words)
4. One of TSR's goals is to support cross-sector partnership and collaboration, particularly between child care and public school or Head Start programs. Please describe your organization's experience supporting these cross-sector partnerships and how you will continue to support this goal if selected as a Lead Agent (e.g., recruiting partnership classrooms, coordinating cross-sector meetings). (max 250 words)
5. Describe your management approach as a Lead Agent implementing TSR Comprehensive over the last 2 years. How did you meet your responsibilities and adapt your service delivery during the COVID-19 pandemic? How did leadership at your organization support your implementation of TSR Comprehensive? Please provide specific examples. (max 400 words)
6. Describe what went well during implementation of TSR Comprehensive in your community over the last 2 years. Please provide specific examples. (max 400 words)
7. Describe what challenges occurred during implementation of TSR Comprehensive in your community over the last 2 years and how you handled those issues. Please provide specific examples. (max 400 words)
8. What TSR coaching delivery model(s) do you propose to implement in your community (face-to-face coaching only, remote coaching only, or mix of face-to-face and remote coaching)? Please explain, considering the size of your service delivery area in your community (maximum educator distance from your office) and opportunities to maximize efficient use of resources and staff time. (max 250 words)

9. Describe your implementation plan as a Lead Agent for the community. Specifically, how will you continue to (max 2,000 words):
- Recruit and partner with early education programs and home-based child care educators. Be sure to include your inclusion of child care programs, Head Start programs, Texas Rising Star partners (where applicable), and programs that have never participated.
 - Disseminate information.
 - Host meetings and trainings (include plans to host professional development and your ability to host trainings/meetings in a space with internet access).
 - Ensure partner programs have access to and use CLI Engage and the Texas Workforce Registry.
 - 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.
10. Describe how you will support project staff in completing TSR Comprehensive requirements to participate in ongoing coaching training, PLCs, and credentialing. (250 words)
11. Provide the following information about your organization's infrastructure and proposed implementation plan. For more information, refer to Appendix II of the RFA and download the coaching load calculator from the RFA webpage. 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 number of infant educators to serve:
 - Year 1:
 - Year 2:
 - Year 3:
 - Proposed number of toddler educators to serve:
 - Year 1:
 - Year 2:
 - Year 3:
 - Proposed number of pre-K educators to serve:
 - Year 1:
 - Year 2:
 - Year 3:
 - Proposed number of home-based providers to serve:
 - Square footage of office space allocated for TSR Comprehensive project staff
12. Provide the following information about equipment already available for TSR Comprehensive project staff.
- Desk furniture
 - Storage (for TSR Comprehensive materials)

TSR Comprehensive Request for Applications 2023-2025

- Desktop or laptop computer
 - Phone (landline/cell phone)
 - High speed internet access
 - Fax machine
 - Scanner
 - Copier
 - Printer
 - IT support
13. Describe your approach for implementing a sustainability plan to ensure partners and children will continue to benefit from TSR Comprehensive participation once the project has ended, including sustained access to CLI Engage and the Texas Workforce Registry. Please include the way project components have been sustained in classrooms or in schools that are no longer participating in TSR Comprehensive in your community, and your capacity to support partner transition to Texas Rising Star. (max 250 words)
14. Designate an organizational leader to serve as the liaison to interact with TSR staff at CLI. This staff person should not be a coordinator, coach, or educator in the TSR Project. Provide contact information and a brief description of their role at your organization.
15. 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.

Application Questions for New Applicants

Applications for new Lead Agents need to include the following information:

1. Provide the name and address for the organization submitting the application.
2. Provide contact information for the person to receive all application-related communications (may or may not be the person submitting the application.) A confirmation of this application will be emailed to the address provided.
3. Describe how your organization currently supports school readiness in your community. (max 250 words)
4. How would being a TSR Comprehensive Lead Agent align with your organization's mission and TSR's goals to improve school readiness across the state? (max 250 words)
5. Describe the community and population you will serve if selected as a TSR Comprehensive Lead Agent. 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 learners). Do you propose to include site-wide delivery for some partners (pre-K, infant, and toddler classrooms) to build capacity in high quality caregiving? (max 400 words)
6. One of TSR's goals is to support cross-sector partnership and collaboration, particularly between child care and public school or Head Start programs. Please describe your organization's experience supporting these cross-sector partnerships and how you will continue to support this goal if selected as a Lead Agent (e.g., recruiting partnership classrooms, coordinating cross-sector meetings). (max 250 words)
7. What TSR coaching delivery model(s) do you propose to implement in your community (face-to-face coaching only, remote coaching only, or mix of face-to-face and remote coaching)? Please explain, considering the size of your service delivery area in your community (maximum educator distance from your office) and opportunities to maximize efficient use of resources and staff time. (max 250 words)
8. Describe your implementation plan as a Lead Agent for the community. Specifically, how will your experience delivering other programs support your ability to (max 2,000 words):
 - Recruit and partner with early education programs and home-based child care educators. Be sure to include your inclusion of child care programs, Head Start programs, Texas Rising Star partners (where applicable), and programs that have never participated.
 - Disseminate information.
 - Host meetings and trainings (include plans to host professional development and your ability to host trainings/meetings in a space with internet access).
 - Ensure partner programs have access to and use CLI Engage and the Texas Workforce Registry.
 - Select and hire qualified personnel.
 - Monitor quality of implementation by your staff.

TSR Comprehensive Request for Applications 2023-2025

- 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. What challenges do you anticipate for TSR Comprehensive implementation? How will your organization address obstacles if they arise? (250 words)
10. Describe how you will support project staff in completing TSR Comprehensive requirements to participate in ongoing coaching training, PLCs, and credentialing. (250 words)
11. Provide the following information about your organization's infrastructure and proposed implementation plan. For more information, refer to Appendix II of the RFA and download the coaching load calculator from the RFA webpage. 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 coaching staff (coordinator *and* coaches) for your community
 - Proposed number of infant educators to serve:
 - Proposed number of toddler educators to serve:
 - Proposed number of pre-K educators to serve:
 - Proposed number of home-based educators to serve:
 - Square footage of office space allocated for TSR Comprehensive project staff
12. Provide the following information about equipment already available for TSR Comprehensive project 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
13. Describe your approach for implementing a sustainability plan to ensure partners and children will continue to benefit from TSR Comprehensive participation once the project has ended, including sustained access to CLI Engage and the Texas Workforce Registry. Please include the way project components can be sustained in classrooms or in partners that are no longer participating in the TSR Project in your community, and your capacity to support their transition to Texas Rising Star. (max 250 words)
14. Designate an organizational leader to serve as the liaison to interact with TSR staff at CLI. This staff person should not be a coordinator, coach, or educator in the TSR Project. Provide contact information and a brief description of their role at your organization.

15. 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.

Criteria for Application Review

Returning Applicant Scoring Criteria	Points
Community need and project fit	10
Proposed implementation plan, including coaching delivery	35
Demonstration of ability to implement based on previous performance	20
Project staff participation in ongoing learning and development	5
Quality of the TSR sustainability plan	5
Adherence to recruitment guidelines	20
Extent to which the application is written in a clear, well-communicated manner, and according to instructions	5
Total points	100

New Applicant Scoring Criteria	Points
Community need and project fit	20
Commitment to project staff participation in ongoing learning and development	5
Proposed implementation plan, including coaching delivery	45
Quality of the TSR sustainability plan	5
Adherence to recruitment guidelines	20
Extent to which the application is written in a clear, well-communicated manner, and according to instructions	5
Total points	100

Requests for Additional Information

CLI will host a **Pre-Application Webinar** on Wednesday, April 19, 2023 at 9:30 AM CDT. Please visit the RFA webpage to register: <https://texasschoolready.org/rfa>

The webinar will be recorded and posted on the TSR website after its conclusion.

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 RFA or on the Pre-Application Webinar will be provided only in response to written inquiries and will be shared with all applicants on the TSR website.

After the Pre-Application Webinar, all questions must be submitted to CLI no later than 5:00 PM CDT on Friday, April 28, 2023. Questions should be emailed 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 questions and answers on the RFA webpage: <https://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 Comprehensive is provided by the Texas Education Agency and the Texas Workforce Commission and is contingent on final funding authorization from the 88th Texas Legislature.

The project term will begin on August 1, 2023 and extend through July 31, 2025. Project funding in the second year will be based on satisfactory progress toward first-year objectives and activities.

Appendix I: TSR Comprehensive Project Staff Job Descriptions and Responsibilities

Project Coordinator Job Description and Responsibilities

Coordinator manages the delivery of services and is responsible for developing and maintaining collaborative relationships, supervising staff, and providing program coaches with support for implementation of the TSR Project. Coordinator is responsible for implement a variety of strategies including side-by-side coaching, co-teaching, remote coaching, instructional planning, and reflective feedback. Training on these skills will be provided. Coordinator must be willing to collaborate with CLI staff to ensure fidelity to the TSR Comprehensive model. Travel as necessary to provide coaching, training, and to attend meetings. A full-time Coordinator is expected to work exclusively for the TSR Project a minimum of 220 days per year during the implementation period.

Education Required:

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

Experience or Knowledge required:

- Three years' experience teaching infants, toddlers, pre-K, or K-1st.
- Four years' experience training or coaching adults.
- Use of research-based prekindergarten literacy/language/numeracy/science materials and instructional strategies.
- Understanding of pre-K literacy screening and progress monitoring and how each informs classroom instruction.
- Understanding of Texas Prekindergarten Guidelines, Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines, Head Start Early Learning Outcomes, and Child Care Regulation standards.
- Experience in working with varied groups to achieve integration of early childhood services.
- Working knowledge of technology (internet, Microsoft Word, Excel, videotaping, uploading documents/videos etc.).

Coordinator Job Responsibilities:

- Collaborate with CLI staff to ensure implementation of project components.
- Facilitate communication between CLI and the lead agent designee.
- Serve as a liaison between CLI and partnerships by facilitating and 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.
- Support and supervise Coaches to enable them to effectively carry out their job responsibilities.
- Ensure Coach facilitation of statewide professional development sessions 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 mentor/coach quality.
- Collect and review required project documentation including monthly reports, monthly coaching schedules, professional development schedules, etc. Submit documentation to CLI by established timelines.
- Participate in training opportunities that may require videotaping of coaching practices and interactions with educators in the classroom.
- Schedule professional development as required for the implementation of the project (e.g., CIRCLE Preschool Foundations Training, eCIRCLE facilitation, ITELG training, progress monitoring training, curriculum training, administrator trainings, etc.).
- Support educators with the implementation of instructional strategies as outlined in professional development sessions, as well as the Classroom Observation Tool.
- Collaborate with educators to develop lesson plans and daily schedules that reflect a minimum of 3 hours of cognitive instruction.
- Provide coaching support to educators as required (i.e., service delivery described in this RFA). Use a variety of coaching strategies including video reflection to improve educator quality. Meet with the educator after each classroom visit for a minimum of 20 minutes to encourage educator reflection and set goals.
- Participate in required, ongoing coaching PLC for professional development. Submit coaching samples for peer learning and to earn badges in specific coaching behaviors on an ongoing basis, leading towards a coaching certification.
- Perform other duties as assigned.

Evaluation of Project Coordinators:

- Project Coordinators will be jointly evaluated by both CLI and the lead agency.

Coach Job Description and Responsibilities

Coach provides classroom support for implementation of a project to supports school readiness for prekindergarten children. Coach must be willing to implement a variety of strategies including side-by-side coaching, co-teaching, remote coaching, instructional planning, and reflective feedback. Training on

these skills will be provided. Coach must be willing to collaborate with CLI staff to ensure fidelity to the TSR Comprehensive model. Travel as necessary to provide coaching, training, and to attend meetings. A full-time Coach is expected to work exclusively for the TSR Project a minimum of 210 days per year during the implementation period.

Education Required:

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

Experience or Knowledge required:

- Three years' experience teaching infants, toddlers, pre-K, or K-1st.
- Three years' experience training or coaching adults.
- Use of research based prekindergarten literacy/language/numeracy/science materials and instructional strategies.
- Understanding of pre-K literacy screening and progress monitoring and how each informs classroom instruction.
- Understanding of Texas Prekindergarten Guidelines, Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines, Head Start Early Learning Outcomes, and Child Care Regulation standards.
- Experience in working with varied groups to achieve integration of early childhood services.
- Working knowledge of technology (internet, Microsoft Word, Excel, videotaping, uploading documents/videos etc.).

Coach Job Responsibilities:

- Work with CLI to support the management of project expenditures.
- Attend and complete all CLI training.
- Facilitate ongoing professional development as required for the implementation of the project (e.g., CIRCLE Preschool Foundations Training, ITELG training, eCIRCLE facilitation, progress monitoring training, curriculum training, administrators training, etc).
- Participate in training opportunities that may require videotaping of coaching practices and interactions with educators in the classroom.
- Support educators with the implementation of instructional strategies as outlined in professional development sessions as well as the Classroom Observation Tool.
- Collaborate with educators to develop lesson plans and daily schedules that reflect a minimum of 3 hours of cognitive instruction.
- Assist educators in understanding progress monitoring data reports and providing classroom instruction based on these reports.

TSR Comprehensive Request for Applications 2023-2025

- Provide coaching support to educators as required (i.e., service delivery described in this RFA). Use a variety of coaching strategies including video reflection to improve educator quality. Meet with the educator after each classroom visit for a minimum of 20 minutes to encourage educator reflection and set goals.
- Use required coaching tools (e.g. Classroom Environment Checklist, Classroom Observation Tool) to monitor educator's progress and to set goals for improvement.
- Provide educators with written feedback (Short Term Goal Report) after each classroom visit.
- Work in collaboration with CLI to order, ensure delivery, and inventory educator/classroom materials.
- Collect, update, tack, and manage school, classroom, class, educator, 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.
- Participate in required, ongoing coaching PLC for professional development. Submit coaching samples for peer learning and to earn badges in specific coaching behaviors on an ongoing basis, leading towards a coaching certification.
- Perform other duties as assigned.

Evaluation of Project Coaches:

- Project Coaches will be jointly evaluated by both CLI and the lead agency.

Appendix II: Draft 2023-25 TSR Project Management Support and 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 Houston) will enter a contractual agreement with each TSR Comprehensive Lead Agent that is selected to participate in TSR Comprehensive for the 2023-2025 grant cycle.

Finalized project reimbursement information will be sent to all Lead Agents after awards are announced. CLI will provide information to each selected Lead Agent in Summer 2023 and a Professional Service Agreement (PSA) should be in place by 7/31/2023 in order for the effective date to be 8/1/2023 through 7/31/2025.

Management Support

The contract will include administrative and management support of 8%, calculated based on actual expenditure for the number of project staff [coordinator(s) and coach(es)] directly employed by the Lead Agent to deliver TSR Comprehensive services to their community. If Lead Agents are not able to fulfill the agreed upon number of classrooms to meet agreed-upon project staff coaching loads, CLI will adjust the management support on a quarterly basis. The 8% standard rate is the maximum management support allowed by the grant from the Texas Workforce Commission, and is contingent on final funding authorization from the 87th Texas Legislature. The management support is provided for:

1. Lead Agent’s provision of office space/furniture/equipment.
2. 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, including hosting community meetings, regular meetings with project staff, responding to reporting surveys, recruitment, outreach, and other administrative efforts.

Office Space/Equipment

- CLI expects the Lead Agent to provide an office space with proper office furniture for project staff. At a minimum, project staff should have access to desk/table, chair, shelf or cabinet for storage in their office space. Please list the square footage of the space that is assigned to be used by the project staff and the fair market value of the yearly cost if the space is being “leased.”
- The Lead Agent will allow the project staff to use the office equipment for TSR-related business. CLI expects each project 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
- The Lead Agent may use the “allowance” to purchase or lease office equipment for the project staff if there is no current capacity. CLI may negotiate with new Lead Agents for the purchase or reimbursement of project staff office equipment on a case-by-case basis.

Reimbursement

The contract will include reimbursement items to cover:

1. Salary and fringe of the project staff.
2. Mileage reimbursement for the project staff.
3. Office and/or training supplies for the project staff.
4. 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 2023-2025 grant cycle. Once the worksheet is received and approved by the TSR Project Manager, UTHealth Houston will enter a PSA with the Lead Agent. A contact person must be designated at the Lead Agent to ensure the PSA is signed in a timely manner. **NO work can be done or reimbursed before the PSA is fully executed.**

The PSA will start whenever it is fully executed and ends on July 31, 2025, or when one party elects to terminate the PSA 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 (PO) will be issued for each fiscal year (September 1 through August 31 of the following year). Residual on a PO cannot be carried over to the next fiscal year.

CLI will reimburse the Lead Agent the following categories:

Salary and Fringe of the TSR Comprehensive project staff (Project Coordinators and Coaches)

- CLI will reimburse up to \$95,547 for a full-time coordinator/coach and up to \$72,967 for a full-time coach in their salary and fringe for the implementation of the project (August through July of the following year).
- A full-time project 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.
- The proposed salary/fringe of the project staff should be in accordance with their position, full time equivalence (FTE) status, and starting date. TSR strongly recommends Lead Agents 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.
- The proposed salary/fringe needs to be in accordance with UTHealth Houston’s fiscal year calendar (September through August of the following year).
- The Lead Agent may choose to pay above the maximum reimbursement amount and absorb the difference.

Mileage Reimbursement for project staff's Local Travel

- CLI will reimburse the project staff's local travel for conducting TSR-related business, such as coaching visits, attending/conducting training, and/or meetings for educators and administrators.
- CLI acknowledges that some coaches travel far to conduct coaching visits. (Schools that are over 50 miles driving distance from the Lead Agent's office should be considered for recruitment for remote coaching support). We request that the Lead Agent work with the project staff to find reasonable solutions, so the project staff spends the majority of their time working with educators and not in transit. CLI will cap the mileage reimbursement at \$5,000 per project staff per year.
- 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 Agents if the state reimbursement rate changes during the fiscal year.
- CLI does not reimburse mileage for personnel who are not project staff. CLI does not reimburse project staff for unauthorized "out of town" travel. TSR will make travel arrangements for all project staff if "out of town" travel is required. No "per diem" under local travel will be reimbursed.
- 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** – detailed mileage logs, Yahoo Maps, MapQuest, Bing Maps, or Google Maps.

Office and Training Supplies

- CLI will reimburse up to \$500 per full time project staff per year in purchasing of **consumable** supplies to be used in the office and for training.
- CLI will reimburse the purchase of Swivl equipment to facilitate classroom video capture. Additional information and purchase requirements will be provided to each Lead Agent.
- All reimbursement requests for office/training supplies must be accompanied by appropriate supporting documents (PO invoices and/or original receipts).
- 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.

Additional Reimbursement Requests

- Lead Agents may request additional funding to reimburse for program costs they have incurred above the previously outlined reimbursement package. For example, if the Lead Agent needs to purchase office supplies for project staff and the cost is higher than \$500, the Lead Agent 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 Prospective Partners

All potential partner programs, including school-/center-based and home-based, must complete all questions in the letter of intent survey to indicate their interest in participating in TSR Comprehensive for 2023-25. The survey is optimized for completion on smartphones and tablets. A confirmation of each LOI submission will be delivered to the email address indicated in question 1, so prospective Lead Agents can track LOI submissions for their applications. Please ensure prospective partners have and enter the correct email address in this question.

LOI for Prospective TSR Comprehensive Participants

1. Who contacted you about participating in TSR Comprehensive? A copy of your submission will be emailed to the address provided. Please ensure the email address is correct.
2. Program information:
 - Name of program:
 - Physical address:
 - City:
 - Zip code:
 - County:
3. Type of program:
 - Licensed center-based child care
 - Licensed home-based child care
 - Registered home-based child care
 - Early Head Start/Head Start
 - School district/charter school
4. Director/administrator's contact information:
 - First name
 - Last name
 - Email address
5. Is your program a Texas Rising Star-certified provider?
 - Yes
 - No
6. Does your program have high-speed internet access?
 - Yes
 - No
7. Is your program serving at least 50% at-risk children?
 - Yes
 - No
8. Number of classrooms requesting to participate in TSR Comprehensive:
 - Infant classrooms:
 - Toddler classrooms:
 - Pre-K classrooms:

TSR Comprehensive Request for Applications 2023-2025

11. Has your program 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 educators hoping to continue participating in 2023-25:
 - Year 1:
 - Year 2:
 - Year 3:
- No, we have never participated in TSR Comprehensive

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.
- 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, remote coaching may be offered.