

Request for Application

Program Guidelines

2024-2025 Teacher Time Study Initiative

Authorized by General Appropriations Act (GAA), Article III, Rider 77,
88th Texas Legislature

Contents

Introduction to the Program Guidelines	3
Reference to the General and Fiscal Guidelines	3
Errata Notices	3
Contact for Clarifying Information	4
Grant Program Contact	4
Additional Program Contact	4
Funding Contact	4
US Department of Education and/or State Appropriations	4
Grant Timeline	5
Grant at a Glance	5
Program Purpose, Goals, and Objectives	5
Eligible Applicants	5
Eligibility List	5
Shared Services Arrangement	5
Cost Share or Matching Requirement	5
Supplement, Not Supplant	6
Limitation of Administrative Funds	6
Pre-Award Costs	6
Application Requirements and Assurances	6
Statutory Requirements	6
TEA Program Requirements	7
Program-Specific Assurances	10
Allowable Activities and Use of Funds	10
General Allowable Activities and Use of Funds	10
Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400)	11
Unallowable Activities and Use of Funds	11
Performance Measures	12
Attachments	12
Required Fiscal-Related Attachments	12
Required Program-Related Attachments	12

Introduction to the Program Guidelines

TEA, as the pass-through entity¹, is the grantee² from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities³ such as local educational agencies (LEAs), including school districts, charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees⁴. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

This part of the request for application (RFA), Program Guidelines, is to be used in conjunction with the [General and Fiscal Guidelines](#) and any application instructions. The Standard Application System (SAS) consists of Application Part 1 (PDF – narrative schedules) and Application Part 2 (Excel – budget schedules) to be completed in order for the applicant to be eligible for funding.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

Reference to the General and Fiscal Guidelines

The Program Guidelines provide information specifically relevant to this grant program. The [General and Fiscal Guidelines](#) provide information relevant to all TEA grant programs. Throughout the Program Guidelines, cross-references are given to applicable sections of the [General and Fiscal Guidelines](#). It is critical that you review all referenced sections of the [General and Fiscal Guidelines](#) when preparing your application.

Errata Notices

See the [General and Fiscal Guidelines](#), Errata Notices.

¹ Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

² Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term “grantee” does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)

³ Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

⁴ Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

Contact for Clarifying Information

Grant Program Contact

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Additional Program Contact

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Funding Contact

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US Department of Education and/or State Appropriations

The following is provided in compliance with the US Department of Education Appropriations Act:

Category	Amount
Total funds available for this project	\$660,000
Percentage to be financed with federal funds	0%
Amount of federal funds	\$0
Percentage to be financed from nonfederal sources	100%
Amount of nonfederal funds	\$660,000

Grant Timeline

For all dates related to the grant, including reporting dates, see the [TEA Grant Opportunities](#) page. If a report due date falls on a weekend or holiday, the report will be due the following business day. All dates except the grant ending date may vary slightly as conditions require.

Grant at a Glance

This section provides detailed information about the grant program.

Program Purpose, Goals, and Objectives

This grant is for the Teacher Time Study Initiative, which will comprise a group of local education agencies that will conduct inquiry into needs and causal systems of teacher time use, including broader operational policies, practices, and processes for resource allocation, and then use the results to make ambitious changes that improve student learning and teacher working conditions in their schools.

Eligible Applicants

See the [General and Fiscal Guidelines](#), Eligibility for Funding.

Eligibility List

An eligibility list is posted in the Application and Support Information section of the [TEA Grant Opportunities](#) page.

Shared Services Arrangement

See the [General and Fiscal Guidelines](#), Shared Services Arrangements.

Shared services arrangements (SSAs) are not allowed.

Cost Share or Matching Requirement

See the [General and Fiscal Guidelines](#), Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Department of Grant Compliance and Administration's [Training and Other Resources](#) page.

The supplement, not supplant provision does not apply to this grant program.

Limitation of Administrative Funds

See the [General and Fiscal Guidelines](#), Administrative Costs.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

TEA limits the amount of funds that may be budgeted to administer the program, including direct administrative costs and indirect costs, to no more than 15% of the total grant awarded.

To calculate the maximum indirect costs that can be claimed for a grant, complete the [Maximum Indirect Costs Worksheet](#), located on the Grants Administration Division's [Grant Resources](#) page.

Pre-Award Costs

See the [General and Fiscal Guidelines](#), Pre-Award Costs.

Pre-award costs are not permitted for this grant.

Application Requirements and Assurances

This section identifies the types of requirements in which applicants must comply to be eligible for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

Statutory Requirements

See the [General and Fiscal Guidelines](#), Statutory Requirements.

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.

TEA Program Requirements

See the [General and Fiscal Guidelines](#), TEA Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. The applicant must comply with each of these requirements in the application to be considered for funding:

The Implementation Guide includes required practices for designing and implementing a strong study.

1. **Summary of Program:** In detail, respond to each prompt below.
 - a. Describe which of the three areas of inquiry (teacher isolation, unsustainable workload, or sub-optimal resource allocation), is of primary interest to the district to better understand, and why?
 - b. How is this grant program aligned to the mission, vision, and goals of your LEA?
 - c. Identify three campuses that would be suitable case studies in the district. Why would these campuses allow the district team to gather deeper insights into the proposed area of inquiry? (LEAs will confirm their final selection of campuses in January. For LEAs with three campuses or fewer, it is acceptable to speak to the district as a whole).
 - d. Teacher Researchers: What are the anticipated methods teacher researchers will be asked to use to collect data on their campuses (Choose 2 of 3: observations/shadowing, time diaries or focus groups)?
2. **Key Personnel & District Quality Improvement Team**
 - a. Outline the LEA staff to be involved in the implementation of this grant. Be sure to include the LEA's grant manager.
 - b. Who are the possible LEA leaders who will be on the District Quality Improvement Team? Include their names, positions, and expertise related to the anticipated areas of inquiry. Teams can range in size, with a minimum of three members as follows:
 - i. (1) Team Lead (Preference for background in data and evaluation)
 - ii. (1) Cabinet-level leader or equivalent with a strong sense of strategic operations, and;
 - iii. (1) Cabinet-level leader or equivalent who oversees teaching, learning, curriculum or instruction
 - c. Additionally, one individual on the team should have a special education background and one should be a principal manager, area supervisor or equivalent of the campuses selected as case studies.
 - d. Once the three case study campuses have been confirmed, one campus leader (principal or AP or equivalent) will also participate as an extended member of the District Quality

Program Guidelines

Improvement Team during the 6-month period of the needs assessment (January-July 2025).

3. The LEA and campus administration must establish and use a progress monitoring process for the teacher time study, ensuring data analysis is completed and submitted to TEA on an agreed upon timeline, as outlined per major phase of the study below:

Phase	District Quality Improvement Team	Teacher-Researcher
Assess Needs (January-July)	LEAs will submit a completed needs analysis that includes findings from survey data, teacher-researcher field methods, policy and document audits using information collected from the three case study campuses.	Teacher-researchers will synthesize the findings from their three campuses into a joint presentation of conclusions and recommendations.
Identify Improvements (July-September)	LEAs will submit a completed gap analysis, identifying an ideal state based on a framework of practices, and identifying strategies to move the LEA from the current state toward identified goals and objectives.	
Plan Action (October-December)	LEAs will submit a summary of action steps in response to the findings of the needs and gap assessments.	

4. District Quality Improvement Team

- a. The LEA will select leaders that demonstrate a strong understanding of the benefits, rigors, and time demands of participating in the program.
- b. Core District Quality Improvement Team members will attend all nine skill-based training sessions and the day-long convenings.
- c. District Quality Improvement Team members will share their collective recommendations with other senior LEA leadership and stakeholders by the end of December of 2025.

5. Teacher Researchers

- a. The LEA assures that the three teacher researchers (one on each case study campus) selected for this program will have had three years of teaching experience by the start of school year 2024-2025.
- b. The LEA assures that teacher researchers will serve in an instructional role on their campus for at least 50% of the time for the 2024-2025 school year.

- c. The LEA will select teacher researchers that demonstrate strong interpersonal and data skills, leadership potential, and show an interest in education policy.
- d. The LEA will select teacher researchers that demonstrate a strong understanding of the benefits, rigors, and time demands of participating in the six-month program.
- e. Teacher researchers will attend all six skill-based training sessions.
- f. Teacher researchers will be given support to conduct focus groups, shadow/observe, or coordinate the keeping of time diaries with educators on their own campus.

6. Other LEA Commitments

- a. The LEA assures that this application has the support of the superintendent and other senior LEA officials, who understand their commitment to conducting the teacher time study over the course of 12 months from January-December of 2025. Superintendents will be required to attend the summative presentation of the study and action plan with TEA.
- b. The LEA assures that at a minimum the District Quality Improvement Team Lead and Teacher Researchers will attend all Teacher Time Study Grant required events listed in the following tables.

7. District Quality Improvement Team Lead

Event	Duration	Frequency
Kick-Off Orientation Call (Virtual)	90 minutes	Once (2-4 weeks prior to start of program)
Monthly Trainings	90 minutes	Monthly for 9 months
Monthly Coaching Calls	30 minutes	Monthly for 12 months
Day-long Convenings	6 hours	Three: two virtual (winter and late fall 2025), one in-person (summer 2025)

8. Teacher Researchers

Monthly Trainings	90 minutes	Monthly for 6 months
Day-long Convening	6 hours	One in-person (summer 2025)

TEA may modify these requirements based on evolving program needs.

- 9. The grant program will be funded by reimbursement once the NOGA has been issued and the grantee submits payment requests through the Expenditure Reporting (ER) system. See [Expenditure Reporting](#).

Program-Specific Assurances

See the [General and Fiscal Guidelines](#), Provisions and Assurances.

The program-specific assurances for this grant are listed below and included in Application Part 1:

The LEA will work with its TEA-matched Technical Assistance provider on many of the requirements below. However, as the grantee, the LEA is ultimately responsible for these assurances.

1. The LEA will implement the Teacher Time Study Initiative with a focus on one identified area of inquiry (unsustainable workloads, teacher isolation, sub-optimal resource allocation).
2. The LEA and campus administration will ensure that relevant team members regularly and consistently meet with the TEA-matched Technical Assistance provider.
3. The LEA and campus administration will ensure that teacher researchers are provided with release time if determined appropriate for their campus-level data collection activities.
4. The LEA will budget grant funds as a stipend for teacher researchers who participate in the program of at least \$1,500.00.
5. The LEA will report on mandatory performance measures and self-report the LEA's implementation status on the Implementation Guide up to four times between the start and end dates of the grant.
6. The LEA will submit staff contact information for beginning, middle, and end of program surveys on the timeline provided by TEA. The LEA grant manager will communicate with necessary staff to ensure a high completion rate of the surveys.

Allowable Activities and Use of Funds

Refer to the [Budgeting Costs Guidance Handbook](#) on the Grants Administration Division's [Grant Resources](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this grant include only the following:

General Allowable Activities and Use of Funds

- Payroll costs
- Consumable and durable supplies and materials
- Travel Costs as required, reasonable and necessary

Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400)

Travel Costs for Officials such as Executive Director, Superintendent, or Board Members

Travel costs for officials such as executive director, superintendent, or board members may be funded under the grant program. Only the following travel costs may be allowable for these positions:

- LEA travel to and from TEA-required events

Unallowable Activities and Use of Funds

Refer to the [Budgeting Costs Guidance Handbook](#) on the Grants Administration Division's [Grant Resources](#) page for general guidance on unallowable costs.

In addition, unallowable activities and use of funds for this grant include, but are not limited to, the following:

- Debt services (lease liabilities for terms greater than 12 months) — unallowable costs include:
 - Subscription-based Information Technology Arrangement (SBITA) – Principal Costs (6514)
 - Subscription-based Information Technology Arrangement (SBITA) – Interest Costs (6526)
 - Capital Lease Liability — Principal Costs (6512)
 - Capital Lease Liability – Interest Costs (6522)
 - Interest on Debt Costs (6523)
- Audit services for state-funded grants
- Out-of-state travel
- Travel for students to conferences
- Field trips
- Stipends for non-employees
- Non-employee costs for conferences
- Cost of membership in any civic or community organization
- Hosting or sponsoring of conferences
- Advisory councils
- Capital Outlay
- Any activity not specified above in the Allowable Activities and Use of Funds section

Performance Measures

The applicant agrees to collect data and report on the following mandatory performance measures:

1. Teacher Retention (short-term): LEAs will submit the percentage of teachers on case study campuses that return to their LEA in teacher, instructional coaching, principal, or assistant principal positions in the (3) years following the completion of the teacher time study.
2. Teacher Retention (long-term) LEAs will submit the teacher identification numbers of its case study campus teachers to allow TEA to track their long-term retention.
3. LEAs will submit a self-assessment of progress on sections of the Implementation Guide identified by TEA up to four times between the start and end dates of the grant.

Attachments

There are two types of attachments that may be required to be submitted with your application:

Required Fiscal-Related Attachments

See the [General and Fiscal Guidelines](#), Fiscal-Related Documentation Required to Be on File, for a general description of fiscal-related documents that can be required as attachments to the application.

Required Program-Related Attachments

See the [General and Fiscal Guidelines](#), Required Program-Related Attachments, for a general description of program-related documents that can be required as attachments to the application.

No program-related attachments are required for this grant program.