Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching

IN THE SERVICE OF SCIENCE
AND MATHEMATICS TEACHERS

Project Director Handbook

TABLE OF CONTENTS

Project Director Handbook

Dear TRC Project Directors,

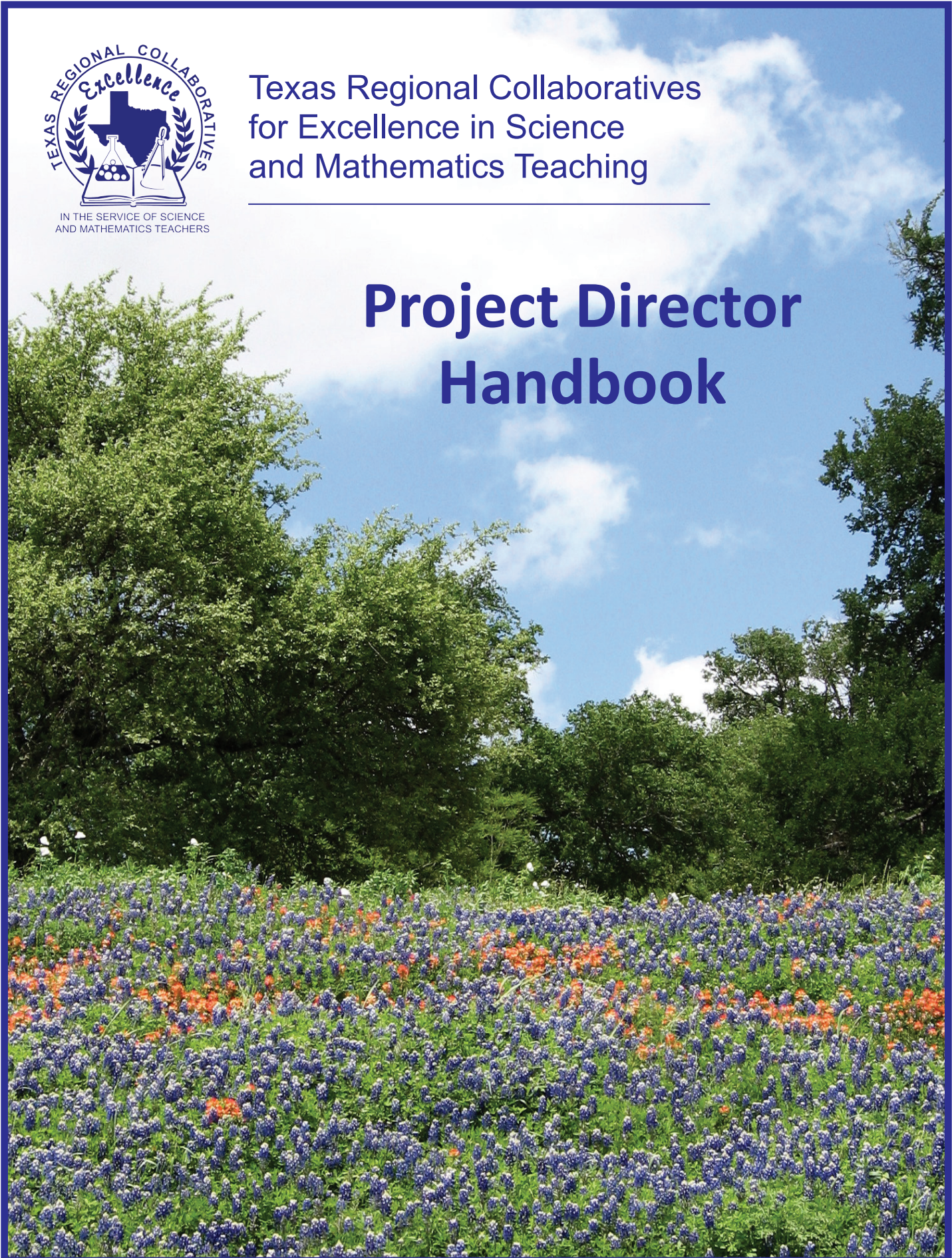Thank you for joining the family of the Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching (TRC). For over nineteen years, thousands of TRC Project Directors, teacher leaders, educators, professors, administrators, policy makers, and corporate partners have come together, stayed together, and worked together to build capacity in our schools and support excellence in Science, Technology, Engineering, and Mathematics (STEM) education for all students.

This handbook is designed to help you understand, administer, support, manage, execute, and lead the activities of your Regional Collaborative. These activities range from programmatic to fiscal; from communication and service to public relations and community outreach; and from technology integration to evaluation and assessment.

I know that all of you want to be effective Project Directors and lead the best operation for serving the teachers in your regions (please see Attributes of Effective Project Directors in section 2.1 of this handbook). Based on many years of service to the TRC and an abundance of input from Project Directors across the state, I would like to share with you the following characteristics of successful Regional Collaboratives:

Partnerships: Successful Regional Collaboratives are partnerships that bring together the Texas Education Agency, The University of Texas at Austin, Education Service Centers, institutions of higher education, school districts, the business community, and foundation partners to design and implement exemplary TEKS-based professional development for teachers using research based instructional models, materials and best practices. Partners leverage funds and resources to synergize activities and maximize the impact on teachers and students.

Service: Successful Regional Collaboratives adopt a culture that genuinely and consistently treasures and serves teachers and educators, assists schools in developing highly qualified teachers, and provides funders an excellent return on their investment in the program.

Communication: Successful Regional Collaboratives commit to sustained and timely communication (e-mail, phone calls, FYIs, visits, meetings with members of the Regional Collaboratives, superintendents, principals, curriculum directors, teachers, higher education professors and administrators, TRC staff, local business partners, and others); ensure that all partners are satisfied with the return on their investment in the partnership; and disseminate the project activities and results at local, regional, state, and national meetings and conferences.

Accountability: Successful Regional Collaboratives fulfill the project Statement of Work in designing and conducting professional development as planned; attending TRC Professional Development Academies, Project Directors Meetings, and Annual Meetings; and effectively communicating with the fiscal agent business office and administrators to manage the grant and expend ALL budgeted funds in a timely fashion.

Results: Successful Regional Collaboratives conduct evaluation studies to measure the impact of the professional development on teachers' knowledge and skills, their performance in the classroom, and most importantly, on student achievement.

Thank you for your leadership and commitment to join forces with the TRC and all of our partners to transform the culture of STEM education in Texas. If any of the TRC staff or I can be of any assistance to you, please don't hesitate to contact us.

Sincerely,

Kamil A. Jbeily, Ph.D.
Executive Director, TRC

**IN THE SERVICE OF SCIENCE
AND MATHEMATICS TEACHERS**

■ 1.1 Who We Are

The Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching (TRC) is an award-winning statewide network of 64 P-16 partnerships (Regional Collaboratives) that provide sustained and high intensity professional development to P-12 teachers of science and mathematics across the state. This infrastructure of over 58 institutions of higher education collaborating with the Texas Education Agency, Education Service Centers, school districts, and business partners, has a 19-year track record of designing and implementing exemplary professional development using research-based instructional models, materials, and best practices. In addition, the TRC network includes 24 projects (BTIM and Mid-Career) that focus on teacher mentoring, recruitment, and preparation.

Our Mission

To provide Texas science and mathematics teachers with support systems of scientifically researched, sustained, and high intensity professional development and mentoring to assist them in the successful implementation of the Texas Essential Knowledge and Skills (TEKS). TRC programs equip teachers with the knowledge and skills to engage students in meaningful science and mathematics learning experiences. Activities are designed to improve students' scientific, mathematical and technological literacy, and inspire them to pursue science and engineering related careers.

Achievements

• Over two million students across Texas have benefited from the improved instruction and performance of participating teachers. The program has developed the knowledge, skills, and leadership capacity of approximately 30,000 teachers of science and mathematics through sustained and high intensity professional development. Many of these teachers serve as Science Teacher Mentors (STMs) and Mathematics Teacher Mentors (MTMs), and share their experiences with other teachers through mentoring, peer coaching, technical assistance, and workshops at the campus, district, and regional levels. Science and mathematics teachers in almost all of the state's 254 counties have been the beneficiaries of this extensive statewide network.

• Transformed the culture of professional development into one that commits to a high quality, sustained, and results-driven support system that has a positive impact on teacher performance and student achievement.

Values

- We **serve** the teachers and students of Texas.
- We **treasure** our people.
- We **operate** with integrity.
- We **reward** our partners.
- We **contribute** to systemic reform and to the community.

■ 1.2 Background Information and History

In 1990-1991, significant science education reform activities were underway across Texas and the nation. Changes necessitated that teachers adopt new methods of instruction and teach a wide variety of sciences for which they were not prepared. Dr. Kamil A. Jbeily, then at the Texas Education Agency, initiated a series of regional meetings across the state to explore ways to create support systems of professional development for Texas science teachers. The meetings included representatives from Education Service Centers, colleges and universities, school districts, business and industry, and institutions of informal education. The goal was to create regional partnerships built on collaboration and cost-sharing that provided science teachers with relevant, sustained, high-intensity professional development. These P-16 partnerships, with federal funding from the Dwight D. Eisenhower Science Professional Development Program at that time, gave birth to the statewide network that is now the Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching.

On March 2, 1996, with the reorganization of the Texas Education Agency, the statewide administrative office of the Texas Regional Collaboratives (TRC) was moved under a TEA-UT partnership agreement to the Science Education Center (now the Center for Science and Mathematics Education) at The University of Texas at Austin. The program has enjoyed support from a wide range of partners including the U.S. Department of Education Eisenhower Grants Program, the Texas Education Agency, the National Science Foundation, and a number of corporate supporters including AT&T Foundation, Shell, Toyota USA Foundation, The Cynthia and George Mitchell Foundation, El Paso Corporation, Fluor, IBM, and others. In addition, over fifty business and community partners support activities of the Collaboratives at the regional level.

In March 2006, through a historic $1.0 Million gift from Shell, two Louisiana Regional Collaboratives prototypes modeled after the TRC commenced their activities in the service of Louisiana science teachers.

In July 2006, the TRC launched a new initiative supported by Math and Science Partnerships funding through the Texas Education Agency to provide high quality professional development to mathematics teachers across Texas. After a competitive process, grants were awarded to 20 Regional Collaboratives for Excellence in Mathematics Teaching.

To date, the Texas Regional Collaboratives have served over 30,000 teachers of science and mathematics, who share their knowledge with other teachers at the district, regional, and state levels. The long-range goals of the Regional Collaboratives are to continuously (1) enhance the quality of science and mathematics teaching in Texas through Professional Development Academies and inter-regional collaboration; (2) increase the number of qualified science and mathematics educators by building the leadership capacity of teachers to mentor and serve a larger number of teachers; and (3) improve accountability of the system by evaluating the impact of the professional development on teachers' knowledge and skills, their performance in the classroom, and on student achievement.

The Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching program has received commendations from the U.S. Department of Education, policy makers, state legislators, and business partners. The Program was inducted into the Texas Science Hall of Fame on January 17, 2000, and was recognized by the Governor, the Senate, and House of Representatives on January 16, 2001 for distinguished achievements and contributions to supporting education reform.

■ 1.3 Program Components (2011-2012)

A Regional Collaborative is one partnership of a statewide network of 64 independent but connected partnerships that provide professional development for science and or mathematics teachers. The Collaborative projects receive annual funding that ranges between $80,000 and $200,000. Each partnership serves from 125 to 250 teachers with a range of activities such as summer institutes, follow-up professional development during the school year, field trips, and classroom support. A unifying feature of these Collaborative projects is that they involve a 2-tier system of teacher development focused on building teacher leaders (Teacher Mentors) who in turn work with local teachers (Cadres Members). The goal of each Regional Collaborative is to build teachers' content and pedagogical knowledge in science and or mathematics leading to improvements in student achievement.

TEXAS REGIONAL COLLABORATIVES (TRC)

● A non-profit organization that provides professional development to P-12 Texas science and mathematics teachers through P-16 partnerships called *Regional Collaboratives*

● Headquartered at the Center for Science and Mathematics Education, College of Education, The University of Texas at Austin

● Initiates the establishment of each Regional Collaborative

● Coordinates, supports, facilitates, and monitors the work of the partnership

● TRC Headquarters are comprised of 15 full time staff members within its Executive, Program, Business, and Technology departments

● 2011-2012: 64 Regional Collaboratives; 39 Science and 25 Mathematics

39 Science Collaboratives

25 Math Collaboratives

Regional Collaborative

● A partnership consisting of an Institution of Higher Education (IHE) and school districts within a region. Many partnerships also include an Education Service Center (ESC).

● One of the entities in the partnership serves as fiscal agent

● It is led by a Project Director

● Its function is to offer Professional Development Programs (PDPs) to teachers of science and mathematics based on local needs, modeled in part after Professional Development Academies (PDAs) recommended by the Texas Education Agency, and coordinated by TRC staff.

Project Director

● An individual representing one of the participating partners

● Oversees the local Collaborative program

Instructional Team Member (ITM)

● University professor, science/math specialist, science/math master teacher who works with the Project Director to provide local professional development to STMs and MTMs

● Instructional Team must include at least one scientist or science/math professor, as per federal Math and Science Partnership (MSP) requirements

Cadre Member (CM)

● Teacher who receives an average of 12 hours per year of professional development and/or mentoring supported by the TRC

Science or Math Teacher Mentor (STM or MTM)

● Teacher who completes 85 to 105 hours of professional development per year

● Mentors Cadre Members

■ 1.4 Relationships and Flow of Funding (2011-2012)

U.S. DEPARTMENT OF EDUCATION - MSP Program

TEXAS EDUCATION AGENCY

NATIONAL SCIENCE FOUNDATION

CORPORATIONS AND FOUNDATIONS

$ → Funding

T → Training

TRC Headquarters *
Center for Science and Mathematics Education UT Austin

39 Science Collaboratives

25 Mathematics Collaboratives

Education Service Centers (ITMs)

Colleges and Universities (ITMs)

Schools/Teachers (STMs and CMs)

Colleges and Universities (ITMs)

Education Service Centers (ITMs)

Schools/Teachers (MTMs and CMs)

2 Mid-Career STEM Teacher Recruitment Projects

Early Childhood Training and Research

23 Beginning Teacher Induction and Mentoring (BTIM) Projects

STEM Certification

***** An Advisory Board provides the TRC input, feedback, advice, and suggestions regarding current activities and future action plans. The Board includes TEA representatives, corporate partners, teachers, project directors, university and school administrators, professors, and community leaders.

■ 2.1 Attributes of Effective TRC Project Directors

1. Engage in excellent and ongoing communication: e-mail, phone calls, FYIs, visits, meetings with members of the Regional Collaborative, principals, teachers, Texas Regional Collaboratives (TRC) staff, local business partners, others.

2. Demonstrate responsiveness/timely attendance to requests/wanting to SERVE; support and mentor teachers, serve as a role model, provide opportunities for networking and encourage teachers to think and act as science/mathematics education leaders in their community.

3. Participate in TRC Professional Development Academies, Project Directors meetings, Annual Meeting (assembling a team to attend), and others.

4. Fulfill the Statement of Work to the letter and very importantly, expending ALL budgeted funds in a timely fashion.

5. Broker the collaboration; i.e., ensuring that all parties (principals, teachers, business partners, TRC staff, and others) are kept abreast of the activities of the Collaborative and the relationship of these activities to what is important to each of those parties.

6. Organize Honoring the Teachers events after Science Teacher Mentors (STMs) receive 105 contact hours and Mathematics Teacher Mentors (MTMs) receive 85 contact hours.

7. Understand national and state standards for effective science/mathematics instruction and assessment including the State of Texas Assessments of Academic Readiness (STAAR).

8. Demonstrate experience in providing professional development to teachers of science/mathematics, and in managing and coordinating grant funded projects.

9. Lead teacher teams in making presentations at state conferences and/or national conferences.

10. Genuinely live and constantly apply the TRC value system of serving the customer, treasuring the people, operating with integrity, rewarding the partners, and contributing to systemic reform and to the community.

11. Lead ongoing communication with the fiscal agent institution business office and administrators.

12. Leverage human and financial resources to maximize the impact of local, state, and federal support and advance the mission and goals of TRC.

■ 2.2 Project Director Change Request

The TRC invests considerable resources, time, and expertise in the Project Directors through subject matter professional development academies, leadership training, networking skills, grant administration, communication skills with partnership stakeholders, and mentoring from experienced Project Directors.

Therefore, the TRC urges fiscal agents to carefully take into consideration all of these skills required to successfully direct a Regional Collaborative in making decisions regarding the change or replacement of Project Directors. In the interest of preserving the tax-payer investment made in the development of the Project Directors to serve teachers in the region, the TRC discourages replacing Project Directors, except for strong legitimate justifications.

All Regional Collaboratives are contractually obligated to notify the TRC to request a change in the official Project Director. The TRC must approve the new Project Director before the change is made.

Regional Collaboratives should complete the **Project Director Change Request form** located on the Project Director Corner section of the TRC website under the Forms & Materials tab, and submit it to Dr. Carol Fletcher, TRC Associate Director, by email (carol.fletcher@mail.utexas.edu) or fax (512-471-9244). In addition, requests should include the vita of the proposed new Project Director along with an official request on letterhead from your institution describing the change.

For additional information, please contact:
Carol Fletcher

■ 2.3 Project Director Responsibilities

Planning

■ Write the Grant Proposal
- Communicate with the institution administrators
- Recruit districts
- Convene planning meetings
- Develop and administer needs assessment instruments
- Recruit teachers
- Obtain letters of commitment from teachers and districts

Programming

■ Plan the Program
- Identify professional development to meet local needs
- Confirm the targeted content by the TRC
- Select dates for a summer institute
- Schedule dates for follow-up professional development meetings during the academic year
- Identify project goals and measurable objectives
- Identify strategies, instruments or resources for evaluating objectives (impact on teachers and students)

■ Make Arrangements for Individual Professional Development Workshops
- Secure rooms
- Contact presenters
- Order materials

Managing and Reporting

■ Organize and Maintain Records
- Make copies of data forms
- Prepare sign-in sheets
- Save workshops agendas
- Enter teacher demographic information into TRC DataCenter
- Enter attendance information into TRC DataCenter
- File reports on time
- Keep track of expenditures

■ Prepare and Submit Reports and Invoices Including:
- TRC Interim and Final Reports
- Department of Education Annual Progress Report (APR)
- TRC Interim and Final Invoices

Meetings

■ Attend and Participate in Meetings Including:
- Professional Development Academies
- Project Director Meetings
- Local workshops and meetings

■ Plan for and Attend TRC Annual Meetings
- Plan exhibit showcase display
- Monitor the submission of teacher presentations
- Reserve hotel rooms and make all other travel arrangements
- Nominate teachers for awards

Sample documents and planning resources can be found on the TRC website.

STATEMENT OF WORK (SOW)
After you have been approved for your grant, you will receive a SOW which clearly states your responsibilities for the grant. Please refer to it often!

It is clear that the administrative side of being a TRC Collaboratives Project Director is complex: writing and submitting an application, getting agreements signed, starting your project, expending resources wisely and in a timely fashion, submitting correct information to issue accurate invoices, maintaining your project, submitting technical reports, and inputting data in the TRC DataCenter, among other things. TRC compliance with documentation and process requirements, along with the submission of excellent data to funding agencies, are the very reasons why the program continues to receive the necessary funding to provide high-quality professional development to teachers of science and mathematics in Texas for over 20 years.

■ 3.1 Planning

TRC Project Directors are brokers of collaboration. **Writing the initial proposal** involves many different people and requires obtaining commitments from the institutions and other partners with whom you are planning to work with during the grant year. This includes but is not limited to:

- Local Education Agencies: school superintendents, program coordinators, and principals
- University Partners: professors of science, mathematics, engineering, and education leaders
- Instructional Team Members: professors, master teachers, science and mathematics specialists
- Private Organizations such as local companies

Recruiting teachers involves holding a meeting with school partners and obtaining commitment letters from teachers, principals, and superintendents. During the recruitment phase, it is essential to gather information on the local needs of teachers, students, and schools.

Scheduling Professional Development Programs (PDPs) will also need to occur during the planning phase. When the Project Director is recruiting teachers, a tentative schedule with dates and titles of the offerings will provide a good picture of the commitment that the administrators and teachers are making.

■ 3.2 Program Planning

Project Directors (PDs) will design a coherent sequence of teacher experiences intended to improve teacher content knowledge and instructional skills. This is perhaps the most important aspect of a successful Regional Collaborative. Each year a content focus is identified and specified in the Request for Application RFA). Each Project must provide programming for their local teachers for a minimum of 40 hours in the content specified in the RFA. Additionally, the Collaborative must include an institute (minimum of one week long) during the first summer of the program. An average of 30 hours of professional development earned by STMs/MTMs should be completed and entered for the first interim report due in October.

PDs are responsible for creating an **Instructional Timeline** that reflects the goals of the Regional Collaborative Program. This Instructional Timeline lists all of the professional development opportunities offered to the local TRC teachers during the grant year, and will include a detailed summer institute and sufficient additional hours for each teacher to complete the required program hours during the remainder of the year. The timeline must support a set of coherent professional development experiences designed to support teachers' content knowledge and the improvement of student achievement.

Projects should designate a substantial percentage of the budget to participant cost items such as equipment and materials, teacher substitute pay, and/or teacher stipends. Persons responsible to delivering the Professional Development are members of the Instructional Team. If needed, the grant can budget costs for an outside consultant to deliver the local professional development. We encourage Project Directors to consider partnering with other Project Directors to deliver the content needed as well.

■ Project Directors should refer to the *Immersion Model* and *What activities can count as hours for STMs and MTMs* on pages 14 and 15 when planning their local Regional Collaborative program.

■ 3.3 Managing

Managing the TRC grant includes (1) interim and final reporting, (2) frequent reporting through the DataCenter of teacher participation in Professional Development, and (3) attending TRC Project Director Meetings. A successful Collaborative Project Director will manage the budget effectively by paying close attention to the invoicing process (whichever way it is done at the fiscal agent institution). The Project Director must also communicate on ongoing basis with the business office of the fiscal agent. Monthly invoicing is strongly recommended.

Managing the TRC grant also includes **tracking teacher attendance**, collecting demographic data on each teacher, coordinating stipends pay, distributing materials and arranging for substitutes. The contact hours requirement for each teacher is stipulated in the RFA and the data collection is completed exclusively through the TRC DataCenter. Decisions on stipend pay, course fees, materials distribution, and substitute arrangements all belong to each particular Collaborative.

Managing professional development training includes **maintaining sign-in sheets and agendas,** coordinating with presenters, reserving training facilities and ordering materials. Project Directors also manage the attendance of their own Instructional Team Members at various Professional Development Academies that are organized by the TRC throughout the year.

The Texas Regional Collaboratives website (www.thetrc.org) provides the most updated information related to managing and coordinating your Collaborative. Project Directors should regularly check the website for announcements of upcoming meetings and Professional Development Academies.

■ 3.4 Reporting

Project Directors are required to **complete interim reports and final reports**. The majority of these reports are submitted electronically. Reports include but are not limited to updated budgets, instructional timelines, invoices, and assessments of teacher knowledge and student achievement. All teachers' professional development hours completed up to two weeks before the due date of each interim report should be reported in the DataCenter. Each interim report must include sign-in sheets and agendas from each completed professional development session. Other additional data may be required in each interim report. Project Directors should frequently review the reporting requirements posted on the TRC website.

Within each individual Collaborative, the Project Director should plan on how to help Mentors and Cadre Mentors monitor their own professional development hours. Many Collaboratives provide their Teacher Members with log sheets to help them track their own hours as well as the hours spent in mentoring activities with Cadre Members.

■ 3.5 Mentoring

The TRC model is built on the premise of providing substantial high quality professional development (85-105 content hours) to a group of teachers to prepare them to become Mathematics Teacher Mentors (MTMs) and Science Teacher Mentors (STMs). MTMs and STMs support mentoring and provide technical assistance and workshops to a larger number of teachers referred to as Cadre Members (CMs).

Originally each Science Teacher Mentor (STM) was required to mentor 5 teachers who would be identified as Cadre Members (CMs). Over time, the ratio of STMs to CMs has remained consistent although now many Collaboratives use other strategies than the direct 1 to 5 mentoring model. For example, two-three STMs might work together to deliver two six-hour sessions (or four three-hour sessions, etc.) workshops to ten-fifteen other teachers on their campus, thereby meeting the 12-hour requirement for supporting Cadre Members. Similar scenarios can be used by MTMs.

■ 3.6 Meetings

There are three basic types of meetings that TRC grantees should plan for during the grant year:
- Project Director Meetings *(Required)*
- Professional Development Academies *(Optional)*
- The TRC Annual Meeting *(Required)*

Project Director Meetings are required and completely funded through the individual Collaborative budget. This includes travel to and from the meeting as well as accommodations. **Registration** for the meeting is required and there is no registration fee.

Professional Development Academies (PDAs) are provided to support program goals. Attendance is usually not required, but strongly recommended. Collaboratives must pay the registration fee and lodging for each participant. Project Directors are responsible for making arrangements for their PDA participants. Currently, transportation costs are reimbursed by the TRC Central Office.

Attendance at the **Annual Meeting** is required and all costs for the meeting must be included in the local Collaborative budget. Because the Annual Meeting budget is included in the individual Collaborative budget, Project Directors are in charge of who attends, registering all participants, making arrangements, and processing payments for lodging and travel. Teacher Mentors and Instructional Team Members should be included in the Collaborative team attending the Annual Meeting. A minimum number of participants required to attend is specified in the RFA and in the Statement of Work (SOW).

Project Directors are strongly encouraged to nominate a teacher for either the mentoring excellence awards or the teaching excellence awards that are presented during the Annual Meeting. Project Directors must also organize the display that will be exhibited during the Annual Meeting and showcased during the reception. Finally, individual Collaboratives should submit proposals for breakout sessions held during the meeting. Project Directors should support their Teacher Mentors in submitting presentations as well as helping those teachers prepare for quality presentations. These presentations provide an excellent venue to share strategies and activities with Collaboratives across the State.

For additional information, please contact:
Mary Hobbs *(see contact info on page 24)*

4.1 Funding, Application, and Subaward Agreements for Math/Science Collaboratives

Source of Funds

Funding for the individual Regional Collaboratives comes from the U.S. Department of Education, through the "No Child Left Behind Act of 2001" (NCLB), officially known as the Elementary and Secondary Education Act (ESE or ESEA), Public Law 107-110.

Specifically, the funding is provided through Title II, Part B of that Act:

- Title II ("Preparing, Training, and Recruiting High Quality Teachers")
- Part B ("Mathematics and Science Partnerships")

The entire Act can be viewed at ed.gov:
www2.ed.gov/policy/elsec/leg/esea02/index.html

The U.S. Department of Education grants the funds to the Texas Education Agency, which in turn competes them out to the State. The University of Texas at Austin won the competition. Because the funds pass through all those entities, the entire process is subject to federal, state, and university policies and procedures. This includes the way the TRC grants and administers funds, the content of the actual subaward agreements, and the manner in which projects are conducted.

Request for Application

The process of setting up a Collaborative project and getting it funded begins with the TRC office releasing a Request for Application (RFA). Generally, a new applicant is selected through a competitive application. Continuation applications are submitted in subsequent years.

Review

The route from RFA to the beginning of a project has many steps. The TRC attempts to release RFAs in the late fall/early winter, with submissions due several weeks following release. After applications are received, they are reviewed and negotiated before they are accepted.

Acceptance

Upon acceptance, subaward agreements are then issued to individual projects. After an agreement is fully executed (signed by both parties), project implementation can begin and spending is allowed, provided it is within the approved grant period. The basic term of TRC subawards is May 1 to July 31 of the following year, a total of fifteen months.

Implementation and Spending

The fifteen-month grant period creates overlap with the previous year's grant. This is intentional, so that there is no interruption of service. However, it is imperative that the funds be kept separate, both for legal compliance reasons and individual project management.

Successful projects spend the last of their grant funds in May or June, and spend the summer wrapping up the paperwork. In general, you should not intend to deliver any professional development services in the summer as a grant period comes to a close. It is easiest if you close one grant fund down before starting the next one. If you incur costs in the summer, all spending must be completed and material must be received no later than the last grant day, July 31.

Funding available in a new grant period should be used, at the least, to establish and execute your required summer institute. In the past, we have had difficulty getting agreements done in time to make spending available, but we intend to issue and execute subaward agreements to allow you to spend funds beginning May 1.

Subaward documents

The subaward your institution receives is the legal document between you and the TRC (officially between your institution and UT Austin). This is where we agree to reimburse project costs within the approved budget, subject to the subaward terms and conditions. The subaward states that you, on behalf of your institution, agree to deliver the services promised in the Statement of Work and to provide cost and technical reports, including the input of data in the TRC DataCenter.

The Statement of Work, incorporated into your subaward, will contain the program requirements, and it will state the number of Teacher Mentors (MTMs/STMs) and Cadre Members (CMs) included in your application. The budget incorporated into the agreement is usually directly derived from your application. (Before an agreement is drafted we may work with you on revising budget or teachers served.)

The Office of Sponsored Projects (OSP) at The University of Texas at Austin is the designated authority of the TRC subawards. The person signing your subaward on behalf of UT is an OSP representative. The TRC office acts as the liaison between you and the OSP.

Please contact us first with questions, as we are more knowledgeable about your specific project, while OSP is charged with handling the entire UT campus.

When a subaward for your project is drafted, we send it to your institution, to the attention of the person you have named in your application as the one to receive contracts. We also send a copy to you, so that you are aware of its delivery. Please be aware that we often will need your assistance in moving a subaward agreement through your institution's process. The agreement, and other required documentation, ultimately needs to be signed by an authorized official at your institution. The signed document is returned to us for signature and execution. After it is signed at OSP, a fully executed copy is sent to you for your files.

The UT Austin OSP issues subawards as PDF documents. Unless you are required to generate paper contracts at your end, we wish to conduct the entire subaward process electronically.

◼ 4.2 Compliance / Transparency

In order for your program to be successful, it must be compliant and transparent. TRC programs are governed by a number of statutes and regulations. Federal and State of Texas grants are generally controlled by the Federal Cost Principles.

◼ Federal Cost Principles
Education Department General Administration Regulations (EDGAR) codified in 34 CFR Parts 74-86 and 97-99
- Applies to all grants distributed by the U.S. Department of Education
- Parts 75 and 76 pertain to funding associated with the TRC Science and Mathematics Collaboratives

OMB Circulars
- A-87 – Cost Principles for State and Local Governments (Regional Education Service Centers and School Districts)
- A-21 – Cost Principles for Educational Institutions (Colleges and Universities)

Specific programs, such as NCLB, Title II, Part B – Mathematics and Science Partnerships (MSP) that fund the TRC Collaboratives, have separate distinct requirements and restrictions.

◼ Allowable and Unallowable Costs
In general, costs:
- must be reasonable and necessary
- must be allocated under the appropriate OMB Circular
- must be not prohibited under state or local law
- must follow generally accepted accounting principles
- adequately documented and traceable

TEA's Guidelines Related to Specific Costs addresses allowability of specific expenditures http://ritter.tea.state.tx.us/opge/grantdev/adminresources/Specific_costs_3-23-10.pdf (link subject to change).

TRC staff is here to assist you in the interpretation of controlling directives. When in doubt, discussing concerns with the TRC staff regarding allowable use of programmatic and budgetary items must occur prior to implementation of activities and expenditures.

◼ 4.3 Supplement-Not-Supplant

Ask yourself this practical question: If federal funds were not available to perform the activity/service, would I still conduct it with state or local funds? If you answered yes, you are supplanting because it is no longer a supplementary activity. You must be able to document that you could not carry out the program or aspects of the program if the federal funds were not available.

- **Supplement** means to add to; to enhance; to expand; to increase; to extend; to create something new.

- **Supplant** means to take the place of; to replace by something else.
  - Federal funds may be used only to supplement or augment the educational programs generally offered with state and local funds.
  - Federal funds may be used only to provide supplemental services that would not have been provided had the federal funds not been available.
  - State or local funds which previously funded activities may not be diverted to another purpose simply because federal funds are now available to fund those activities.
  - If federal funds are used to enhance or expand a state mandate, SBOE rule, or local board policy, the federal supplementary activities must be separately identified and clearly distinguishable from the activities identified as necessary for implementing a state mandate, SBOE rule, or local board policy as outlined in the implementation plan.
  - Supplement-not-supplant also applies to state-funded grant programs. If this requirement applies, it will be specified in the applicable RFA. The requirements will be applied in the same manner as for federal grants. The grant funds must supplement other state, federal, or local funds.

For additional information, please contact:
Karl Hereim *(see contact info on page 24)*

The TRC State Program Office continuously seeks out opportunities to provide financial resources to ensure substantive funding of our Regional Collaborative programs. As the Project Director of a Collaborative, it is expected that you will lead your organization in the accurate and thorough expenditures of your entire budget within the timeframe of the grant, and that you will invoice and report on your progress on or before the due dates listed in your statement of work.

Forging a strong relationship with members of your support team and business office, by working closely with them to establish internal dates before the deadlines listed in the statement of work, further guarantees thorough and accurate spending and compliance with all due dates.

5.1 Budgeting

Budgeting Codes

Budgets were built in the RFA and administered throughout the grant year using the Federal Acquisition Regulation (FAR) codes that most subgrantees are familiar with and use regularly (aka 6000 codes).

5.2 FAR Fund Categories

A complete list of allowable FAR Fund codes are included in each RFA, but for general purposes, this is an overview of the usable expense categories.

6100 Personnel/Payroll Costs

Items such as staff payroll and fringe benefits belong to this category of expenditures.

6200 Professional and Contracted Services Costs

Consultants, tuition, space rental (not covered by indirect costs), and other contracted services should be expended from this category.

6300 Supplies and Materials Procurement

All supplies and materials necessary to host workshops, meetings, and institutes are items that should be within this cost category.

6400 Other Operating Expenses

Stipends, travel, and any miscellaneous operating expenses are to be categorized under this umbrella of expenditures.

5.3 Reallocating

Request for Reallocations

Requests for reallocation (regardless of dollar amount) are required when shifting monies from one line item to another (regardless of whether it is within a FAR code subcategory or between/among multiple FAR codes). Reallocation Request forms are located on the TRC website under the Project Director Corner.

5.4 Invoicing

Invoice Cover Sheet

Invoice templates are available under the Project Director Corner of the TRC website. Institutional invoices must (1) have a clear remit to address, (2) include columns broken down by budget category (one each: budgeted, current, cumulative, remaining), (3) include original signatures from both the project director and business office contact, and (4) include thorough back up that clearly reflects and justifies the figures on the invoice.

Discretionary Grants Encumbrances

For discretionary grants, all encumbrances must occur on or between the beginning and ending dates of the grant. Likewise, all goods must be received and all services must be rendered within the beginning and ending dates of the grant. All expenditures must be subsequently liquidated (recorded as an expenditure or accounts payable) by the time the final expenditure report is submitted so that the expenditures and accounts payable can be included in the final expenditure report. Goods or services can only be put into the accounts payable once the goods or services have been received. Goods or services received after the grant ends will have to be paid from another grant or local funds.

Invoicing Frequency

All subawardees are encouraged to invoice more frequently (i.e., monthly) than the minimum required and should submit complete invoices to the appropriate TRC staff member as shown below. Those projects that have a track record of underperformance will be required to invoice at a frequency set by the state program office.

For additional information, please contact:
Jeff Early *(see contact info on page 24)*

■ 6.1 TRC DataCenter

■ Introduction

The TRC DataCenter is a software application developed by the TRC, based on the FileMaker platform. It serves as a data collection, reporting and evaluation tool. Key people within a Project (formerly called "a Collaborative") access the DataCenter in order to enter participant data, credit participants with training hours and complete their reports to the TRC. Data collection is crucial to the TRC. The data is used to demonstrate the reach and effectiveness of the program to funders, supporters, and to the individual Regional Collaboratives.

A Regional Collaborative Project Director must ensure that data is entered completely and correctly into the DataCenter. Projects are evaluated in large part based on the data entered into the system.

To access the DataCenter, three things are needed:
1) a copy of FileMaker Pro (v.11 or higher)
2) a username and password to the system. The user name will always be the Project Director's First and Last Name. The first person to login to the 2011-2012 DataCenter will need to choose and set the password for that project. This password can be changed at anytime by the Project Director.
3) A copy of the TRC Launcher. This is small FileMaker File provided by the TRC.

FileMaker licenses must be purchased for each person/computer in the Collaborative who will be accessing the DataCenter. The cost of these licenses may come out of the TRC program budget. A username and password, along with instructions and links to documentation will be provided to your Collaborative.

■ Director's Menu

The DataCenter opens to the Director's Menu. Click a button to go where you want to go.

■ Participant Data Form

Data collection starts with the Participant Data Form. The latest version is always available for download from the Forms and Materials section of the Math/Science Project Director's Corner on the TRC website: www.thetrc.org AND within the DataCenter itself. Go to the participant Detail screen and click on the Data Entry Form button. You can print with the data or as blanks to be filled in. The Participant Data Form is used to collect contact, demographic, and classroom data from the teachers and educators who participate in your program.

It is very important that this form be filled out completely by each participant. Sending copies of the form to participants before an event to be filled out beforehand is an excellent strategy to ensure a high rate of completion. Incomplete key fields will prohibit you from making a participant active.

Participants who attend more than one training event do not need to fill out a new form each time, unless they need to update or add information to their record. In this case the Project Directors might want to create a checklist or other measures that allow them or their staff to make sure all participants at an event have a form on file.

After the filled-out Participant Data Forms are gathered, the data must be entered into the DataCenter itself.

■ Participant Data Entry

Data entry must be completed in a timely fashion. Collaboratives that put off entering data, allowing Participant Data Forms to stack up un-entered, are the ones that have the most trouble keeping up with expectations come report time. If a training session is held over a weekend, then make an effort to get those forms entered into the system early the following week.

As with the Participant Data Form, data entry needs to be as thorough as possible. All fields are important and certain fields will be marked as required and must be fully completed. This is where making sure those paper forms were filled out completely really comes into play. The DataCenter has features built into it to make data entry easier. Through the TRC partnership with TEA, the system is able to pre-populate many fields with data that users previously had to enter from scratch.

■ 6.2 Reporting

All grantees will be required to complete three interim reports and a final report via the TRC DataCenter. Detailed information regarding the DataCenter can be found in the Science/Math Project Director's Corner on the TRC website under the DataCenter tab. Topics include:
Connecting to the DataCenter; Getting Started; Entering Participants; Adding/Changing Schools; Entering Events and Hours; Entering and Managing ITMs.

The Interim Report forms are located in the DataCenter. You must have a Dropbox account registered in the email address that TRC has for you to do reporting.

Please note that final reports will be used in the Annual Performance Report (APR) which can be accessed on the U.S. Department of Education's Mathematics and Science Partnerships (MSP) program website:
www.ed-msp.net/

For additional information, please contact:
George Perry *(see contact info on page 24)*

■ 7.1 Evaluation/ Assessment

Evaluation is a process of analyzing TRC professional development to ascertain what is working and what is not working and opportunities for improvement. It's an ongoing collaborative process to increase knowledge, inform decision-making, improve programs, and determine strategic direction. The TRC conducts evaluation with this approach in mind while complying with the federal requirements of the Math Science Partnership (MSP) Grants.

Under the Government Performance and Results Act (GPRA), all federal agencies are required to develop indicators in order to report to the U.S. Congress on federal program impacts and outcomes. The MSP Program indicators are teacher content and student achievement measures.

The Teacher Knowledge measure is described by the percentage of MSP teachers who significantly increase their content knowledge as reflected in project-level pre- and post-assessments. The TRC supports projects by providing a selection of teacher content knowledge assessments. Projects are advised to assess teacher knowledge before their summer institutes and to administer the post assessment when program activities are completed. Only Mentor Teachers (MTMs and STMs) need to be assessed for content knowledge. Scores for these assessments need to be entered into each Mentor's DataCenter record. Assessment data will never be reported by teacher name or linked to any specific school or district in a public or research document.

The Student Achievement measure is reported by the percentage of students in classrooms of Mentor Teachers who scored below the passing standard in state assessments and the percentage of students in classrooms of TRC Mentor Teachers who scored at the proficient level or above (Met Standard). Projects need to collect this data by teacher, and report the data in the TRC Final Report at the end of the grant period.

For detailed information pertaining to the evaluation protocols for the current grant year, please see the Evaluation page in the Project Directors Corner on the TRC website at thetrc.org/web/evaluation_pd_info.html

For additional information, please contact:
Todd Sherron *(see contact info on page 24)*

■ 7.2 What activities can count as hours for Science Teacher Mentors (STMs) and Mathematics Teacher Mentors (MTMs)?

Project Directors (PDs) should develop a comprehensive and coherent program of professional development based on the content focus recommended by the Texas Education Agency and identified in the TRC Request for Applications (RFA). Subsequently, hours spent attending the events selected and implemented by the Project Director should constitute the majority of STM or MTM hours entered into the DataCenter system.

In addition to the required activities outlined by the Project Director for STMs or MTMs, PDs may choose to allow some customized hours that are unique to individual mentors and that can count toward fulfillment of STM or MTM commitments to the local program. It is important that these decisions be made at the beginning of the program year, be aligned with the goals and objectives of the Regional Collaborative, and that there is agreement as to the appropriateness of selected activities in meeting the overall plan for that year's professional development. PDs should not allow Mentors to count as TRC hours any professional development that the Mentors were already being required to attend through their school district. For example, if a district is requiring a teacher to attend Advanced Placement (AP) Strategies training, this cannot be counted as TRC hours since no TRC resources can be used to supplant existing professional development requirements.

Allowable activities to complete the STM or MTM commitment might include:
1. **An online course or book study** which is complementary to the focus of the program. The STM or MTM cannot count more than 20 hours in this category toward fulfillment of hourly requirements, and participation must be documented. For example, in the case of an online study, a record of course completion should be available if requested.
2. **Hours spent mentoring CMs,** either one-on-one or during the delivery of professional development to a group in a campus-based or similar setting. Total time allowable to be entered into the DataCenter for mentoring is 12 hours.
3. **Attendance at conferences,** not to exceed 24 hours per MTM or STM per year. Approved conferences include the TRC Annual Meeting, the Conference for the Advancement of Science Teaching (CAST) and the Conference for the Advancement of Mathematics Teaching (CAMT). Contact the TRC office for questions regarding substitution of other conferences or meetings.

For additional information, please contact:
Mary Hobbs and Debbie Junk *(see contact info on page 24)*

■ 7.3 Immersion Model

There are two distinct advantages to the immersion model:

First, research has shown that whole-school professional development models are more effective for systemic, long-lasting change, and have a more positive impact on student learning. Providing a coherent program of professional development for an entire grade level, as described in the immersion model, is a good step in this direction.

The second advantage is related to program evaluation. One of the greatest challenges for a Regional Collaborative is designing an evaluation plan that adequately measures the impact of professional development on student achievement in a meaningful way. Ideally, Regional Collaboratives would measure student achievement at the teacher level. However, accessing student data clustered by teacher is extremely difficult given the current design of the Texas student data collection system.

To deal with this challenge, Regional Collaboratives are strongly encouraged to utilize an immersion model that provides professional development to all teachers at a campus at a specific tested grade level for the purpose of collecting campus level STAAR data. While the TRC and sponsoring agencies benefit from receiving a rich data set for further analysis, students can benefit from this model as well.

In the immersion model, projects must recruit a team of Mentors and CMs that represent all teachers on a campus at a tested grade level/subject for the purpose of collecting campus level STAAR data. Identifying a specific tested grade level to target, and offering a full immersion program for instructional staff members who teach at this grade level on multiple campuses, will facilitate a more valid mechanism for determining the impact of the program on student achievement at the campus rather than teacher level.

Key features of the immersion model include:

• Identification of the targeted grade level or subject (in high school) for which your project will collect student data. This must be a grade or subject for which a STAAR test is administered.

• Identification of AT LEAST FIVE CAMPUSES that will agree to allow all teachers at the targeted grade level to receive TRC training. Projects must have written agreements with campus leadership outlining who is to receive training, how the training will be delivered, and when.

• Project Directors must obtain written agreements from the immersion campus leadership to provide them with STAAR data in time to complete the TRC final report.

• Each immersion campus MUST have AT LEAST ONE MENTOR teacher from the targeted grade level trained by your Regional Collaborative. Other teachers at the targeted grade level may be mentors or they may be CMs.

• If there is only one teacher at the targeted grade level on a campus, that teacher must participate as an STM or MTM. An immersion campus may only have one teacher at the targeted grade level.

• Immersion CMs at the targeted grade level MUST earn on average 24 CONTACT HOURS of professional development from your Regional Collaborative. This training can be all mentoring or can be a combination of mentoring and direct training from your Regional Collaborative.

• Teachers at the immersion campus who are not assigned to the targeted grade level may also participate in your Regional Collaborative as Mentors or CMs. CMs who are not assigned to the targeted grade level are only required to receive 12 hours of training.

• Projects will identify in the TRC DataCenter which campuses are immersion campuses and which teachers are immersion teachers. Contact hours for immersion CMs will be calculated separately from contact hours for non-immersion CMs.

For additional information, please contact:
Carol Fletcher *(see contact info on page 24)*

■ 8.1 TRC Website

The TRC online home is thetrc.org (www.thetrc.org). The website includes a wealth of information and news about the TRC. There are a few areas of the site that are of particular interest specifically to Project Directors.

■ The first of these areas is the Project Director Resources page. This section contains a collection of downloadable documents and links to resources of particular interest to Project Directors. These resources range from sample recruitment letters to guides that help plan Honoring the Teachers events.

Project Director Resources:

thetrc.org/web/projectdirector.html

■ The next page of particular interest to Project Directors is the webpage for the Regional Collaborative itself. Pages for individual Collaboratives are linked from the Math/Science Roster pages, located under the Collaboratives menu. The Collaborative page is where information about the program's mission, accomplishments, partners and participating districts can be shared with others. This is the FACE of your Collaborative to the world. Periodically you will need to review your Collaborative's page and send in edits and updates to the TRC Webmaster.

Collaborative Roster Pages:

Math

thetrc.org/web/math_collaboratives.html

Science

thetrc.org/web/science_collaboratives.html

■ The TRC Event Calendar is another important resource. This is the master calendar for all upcoming TRC PDAs, meetings, and other events.

Event Calendar:

thetrc.org/web/calendar_of_events.html

For additional information, please contact:
Stephen Gray *(see contact info on page 24)*

■ 8.2 Technology Integration

■ TRC Online Learning Community (TOLC)

TOLC is a social network of primarily Texas and Louisiana STEM (science, technology, engineering, mathematics) educators. TOLC allows for group discussions on topics of interest, engagement in live chat sessions, sharing of photos, videos, and best practices to support curriculum goals, and much more.

thetrc.org/trc/tolc.html

■ Podcasts Authored by TRC Members Index

The podcast index lists podcasts produced by TRC members on topics that range from math and science, to instructional technology, and Web 2.0 tips and strategies. Podcasting training resources and materials can be accessed from this valuable professional development resource as well.

thetrc.org/web/podcastindex.html

■ Live Web-Based Training and Webinars

Texas Regional Collaboratives utilizes Adobe Acrobat Connect Pro, commonly referred to as Adobe Connect, to deliver live interactive Web-based webinars and training sessions. Adobe Connect can offer professional development opportunities from informative webinars on TRC policies and procedures to highly interactive hands-on technology integration training.

thetrc.org/trc/tolc.html#gpm1_5

For additional information, please contact:
John Solis *(see contact info on page 24)*

◼ 9.1 Logistics - Registration for PDAs, PDMs, Annual Meeting

Registration for **Professional Development Academies** (PDAs) and **Project Director Meetings** (PDMs) can be accessed on the TRC website (theTRC.org). A list of events can be found in the "Calendar of Events" section.

Registration for the **Annual Meeting** (AM) is by invitation. Project Directors will receive an email from the TRC of the direct link to the registration page.

TRC Calendar of Events:
thetrc.org/web/calendar_of_events.html#1_2

Instructions to register for an event on the TRC Event Calendar:
Locate the event and click on the title. This will take you to a description and detailed information of the event. At the bottom of this page is a button: "Register to Attend." Please click this button to register yourself or one of your Collaborative members.

You will be redirected to a summary page with a "register" button located on the right side of the page. Click on the button and begin filling in the information for the participant.

You will be required to provide the following information and click "Next" at the bottom of each page when completed.
• First Name
• Last Name
• Email Address

The second page will ask for the following information, then click "Next" when completed.
• Project Director Email Address
• Organization/Collaborative
• Pursuant to the Americans with Disabilities Act, do you require specific aids or services?

The following page includes the information about your registration items and cost. You have two options for making payments for events: Credit Card or Check. **Purchase Orders are not accepted.**
• Credit Card payments: please enter your credit card information. All items in red are required items. Click "Finish" when you have entered all the information.
• Check/Offline payments: please select this payment method and click "Finish."

You MUST click "Finish" to complete your registration! Once you have clicked "Finish" you will be redirected to a confirmation page.

This page will provide registration information as well as payment. If you have paid with credit card, it should show the amount due as $0. If you have requested payment by check, it will still show a balance due.

You will receive an email detailing the registration information. You may take the confirmation page (as shown above) with a balance due or the email you receive to your business office as an invoice. **We will need to receive ALL payments prior to the event.**

In the email you will see the following:

If you selected the "pay by check option," please provide a copy of this message to your business office. Remit check made out to "The University of Texas at Austin" with this printed email to:

The University of Texas at Austin
Texas Regional Collaboratives
Attn: Jeff Early
1 University Station D5500
Austin, Texas 78712

Once payment has been received in the TRC office, the registration to attend the event is complete. You will need the confirmation number from your registration to make any modifications.

For additional information, please contact:
Jeff Early *(see contact info on page 24)*

◼ 9.2 Professional Development

Professional Development Academies (PDAs) are designed to enhance the Instructional Team Members' knowledge and skills necessary to develop, sustain and facilitate high quality professional development programs for their Regional Collaboratives.

Project Directors and their Instructional Team Members are highly encouraged to attend the PDAs offered by the TRC. High quality professional development programs and/or instructional materials are selected to match the perceived needs of the state, and arrangements are made for a Professional Development Academy (PDA) to take place to train Project Directors and Instructional Team Members (ITMs) in the use of the programs or materials. Input from Project Directors on their perceived professional development needs are highly encouraged.

PDAs are designed to help Projects support the development of teachers' content knowledge. Many of the Math PDAs specifically support one- or two-week long summer institutes. Some of the PDAs are geared toward supporting curricular goals such as the Texas Essential Knowledge and Skills (TEKS) and some are geared toward supporting assessment of teacher knowledge and student knowledge as well as supporting leadership goals. PDAs are chosen based on quality and research background merit. Many of TRC PDAs offered are nationally recognized and several of them are offered in a collaborative effort between the TRC and the Texas Education Agency.

The TRC attempts to provide materials necessary to deliver the Professional Development to the Regional Collaborative teachers. Occasionally, materials are provided by the TRC to go directly into the hands of your local teachers. Projects are encouraged to use your local TRC funds to purchase items that will support classroom instructional delivery by your teachers as well.

◼ Professional Development Academies FAQ

Are Regional Collaboratives required to attend the PDAs?
The PDAs offered by the TRC are highly encouraged, but not required. Most TRC grant recipients typically plan for fifteen days of Professional Development Academies for two Instructional Team Members. Each PDA usually lasts between 1 and 5 days and take place in Austin.

Who can attend the PDA?
The Texas Regional Collaboratives' Professional Development Academies (PDAs) are intended for Instructional Team Members who will return to their local regions to provide PD to the teachers there. Instructional Team Members are chosen by the Project Director to represent their regions. An Instructional Team Member is most likely a professor of science and mathematics, instructional specialist, science and mathematics education professor, or a master teacher. Usually, a Regional Collaborative can send two persons to each PDA.

Where will I find information and registration forms for the PDAs?
All information pages and registration forms will be located on the Event Calendar found on the TRC home webpage. It is important that you register as early as possible because our PDAs fill up quickly.

What is the registration fee of a PDA?
The TRC charges $45.00 /day for the training. This fee will cover your breakfast, lunch, snacks and training materials.

What happens if I register and cannot attend?
You may notify us in advance and let us know who will be your replacement, however, refunds will not be issued for cancellations or for those not in attendance.

What expenses will the TRC cover for us to attend the PDAs?
The TRC office will reimburse your Collaborative for transportation expenses. This will include parking. You must submit all receipts to be reimbursed.

Must I register for the hotel on my own?
Yes. If we have a block of rooms available, it will be noted on the information page. The rooms in the block are negotiated and in most instances will match the state rate. You must make reservations at least one month before the event takes place. After that, the room block will be released, and you may not be able to receive the room at the state rate. If we do not have a block of rooms, you will need to make your own arrangements for your accommodations.

How should I budget for the PDAs?
Your budget for a PDA will include the registration cost at $45.00 per day, the overnight costs of the hotel, and food. Normally, the TRC PDAs will have breakfast and lunch onsite which is included in the registration cost. Two Instructional Team Members are allowed to attend each PDA; their transportation costs are reimbursed by the TRC.

For additional information, please contact:
Marsha Willis *(see contact info on page 24)*

■ **Professional Development Academies Transportation Information**

Some of the TRC-hosted Professional Development Academies include transportation reimbursements for participants. These events will be listed in the TRC Event Calendar with specific details about what the TRC state office is covering and what the local Collaborative grant budget should cover.

Reimbursements are made to either participants or their sponsoring institutions. It is up to the sponsoring institution to determine who the payee should be.

Transportation reimbursements are limited to the following:
- Personal vehicle mileage (approved state rate) with accompanying MapQuest printout showing all addresses (point A to point B to point A)
- Airline tickets and associated baggage fees (state policy requires lowest airfare; receipts required)
- Shuttle bus, taxis, public transportation costs associated with the event (receipts required)
- Rental vehicles and gasoline (receipts required)
- Parking charges for the duration of the event including airport parking (receipts required)

Reimbursement Request Forms will accompany the Post Event Survey email that all attendees receive following each workshop. Participants should take the form back to the Project Director for accurate routing. Please refer to each event form for specific submission requirements and due dates.

For additional information, please contact:
Jeff Early *(see contact info on page 24)*

■ 9.3 Annual Meeting

The Annual Meeting event brings together teachers, education and business leaders, policy makers, and legislators to share, celebrate, and recognize the achievements of the Collaboratives. The meeting provides opportunities for interregional sharing of ideas, collaboration, and networking. Participants learn about state-of-the-art trends and recent developments in Science, Technology, Engineering, and Mathematics (STEM) education.

■ **Meeting Location**
Renaissance Austin Hotel
9721 Arboretum Boulevard
Austin, Texas 78759 USA
1-800-468-3571 ; 512-343-2626

■ **Meeting Dates**
Usually the last week of June

■ **Registration and Fees** (subject to change)
Two registration options are available for you and your teachers:

$100 for one-day (first day only) registration
Includes all Day One events: opening luncheon, afternoon sessions, showcase, reception, and dinner.

$300 for full meeting registration
Includes all Day One events listed above plus Day Two events: breakfast, morning sessions, lunch, afternoon sessions, and vendor fair; and Day Three events: breakfast, morning sessions, and closing luncheon.

■ **Payment Options**
Payment is due prior to the event. Credit cards are accepted for payment on the registration website. Checks will also continue to be accepted, however, it is your responsibility to initiate that process with your business office in plenty of time to assure prepayment. Purchase orders (POs) are not accepted for payment.

■ **Additional Expenses/Budgeting Information**
Self parking at this hotel is complimentary. Valet parking is available at both a day rate (currently $10) and overnight rate (currently $18).
Transportation (includes personal vehicle, airfare, toll fees, rental vehicles, parking), sleeping rooms, and other meals are not included in registration fee and will not be covered by the TRC state office. These expenses should be paid from your local Collaborative travel budget.

■ **Overnight Accommodation - Hotel Room Block**

A block of sleeping rooms will be available to reserve around the beginning of March for the event at the Renaissance Austin Hotel at the Austin state rate. Rooms must be reserved and confirmed by mid-May. To ensure that you receive the Austin state rate, please contact the hotel directly to book your group's rooms, referencing the "Texas Regional Collaboratives Annual Meeting Block."

Sleeping rooms for your participants are available as double occupancy only. Due to space limitations, each Collaborative is able to reserve no more than 5 rooms. Double occupancy is required for your participants. Project Directors may reserve one room as single occupancy.

■ **Registration Information**

Project Directors will receive a weblink to access an online registration system through which they will register themselves and their teachers.

Please remember that registration closes early June. All registrations must be received by the cut-off date, and all payments must be received prior to the event date.

■ **Breakout Presentations**

Applications for Annual Meeting breakout presentations will be provided via email around the beginning of March. Completed proposals will be due mid-April, and all applicants will be notified of session acceptance no later than mid-May. Your Collaborative will be responsible for all printed materials, computer, projector, or document camera. The TRC will provide screens in each breakout room.

■ **Showcase Exhibits**

Each Collaborative is required to prepare and display an exhibit of the previous year's activities. Typically the space allocated to each group to showcase their work is a 10 x 10 foot square; a six-foot table will be provided. Project Directors are advised to designate an ITM or STM to collect photos and artifacts throughout the year, and a group of teachers should serve as a committee to select a theme and assemble the display. Exhibits compete for three prizes of $750 each.

■ **Annual Meeting FAQ**

What types of presentations are appropriate for the Annual Meeting?
Ideal presentations are those that reinforce the specific theme/title of the Annual Meeting. In general, appropriate sessions are those that encompass all aspects of science and mathematics instruction, including the use of technology, engineering, and the integration of the various disciplines of science and mathematics into other subject areas.

How do my teachers or I apply to present a session at the Annual Meeting?
You will be sent an application in early spring. You will share that with your STMs or MTMs and invite them to present. You will then need to sign it and electronically return it to the TRC office by the date specified on the application.

Do my teachers need my approval to present?
Yes. As the Project Director, you will be using your TRC funds for teachers to attend the meeting. You should also support and guide the teachers who are presenting to help them deliver the highest quality session.

How many people may plan and submit a presentation?
Proposals will be accepted from individuals or teams of up to five teachers.

Will I be notified that my teachers have been selected to present at the Annual Meeting?
Yes, you and your teachers will be notified. They will receive an email stating the date, time, room and number of participants it can accommodate.

Will all applications be accepted?
Depending on the number of applications received and due to the limited number of rooms available, not all applications may be accepted.

Additional Information about TRC Annual Meeting

Please go to the following URL to find the most up-to-date information: **www.theTRC.org**

If you have further questions regarding the Annual Meeting, please contact: *(see contact info on page 24)*
- Registration questions and overall logistics planning -- Jeff Early
- Programmatic questions and overall event planning -- Carol Fletcher
- Presentation questions, schedule and room assignments -- Marsha Willis
- Exhibits & Vendor Fair questions and details of special events -- Mary Hobbs

■ 9.4 Honoring the Teachers

■ What is an Honoring the Teachers Event?

Honoring the Teachers (HTT) events are strategically planned to achieve the following objectives:

• Recognize and honor participating teachers;
• Inform and engage policy makers, legislators, and state leaders in the program. This objective is a very critical and central objective! The "Honoring the Teachers" event at the regional level and the TRC Annual Meeting at the state level, provide two unique opportunities to inform state legislators and policy makers about the significant role of the Collaboratives in improving the teaching and learning of science and mathematics in classrooms across Texas;
• Reward and thank corporate partners;
• Celebrate the regional collaborative partnership in the community;
• Acknowledge and encourage support of administrators to teachers, and
• Publicize the program through media outlets in the region.

■ Who is responsible for the event?

The Project Director is responsible for the event. The TRC will be available to provide guidance and support throughout the process. You will also want to have the support from your own institution, ITMs and STMs.

■ Are the HTT Events mandatory each year?

No. The TRC, with support from Corporate Sponsors, will fund five to eight events per year. Invitations to apply for the Honoring the Teachers event are sent to Project Directors each year during late fall. Applications must be completed and returned to Marsha Willis by the due date listed on the application.

■ Can we host an event without the TRC funding?

Yes. You are welcome to host your event with your regional sponsors. It will still be necessary to send us your teacher's names at least one month in advance of your event so that our office can make the necessary certificates for them.

■ When will we receive funding for the event?

You will be reimbursed (up to the amount stated on the application) after your event. You are strongly encouraged to have other sponsors to help you with the costs of the event.

■ When do the events take place?

Some Collaboratives have hosted events in the morning for a breakfast. Superintendents and principals like to attend then. The teachers can stay for the rest of the day and have professional development sessions. Other Collaboratives have had luncheons or dinners which have also proven to be very successful and festive. If possible, it is more desirable to hold the event during the fall or during a year when the legislature is not in session.

Once I have been notified that I have been selected to host an HTT event, what do I do next?

■ Coordinate Dates:

• Discuss with Marsha Willis, TRC Professional Development Coordinator, two or three dates that are convenient for the TRC office staff to attend.
• Contact potential Keynote Speaker (State Senator and/or House of Representative Member) to determine their availability. If both Senator and House Member commit to attend, ask the Senator to be the Keynote Speaker, and the House Member to bring greetings from the House. Share with legislators collection of images of previous HTT events (contact Marsha for copies in color or visit the TRC website at www.thetrc.org/trc/honoringtheteachers.html).
• The TRC will contact the appropriate corporate partners regarding the tentative dates.
• After you secure the Senator's and/or Representative's commitment to attend, contact Marsha to confirm the date. Equally important, contact your ESC Executive Director or your University President to bring welcome and greetings.
• Start communicating with the Senator or Representative legislative aids to prepare Certificates of Commendation for the teachers from either the Senate or the House (see samples on HTT Procedures link: www.thetrc.org/trc/scienceprojectdirectorcorner.html).

■ Venue and Attendees:

• Secure event location and approximate cost for the event.
• Contact Marsha to discuss the funding source for the event.
• The TRC will contact the corporate partner to confirm the date and get a commitment from a corporate representative to bring greetings at the event.

- Contact other VIPs to inform them of the confirmed date (University President(s), Provost(s), ESC Executive Director, School Superintendents, State Board of Education members, etc.) and ask them, if appropriate, to bring "Welcome" and/or greetings and remarks.

■ Invitation and Program

- Use the complete TRC title and correct logo on all printed materials.
- If the sponsor is a TRC Corporate Partner, request sponsor's logo and appropriate directions for use and printing from Marsha.
- Generate invitation (See sample in HTT Procedures at www.thetrc.org/trc/scienceprojectdirectorcorner; make sure to include RSVP contact information and sponsor logo). Prior to printing, email a draft invitation to Marsha for review.
- Mail invitations approximately one month prior to the event.
- Develop sample Agenda/Program. (Please see sample Agenda/Program at the HTT Procedures at www.thetrc.org/trc/scienceprojectdirectorcorner). Make sure you feature Corporate Sponsor(s) logo(s). Upon completion, send draft of program to Marsha for review.
- Confirm with Marsha that Dr. Jbeily will speak about the TRC statewide activities as outlined on the program; and whether other TRC staff members may be attending the event.
- Confirm lunch/dinner count with event location.
- Plan audio/photography.

■ Certificates

- Provide Marsha a list of teachers to be honored with the TRC Certificate of Achievement for 105 hours (for Science), 85 hours (for Math) of Professional Development in Excel spreadsheet which can be accessed at the HTT Procedures website link at least one month before the event. www.thetrc.org/trc/scienceprojectdirectorcorner
- Make sure all names and titles are correct. (See sample at the HTT Procedures link)
- Provide the name of authorizing official at your institution who will be signing the certificates such as the University President, ESC Executive Director, ISD Superintendent. The TRC will print all certificates and return them to you for official signatures.
- Select lunch/dinner menu.
- Secure video and photography to document the event (use University, ESC, or School District Media Departments as appropriate).

■ What do I do when the event is over?

- When your event is over, you will write Dr. Jbeily a letter describing the event (sample letter will be provided) requesting reimbursement of cost of the event as approved in the application. Make sure you write this letter on your institution's letterhead and also include your name and address in the body of the letter. All receipts up to the amount funded must also be submitted.
- Send Marsha a CD with photographs of the event, as well as video if taken.

For additional information, please contact:
Marsha Willis (see contact info on page 24)

■ 9.5 CAST and CAMT

The Conference for the Advancement of Science Teaching (CAST) is the state science conference. It is held annually, typically during October or November. Locations vary. The Conference for the Advancement of Mathematics Teaching (CAMT), a state organizational arm of the National Council of Teachers of Mathematics (NCTM) is held in July each year in Houston, San Antonio or the Dallas-Fort Worth Metroplex. You are encouraged to allocate funds in your local budget for travel to CAST or CAMT for some ITMs and/or STMs or MTMs. Special consideration for travel support should be given to those teachers who have submitted proposals to present and whose proposals have been accepted.

ITM or Teacher Presentations – If supported by the TRC, the presenter should include a title slide (to be furnished by the TRC office) to introduce his/her presentation as being associated with the TRC. Project Directors are asked to submit the names of presenters and titles of their presentations to the central office. The list of TRC associated presentations will be distributed at the conference.

Staffing the Booth – The TRC has a booth in the Exhibit Hall during CAST and CAMT. Project Directors are asked to recruit teachers from their Collaboratives to assist with staffing the booth for one-hour time slots. Ideally, a hands-on activity and/or a PowerPoint presentation of photos of the Collaborative activities accompanying each group's time at the booth is highly desirable. These activities and PowerPoint presentations provide a venue to engage attendees and recruit teachers to participate in the local Collaborative.

For additional information, please contact:
Mary Hobbs or Debbie Junk (see contact info on page 24)

10.1 Public Relations

One of the challenges of being a TRC Project Director is to ensure all stakeholders understand your project and how it relates to the Texas Regional Collaboratives network. The following information should prove useful to Project Directors in explaining the TRC and the role of your project in the overall program.

TRC Logo

Project Directors are encouraged to use the TRC logo to help brand your program. TRC logos can be found for download on the Project Director Corner page of the TRC website under the sharing tab.

Corporate and Foundation Partner Logos

Any time corporate or foundation partners provide financial support to an event or activity, this support should be acknowledged in all written materials such as agendas or invitations. Corporate logos can be obtained by contacting Nathalie Beausoleil, TRC Documentation Specialist. Specific requirements are necessary for the appropriate use and placement of logos. Nathalie can assist with those requirements.

Newspaper and Newsletter Articles

Media releases regarding your Regional Collaborative or Regional Collaborative teachers should always include references to:

1. The name of your Regional Collaborative.
2. The name of your institution.
3. The Project Director's name.
4. The fact that your Regional Collaborative is a member of the TRC, a statewide network for STEM teacher professional development.
5. A mention of the Texas Education Agency and TRC statewide corporate partners.

TRC Brochure and At-A-Glance Documents

Project Directors who wish to distribute printed copies of TRC brochures, TRC At-A-Glance, Annual Meeting Highlights, etc. can obtain these materials free of charge by contacting Nathalie Beausoleil. Please give a minimum of 2-week advance notice. These documents are also available for download on the TRC website.

For additional information, please contact:
Nathalie Beausoleil *(see contact info on page 24)*

10.2 Partner Logos

State and Federal Partners

Texas Education Agency

U.S. Department of Education

The University of Texas at Austin

THE UNIVERSITY OF TEXAS AT AUSTIN

WHAT STARTS HERE CHANGES THE WORLD

National Science Foundation

Corporate Partners

AT&T Foundation

El Paso Corporation

The George and Cynthia Mitchell Foundation

TRC Staff

IN THE SERVICE OF SCIENCE
AND MATHEMATICS TEACHERS

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Special Projects Assistants

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Melissa Garcia - melissa.garcia@mail.utexas.edu

APR	Annual Progress Report
BTIM	Beginning Teacher Induction and Mentoring
CAMT	Conference for the Advancement of Mathematics Teaching
CAST	Conference for the Advancement of Science Teaching
CISD	Consolidated Independent School District
CM	Cadre Member
CSD	Consolidated School District
ELL	English Language Learner
ELPS	English Language Proficiency Standards
EOC	End of Course
ESTAR	Elementary Students in Texas: Algebra Ready
FAR	Federal Acquisition Regulation
GATAR	Geometric Approach and Algebra Readiness
GLOBE	Global Learning and Observations to Benefit the Environment
HTT	Honoring the Teachers
ISD	Independent School District
ITM	Instructional Team Member
LEP	Limited English Proficiency
MSP	Mathematics and Science Partnership
MSPTCK	Mathematics and Science Partnerships Teacher Content Knowledge
MSTAR	Middle-School Students in Texas: Algebra Ready
MTM	Mathematics Teacher Mentor
NCLB	No Child Left Behind
NOGA	Notice of Grant Award
OPD	Ongoing Professional Development
OSP	Office of Sponsored Projects - UT Austin
P-16	Preschool through College Graduate
PD	Project Director
PDA	Professional Development Academy
PDM	Project Directors Meeting
PDP	Professional Development Program
PI	Principal Investigator

RFA	Request for Application
RFP	Request for Proposal
SBEC	State Board for Educator Certification
SECO	State Energy Conservation Office
SOW	Statement of Work
STAT	Science Teacher Association of Texas
STAAR	State of Texas Assessments of Academic Readiness
STEM	Science, Technology, Engineering, and Mathematics
STM	Science Teacher Mentor
TAKS	Texas Assessment of Knowledge and Skills
TCTM	Texas Council of Teachers of Mathematics
TEA	Texas Education Agency
TEKS	Texas Essential Knowledge and Skills
TMSDS	Texas Mathematics and Science Diagnostic System
TOLC	TRC Online Learning Community
TRC	Texas Regional Collaboratives
TSELA	Texas Science Education Leadership Association
TXESS	TeXas Earth/Space Science

Texas Regional Collaboratives
for Excellence in Science and Mathematics Teaching

Center for Science and Mathematics Education

College of Education

The University of Texas at Austin

Physical Address: 1912 Speedway / Sánchez Building, Suite 340

Mailing Address: 1 University Station D5500

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