Attachment 1 – Middle School College and Career Readiness Free Instructional Resources and Materials (MS CCR FIRM) Project Overview

Contents

1. Purpose

The Texas Education Agency's (TEA) Beyond Grad initiative seeks to grant up to $725,000 to eligible applicants for the initial development of high-quality Middle School College and Career Readiness Free Instructional Resources and Materials (MS CCR FIRM).

1.1 Background

Beyond Grad is working to improve college and career readiness (CCR) outcomes by defining core problems faced by local education agencies, piloting innovative solutions, identifying results that improve outcomes, and scaling successful programs across the state of Texas.

The Beyond Grad team has identified a need to support college and career readiness (CCR) at the middle school level. House Bill 18 (see Attachment 5) requires LEAs to provide CCR instruction in 7th or 8th grade as part of an existing course in the required curriculum, as part of an existing career and technology course, or as part of a new elective course. Currently local education agencies (LEA)s are implementing CCR instruction in a variety of ways, with limited access to high-quality instructional resources and materials that support their diverse needs.

1.2 Vision

A. Free Instructional Resources and Materials (FIRM)

Beyond Grad seeks to select grantees who will enhance an existing or design a new college and career readiness middle school curriculum that will be free and available to all LEAs. The curriculum will focus on academic goalsetting, career and college planning, financial literacy and professional skill development. The curriculum will be grounded in culturally responsive pedagogy with an emphasis on developing students' personal agency. ***Personal agency[1]*** is defined as "one's capability to originate and direct actions for given purposes…and is influenced by the belief in one's effectiveness in performing specific tasks, which is termed self-efficacy, as well as by one's actual skill." ***Culturally responsive pedagogy[2]*** is defined as "an approach to teaching that incorporates attributes and characteristics of, as well as knowledge from, students' cultural background into instructional strategies and course content to improve their academic achievement."

1. *Enhance an Existing Curriculum*

   Eligible applicants who have a developed or partially developed CCR curriculum may propose a plan to improve their existing curriculum based on the requirements described in this project overview. The selected applicant will have the opportunity to refine and further customize existing resources through the use of grant funds. The enhanced curriculum has the potential to impact schools statewide. The instructional materials will need to be open, editable, and freely available. If grantees wish to

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[1] Barry J. Zimmerman and Timothy J. Cleary. "Adolescents' Development of Personal Agency," in *Self-Efficacy Beliefs in Adolescents*, ed. Frank Pajares and Timothy C. Urdan (Information Age Publishing, 2006), 45.

[2] Tyrone C. Howard. "Culturally Responsive Pedagogy," in *Encyclopedia of Diversity in Education*, ed. James. A Banks (Sage Publications, Inc., 2012), 174.

continue to promote the use of the developed resources to support their own business model, grantees may propose a variable cost plan for add-on services.

-OR-

2. *Create a New Curriculum*
   Applicants with experience developing curriculum may wish to develop an entirely new curriculum product for middle school CCR. Grantees will have the opportunity to design and iterate the curriculum throughout the duration of the grant award. Eligible applicants will need to propose a plan detailing how project requirements for the FIRM will be met on-time and at quality.

B. Resources and Tools
   Selected grantees will be required to create additional resources and tools that will aid with implementation of the curriculum. The resources developed must include a highly flexible high-quality curriculum, scheduling tool, implementation guide, fidelity of implementation (FOI) rubric, and professional development for the use of the curriculum. In addition to the instructional resources and materials, grantees will plan for the delivery of the MS CCR FIRM training and monitor implementation at pilot schools for the purpose of continued iteration and refinement of those resources throughout the grant award period.

C. College and Career Pathways Technology Tool
   The designed curriculum should integrate easily with college and career exploration technology tools commonly adopted by LEAs for middle school students, as well as a college and career pathways technology tool to be contracted out by TEA's Beyond Grad Team for development or licensing. The team is in the process of identifying a vendor who will design a college and career pathways tool that will have the ability to match careers to students based on interest, aptitude, and labor market availability. In addition, the tool will identify the endorsement and career clusters matched to students and provide students with campus and district level course availability tied to related careers. The college and career pathways tool will serve to enhance student learning experiences and provide more individualized career exploration and planning ability.

The free instructional resources and materials developed as a result of this grant opportunity should serve as a stand-alone curriculum that will address all instructional requirements stated within House Bill 18 (see Attachment 5). The resources and the tools developed separately from this grant opportunity will serve to enhance the free curriculum.

The new or enhanced curriculum will be piloted with Beyond Grad's college and career pathways tool within Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) cohort middle schools. TEA reserves the right to pilot the MS CCR FIRM at additional sites including but not limited to pathways pilot districts.

1.3 GEAR UP Overview and Funding

TEA is a recipient of a GEAR UP federal discretionary grant. GEAR UP is a program designed to increase the number of low-income students who are prepared to enter and succeed in post-

secondary education (see Attachment 5). The grant includes two components: 1) providing targeted services to a cohort of 6 subgrantee districts, and 2) developing statewide initiatives that have the potential to impact students and districts across Texas. The development of a middle school college and career readiness curriculum is one of three statewide initiatives. The curriculum will be piloted and iterated within GEAR UP subgrantee districts and, if successful, scaled across the state of Texas.

1.4 Overview of Free Instructional Resources and Materials and Licensing

Free instructional resources and materials are defined for the purposes of this grant as teaching, learning, and research resources. This includes course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques that may be used to support access to knowledge.

The instructional materials requested and produced as a result of this grant opportunity will be developed by a provider or providers selected through a grant award process.

TEA will allow free and open use of the developed MS CCR FIRM. The materials will be licensed under a Creative Commons Attribution 4.0 International Public License (<https://creativecommons.org/licenses/by/4.0/legalcode>) that grants users authority to modify, delete, combine, or add content and permits free use and repurposing of the resource by any person. The materials will be available to public schools, individuals, and other entities. The resources will be posted free and openly available on the Career and Technical Education (CTE) Resource Center (<https://www.txcte.org/>) to ensure access to all LEAs across the state of Texas.

1.5 Eligibility

Eligible applicants include nonprofit organizations, institutions of higher education, individuals, local education agencies, and regional education service centers. Selected grantees are able to contract services to assist with developing interactive content such as videos or audio for the curriculum or any other aspect of the project given adequate rationale is provided. Grantees should have in place strong project management and contracting structures, processes, and tools in accordance with all requirements stated here-in.

1.6 Use of Contractors

The prospective awardee may submit applications with proposals to meet project objectives through contracted services.

If applicants plan to contract services to meet program objectives, they will be subject to contracting controls including, but not limited to:

- Approval by TEA to Source Goods and Services
  Applicants must detail in their applications whether they will meet objectives by sourcing services or goods from contractors. Grantees selected will have permission to source the services that were listed in their grant applications. Sourcing of other goods and services that exceed the scope presented in the awardee's application by $10,000 per year or more will need to be approved by TEA. The $10,000 per year in excess figure applies to the aggregate cost of all contracted services and goods.

- Involvement of TEA in the Awardee's Contracting Process
  TEA may work with the awardee to set standards and scope through the contracting process including, but not limited to:
    - Establishing set of criteria by which contractor proposals will be judged
    - Approving contract reviewers, which may include staff from TEA Beyond Grad Team
    - Establishing the scope of goods and services being tendered, as well as the terms and conditions of contracted services
    - Proposing and approving templates that will be included in any solicitations, included activity and budget plans to be filled out by vendors
    - Approving the vendor selected by the review process
    - Involvement of TEA in Contract Management
      TEA may request involvement in the management of services contracted to meet grant objectives in the following ways:
    - Reporting of contractor costs in formats and frequencies to be determined by TEA and the awardee
    - Determining the performance measures by which contractors are evaluated
    - Involvement and inputs into contractor performance management processes

- Compliance with EDGAR
  All contractors must abide by Education Department General Administrative Regulations (EDGAR), as applicable to the administration of GEAR UP grants.

- Contracting Timelines
  Applicants must ensure that their contracting processes and timelines are able to meet the timelines specified in Section 4. Application and Award.

2. Project Description

Selected grantees will develop or enhance middle school college and career readiness curriculum to be piloted in six GEAR UP subgrantee schools serving 3,500 middle school students for the 2019-20 school year. The curriculum content will align with House Bill 18 (HB 18) requirements which includes instruction in (see Attachment 5):

a) Development of a personal graduation plan
b) Distinguished level of achievement
c) Each endorsement
d) Career readiness standards
e) Career choices and the education needed to enter those careers

The curriculum will include instruction related to career clusters and align to, but is not limited to, relevant career development standards for 7th and 8th grade listed below.

o §127.2. Investigating Careers, Grades 7-8
o §127.3. College and Career Readiness, Grades 7-8

Although HB 18 requires that instruction related to college and career be delivered in 7th and 8th grade the curriculum may also include introductory resources appropriate for 6th grade.

All components of the Middle School CCR FIRM (see Section 2.1.2 and Section 2.1.3) will go through several iterations. Grantees will work closely with TEA to develop a system for feedback, review, and approval for all developed work products. The curriculum and resource design will be informed by GEAR UP pilot user, TEA identified subject matter expert, and TEA project team feedback. The selected applicant will be required to provide work products for review at regularly scheduled check-ins throughout the duration of this project.

2.1 Scope of Work Through June 2020

2.1.1   Project Management

The applicants selected should have strong project management in place. Grantees will develop a TEA approved project plan and performance metrics. In addition, grantees will be responsible for providing updates and reports to TEA project staff. Grantees are responsible for weekly status reporting and monthly performance reports. All updates and reporting structures will need to be approved by TEA.

TEA Approved Work Products Due

- **Jan 2019**: Project Management Planning Documents - project plan, performance metrics, weekly status updates and reporting plan, and monthly performance reporting plan.

2.1.2   Project Needs Assessment

Selected grantees will conduct field research at all six pilot GEAR UP middle schools and should propose a plan for additional research to include a representative cross-section of middle schools. The purpose of the research is to establish the range of campus needs for CCR instructional materials and identify preferred instructional delivery models. Grantees will be required to include administrators, counselors, and teacher perspectives to capture campus needs. The data collected will serve to inform the development of curriculum resources, scheduling tool/template, implementation guide, fidelity of implementation rubric, and training for the use of those resources. In addition, grantees will need to review TEA collected data and codify all research. A description of the research activities, results, and proposed plans to meet all project requirements will be required.

TEA Approved Work Products Due

- **Jan 2019**: Needs Assessment Research Plans - needs assessment plan for GEAR UP pilot schools, needs assessment plan for additional representative middle schools, and description of needs assessment research activities.
- **Feb 2019**: Needs Assessment Research Results – Research results complied into a report.

2.1.3 Curriculum Design

The MS CCR FIRM is comprised of five essential components: scope and sequence, instructor content, assessments, student content, and parent content. All components will be designed in parallel with one another, with each element informing the other.

A. Scope and Sequence

The selected applicant will develop a curriculum scope and sequence with flexible units based upon the project description stated within Section 2. A scope and sequence provides an overview of the skills and content that will be delivered to students over a period of time and arranged in a strategic order. The scope and sequence groups instruction into units and lessons based on related standards and themes. A high-quality scope and sequence will include unit descriptions, essential standards, key concepts, student learning outcomes, and a high-level overview of student activities, assessment, and differentiation. The units outlined in the scope and sequence must contain modular-based lessons to allow districts to implement the aligned curriculum as a course or as stand-alone modules.

TEA Approved Work Products Due

- **Feb 2019**: Curriculum Scope and Sequence - first completed version of the scope and sequence
- **Jun 2020**: Finalized Scope and Sequence

B. Instructor Content

Selected grantees will create teaching guides and lesson plans for each unit of study within the developed scope and sequence. To provide a high level of flexibility for instructional delivery, each unit and lesson duration will be informed by grantee needs assessment findings. Each lesson plan will be designed with the understanding that counselors, teachers, or guest instructors will be using the curriculum resources. The curriculum lessons should include:

- Identified TEKS and relevant CCR standards aligned to each unit and lesson,
- Clear learning objectives,
- Materials required,
- Key vocabulary,
- A variety of student engagement activities to activate background knowledge,
- Direct explanation of content and reference resources needed,
- Lesson scripts with questions prompts to encourage high-order thinking skills,
- Detailed student practice tasks (guided, collaborative, and independent),
- Elaboration or closure of the lesson,
- Formative, interim, and summative assessments,
- Suggestions for differentiation (extension activities, modifications and accommodations, graphic organizers, strategic grouping) based on specific learning needs for special populations such as English Language Learners (ELLs), gifted and talented, students with dyslexia, students with attention deficit/hyperactivity disorder (ADHD), and others.

Lesson plans will direct instructors to use resources that will enforce learning objectives. The plans will be designed in a way that incorporates culturally relevant approaches to instruction that will enhance student learning and the development of personal agency. Instructors can provide instruction using only MS CCR FIRM student baseline content, MS CCR FIRM integrated or supplemented with locally adopted career exploration technology tools, or MS CCR FIRM integrated or supplemented with the new career pathways tool licensed or developed by TEA. Grantees selected will need to consider how to best design lessons to allow for this flexibility and consideration for local context.

TEA Approved Work Products Due

- **Apr 2019**: Curriculum Instructor Content Version 1 - first full completed curriculum draft.
- **Aug 2019**: Curriculum Instructor Content Version 2 - finalized curriculum for pilot
- **Jun 2020**: Finalized Curriculum

C. Assessments:

Selected grantees will create a pre-assessment of college and career readiness knowledge and student personal agency within the first suggested unit lesson and a rigorous summative assessment that covers all content covered by the curriculum within the last suggested unit lesson. The pre- and post- assessments will provide evidence of growth in student knowledge and personal agency, as well as the efficacy of the curriculum developed, given that it is implemented with fidelity. Some assessment topics may include but are not limited to evaluating student understanding of endorsements, career clusters, career pathways, professional skills, job seeking skills, impact of college and career choices on personal lifestyle, and finance management.

In addition, each unit will include interim and summative assessments and each lesson should include a variety of formative assessment options such as checks for understanding, summaries, concept mapping, quizzes, project prompts, exits slips, and others. All assessments will include answer keys, rubrics, and examples of scored work. Alternative assessment suggestions with editable templates should be made available to educators for the purpose of providing modified assessments for special populations.

TEA Approved Work Products Due

- **Apr 2019**: Curriculum Assessments Version 1 - first full completed curriculum draft.
- **Aug 2019**: Curriculum Assessments Version 2 - finalized curriculum for pilot
- **Jun 2020**: Finalized Curriculum

D. Student Content

The selected applicant is required to create dynamic, interactive student facing content to engage and help students master CCR learning objectives and build personal agency for every lesson within the designed curriculum. Resources and content can include

texts, videos, audio, and interactive resources and should attempt to be culturally responsive within the varied landscape of Texas public education. All text or reading materials will be written on grade level and delivered in a variety of formats. Grantees are encouraged to provide texts at differing reading levels for key reading materials. Reading materials will be structured in a way that provides best learning opportunities for all learners. Academic vocabulary will be highlighted and key words that aid with understanding should be identified within the text to provide comprehension support for struggling learners and ELLS.

TEA Approved Work Products Due

- **Apr 2019**: Curriculum Student Content Version 1 - first full completed curriculum draft.
- **Aug 2019**: Curriculum Student Content Version 2 - finalized curriculum for pilot
- **Jun 2020**: Finalized Curriculum

E. Parent Content

Suggestions for how to connect student learning to home must be present within each unit or lesson. Grantees will create parent facing resources that will include resources for parents to support student learning. Appropriate parent resources will be identified through needs assessment process.

TEA Approved Work Products Due

- **Apr 2019**: Curriculum Parent Content Version 1 - first full completed curriculum draft.
- **Aug 2019**: Curriculum Parent Content Version 2 - finalized curriculum for pilot
- **Jun 2020**: Finalized Curriculum

2.1.4   Implementation Tools

A. Scheduling Tool or Template

Grantees will be required to develop a flexible implementation scheduling template or tool that will aid administrators or staff designated to plan for appropriate implementation of curriculum with instructor assignment and scheduling of unit and lesson delivery. The scheduling tool will accommodate multiple implementation models and provide opportunity for assigning instructors and scheduling specific units or lessons within a master schedule at the campus level and scheduling lessons at the instructor level.

TEA Approved Work Products Due

- **Mar 2019**: Scheduling Template or Tool Version 1 - first full completed draft of the scheduling template or tool
- **Jun 2019**: Scheduling Template or Tool Version 2 - improved scheduling template or tool
- **Jun 2020**: Finalized Scheduling Template or Tool

B. Implementation Guide

Selected grantees will work with TEA to identify three to four best practice models for flexible implementation of the MS CCR FIRM based on grantee field research and data collected by TEA. Selected grantees will develop an implementation guide that will include detailed information about each implementation model, type of campus likely to benefit from the model, and the benefits and limitations for each model. The guide will aid campus leaders with choosing the best model for implementation for their campus. In addition, the guide will provide a detailed description for how to best implement instruction based on the models provided. The guides will need to align with a flexible implementation scheduling template or tool and will be vetted by TEA for feedback and revision.

TEA Approved Work Products Due

- **Jun 2019**: Implementation Guide - first completed version of the implementation guide
- **Jun 2020**: Finalized Implementation Guide

C. Fidelity of Implementation Rubric

In addition, selected grantees will create a Fidelity of Implementation (FOI) rubric for administrators that will serve to inform best practice use of the developed curriculum. The FOI rubric will provide district or campus administrators with guidance for how to achieve high quality implementation of the materials and a way to determine if FOI has been achieved once the curriculum is implemented. Rubric categories may include but are not limited to instructor selection, completion of modules, student engagement, and use of assessment data to drive instruction. TEA will provide guidance and vetting for the development of the rubric.

TEA Approved Work Products Due

- **Jun 2019**: Fidelity of Implementation Rubric - first completed version of the FOI rubric
- **Jun 2020**: Finalized FOI rubric

D. Fidelity of Implementation Evaluation

1. *Fidelity of Implementation Evaluation Reporting:* Grantees will use the Fidelity of Implementation rubric to monitor and report on pilot school implementation practices. Grantees will need to use this data to provide recommendations to pilot schools for improved implementation as well as inform recommendations for curriculum product iteration. Grantees will be expected to provide monitoring and reporting on fidelity of implementation within regular reports provided to TEA for the evaluation of the program and for providing recommendations for revision. A plan for how to share FOI Evaluation information with GEAR UP pilot schools and TEA will be required.

2. *Feedback Plan:* Grantees will also be required to monitor implementation and revise curriculum products based on feedback from GEAR UP subgrantee users, identified

stakeholders, and TEA as well as student outcomes data. Grantees will be required to develop a Feedback Plan with TEA for obtaining feedback from GEAR UP subgrantee schools on a regular basis to gather data to determine user needs to inform curriculum revisions. These feedback reports will be due regularly and a final research report combining feedback and FOI evaluation data will be due at the end of the grant award period. The report will serve to inform a need for an additional grant award period.

TEA Approved Work Products Due

- **Aug 2019**: FOI Evaluation Reporting and Feedback Plan
- **Bi-Weekly Reports Starting Sep 2019 - Jun 2020**: FOI Evaluation and Feedback Reporting
- **Jun 2020**: Final Research Report including FOI Evaluation and Feedback Data

2.1.5   Training and Scaling

A.   Training Materials

Middle School CCR FIRM grantees must also develop training in the effective use of the implementation guide, FOI rubric, implementation scheduling tool, and curriculum instructional materials. The trainings will be designed using adult learning strategies and tailored to the unique learning needs of the intended audience such as administrators and educators. Completed drafts of the training materials will need to be made available to the technology tool vendor creating the college and career pathways technology tool that will be piloted simultaneously with the MS CCR FIRM. The training materials should include a post-training evaluation questionnaire for attendees to complete. The post-training evaluation will provide feedback for training materials and delivery improvement. All post-training feedback results will be shared with TEA and plans for training improvement will be required. Grantees will also need to plan for how to provide that training to pilot GEAR UP schools and to LEAs before the pilot materials are launched. All training materials developed will be reviewed by TEA and feedback from TEA, key stakeholders, and GEAR UP subgrantees will need to be incorporated into finalized training materials.

TEA Approved Work Products Due

- **Jul 2019:** Training Material Drafts Made Available to Tech Tool Vendor
- **Aug 2019:** Training to GEAR UP schools and LEA Plan
- **Aug 2019**: Completed Training Materials
- **Aug 2019**: Post-Training Evaluation Results and Recommendations
- **Jun 2020**: Finalized Training Materials

B.   Conduct Training with GEAR UP Pilot Schools

Selected grantees will provide training to GEAR UP subgrantee schools using developed training materials. The training must be coordinated with training provided by the technology tool vendor who will be responsible for delivering training for the college and career pathways technology tool that will be licensed or developed by TEA. Selected

grantees are expected to work closely with the technology tool vendor to develop a coordinated approach to deliver training at pilot GEAR UP subgrantee schools.

TEA Approved Work Products Due

- **Aug 2019:** Training Delivered to GEAR UP Pilot Schools

C. Scaling Implementation

Once training at GEAR UP pilot schools is complete, grantees will develop a method for marketing the curriculum and provide training to LEAs that will support all Texas schools. Grantees will develop training and marketing materials to support the scaling and broad adoption of the MS CCR FRIM. TEA reserves the option to support any of the following paths to scale. Please provide information and a proposed budget for each option, 1) direct training for additional schools: grantees can provide a variable cost structure for providing training to schools (e.g. cost per school), 2) train-the-trainer: grantees can provide a plan for training TEA staff, ESCs, or designees for how to use the MS CCR FIRM training materials (see Attachment 3 and Attachment 4).

TEA Approved Work Products Due

- **Dec 2019:** Training and Marketing Materials to Scale
- **Jun 2020:** Finalized Training and Marking Materials

2.1.6 Project Requirements

A. Content Development

All components of the MS CCR FRIM will be hosted on TEA's CTE Resource Center (<https://www.txcte.org/>). To ensure all hosted materials are designed for end-user ease-of-use and function properly on the website, selected grantees must ensure that the following content development requirements are met.

- All digital content (Scope and Sequence, Curriculum Content, Implementation Guides, Scheduling Tool, and Training documents) created to satisfy the needs of this project must also have printable versions available.
- Content must operate and render consistently on the five most commonly used browsers (Microsoft Internet Explorer, Firefox, Opera, Apple Safari, and Google Chrome) and on a variety of devices (tablets, mobile devices, and desktops/laptops).
- Content must be developed in a way that allows it to be shared across multiple platforms, giving Texas public schools the ability to use state-provided content in independently-managed learning management solutions and giving TEA the ability to host the material in the statewide content management and delivery system the Career and Technical Education (CTE) Resource Center.
- Content developed within the CTE Resource Center must be created using the existing content creator and organizational structure. The developer must use the default values for text and may not add inline styles, use specialized cascading style sheets (CSS), JavaScript formats, or iframes.
- Content types are listed in the Appendix of this Letter of Interest (see Attachment 5)

- Content imported into the CTE Resource Center must be created with HTML5. Imported content may not contain inline styles, CSS, JavaScript formats, or iframes.
- Images, audio, and related documents must be loaded directly into the CTE Resource Center. (see section 2.1.3 D)
- The materials must incorporate TEA's machine-readable TEKS (see Attachment 5).
- Content must comply with accepted industry standards and all agency standards for security, accessibility, and privacy outlined in succeeding sections of this solicitation, including adherence to FERPA and compliance with Section 508 requirements for system interfaces.
- Content must be developed in compliance with the TEA Content Development Style Guide (see Attachment 6)
- The materials and resources must be able to align to Creative Commons Attribution 4.0 International Public License as described in section 1.4.

B. Accessibility

State agencies are required to meet the requirements in the Federal Rehabilitation Act, Section 508, and the Texas Administrative Code Chapters 206 and 213. In addition, all content available online must follow Web Content Accessibility Guidelines (WCAG) 2.0, Level AA. Grantees must complete TEA's Website and Accessibility Guidelines (see Attachment 7) or provide a third-party accessibility report. The WCAG standards include but are not limited to the following requirements:

- All images and other non-text objects must contain appropriately descriptive alternative text or null alternative text.
- Tables should only be used for tabular data and must include valid row and column headers tags.
- Header tags (h1, h2, etc.) must be used to convey document structure.
- Users must be able to navigate the web pages, including all links, features, forms, navigation, and sub navigation, using the keyboard only.
- All scripted features must be able to function using the keyboard only without losing focus.
- All form fields must have descriptive form labels.
- All information conveyed with color must also be available without color.
- Foreground and background color combinations must provide sufficient contrast when viewed by someone having color deficits or when viewed on a black and white screen. Colors used in the design must meet WCAG 2.0, Level AA standards for color/contrast ratio.
- Video and audio content must follow accessibility guidelines and include closed captioning and audio descriptions. Audio files must include written transcripts.
- Audio and video controls must be operable using a keyboard only.

3. Performance Management

3.1 Work Product Requirements

Middle School CCR FIRM grantees will work with TEA to define quality, determine a schedule of work, and other requirements needed to meet the project scope of work detailed in Section 2. Grantee work product iteration will involve drafting and revising work based on information gathered from monitoring curriculum implementation and obtaining key stakeholder and pilot user feedback. Work products are required to be delivered to TEA per the schedule listed below:

Date	Work Product(s)
January 2019	• Project Management Planning Documents (Sec. 2.1.1) • Needs Assessment Research Plans and Results (Sec. 2.1.2)
February 2019	• Scope and Sequence (Sec. 2.1.3 A)
March 2019	• Scheduling Template or Tool Version 1 (Sec. 2.1.4 A)
April 2019	• Curriculum Version 1 (Sec. 2.1.3 A-E)
June 2019	• Scheduling template or tool Version 2 (Sec. 2.1.4 A) • Implementation Guide (Sec. 2.1.4 B) • FOI Rubric (Sec. 2.1.4 C)
July 2019	• Training Material Drafts to Tech Tool Vendor (Sec. 2.1.5 A)
August 2019	• FOI Evaluation Reporting and Feedback Plan (Sec. 2.1.4 D) • Training to GEAR UP Schools and LEA Plan (Sec. 2.1.5 A) • Training Materials (Sec. 2.1.5 A) • Training Delivered to GEAR UP Pilot Schools (Sec. 2.1.5 B) • Post-Training Evaluation Results and Recommendations (Sec. 2.1.5 A) • Curriculum Version 2 (Sec. 2.1.3 A-E)
September 2019	• Curriculum and Resources Piloted at GEAR UP Schools (Sec. 2) • Bi-Weekly FOI Evaluation and Feedback Reports (Sec. 2.1.4 D)
December 2020	• Training and Marketing Materials (Sec. 2.1.5 C)
September 2019 - June 2020	• Bi-Weekly FOI Evaluation and Feedback Reports (Sec. 2.1.4 D)
June 2020	• Final Research Report-FOI Evaluation and Feedback Data (Sec. 2.1.4 D) • **All Work Products Complete**

TEA review/check-in expectations are outlined in the phases of work schedule on pg. 15.

3.2 Grant Award Release

TEA will award two separate grants up to a combined total of $725,000 for the initial development or the enhancement of an existing middle school CCR curriculum resource and tools. The first grant will be awarded January 2019. If phase 1 and 2 work products are completed with quality, the second grant will be awarded September 2019. TEA reserves the right to assign grant award amounts based on application documents (see Attachment 3).

The phases of work are outlined in the table on the next page (pg. 15).

Phases of Work	2018-2019 School Year								2019-2020 School Year									
	JAN 19	FEB 19	MAR 19	APR 19	MAY 19	JUN 19	JUL 19	AUG 19	SEP 19	OCT 19	NOV 19	DEC 19	JAN 20	FEB 20	MAR 20	APR 20	MAY 20	JUN 20
Phase 1	■	■	■	■														
Phase 2					■	■	■	■										
Phase 3									■	■	■	■	■					
Phase 4														■	■	■	■	■

TEA Approved Completed Work Products Due

(JAN–APR 19)
- **JAN**-Project Management Planning Documents (2.1.1)
- **JAN**-Needs Assessment Research Plans (2.1.2)
- **FEB**-Needs Assessment Research Results (Sec. 2.1.2)
- **FEB**-Scope and Sequence (Sec. 2.1.3 A)
- **MAR**-Scheduling Template or Tool Version 1 (Sec. 2.1.4 A)
- **APR**-Curriculum Version 1 (Sec. 2.1.3 A-E)

(MAY–AUG 19)
- **JUN**-Scheduling Tool Version 2 (2.1.4 A)
- **JUN**-Implementation Guide (2.1.4 B)
- **JUN**-FOI Rubric (2.1.4 C)
- **JUL**-Training Materials Draft to Tech Tool Vendor (2.1.5 A)
- **AUG**-FOI Evaluation Reporting and Feedback Plan (2.1.4 D)
- **AUG**-Training to GEAR UP Schools and LEAs Plan (2.1.5 A)
- **AUG**- Training Materials (2.1.5 A)
- **AUG**-Training Delivered to GEAR UP Schools (2.1.5 B)
- **AUG**-Post-Training Evaluation and Recommendations (2.1.5 A)
- **AUG**- Curriculum Version 2 (2.1.3 A-E)

(SEP 19–JAN 20)
- **SEP**-Curriculum and Resources Piloted at GEAR UP Schools (2)
- **DEC**-Training and Marketing Materials (2.1.5 C)
- **Bi-Weekly**-FOI Evaluation and Feedback Reports (2.1.4 D)

(FEB–JUN 20)
- **Bi-Weekly**-FOI Evaluation and Feedback Reports (2.1.4 D)
- **JUN**-Final Research Report- FOI Evaluation and Feedback Data (2.1.4 D)
- **JUN-ALL WORK PRODUCTS COMPLETE**

Bi-Weekly Check-In or Review

(JAN–APR 19)
- **Research Results and Plans** (2.1.2)
- **Scheduling Tool** (2.1.4 A)
- **Scope and Sequence** (2.1.3 A)
- **Curriculum** (2.1.3 A-E)

(MAY–AUG 19)
- **Scheduling Tool** (2.1.4 A)
- **Implementation Guide** (2.1.4 B)
- **FOI Rubric** (2.1.4 C)
- **Training Materials** (2.1.5 A)
- **FOI Evaluation Reporting Feedback Plan** (2.1.4 D)
- **Training to GEAR UP Schools and LEAs Plan** (2.1.5 A)
- **Curriculum** (2.1.3 A-E)

(SEP 19–JAN 20)
- **Training Materials** (2.1.5 A)
- **Training and Marketing Materials** (2.1.5 C)
- **Implementation Guide** (2.1.4 B)
- **FOI Rubric** (2.1.4 C)
- **Scheduling Tool** (2.1.4 A)
- **Scope and Sequence** (2.1.3 A)
- **Curriculum** (2.1.3 A-E)

(FEB–JUN 20)
- **Training Materials** (2.1.5 A)
- **Training and Marketing Materials** (2.1.5 C)
- **Implementation Guide** (2.14 B)
- **FOI Rubric** (2.1.4 C)
- **Scheduling Tool** (2.1.4 A)
- **Scope and Sequence** (2.1.3 A)
- **Curriculum** (2.1.3 A-E)

Continuous Work

- Curriculum
- Scope and Sequence
- Scheduling Tool
- Implementation Guide
- Fidelity of Implementation Rubric
- Project Management

Training Materials

- Training and Marketing Materials
- Codify All Data and Feedback

If work products do not meet the level of quality agreed upon between grantees and TEA, TEA reserves the right to withhold the next grant award until work products meet quality requirements.

3.3 Grant Renewal

Once the second grant award period ends, a grant renewal period may begin. A grant renewal will be awarded for the purpose of revision, improvements, and iteration. Middle School CCR FIRM grantees will have the opportunity to apply for a grant renewal near the end of first grant award period. TEA will award grant funds for the continued iteration and development of Middle School CCR FIRM. The grant renewals will focus on refining completed curriculum products and scaling implementation of the MS CCR FIRM.

4. Application and Award Logistics

4.1 Application and Award Timeline

Following the award, work product activities should begin by upon receiving the grant award:

	Nov 18	Dec 18	Jan 19	Feb 19	Mar 19	Apr 19	May 19	Jun 19	Jul 19	Aug 19	Sep 19	Oct 19	Nov 19	Dec 19	Jan 20	Feb 20	Mar 20	Apr 20	May 20	Jun 20
Request for Letters of Interest (LOI) Posted	■	■																		
LOI Applications Reviewed			■																	
Grantees Awarded			■																	
Phase 1 Grant Award Activities			■	■	■	■														
Phase 2 Grant Award Activities							■	■	■	■										
Phase 3 Grant Award Activities											■	■	■	■	■					
Phase 4 Grant Award Activities																■	■	■	■	■

Applicants should be aware of important dates tabulated below.

Date	Deadline
Thursday, November 29, 2018	• Request for Competitive Letters of Interest for Developing MS CCR FIRM Posted
Tuesday, December 4, 2018	• Submit questions regarding this request to BeyondGrad@tea.texas.gov • Attn: Alexis Bauserman • Subject line: MS CCR FIRM Question-<LEA NAME>
Friday, December 7, 2018	• Responses to questions posted to Beyond Grad website
Monday, December 10, 2018	• Submit Application (Optional) Notice of Intent to Apply • See Attachment 2
Thursday, December 13, 2018	• Informational Webinar hosted by Beyond Grad Team • 11:00am -12:00pm Central Standard Time • Register here: <https://register.gotowebinar.com/register/3444729642703051522>
Wednesday, December 19, 2018	• Responses to webinar questions will be posted to the Beyond Grad website
Friday, January 4, 2019	• Submit MS CCR FIRM Application Part 1: Qualitative Questions • See Attachment 3 • Submit MS CCR FIRM Application Part 2: Grant Activity and Budget Plan • See Attachment 4
January 2019	• Selection of MS CCR FIRM grantees

4.2 Evaluation Criteria

Applicants will be evaluated based on responses given on Attachment 3 for the categories tabulated below. The Middle School CCR FIRM Grant will be awarded to the applicant who obtains the highest score.

MS CCR FIRM Qualitative Question Scoring Outline		
1. Needs Assessment		*Total: 20*
1.1	**Needs Assessment and Research**	10
1.2	**Data-Driven Strategy Development**	10
2. Curriculum Development		*Total: 50*
2.1	**Curriculum Content Development**	25
2.2	**Productization of Curriculum**	25
3. Implementation Tools		*Total: 40*
3.1	**Scheduling Tool or Template**	10
3.2	**Implementation Guide**	10
3.3	**Fidelity of Implementation Rubric**	10
3.4	**Fidelity of Implementation Evaluation and Feedback**	10
4. Training and Scaling		*Total: 20*
4.1	**Training Materials**	10
4.2	**Scaling and Implementation**	10
5. Other		*Total: 40*
5.1	**Resources to Meet Objectives**	10
5.2	**Content Development and Accessibility Guidelines**	10
5.3	**MS CCR Customization and Licensing**	10
5.4	**Quality of Activity and Budget Plan**	10
5.5	**Other Comments**	N/A
	Total:	**__/170**

Please see Attachment 3 for Application Part 1: Qualitative Questions and review the detailed Scoring Rubric in Attachment 5 Appendix.

4.3 Closing and Next Steps

Please review and complete Attachments 3 and 4, which serves as the competitive letter of interest or grant application for the development of Middle School College and Career Readiness Free Instructional Resources and Materials. Upon completion, submit to BeyondGrad@tea.texas.gov by January 4, 2019 at 5PM CST.

The subject line should read as follows:

<INSERT APPLICANT NAME> - MS CCR FIRM Grant Application

Ex. ESC 50 – MS CCR FIRM Grant Application

Successful proposers will be contacted regarding timeline, decision points, and next steps.

If any assistance is needed, please contact Alexis Bauserman, Director of Beyond Grad at Alexis.Bauserman@tea.texas.gov.

Thank you,

Alexis Bauserman

Director of Beyond Grad

Special Projects Department

Texas Education Agency