

Texas Education Agency
Early Childhood Education Division
Regional Early Childhood Education Support Specialists (RECESS)
Grant Opportunity

Request for Competitive Letters of Interest (LOI)

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Purpose

The Texas Education Agency (TEA), as the pass-through entity, is the grantee from the US Department of Education for funding to support early childhood education quality and access efforts. TEA seeks to award Regional Early Childhood Education Support Specialist (RECESS) grants to Education Service Centers (ESCs) and/or non-profit organizations that support early childhood education. The grant will be a one-year grant with two, one-year grant renewal opportunities, for a total of three years. Grantees must show progress year-to-year in order to be eligible for grant renewals. Specific information regarding the grant timeline is provided in the “Critical Dates” section of this document.

- **Year 1:** May 2019 – December 2019
- **Year 2:** December 2019 – December 2020
- **Year 3:** December 2020 – December 2021

Overview

The RECESS grant is designed to increase targeted early childhood technical assistance for programs serving children ages birth – five years. TEA will award grants at the regional level to achieve the following objectives:

- **Objective 1:** Increase targeted early childhood support in the areas of family engagement, coaching, professional development, and student assessment
- **Objective 2:** Increase the quality of teacher-student interactions using an assessment tool
- **Objective 3:** Increase and sustain public-private partnerships

TEA seeks to achieve the objectives outlined above through the implementation of three RECESS initiatives. Applicants may apply for and be granted funding for one or more of the RECESS initiatives. Dependent on the number and quality of applications, TEA aims to choose no more than one grantee per region per initiative in order to diversify the impact of the grant. The overall vision of this grant opportunity is to ensure the scalability and sustainability of early childhood technical assistance models statewide.

1. **Initiative 1: General Early Childhood Support**

This initiative will allow ESCs and/or non-profit organizations to increase support to local education agencies (LEAs) and early learning centers across four main areas: (1) research-based parenting programs, (2) student assessment support, (3) professional development and coaching, and (4) resource and tool implementation. Some examples of the work could include helping districts connect families to parenting programs, supporting LEAs on strengthening coaching in early childhood classrooms, providing technical assistance on the use of the Early Childhood Data System (ECDS), and assisting LEAs in using resources created by the Early Childhood Division at the Texas Education Agency. The goal of the initiative is to increase overall quality by providing support in the areas listed above.

2. **Initiative 2: Improving Teacher-Student Interactions**

This initiative will allow ESCs and/or non-profit organizations to pilot the use of a research-based teacher-student interaction assessment tool in select regions with the goal of creating positive teacher-student interactions to support child outcomes.

3. Initiative 3: Regional Public-Private Partnerships

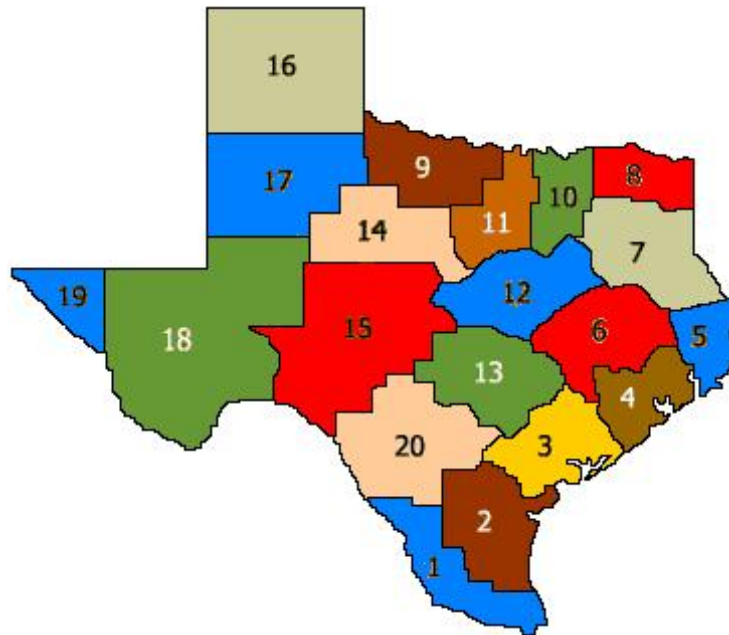
This initiative will allow ESCs and/or non-profit organizations to provide direct support to LEAs and early learning centers to create new partnerships and strengthen existing partnerships. The ultimate goal of this initiative is to increase families’ access to high-quality prekindergarten programs.

Eligibility Requirements

ESCs and/or non-profit organizations that support early childhood education are eligible to apply for this grant opportunity. Non-profit organizations must provide proof of their 501(c)(3) tax exempt status and federal tax ID number at the time of application. TEA aims to select approximately 13 grantees across the state. Applicants may apply for and be granted funding for one or more of the RECESS initiatives. Dependent on the number and quality of applications, TEA aims to choose no more than one grantee per region per initiative in order to diversify the impact of the grant. Applicants must score a minimum of 65% of the total points on the LOI Application to be considered (see Attachments 2B, 3B, and 4B for more information). A scoring rubric is provided in Attachment 5A. Anticipated award amounts are listed under each initiative in the “Project Descriptions and Requirements” section of this document.

Service Area

Selected grantees will primarily provide services to LEAs and early learning centers (private childcare providers) in their respective educational region. A regional map is provided below. To see a list of counties and school districts located within each ESC region, utilize the “School District Locator” tool on TEA’s website https://tea.texas.gov/regional_services/esc/.



Critical Dates for Applicants

Please review the critical dates below and follow the submission instructions listed for each step.

<p>November 14, 2018</p>	<p><i>RECESS Grant Overview Webinar</i> November 14, 2018 at 11:00am CT. Register for the webinar at the following URL: https://attendee.gotowebinar.com/register/6779869466363242497</p> <p>First day to submit written questions about RECESS. Send questions to earlychildhoodeducation@tea.texas.gov with the subject line "RECESS – LOI Question <ESC or Organization Name>"</p>
<p>November 28, 2018</p>	<p>Last day to submit written questions about RECESS, no later than 5:00pm CT. Send questions to earlychildhoodeducation@tea.texas.gov with the subject line "RECESS – LOI Question <ESC or Organization Name>"</p>
<p>November 30, 2018</p>	<p>Responses to written questions posted on the following webpage: https://tea.texas.gov/interiorpage.aspx?id=51539625926</p>
<p>December 10, 2018</p>	<p>Please notify TEA of your intent to submit a Letter of Interest. Utilize the link below to submit your Notice of Intent via Qualtrics by 5:00pm CT on Monday, December 10, 2018.</p> <p>Notice of Intent: https://tea.co1.qualtrics.com/jfe/form/SV_0wVU5qVARI66pPD</p> <p>Filing of this notice is not mandatory; however, it will assist the Texas Education Agency in anticipating the volume of proposals in order to expedite the review process and finalize grant awards. Applicants who do not file this notice are still eligible to submit a proposal.</p>
<p>January 22, 2019</p>	<p>Please submit your completed Letter of Interest (LOI) Application and Letters of Commitment (if applicable) to TEA. Utilize the links below to apply via Qualtrics by 5:00pm CT on Tuesday, January 22, 2019.</p> <p>Initiative 1: General Early Childhood Support https://tea.co1.qualtrics.com/jfe/form/SV_6RqEbd1etpLsNEh</p> <p>Initiative 2: Improving Teacher-Student Interactions https://tea.co1.qualtrics.com/jfe/form/SV_efaRChR0pfsqCZ7</p> <p>Initiative 3: Regional Public-Private Partnerships https://tea.co1.qualtrics.com/jfe/form/SV_3JHiT3CJ8xRfwNv</p>
<p>February 2019</p>	<p>Finalists will be notified by TEA to complete a Request for Application (RFA). Due date for RFA will be given at time of notification.</p>
<p>March – May 2019</p>	<p>RFA Evaluation and Negotiation Process</p>
<p>May 2019</p>	<p>Notices of Grant Awards (NOGA) issued. Pre-award costs will be allowed from date finalists are chosen in early 2019 through date NOGAs are issued. RECESS activities begin.</p>

Informational Webinar

TEA will host an **informational webinar on November 14, 2018 at 11:00am** to review the following information regarding the RECESS grant: key programmatic requirements, project vision, eligibility requirements, allowable/unallowable costs, and critical dates for applicants.

Following the webinar, questions about the grant opportunity can be submitted to earlychildhoodeducation@tea.texas.gov. The Early Childhood Education Division at the Texas Education Agency will post responses to written questions on **November 30, 2018** at the following link: <https://tea.texas.gov/interiorpage.aspx?id=51539625926>

Register for the webinar here: <https://attendee.gotowebinar.com/register/6779869466363242497>

Requests for Additional Information

To ensure that no grant applicant gains a competitive advantage by acquiring information unknown to other applicants, any information that is different from or supplemental to information provided in this LOI will be provided only in response to written inquiries.

Questions may be submitted to earlychildhoodeducation@tea.texas.gov between November 14-28, 2018. Please use the subject line, "RECESS – LOI Question <ESC or Organization Name>". Responses will be posted on November 30, 2018 at the following link: <https://tea.texas.gov/interiorpage.aspx?id=51539625926>

Project Descriptions and Requirements

Introduction

The overall RECESS grant has three main initiatives outlined below. Applicants may apply for and be granted funding for one or more of the following initiatives. Dependent on the number and quality of applications, TEA aims to choose no more than one grantee per region per initiative in order to diversify the impact of the grant. In addition to funding for grant-specific activities, the grant will fund a full-time Support Specialist per initiative to implement the activities and requirements of the grant.

- **Initiative 1:** General Early Childhood Support
- **Initiative 2:** Improving Teacher-Student Interactions
- **Initiative 3:** Regional Public-Private Partnerships

Initiative 1: General Early Childhood Support

This initiative will provide general early childhood support to LEAs and early learning centers across four main areas: (1) family engagement, (2) student assessment (ECDS - Early Childhood Data System), (3) professional development and coaching, and (4) resource and tool implementation in collaboration with TEA. Selected ESCs and/or non-profit organizations will hire a full-time Support Specialist to provide technical assistance to LEAs and early learning centers. Support Specialists will primarily provide support in their respective regions.

TEA anticipates awarding 3-5 grantees \$650,000 - \$850,000 each over the 3-year grant period. Final grant amounts awarded will be dependent upon the scope of the project and number of grantees chosen. Grantees must show progress year-to-year in order to be eligible for grant renewals.

Program Objectives and Required Activities | Initiative 1

With support from TEA, each grantee will accomplish the following:

Objective 1: Conduct a Needs Assessment and Develop a Strategic Plan for Professional Development

- Conduct a needs assessment of current support for early childhood professional development and coaching opportunities in the region within the first two months of the Support Specialist's work
- Develop a strategic plan to target gaps in the service area within the first three months of the Support Specialist's work
- Use the strategic plan to create professional development metrics

Objective 2: Increase Parents' Access to Research-Based Parenting Programs

- Increase knowledge and parental access to research-based parenting programs in LEAs and early learning centers
- Host two parent engagement fairs each year. Fairs may be targeted at LEAs, early learning centers, parents, or both

Objective 3: Provide Support Regarding Assessments

- Provide technical assistance on early childhood assessments and the ECDS
- Respond to all emails and calls in service area regarding early childhood assessment support within 24 hours

Objective 4: Provide Support Regarding Implementing Resources and Tools

- Create a system to ensure all early childhood TEA resources are shared with LEAs and early learning centers
- Provide professional development on early childhood resources and tools as needed

Objective 5: Provide Coaching Support

- August 2019 – May 2020: Engage in ongoing coaching trainings and provide instructional coaching in at least four classrooms serving students ages three-five in an LEA and/or early learning center
- June 2020 – May 2021: Train instructional coaches in their service area, specifically targeting coaching in an early childhood setting

Objective 6: Foster Sustainability for ECE Regional Support

- Create parent resource guides for LEAs and early learning centers
- Share all created resources with LEAs and early learning centers

Initiative 2: Improving Teacher-Student Interactions (ITSI)

The ITSI initiative will lay the groundwork for providing direct support to LEAs and early learning centers in the use of a research-based teacher-student interaction assessment tool to increase the quality of

their prekindergarten program. An education service center or a non-profit organization that supports early childhood education will be chosen to lead a pilot in select regions of Texas. The grantee will partner with four types of educational settings (an urban school district, a rural school district, an early learning center, and a charter school). The settings will be chosen by each grantee within each region to use the identified tool to conduct teacher observations and coach their prekindergarten teachers using research-based strategies associated with the identified tool.

TEA anticipates awarding 2-4 grantees \$800,000 - \$1,000,000 each over the grant period. Final grant amounts awarded will be dependent upon the scope of the project and number of grantees chosen. Grantees must show progress year-to-year to be eligible for grant renewals.

Program Objectives and Required Activities | Initiative 2

With support from TEA, each grantee will accomplish the following:

Objective 1: Create a pilot structure for implementing the use of a research-based teacher-student interaction assessment tool to increase program quality

- Recruit four educational entities (an urban school district, a rural school district, an early learning center, and a charter school) and secure letters of commitment from each to participate in the pilot
- Choose a research-based assessment tool that focuses on teacher-student interaction
- Create a process to document all aspects of the pilot using relevant data
- Create a sustainability plan to continue or expand the utilization of a research-based teacher-student interaction assessment tool and coaching model to increase the quality in prekindergarten programs

Objective 2: Develop an alliance with an institution of higher learning and a technical assistance entity that focuses on coaching as an effective professional development activity

- Recruit an institution of higher learning and secure a letter of commitment agreeing to:
 - Conduct beginning-of-year (BOY) and end-of-year (EOY) observations using the identified research-based teacher-student interaction assessment tool and
 - Write annual reports and a culminating report at the conclusion of the pilot
- Recruit a technical assistance entity and secure a letter of commitment agreeing to:
 - Implement a coaching model that supports prekindergarten teachers in improving their teacher-student interactions,
 - Conduct professional learning communities (PLCs) with observers/coaches to improve the fidelity in the coaching model implementation, and
 - Assist in the data review for all participants

Objective 3: Assess prekindergarten teachers' interaction with students using an identified research-based teacher-student interaction assessment tool

- Train all participants in the use of the identified assessment tool
 - Teachers: introduction to tool
 - Observers/coaches: preparation to reliably assess and use assessment results to coach teachers' identified needs
 - Support Specialist and select personnel from LEAs and early learning centers: preparation to reliably assess and train others to assess using identified tool

Objective 4: Create and implement action plans for prekindergarten teachers using an assessment/training/coaching cycle as the basis for improving interactions between teachers and students

- Recruit, hire, and onboard observers/coaches to develop and implement professional development plans for teachers aimed at improving their interaction with students
- Conduct PLCs with observers/coaches every 4-6 weeks to improve fidelity of coaching model

Objective 5: Foster sustainability for continued work in improving teacher-student interactions

- Create a sustainability plan to continue or expand the utilization of a research-based teacher-student interaction assessment tool and coaching model to increase the quality in prekindergarten programs

Initiative 3: Regional Public-Private Partnerships (RP3)

The RP3 initiative will allow for ESCs and/or non-profit organizations that support early childhood education to provide direct support to LEAs and early learning centers to create new partnerships and strengthen existing partnerships. The ultimate goal of this initiative is to increase families' access to high-quality prekindergarten programs. The selected ESCs and/or non-profit organizations will primarily provide coverage within their respective regions.

TEA anticipates awarding 3-5 grantees \$525,000 - \$725,000 each over the 3-year grant period. Final grant amounts awarded will be dependent upon the scope of the project and number of grantees chosen. Grantees must show progress year-to-year in order to be eligible for grant renewals.

Program Strategies and Required Activities | Initiative 3

With support from TEA, each grantee will accomplish the following:

Objective 1: Determine Public-Private Partnership Landscape

- Conduct a high-level landscape analysis of current public-private partnerships in region. Landscape analysis may include: current LEAs and early learning centers implementing partnerships, estimate of children currently being served, partnership models, and/or other information pertinent to gaining an understanding of public-private partnerships
- Create a high-level strategic plan to form new partnerships, support existing partnerships, and sustain partnerships

Objective 2: Create New Public-Private Partnerships

- Build relationships with LEAs and early learning centers
- Identify, implement, and maintain a minimum of nine public-private partnerships in region over the three-year grant period
- Offer ongoing support (technical assistance/training in the form of professional development, meetings, site visits, phone calls and/or emails) to new partnerships in the areas of building relationships, program administration, communication, collaboration, standards, establishing sustainable funding models, quality improvement, and/or other areas pertinent to establishing successful and sustainable public-private partnerships
- Increase awareness of public-private partnerships at the local level utilizing strategic marketing initiatives

Objective 3: Support Existing Public-Private Partnerships

- Build relationships with LEAs and early learning centers currently implementing public-private partnerships
- Offer support (technical assistance/training in the form of professional development, meetings, site visits, phone calls and/or emails) on at least a quarterly basis to existing partnerships
- Increase awareness of public-private partnerships at the local level utilizing strategic marketing initiatives

Objective 4: Foster Sustainability for Regional Public-Private Partnerships

- Fund and create marketing tools for local public-private partnerships that can be used beyond the life of the grant
- Contribute content to TEA for the development of a public-private partnerships implementation guide

Program Administration

To ensure successful implementation, monitoring, and management of all RECESS activities, RECESS grantees will:

- Provide TEA with the resume, interview notes, and scored hiring rubric for the final Support Specialist candidate (see Attachments 6A, 6B, and 6C for more information)
- Hire a full-time Support Specialist to manage the grant and complete required grant activities. If applicant applies for more than one initiative, one full-time Support Specialist per initiative is required
- Provide workspace for Support Specialists
- Collaborate with TEA to establish project goals and metrics
- Participate in monthly phone calls with TEA program staff to discuss project implementation, grant activities, challenges/successes encountered, progress toward metrics, and best practices
- Collect and monitor program participation and performance data and maintain sufficient and appropriate records
- Complete and submit required reports to TEA staff in the format requested and by the stated deadline
- Host program staff for site visits as requested by TEA
- Submit support materials developed to TEA for approval prior to distribution
- Implement any evidence-based programs with fidelity, if applicable
- Create a sustainability plan for region

To ensure successful implementation, monitoring, and management of all RECESS activities, TEA will:

- Collaborate with grantee to establish project goals and metrics
- Check-in with grantees monthly to discuss project implementation, grant activities, challenges/successes encountered, progress toward metrics, and best practices
- Collect reports from grantees to monitor implementation and progress towards metrics
- Create support materials in collaboration with grantees
- Provide technical assistance to grantees on implementation of grant activities

Use of Funds

Allowable Use of Funds

The following costs are examples of what would be allowable under the RECESS grant. All proposed costs will be reviewed and approved by TEA during the grant negotiation process.

Initiative 1: General Early Childhood Support

- 100% of Support Specialist salary and benefits
- A portion of grant manager and/or administrative personnel salary
- In-state travel expenses for meetings/technical assistance/training/etc.
- Meetings/professional development to support general early childhood support
- Marketing to promote events/trainings/resources
- Reimbursement for substitute teaching staff when LEA or early learning center staff attend trainings or meetings
- Stipends for teaching staff attending trainings outside of normal working hours
- Other costs for activities/initiatives related to early childhood support as proposed by applicant

Initiative 2: Improving Teacher-Student Interactions

- 100% of the salaries and benefits of the following positions: Support Specialist and observers/coaches (4 per selected regions)
- A portion of grant manager and/or administrative personnel salary
- In-state travel expenses for meetings/technical assistance/training/etc.
- Costs associated with conducting BOY and EOY assessments on all teachers over grant period using an institution of higher learning
- Costs associated with providing training and coaching focused on how to support teachers for observers/coaches
- Training for Support Specialist, observers/coaches and teachers
- Reimbursement for substitute teaching staff when LEA or early learning center attend trainings or meetings
- Stipends for teaching staff attending training outside of normal working hours
- Other costs for activities related to improving teacher/student interaction as proposed by applicant

Initiative 3: Regional Public-Private Partnerships

- 100% of Support Specialist salary and benefits
- A portion of grant manager and/or administrative personnel salary
- In-state travel for meetings/technical assistance/training/etc.
- Meetings/professional development/training to support public-private partnerships
- Marketing to promote partnerships at the local level (promotional videos, radio/TV ads, billboards, print materials, social media campaigns, etc.)
- Reimbursement for substitute teachers when LEA or early learning center staff attend trainings or meetings
- Stipends for teaching staff attending training outside of normal working hours
- Early learning center staff education (teacher certification costs)
- Development of resources/materials to help support public-private partnerships

- Other costs for activities related to public-private partnerships as proposed by applicant

Non-allowable Use of Funds (All Initiatives)

The following costs are examples of what would not be allowable under the RECESS grant. All proposed costs will be reviewed and approved by TEA during the grant negotiation process.

- Costs for food/beverages/refreshments at trainings/meetings
- Hosting or sponsoring of conferences
- Field trips
- Cost of membership in any civic or community organizations
- Creation of advisory councils

Overview of Required Application Materials

Interested candidates should review and complete the following:

Notice of Intent

Please notify TEA of your intent to submit a Letter of Interest. Utilize the link below to submit your Notice of Intent via Qualtrics by **5:00pm CT on Monday, December 10, 2018 at 5pm CT.**

- **Notice of Intent:**
https://tea.co1.qualtrics.com/jfe/form/SV_0wVU5qVARI66pPD

Letter of Interest (LOI) Application

Please submit your completed Letter of Interest (LOI) Application and Letters of Commitment (if applicable) to TEA. Applicants may apply for one or more of the initiatives below. Utilize the links below to apply via Qualtrics **by 5:00pm CT on Tuesday, January 22, 2019.**

- **Initiative 1:** General Early Childhood Support
https://tea.co1.qualtrics.com/jfe/form/SV_6RqEbd1etpLsNEh
- **Initiative 2:** Improving Teacher-Student Interactions
https://tea.co1.qualtrics.com/jfe/form/SV_efaRChR0pfsqCZ7
- **Initiative 3:** Regional Public-Private Partnerships
https://tea.co1.qualtrics.com/jfe/form/SV_3JHiT3CJ8xRfwNv

Request for Applications (RFA)

After submitting the LOI, TEA will utilize peer reviewers to score applications. Finalists will be notified by TEA to complete the RFA. During this process, finalists will submit a detailed budget which will be reviewed by and negotiated with TEA. More information on this process will be given to finalists.

Attachments

Attachment 1A: Notice of Intent to Submit Letter of Interest for RECESS Grant

For informational and planning purposes, only.

Applicants must complete this form electronically via Qualtrics by 5:00pm CT on Monday, December 10, 2018 at the following link:

https://tea.co1.qualtrics.com/jfe/form/SV_0wVU5qVARI66pPD

NOTICE OF INTENT TO SUBMIT RECESS LOI APPLICATION

The following organization hereby files a notice of intent to submit a proposal:

Name of ESC or Non-profit Organization Applying	
Mailing Address	
Applications Organization or ESC Intends to Submit (Check All That Apply)	<input type="checkbox"/> Initiative 1: General Early Childhood Support <input type="checkbox"/> Initiative 2: Improving Teacher-Student Interactions (ITSI) <input type="checkbox"/> Initiative 3: Regional Public-Private Partnerships (RP3)
Contact Person	
Email/Phone	

Filing of this notice is not mandatory; however, it will assist the Texas Education Agency in anticipating the volume of proposals in order to expedite the review process and finalize contract awards.

Applicants who do not file this notice are still eligible to submit a proposal.

Attachments 2A & 2B: Scoring Overview and LOI Application for
Initiative 1: General Early Childhood Support

Attachment 2A: Scoring Overview for Initiative 1: General Early Childhood Support

For informational and planning purposes, only.

Application questions are listed in Attachment 2B. Applicants must earn a minimum of 65% of the total points on the LOI Application to be considered for grant funding. See Attachment 5A for a more detailed scoring rubric.

RECESS Initiative 1: General Early Childhood Support Grantee Scoring Overview

Question Number	Topic	Points
Section 1:	Education Service Center and/or Non-Profit Organization Overview and Commitment	
1.1	Fit of Project Objectives into Organization's Mission and Vision (<i>Maximum Length: 1 Page</i>)	20
1.2	Commitment from Partners (<i>No Written Response. Attach Letter of Commitment</i>)	15
	Section 1 Total Points:	35
Section 2:	Regional Needs	
2.1	Regional Needs (<i>Maximum Length: 1 Page</i>)	15
	Section 2 Total Points:	15
Section 3:	Past or Current Efforts	
3.1	Past or Current Efforts (<i>Maximum Length: 1 Page</i>)	5
	Section 3 Total Points:	5
Section 4:	Implementation and Management Plan	
4.1	Overview of Proposed Program (<i>Maximum Length: 3 Pages</i>)	20
4.2	Preliminary Budget (<i>Maximum Length: 2 Pages</i>)	20
4.3	Grant Management Plan (<i>Maximum Length: 2 Pages</i>)	15
4.4	Obstacles and Challenges (<i>Maximum Length: 1 Page</i>)	10
4.5	Sustainability Plan (<i>Maximum Length: 1 Page</i>)	15
	Section 4 Total Points:	80

Total Possible Points: 135
Minimum Points Required: 88

Attachment 2B: Application for Initiative 1: General Early Childhood Support

For informational and planning purposes, only.

Applicants must submit responses to the following questions via Qualtrics by 5:00pm CT on Tuesday, January 22, 2019 at the following link: https://tea.co1.qualtrics.com/jfe/form/SV_6RqEbd1etpLsNEh

Applicants must earn a minimum of 65% of the total points on the LOI Application to be considered for grant funding. See Attachment 5A for a more detailed scoring rubric.

Section 1: Education Service Center or Non-Profit Organization Overview & Commitment

Question Number	Question	Points
1.1	Describe how the objectives of the General Early Childhood Support Initiative fit with your organization's mission and vision. See the "Project Descriptions and Requirements" section of this document for more information. <i>(Maximum Length: 1 Page)</i>	20
1.2	To build his/her skills as an instructional coach, the specialist will be required to provide instructional coaching in four classrooms during the first year of the grant. Please provide a letter of commitment from an LEA or early learning center stating the specialist can provide coaching in at least four prekindergarten classrooms (ages three/four or four/five). Note: Letters of commitment are not required to apply but will be required during the contract negotiation process. <i>(No Written Response. Attach Letter of Commitment.)</i>	15

Section 2: Regional Needs

Question Number	Question	Points
2.1	What general ECE support needs has your organization identified in your region? Provide evidence that supports the needs you identified. Describe how a potential focus on general ECE support could impact these needs in your region. <i>(Maximum Length: 1 Page)</i>	15

Section 3: Past or Current Efforts

Question Number	Question	Points
3.1	If applicable, describe any current or recent efforts in general ECE support. What were the outcomes of those efforts? Include successes, challenges, and lessons learned. How will you coordinate this project with any current or recent endeavors to maximize general ECE support? <i>(Maximum Length: 1 Page)</i>	5

Section 4: Implementation and Management Plan

Question Number	Question	Points
4.1	<p>Provide an overview of the project you plan to deliver, including the following objectives: 1) Conduct a Needs Assessment and Create a Strategic Plan for Professional Development, 2) Increase Parents’ Access to Research-Based Parenting Programs, 3) Provide Support Regarding Assessments, and 4) Coaching Support. See the “Project Descriptions and Requirements” section of this document for more information.</p> <p><i>(Maximum Length: 3 Pages)</i></p>	20
4.2	<p>Provide a proposed preliminary 3-year budget for your project. Use the anticipated award amount found in the Project Descriptions and Requirements section of this document. Provide a brief narrative to support your budget proposal. Budget categories include: personnel, training, substitute teacher costs (for when LEA or Early Learning Staff attend training), parent outreach fairs, travel/mileage, meeting expenses, administrative costs, and other costs as proposed by the applicant.</p> <p><i>(Maximum Length: 3 Pages)</i></p>	20
4.3	<p>Describe your organization’s capacity for grant management, including data collection and tracking, meeting reporting requirements, and tracking progress towards goals and pre-defined outcomes. List the organization’s key individuals that will play a role in grant activities and describe their expertise and experience in early childhood education.</p> <p><i>(Maximum Length: 2 Pages)</i></p>	15
4.4	<p>What obstacles or challenges do you anticipate if you are awarded this grant? How will you overcome those obstacles or challenges?</p> <p><i>(Maximum Length: 1 Page)</i></p>	10
4.5	<p>Describe how your organization will ensure sustainability of this project after the grant.</p> <p><i>(Maximum Length: 1 Page)</i></p>	15

Attachments 3A & 3B: Scoring Overview and LOI Application for
Initiative 2: Improving Teacher-Student Interactions

Attachment 3A: Scoring Overview for Initiative 2: Improving Teacher-Student Interactions

For informational and planning purposes, only.

Application questions are listed in Attachment 3B. Applicants must earn a minimum of 65% of the total points on the LOI Application to be considered for grant funding. See Attachment 5A for a more detailed scoring rubric.

RECESS Initiative 2: Improving Teacher-Student Interactions Grantee Scoring Overview

Question Number	Topic	Points
Section 1:	Education Service Center and/or Non-Profit Organization Overview and Commitment	
1.1	Fit of Project Objectives into Organization’s Mission and Vision (<i>Maximum Length: 1 Page</i>)	20
1.2	Commitment from Partners (<i>Maximum Length: 2 Pages plus Letters of Commitment</i>)	20
	Section 1 Total Points:	40
Section 2:	Regional Needs	
2.1	Regional Needs (<i>Maximum Length: 1 Page</i>)	15
	Section 2 Total Points:	15
Section 3:	Past or Current Efforts	
3.1	Past or Current Efforts (<i>Maximum Length: 1 Page</i>)	5
	Section 3 Total Points:	5
Section 4:	Implementation and Management Plan	
4.1	Overview of Proposed Program (<i>Maximum Length: 3 Pages</i>)	20
4.2	Preliminary Budget (<i>Maximum Length: 2 Pages</i>)	20
4.3	Grant Management Plan (<i>Maximum Length: 3 Pages</i>)	15
4.4	Obstacles and Challenges (<i>Maximum Length: 1 Page</i>)	10
4.5	Sustainability Plan (<i>Maximum Length: 1 Page</i>)	15
	Section 4 Total Points:	80

Total Possible Points: 140
Minimum Points Required: 91

Attachment 3B: Application for Initiative 2: Improving Teacher-Student Interactions

For informational and planning purposes, only.

Applicants must submit responses to the following questions via Qualtrics by 5:00pm CT on Tuesday, January 22, 2019 at the following link: https://tea.co1.qualtrics.com/jfe/form/SV_efaRChR0pfsqCZ7

Applicants must earn a minimum of 65% of the total points on the LOI Application to be considered for grant funding. See Attachment 5A for a more detailed scoring rubric.

Section 1: Education Service Center or Non-Profit Organization Overview & Commitment

Question Number	Question	Points
1.1	Describe how the objectives of Initiative #2: Improving Teacher-Student Interactions fit with your organization’s mission and vision. See the “Project Descriptions and Requirements” section of this document for more information. <i>(Maximum Length: 1 Page)</i>	20
1.2	What educational entities will commit to participating with you as partners in this initiative? If selected, which institution of higher learning and which technical assistance entity will be your partner? See the “Project Descriptions and Requirements” section of this document for more information. Give the reasoning behind your choices for all six partners. Note: Letters of commitment are not required to apply but will be required during the contract negotiation process. Extra points will be given to those who have already identified partners who are committed to the implementation of a teacher-student interaction tool. <i>(Maximum Length: 2 Pages plus Letters of Commitment)</i>	20

Section 2: Regional Needs

Question Number	Question	Points
2.1	What early learning needs has your organization identified in your region? Provide evidence that supports the needs you identified. Describe how a potential focus on improving teacher-student interactions could impact these needs in your region. Identify which research-based teacher-student interaction assessment tool you would use in this project. Give the reasoning behind your choice of tool. <i>(Maximum Length: 1 Page)</i>	15

Section 3: Current or Past Efforts

Question Number	Question	Points
3.1	If applicable, describe any current or recent efforts in improving teacher-student interactions. What were the outcomes of those efforts? Include successes,	5

	<p>challenges, and lessons learned. How will you coordinate this project with any current or recent endeavors to maximize the implementation of a research-based teacher-student interaction assessment tool to improve prekindergarten program quality?</p> <p><i>(Maximum Length: 1 Page)</i></p>	
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Section 4: Implementation and Management Plan

Question Number	Question	Points
4.1	<p>Provide an overview of the project you plan to deliver, including the following objectives: 1) Create a pilot structure for implementing the use of a research-based teacher-student interaction assessment tool to increase program quality, 2) Develop an alliance with an institution of higher learning and a technical assistance entity that focuses on coaching as an effective professional development activity, 3) Assess prekindergarten teachers' interaction with students using an identified research-based teacher-student interaction assessment tool, and 4) Create and implement action plans for prekindergarten teachers using an assessment/training/coaching cycle as the basis for improving interactions between teachers and students.</p> <p><i>(Maximum Length: 3 Pages)</i></p>	20
4.2	<p>Provide a proposed preliminary 3-year budget for your project. Use the anticipated award amount found in the "Project Descriptions and Requirements" section of this document. Provide a brief narrative to support your budget proposal. Budget categories include: personnel, training, travel/mileage, meeting expenses, administrative costs, project-specific costs (institute of higher learning and technical assistance entity), and other costs as proposed by the applicant.</p> <p><i>(Maximum Length: 2 Pages)</i></p>	20
4.3	<p>Describe your organization's capacity for grant management, including data collection and tracking, meeting reporting requirements, and tracking progress towards goals and pre-defined outcomes. List the organization's key individuals that will play a role in grant activities and describe their expertise and experience in early childhood education.</p> <p><i>(Maximum Length: 3 Pages)</i></p>	15
4.4	<p>What obstacles or challenges do you anticipate if you are awarded this grant? How will you overcome those obstacles or challenges?</p> <p><i>(Maximum Length: 1 Page)</i></p>	10
4.5	<p>Describe how your organization will ensure sustainability of this project after the grant.</p> <p><i>(Maximum Length: 1 Page)</i></p>	15

Attachments 4A & 4B: Scoring Overview and LOI Application for
Initiative 3: Regional Public-Private Partnerships

Attachment 4A: Scoring Overview for Initiative 3: Regional Public-Private Partnerships

For informational and planning purposes, only.

Application questions are listed in the attachment, 4B. Applicants must earn a minimum of 65% of the total points on the LOI Application to be considered for grant funding. See Attachment 5A for a more detailed scoring rubric.

RECESS Initiative 3: Regional Public-Private Partnerships Grantee Scoring Overview

Question Number	Topic	Points
Section 1:	Education Service Center and/or Non-Profit Organization Overview and Commitment	
1.1	Fit of Project Objectives into Organization’s Mission and Vision (<i>Maximum Length: 1 Page</i>)	20
1.2	Commitment from Partners (<i>Maximum Length: 1 Page plus Letters of Commitment</i>)	10
	Section 1 Total Points:	30
Section 2:	Regional Needs	
2.1	Regional Needs (<i>Maximum Length: 1 Page</i>)	15
	Section 2 Total Points:	15
Section 3:	Past or Current Efforts	
3.1	Past or Current Efforts (<i>Maximum Length: 1 Page</i>)	5
	Section 3 Total Points:	5
Section 4:	Implementation and Management Plan	
4.1	Overview of Proposed Program (<i>Maximum Length: 3 Pages</i>)	20
4.2	Preliminary Budget (<i>Maximum Length: 2 Pages</i>)	20
4.3	Grant Management Plan (<i>Maximum Length: 3 Pages</i>)	15
4.4	Obstacles and Challenges (<i>Maximum Length: 1 Page</i>)	10
4.5	Sustainability Plan (<i>Maximum Length: 1 Page</i>)	15
	Section 4 Total Points:	80

Total Possible Points: 130
Minimum Points Required: 85

Attachment 4B: Application for Initiative 3: Regional Public-Private Partnerships

For informational and planning purposes, only.

Applicants must submit responses to the following questions via Qualtrics by 5:00pm CT on Tuesday, January 22, 2019 at the following link: https://tea.co1.qualtrics.com/jfe/form/SV_3JHt3CJ8xRfwNv

Applicants must earn a minimum of 65% of the total points on the LOI Application to be considered for grant funding. See Attachment 5A for a more detailed scoring rubric.

Section 1: Education Service Center or Non-Profit Organization Overview & Commitment

Question Number	Question	Points
1.1	Describe how the objectives of the Regional Public-Private Partnerships Initiative fit with your organization’s mission and vision. See the “Project Descriptions and Requirements” section of this document for more information. <i>(Maximum Length: 1 Page)</i>	20
1.2	List any LEAs and early learning centers committed to creating new partnerships. Attach letters of commitment if available. Note: Letters of commitment are not required to apply but will be required during the contract negotiation process. <i>(Maximum Length: 1 Page plus Letters of Commitment, if applicable)</i>	10

Section 2: Regional Needs

Question Number	Question	Points
2.1	What public-private partnership needs has your organization identified in your region? Provide evidence that supports the needs you identified. Describe how a potential focus on public-private partnerships could impact the identified needs in your region. <i>(Maximum Length: 1 Page)</i>	15

Section 3: Current or Past Efforts

Question Number	Question	Points
3.1	If applicable, describe any current or recent efforts to increase public-private partnerships in your region. What were the outcomes of those efforts? Include successes, challenges, and lessons learned. How will you coordinate this project with any current or recent endeavors to maximize the impact of this initiative? <i>(Maximum Length: 1 Page)</i>	5

Section 4: Implementation and Management Plan

Question Number	Question	Points
4.1	<p>Provide an overview of the project you plan to deliver, including the following objectives: 1) Determine public-private partnership landscape in your region, 2) Create new public-private partnerships, and 3) Support existing public-private partnerships.</p> <p><i>(Maximum Length: 3 Pages)</i></p>	20
4.2	<p>Provide a proposed preliminary 3-year budget for your project. Use the anticipated award amount found in the “Project Descriptions and Requirements” section of this document. Provide a brief narrative to support your budget proposal. Budget categories include: personnel, training, substitute teacher costs (for when LEA or Early Learning Staff attend training), meeting expenses, travel/mileage, marketing, administrative costs, and other costs as proposed by the applicant.</p> <p><i>(Maximum Length: 2 Pages)</i></p>	20
4.3	<p>Describe your organization’s capacity for grant management, including data collection and tracking, meeting reporting requirements, and tracking progress towards goals and pre-defined outcomes. List the organization’s key individuals that will play a role in grant activities and describe their expertise and experience in early childhood education.</p> <p><i>(Maximum Length: 3 Pages)</i></p>	15
4.4	<p>What obstacles or challenges do you anticipate if you are awarded this grant? How will you overcome those obstacles or challenges?</p> <p><i>(Maximum Length: 1 Page)</i></p>	10
4.5	<p>Describe how your organization will ensure sustainability of this project after the grant.</p> <p><i>(Maximum Length: 1 Page)</i></p>	15

Attachment 5A: RECESS Application Scoring Rubric (All Initiatives)

Attachment 5A: RECESS Application Scoring Rubric (All Initiatives)

Section 1: Education Service Center and/or Non-profit Organization Overview and Commitment

	Scoring Category	Scoring Category	Scoring Category	Scoring Category			
Question	Exceeds Expectations 7-10 points	Meets Expectations 4-6 points	Needs Improvement 1-3 points	Response Missing 0 points	Score	Weight	Total Score
1.1 Fit of Project Objectives into Organization's Mission and Vision	There is substantial evidence that the project objectives align with organization's mission and vision.	There is adequate evidence that the project objectives align with organization's mission and vision.	There is little evidence that the project objectives align with organization's mission and vision.	Applicant failed to provide a response.	___/10	x 2	___/20
1.2 Commitment from Partners	Applicant provided all requested letters of commitment. Initiative 1: 1 letter Initiative 2: 6 letters Initiative 3: 5 or more letters	Applicant provided some letters of commitment. Initiative 1: N/A Initiative 2: 3-5 letters Initiative 3: 3-4 letters	Applicant provided a limited number of letters of commitment. Initiative 1: N/A Initiative 2: 1-2 letters Initiative 3: 1-2 letters	Applicant failed to provide any letters of commitment.	___/10	Initiative 1: x 1.5 Initiative 2: x 2 Initiative 3: x 1	Initiative 1: ___/15 Initiative 2: ___/20 Initiative 3: ___/10

Section 2: Regional Needs

	Scoring Category	Scoring Category	Scoring Category	Scoring Category			
Question	Exceeds Expectations 7-10 points	Meets Expectations 4-5 points	Needs Improvement 1-3 points	Response Missing 0 points	Score	Weight	Total Score
2.1 Regional Needs	There is substantial evidence that this project is needed in the applicant's community. The needs are clearly identified and	There is adequate evidence that this project is needed in the applicant's community. The needs are somewhat	There is minimal evidence that this project is needed in the applicant's community. The needs are vague and poorly supported. The project will have a	Applicant failed to provide a response	___/10	x 1.5	___/15

	strongly supported. The project will impact most of the identified needs in the region.	identified and supported. The project will impact some of the identified needs in the region.	limited impact on the identified needs in the region.				
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Section 3: Past or Current Efforts

	Scoring Category	Scoring Category	Scoring Category	Scoring Category			
Question	Exceeds Expectations 6-8 points	Meets Expectations 3-5 points	Needs Improvement 1-2 points	Response Missing 0 Points	Score	Weight	Total Score
3.1 Past or Current Efforts	Provides exceptional explanation of current and past efforts, outcomes of those efforts, and coordination of project.	Provides clear explanation of current and past efforts, outcomes of those efforts, and coordination of project.	Provides vague explanation of current and past efforts, outcomes of those efforts, and coordination of project.	Applicant failed to provide a response.	___/10	x .5	___/5

Section 4: Implementation and Management Plan

	Scoring Category	Scoring Category	Scoring Category	Scoring Category			
Question	Exceeds Expectations 7-10 points	Meets Expectations 4-6 points	Needs Improvement 1-3 points	Response Missing 0 points	Score	Weight	Total Score
4.1 Overview of Proposed Project	Provides outstanding description of how organization plans to achieve project objectives.	Provides sufficient description of how organization plans to achieve project objectives.	Provides an inadequate description of how organization plans to achieve project objectives.	Applicant failed to provide a response.	___/10	x 2	___/20
4.2 Preliminary Proposed Budget	Budget is clear and appears highly feasible for the activities proposed. Provides rationale and significance of expenditures in a well-structured, logical form.	Budget is included and seems somewhat feasible. Shows some effort to present the rationale and significance of expenditures in a well-structured argument.	Budget is included but does not appear feasible. A weak, unstructured argument for expenditures with little justification.	Applicant failed to provide a response.	___/10	x 2	___/20

4.3 Grant Management and Implementation	Provides a strong plan for grant management and implementation which includes all of the following components: meeting reporting requirements, data collection and analysis, tracking progress towards goals and pre-defined outcomes, and individuals with early childhood education experience.	Provides a sufficient plan for grant management and implementation which includes most of the following components: meeting reporting requirements, data collection and analysis, tracking progress towards goals and pre-defined outcomes, and individuals with early childhood education experience.	Provides a limited plan for grant management and implementation which includes few of the following components: meeting reporting requirements, data collection and analysis, tracking progress towards goals and pre-defined outcomes, and individuals with early childhood education experience.	Applicant failed to provide a response.	___/10	x 1.5	___/15
4.3 Obstacles and Challenges	Provides a strong description of obstacles and challenges and how they will be addressed.	Provides a clear description of obstacles and challenges and how they will be addressed.	Provides a vague description of obstacles and challenges and how they will be addressed.	Applicant failed to provide a response.	___/10	x 1	___/10
4.4 Sustainability Plan	Provides a comprehensive plan for sustaining the project after the grant period.	Provides a concise plan for sustaining the project after the grant period.	Provides a limited plan for sustaining the project after the grant period.	Applicant failed to provide a response.	___/10	x 1.5	___/15

Applicants must earn a minimum of 65% of the total points on the LOI Application to be considered for grant funding.

Initiative	Minimum Points Required	Total Possible Points
Initiative 1: General Early Childhood Support	88	135
Initiative 2: Improving Teacher-Student Interactions	91	140
Initiative 3: Regional Public-Private Partnerships	85	130

Attachments 6A – 6C: Support Specialist Hiring Rubrics

Attachment 6A

Support Specialist Hiring Rubric for Initiative 1: General Early Childhood Support

Grantees must use the following rubric to review applications and interview potential candidates for the Support Specialist position.

Grantees should be prepared to provide TEA with a copy of the final candidate’s resume, notes from the interview, and the scored rubric. TEA will also utilize the rubric to review the final candidate’s qualifications and experience. TEA may request to hold a phone or Skype interview with the final candidate.

Part 1: Education and Experience

The following information should be evident in the applicant’s resume and application.

Points to Award Candidate

Education and Experience	0-2	3-5	6-8	9-10
Education	Bachelor’s degree	Advanced degree	Bachelor’s degree with at least 15 hours of early childhood-specific coursework	Advanced degree with at least 15 hours of early childhood-specific coursework
Early Childhood Experience (birth-2nd grade)	At least 4 years	5-6 years	7-8 years	9 or more years
Supervisory	Non-Early Childhood Related	Early Childhood Related		
Instructional Coaching	Non-Early Childhood Related	Early Childhood Related		
Technical Assistance	Non-Early Childhood Related	Early Childhood Related		
Grant Management	1-2 years	3 or more years		
Collaboration with Community Partners	1-2 years	3 or more years		
Experience working with the Early Childhood Data System (ECDS)	1-2 years	3 or more years		

Part 2: Essential Knowledge and Skills

The following knowledge and skills should be assessed in the applicant’s interview.

Points to Award Candidate				
Essential Knowledge and Skills	0-2	3-5	6-8	9-10
<p>Interpersonal Skills The candidate demonstrates the following characteristics: teamwork, leadership, relational skills, communication skills, etc.</p>	Demonstrated limited interpersonal skills	Demonstrated some interpersonal skills	Demonstrated adequate interpersonal skills	Demonstrated strong interpersonal skills
<p>Organizational Fit The candidate demonstrates compatibility with the organization.</p>	Demonstrated limited compatibility with the organization	Demonstrated some compatibility with the organization	Demonstrated adequate compatibility with the organization	Demonstrated strong compatibility with the organization
<p>Problem-solving The candidate demonstrates the following: ability to troubleshoot issues, define problems, identify and implement solutions, sort out and weigh consequences and alternatives</p>	Demonstrated limited problem-solving skills	Demonstrated some problem-solving skills	Demonstrated adequate problem-solving skills	Demonstrated strong problem-solving skills
<p>Strategic Planning The candidate demonstrates the following: ability to set goals/vision, determine action steps to achieve goals, mobilize resources/ stakeholders to achieve goals, etc.</p>	Demonstrated limited strategic planning skills	Demonstrated some strategic planning skills	Demonstrated adequate strategic planning skills	Demonstrated strong strategic planning skills
<p>Subject Matter Knowledge The candidate demonstrates knowledge to achieve initiative objectives</p>	Demonstrated limited subject-matter knowledge	Demonstrated some subject-matter knowledge	Demonstrated adequate subject-matter knowledge	Demonstrated strong subject-matter knowledge

Attachment 6B
Support Specialist Hiring Rubric for
Initiative 2: Improving Teacher-Student Interactions

Grantees must use the following rubric to review applications and interview potential candidates for the Support Specialist position.

Grantees should be prepared to provide TEA with a copy of the final candidate’s resume, notes from the interview, and the scored rubric. TEA will also utilize the rubric to review the final candidate’s qualifications and experience. TEA may request to hold a phone or Skype interview with the final candidate.

Part 1: Education and Experience

The following information should be evident in the applicant’s resume and application.

Points to Award Candidate

Qualification	5	10	15	20
Education	Bachelor’s degree	Advanced degree	Bachelor’s degree with at least 15 hours of early childhood-specific coursework	Advanced degree with at least 15 hours of early childhood-specific coursework
Early Childhood Experience (birth-2nd grade)	At least 4 years	5-6 years	7-8 years	9 or more years
Supervisory	Non-Early Childhood Related	Early Childhood Related		
Instructional Coaching	Non-Early Childhood Related	Early Childhood Related		
Technical Assistance	Non-Early Childhood Related	Early Childhood Related		
Grant Management	1-2 years	3 or more years		
Collaboration with Community Partners	1-2 years	3 or more years		
Experience Using a Teacher- Student Interaction Tool	1-2 years	3 or more years		

Part 2: Essential Knowledge and Skills

The following knowledge and skills should be assessed in the applicant’s interview.

Essential Knowledge and Skills	Points to Award Candidate			
	0-2	3-5	6-8	9-10
<p>Interpersonal Skills The candidate demonstrates the following characteristics: teamwork, leadership, relational skills, communication skills, etc.</p>	Demonstrated limited interpersonal skills	Demonstrated some interpersonal skills	Demonstrated adequate interpersonal skills	Demonstrated strong interpersonal skills
<p>Organizational Fit The candidate demonstrates compatibility with the organization.</p>	Demonstrated limited compatibility with the organization	Demonstrated some compatibility with the organization	Demonstrated adequate compatibility with the organization	Demonstrated strong compatibility with the organization
<p>Problem-solving The candidate demonstrates the following: ability to troubleshoot issues, define problems, identify and implement solutions, sort out and weigh consequences and alternatives</p>	Demonstrated limited problem-solving skills	Demonstrated some problem-solving skills	Demonstrated adequate problem-solving skills	Demonstrated strong problem-solving skills
<p>Strategic Planning The candidate demonstrates the following: ability to set goals/vision, determine action steps to achieve goals, mobilize resources/ stakeholders to achieve goals, etc.</p>	Demonstrated limited strategic planning skills	Demonstrated some strategic planning skills	Demonstrated adequate strategic planning skills	Demonstrated strong strategic planning skills
<p>Subject Matter Knowledge The candidate demonstrates knowledge to achieve initiative objectives</p>	Demonstrated limited subject-matter knowledge	Demonstrated some subject-matter knowledge	Demonstrated adequate subject-matter knowledge	Demonstrated strong subject-matter knowledge

Attachment 6C
Support Specialist Hiring Rubric for
Initiative 3: Regional Public-Private Partnerships

Grantees must use the following rubric to review applications and interview potential candidates for the Support Specialist position.

Grantees should be prepared to provide TEA with a copy of the final candidate’s resume, notes from the interview, and the scored rubric. TEA will also utilize the rubric to review the final candidate’s qualifications and experience. TEA may request to hold a phone or Skype interview with the final candidate.

Part 1: Education and Experience

The following information should be evident in the applicant’s resume and application.

Points to Award Candidate

Qualification	5	10	15	20
Education	Bachelor’s degree	Advanced degree	Bachelor’s degree with at least 15 hours in early childhood-specific coursework	Advanced degree with at least 15 hours in early childhood-specific coursework
Early Childhood Experience (birth-2nd grade)	At least 4 years	5-6 years	7-8 years	9 or more years
Supervisory	Non-Early Childhood Related	Early Childhood Related		
Technical Assistance	Non-Early Childhood Related	Early Childhood Related		
Grant Management	1-2 years	3 or more years		
Collaboration with Community Partners	1-2 years	3 or more years		
Experience with Early Learning Centers	1-2 years	3 or more years		
Experience Working with LEAs	1-2 years	3 or more years		

Part 2: Essential Knowledge and Skills

The following knowledge and skills should be assessed in the applicant’s interview.

Points to Award Candidate				
Essential Knowledge and Skills	0-2	3-5	6-8	9-10
<p>Interpersonal Skills The candidate demonstrates the following characteristics: teamwork, leadership, relational skills, communication skills, etc.</p>	Demonstrated limited interpersonal skills	Demonstrated some interpersonal skills	Demonstrated adequate interpersonal skills	Demonstrated strong interpersonal skills
<p>Organizational Fit The candidate demonstrates compatibility with the organization.</p>	Demonstrated limited compatibility with the organization	Demonstrated some compatibility with the organization	Demonstrated adequate compatibility with the organization	Demonstrated strong compatibility with the organization
<p>Problem-solving The candidate demonstrates the following: ability to troubleshoot issues, define problems, identify and implement solutions, sort out and weigh consequences and alternatives</p>	Demonstrated limited problem-solving skills	Demonstrated some problem-solving skills	Demonstrated adequate problem-solving skills	Demonstrated strong problem-solving skills
<p>Strategic Planning The candidate demonstrates the following: ability to set goals/vision, determine action steps to achieve goals, mobilize resources/ stakeholders to achieve goals, etc.</p>	Demonstrated limited strategic planning skills	Demonstrated some strategic planning skills	Demonstrated adequate strategic planning skills	Demonstrated strong strategic planning skills
<p>Subject Matter Knowledge The candidate demonstrates knowledge to achieve initiative objectives</p>	Demonstrated limited subject-matter knowledge	Demonstrated some subject-matter knowledge	Demonstrated adequate subject-matter knowledge	Demonstrated strong subject-matter knowledge