

**TEXAS EDUCATION AGENCY
William B. Travis Building
1701 North Congress Avenue
Austin, Texas 78701-1494**

Application Request

Approved List of Vetted Improvement Programs

REFER INQUIRIES AND SUBMIT RESPONSES ELECTRONICALLY TO:

VettedImprovementPrograms@tea.texas.gov

RESPONSES MUST BE RECEIVED BY THE PROGRAM CONTACT AT TEA BY:

November 1st, 2019 – 5:00 P.M., Central Time (CT)

Responses received after the date and time stated will not be accepted.

This application request is being conducted to support schools and districts in the selection of high-quality contracted services and does not represent a procurement action by TEA.

TABLE OF CONTENTS

SECTION ONE: INTRODUCTION AND PURPOSE	3
1.1 PURPOSE.....	3
1.2 BACKGROUND	3
1.3 PROVIDER LIST	3
1.4 PROJECT DESCRIPTION	3
1.5 SPECIFIC REQUIREMENTS	4
SECTION TWO: GENERAL INSTRUCTIONS AND RESPONSE REQUIREMENTS	5
2.1 RESPONSE SUBMISSION DATE AND TIME	5
2.2 STANDARD RESPONSE REQUIREMENTS	5
2.3 CONFLICT OF INTEREST	5
SECTION THREE: RESPONSE FORMAT AND CONTENT	6
3.1 RESPONSE FORMAT AND CONTENT	6
3.2 UNDERSTANDING OF THE PROGRAM AND METHODOLOGY	6
SECTION FOUR: REVIEW OF RESPONSES	7
4.1 REVIEW OF RESPONSES.....	7
4.2 EVALUATION CRITERIA	7

ATTACHMENTS (SEPARATE DOCUMENTS)

- ATTACHMENT A:** NOTICE OF INTENT TO SUBMIT A RESPONSE
- ATTACHMENT B:** FORM OF RESPONSE COVER PAGE
- ATTACHMENT C:** VETTED IMPROVEMNET PROGRAM APPLICATION FORM
- ATTACHMENT D:** PROGRAM FIDELITY OF IMPLEMENTATION TOOL(S)
- ATTACHMENT E:** PROGRAM SCOPE AND SEQUENCE OF SUPPORT
- ATTACHMENT F:** PROGRAM HISTORY FORM
- ATTACHMENT G:** EVIDENCE OF PROGRAM RESULTS
- ATTACHMENT H:** DISCLOSURE OF INTERESTED PARTIES FORM

SECTION ONE: INTRODUCTION AND PURPOSE

1.1 PURPOSE

The Texas Education Agency is committed to supporting sustainable district and school improvement efforts, with a specific focus on turning around the lowest performing schools in the State of Texas. As part of that mission, TEA maintains a directory of training programs that have been vetted and approved as Vetted Improvement Programs (VIP).

Eligible respondents are nonprofit organizations, institutions of higher education, private or public companies, and individuals. The respondent should identify their training program which demonstrates the capacity to successfully support school improvement in areas aligned to the Effective Schools Framework as detailed in Section 1.4 below.

This application request is being conducted to support schools and districts in the selection of high-quality contracted services and does not represent a procurement action by TEA.

1.2 BACKGROUND

The Effective Schools Framework (ESF) serves as the statewide vision for what campuses do and how districts support them to ensure an excellent education for all Texas students. The ESF provides the basis for school diagnostics and for aligning resources and support to the needs of each school. The ESF is part of the TEA's five-year strategic plan and is the starting point for improving internal technical assistance capacity and aligning partners to support the continuous improvement of Texas school districts and campuses.

Annually, TEA gives out approximately \$40M via federal formula grant money to local education agencies (LEA) to assist campuses identified for Comprehensive Support under federal accountability. It is TEA's intent to compile a list of Vetted Improvement Programs (VIP) that will be available to LEAs to support their selection of high-quality contracted services aligned with critical actions within the Effective Schools Framework.

Contracted services will be between the organizations on the VIP list and LEAs.

1.3 PROVIDER LIST

TEA intends to develop a list of Vetted Improvement Programs (VIP) available to Local Education Agencies (LEAs) to assist campuses identified for Comprehensive Support under federal accountability standards. Improvement programs must be aligned to the Effective Schools Framework. Responses must include evidence of the program's ability and experience to provide the required services in accordance with the requirements contained in this application request. The information will be used for review and selection purposes.

Being included in the VIP list does not guarantee that an organization will automatically be awarded a contract to conduct work with districts or other organizations utilizing this list, nor does this document carry an award of state or federal funds. Contracts between an organization providing a VIP and an LEA are at the discretion of both parties, subject to the governing procurement processes of each party.

It is the TEA's intent to annually reopen this application request and to update the list of VIPs as appropriate.

1.4 PROJECT DESCRIPTION

This application request is designed to seek high-quality responses from providers with demonstrated capacity to support school improvement in areas aligned to critical foundational actions within the Effective Schools Framework (ESF). For the purpose of the Vetted Improvement Program (VIP) application, only the actions within the Effective Schools Framework that correlate with the state-developed needs assessment, the ESF Diagnostic, are included for alignment, as listed below:

Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities

Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments

Essential Action 5.3: Data-driven instruction

To be eligible for inclusion on the VIP list, the program must build district and/or campus capacity in one or more of the Essential Actions that are a part of the ESF Diagnostic.

To learn more about the full Effective Schools Framework, including additional specificity around the actions listed below, please visit TexasESF.org.

TEA will evaluate the qualifications of organization's program to determine if the service description, organization approach, and evidence of effectiveness suggest that it could be a strong Vetted Improvement Program (VIP) for Texas schools and districts. TEA reserves the right to conduct additional research on each organization's program results and effectiveness. TEA reserves the right to request the contact information for past program clients and conduct reference checks with past clients of the organization. TEA reserves the right to interview organizations.

Once selected, programs will be placed on a VIP list that will be made available to Texas schools and districts. This list could be used in different ways, including, but not limited to:

- Promoting the training and support programs on the VIP list to schools and districts across the state, especially districts and campuses participating in the school improvement process due to state or federal accountability designation that require specific improvement actions.
- Requiring recipients of certain grant or formula funding awards to use a portion of or all the awarded funds for contracted services included on TEA's VIP list. While funded by the grant award, the contract for services would be directly between the organization providing the VIP and the district.

Please note that most campuses identified for Comprehensive Support under federal accountability maintain that designation for a minimum of two years, so support of those campuses would not necessarily be limited to a single year. The length and duration of VIP support would be determined within the scope of the contract between the organization providing the VIP and the LEA.

1.5 SPECIFIC REQUIREMENTS

TEA will monitor the quality and effectiveness of Vetted Improvement Programs (VIP) engaged by LEAs to provide support to one or more campuses identified for Comprehensive Support under federal accountability. By responding to this application request, prospective organizations agree to comply with any reporting requirements deemed necessary by TEA.

Organizations with programs placed on a VIP list that subsequently contract with an LEA to provide support to one or more campuses identified for Comprehensive Support under federal accountability will be required to provide the following to TEA:

- The name of the LEA and campus(es) identified for Comprehensive Support within that LEA participating in the Vetted Improvement Program;
- The scope and sequence of the program being delivered to the LEA's campus(es) so that the LEA may use that scope and sequence to determine appropriate milestones in the development of the campus's improvement plan; and
- Annually, by the August 25th immediately following the school year in which service(s) was provided, evidence and data that demonstrates the impact the service(s) had on campus and student performance.

TEA reserves the right to remove programs from the VIP list if it determines that the information, evidence, or data available to it indicates that the organization's program does not contribute to improvement in campus and student performance.

SECTION TWO: GENERAL INSTRUCTIONS AND RESPONSE REQUIREMENTS

2.1 RESPONSE SUBMISSION DATE AND TIME

The respondent should read the information contained in this document carefully and submit a complete application, including all required attachments, to be considered.

RESPONSES WILL NOT BE ACCEPTED AFTER THE TIME AND DATE PUBLISHED IN THIS DOCUMENT.

Receipt of Responses

To be considered for award, responses must be received in the Vetted Improvement Program email inbox on or before 5:00 P.M. CT on the closing date as specified in this application request.

2.2 STANDARD RESPONSE REQUIREMENTS

- A. Responses that address only part of the requirements of this document and the associated application document may be considered non-responsive.
- B. TEA reserves the right to reject any and all responses.
- C. The respondent shall furnish clarifying information to TEA if requested. Failure to provide requested material or information may disqualify the response.

2.3 CONFLICT OF INTEREST

An entity will not be selected if it has a conflict of interest that will or may arise during the performance of its obligations under the document. The respondent must disclose any existing or potential conflicts of interest or possible issues that might create appearances of impropriety relative to the submission of a response by the entity and its proposed subcontractors. The respondent must complete the Disclosure of Interested Parties Form in **Attachment F. TEA will not accept information provided in other areas of the response as satisfaction in lieu of full completion of the form with required attachments. TEA recommends the completed form and responsive attachments be incorporated into a separate and distinct file in the response.** Failure to furnish this information will result in disqualification from further consideration.

As part of this disclosure requirement, each response must include all past and present contractual, business, financial, or personal relationships between the respondent or respondent's staff and TEA and between the Respondent's planned subcontractors or such subcontractor's staff, if any, and TEA.

For purposes of this disclosure requirement: (i) "past" is defined as within the two calendar years prior to the deadline for submission of responses in response to this document; (ii) TEA is defined as the statewide elected official who heads TEA, as well as TEA's employees or recent former employees; (iii) "recent former employees" is defined as those TEA employees who have terminated TEA employment within the two calendar years prior to the deadline for submission of responses in response to this document; (iv) "personal relationship" is defined as a current or past connection other than a clearly contractual, business, financial, or similar relationship and includes family relationships or other connections outside simply providing a response to this document; and (v) for this purpose, "family relationship" means a relationship within the third degree of consanguinity or second degree of affinity (see TGC Chapter 573) which defines these degrees of consanguinity and affinity.

Connections other than such family relationships fall within this definition and must be disclosed, if a reasonable person could expect the connection to diminish the respondent's independence of judgment or effectiveness in the performance of its responsibilities to TEA or the State under the contract; **OR** if a reasonable person could expect the connection, within the overall context of the respondent's submission of a response, possible selection for an award, or its performance of the contract, to create an issue for TEA's consideration relative to a potential appearance of impropriety or conflict of interest.

For each item, respondent must provide a detailed explanation as to why the entity does or does not believe such item poses a conflict of interest, potential conflict of interest, or appearance of impropriety relative to submission of a response, possible selection as contractor, or its performance of the contract.

SECTION THREE: RESPONSE FORMAT AND CONTENT

3.1 RESPONSE FORMAT AND CONTENT

The required response includes the completion of Attachments B-H, including the Vetted Improvement Program Application Form and the required additional attachments. All attachments must be written entirely on 8 ½" X 11" white paper and must be limited to fifty pages. Responses must be submitted electronically and in a manner which does not carry any benefit, keepsake, or value for members of the evaluation team.

Response Checklist

Responses should be organized and clearly labeled according to the contents in TABLE 1 below. The Response Checklist is provided to assist the respondent in ensuring that all required information is included in their response and to assist the evaluation team during their review of the response. The respondent should refer to the appropriate section of this document for detailed information on the items listed in the checklist. **Failure to provide the required information will result in disqualification of the response from consideration.**

TABLE 1: RESPONSE CHECKLIST		
<input type="checkbox"/>	Form of Response Cover Page	Attachment B
<input type="checkbox"/>	Vetted Improvement Program Application Form	Section 3.2, Attachment C
<input type="checkbox"/>	Program Fidelity of Implementation Tool(s)	Section 3.2, Attachment D
<input type="checkbox"/>	Program Scope and Sequence of Support	Section 3.2, Attachment E
<input type="checkbox"/>	Program History Form	Section 3.2, Attachment F
<input type="checkbox"/>	Evidence of Program Results	Section 3.2, Attachment G
<input type="checkbox"/>	Disclosure of Interested Parties Form <i>including all attachments</i> (i.e. organization charts, resumes, etc.)	Section 2.3, Attachment H

3.2 UNDERSTANDING OF THE PROGRAM AND METHODOLOGY

The response must communicate a clear description of the program through the completion of all required components of the application request, including how the program provides support in alignment with critical actions within the Effective Schools Framework. Attachments C-G require the clear description of the program methodology, history, and outcomes.

Description of Required Attachments C-G

Attachment C: Vetted Improvement Program Application Form (separate document)

Applicants are required to complete and submit all sections of the VIP Application Form (Attachment C), which requires organization and training program specific information, including how the program provides support in alignment with critical actions within the ESF.

Attachment D: Program Fidelity of Implementation Tools

Applicants are required to submit examples of program specific tools used to measure the fidelity of implementation of the training program (Attachment D).

Attachment E: Program Scope and Sequence of Support

Applicants are required to submit the program's scope and sequence of support (Attachment E), including:

- The content covered in small or large group professional development sessions
- The focal areas for implementation support and coaching sessions
- The cadence of training

Attachment F: Program History Form (separate document)

Applicants are required to complete and submit the Program History Form (Attachment F), which includes information on how long the organization has offered the training program and to which LEAs and campuses the organization has delivered the training and support in the past.

Attachment G: Evidence of Program Results

Applicants are required to submit evidence that demonstrates the correlation between the training program and improved outcomes on the campuses that received the benefits of the training (Attachment G).

Failure to provide this information will result in disqualification of the response from consideration.

SECTION FOUR: REVIEW OF RESPONSES

4.1 REVIEW OF RESPONSES

Review of responses will begin as soon as practical after the response deadline. Respondents may be asked to participate in oral interviews as a part of the review process. If oral interviews are required, responses will be scored again following oral interviews. The evaluation team will consist of TEA staff knowledgeable in the content area with subject matter expertise and will include the same individuals if oral interviews are required. The recommendations of the evaluation team will be presented to TEA senior executive staff that will approve (in whole or in part), disapprove, or defer action for further evaluation.

TEA reserves the right to request more information prior to deciding on any proposal. TEA reserves the right to contact past clients. TEA reserves the right to conduct independent research on the organization.

4.2 EVALUATION CRITERIA

Application request responses will be selected based on the ability of each respondent to carry out all the requirements contained in this application request.

TEA will base its selection on, among other things, demonstrated competence and qualifications of the respondent. From the list of respondents, TEA will select programs who meet or exceed the minimum qualification requirements. After initial selection, TEA will review and update the Vetted Improvement Programs list on an as needed basis. TEA will collect information from the Vetted Improvement Programs and client LEAs for renewal purposes.

The TEA will determine satisfaction of minimum qualification requirements by assigning points to the criteria listed in the tables that follow.

The following criteria and total number of points will be considered in selecting Vetted Improvement Programs:

CATEGORIES	POSSIBLE POINTS
A. Duration and Breadth of Experience Delivering Training Program 1. Number of years offering training program (5) 2. Number of districts and campuses that have participated in training program (10)	15
B. Alignment to the Effective Schools Framework 1. Training program builds educators' capacity in alignment with Essential Actions and Key Practices captured on the Effective Schools Framework (15)	15
C. Scope of Training 1. Duration and cadence of the training program (how long it lasts, intensity of implementation support and coaching) (15) 2. Tier and size of staff the training program targets (principal managers, principals, assistant principals, teacher leaders, teachers, etc.) (15)	30
D. Evidence of Training's Impact 1. Tier and strength of the evidence of training's impact (25) 2. Percentage of districts and campuses trained represented in evidence of impact (15)	40
TOTAL	100 points

Tier	Focus of Training and Support	Strength of Evidence
Tier 1	Training and support focus on all or most of the campus leadership team (principal, assistant principals, teacher leaders, and includes the principal supervisor, if applicable)	Year-over-year improvement in campus-level student performance based on standardized, objective outcomes (e. g. STAAR performance, student suspensions, AP exams passed, etc.)
Tier 2	Training and support focus on a subset of the campus leadership team or most of the teachers on the campus	Student formative assessment growth using state approved assessments (link to approved list?)
Tier 3	Training and support focus on a subset of teachers that makes up less than half of the teaching staff	Improvements based on fidelity of implementation rubrics Formative assessment data based on locally developed or vendor developed assessments