

LETTER OF INTEREST (LOI) PROGRAM GUIDELINES: 2021–2022 TEACHER LEADERSHIP CYCLE 2

LOI Application Due Date

11:59 p.m. Central Time, December 7, 2020

Program Authority

ESSA, Title II, Part A Title II: Preparing, Training, & Recruiting High-Quality Teachers, Principals, or Other School Leaders, Part A: Supporting Effective Instruction

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INTRODUCTION

The Texas Education Agency (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, open-enrollment 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 document MUST be used in conjunction with the [General and Fiscal Guidelines](#) and the specific program instructions. The Adobe Acrobat Standard Application System (SAS) consists of all forms 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 Letter of Interest (LOI) 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.**

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.

OVERVIEW OF LOI PROCESS

The following steps provide a high-level overview of the process for responding to a letter of interest (LOI), including submitting an LOI application, and being selected for funding:

1. TEA publishes LOI application and supporting documents on the [TEA Grant Opportunities](#) webpage.
2. Eligible applicants submit LOI application, and any required attachments to TEA by the specified deadline.
3. LOI applications reviewed and scored. Note: The highest scoring applicants may be required to attend an oral interview or respond to questions regarding their LOI application.
4. TEA announces applicants selected for funding on the TEA [Grants Awarded Data](#) webpage.
5. *For LOI applicants selected for funding, the LOI application will serve as the grant application. This eliminates the need for selected applicants to submit a separate grant application.*
6. TEA staff conducts budget negotiations on the LOI application.
7. Notice of Grant Award (NOGA) issued upon successful completion of the negotiation process.

U.S. DEPARTMENT OF EDUCATION AND/OR STATE APPROPRIATIONS

The following is provided in compliance with the U.S. Department of Education Appropriations Act:

Category	Amount
Total funds available for this project	\$2,500,000
Percentage to be financed with federal funds	100%
Amount of federal funds	\$2,500,000
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

APPLICANT ASSISTANCE

The following types of assistance are available to applicants for this grant program.

Contact for Clarifying Information

See the [General and Fiscal Guidelines](#), *TEA Contacts*.

The following TEA staff member should be contacted with questions about the LOI:

Allison Friedlander, Director of Teacher Leadership
Instructional Support
allison.friedlander@tea.texas.gov
Phone: (512) 463-3246

Errata Notices

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

LOI TIMELINE

Dates, except the grant ending date, may vary slightly as conditions require.

Date	Event
Sep. 29, 2020	LOI available
Oct. 12, 2020	Last date to submit questions to be addressed in the applicant's Conference/Webinar See General and Fiscal Guidelines , Applicants' Conference/Webinar
Oct. 16, 2020	Applicants' webinar posted to the TEA Grant Opportunities page
Oct. 30, 2020	Last date to submit FAQs to TEA contact person See General and Fiscal Guidelines , Frequently Asked Questions
Nov. 9, 2020	FAQs posted to TEA Grant Opportunities page
Dec. 7, 2020	Due date for the LOI application, which must be submitted via email to loiapplications@tea.texas.gov . The LOI application must be received by the TEA by 11:59 p.m., Central Time. See General and Fiscal Guidelines , LOI Application Due Date and Time
Dec. 8, 2020– Jan. 21, 2021	LOI review period See General and Fiscal Guidelines , LOI Review Process
Jan. 22, 2021	Anticipated award announcement
Mar. 1, 2021	Beginning date of grant (if selected for funding) See General and Fiscal Guidelines , Grant Period
May 2, 2022	Final date to submit an amendment (if selected for funding)
Jul. 31, 2022	Ending date of grant (if selected for funding) See General and Fiscal Guidelines , Grant Period

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

LOI AT A GLANCE

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

This LOI is authorized by the ESSA, Title II, Part A.

Title II: Preparing, Training, & Recruiting High-Quality Teachers, Principals, or Other School Leaders, Part A: Supporting Effective Instruction

Where to Submit the LOI Application

See the [General and Fiscal Guidelines](#): *Where to Submit the LOI Application*

Number of Copies

See the [General and Fiscal Guidelines](#): *Copies and Signature for LOI Applications*

Purpose of Program

The Cycle 2 Teacher Leadership Grant provides Local Education Agencies (LEAs) the opportunity to plan and implement teacher leadership models. This grant has been designed to facilitate teacher leadership in three different areas including teachers as instructional leaders (grant pathway #1), National Board Certification (grant pathway #2), and policy leadership (grant pathway #3). The intent of this program is to further professionalize teaching and provide teachers leadership pathways within local school systems. The Cycle 2 Teacher Leadership Grant is intended to be a two-year program. However, extending the grant to school year 2022-23 is not guaranteed and depends on the availability of funds, among other factors.

This grant aims to increase (1) the retention of highly-effective teachers in Texas classrooms, (2) the instructional effectiveness of teachers through campus-based distributed leadership models, (3) the number of National Board Certified teachers qualifying for a Teacher Incentive Allotment designation in Texas, and (4) opportunities for teachers to meaningfully engage with and influence local policy and program decisions related to Teacher Incentive Allotment Plans, ESSA Equity Plans, and other district-initiated work around equity as described in these guidelines.

LEAs may apply for one of the three following pathways to address one or more of the goals listed above.

Pathway 1: Teachers as Instructional Leaders provides training and ongoing support for teachers to develop as instructional leaders through the Texas Instructional Leadership Program. LEAs will implement a rigorous recruitment and selection process to identify a diverse group of highly effective teachers that will serve on the school's broader instructional leadership team. LEAs will partner with an approved Texas Instructional Leadership partner (see *Pathway 1 External Partners List* posted with this LOI) to train teacher leaders in specific instructional leadership practices. Teacher leaders are expected to serve as a teacher of record for at least 50-100% of the instructional day. Awarded LEAs will provide teacher leaders with a reduced teaching load, or consistent substitute coverage for release time to engage in leadership activities and to observe, coach, and develop other teachers on campus. This pathway also provides funding for other members of a campus instructional leadership team to attend Texas Instructional Leadership (TIL) training.

Pathway 2: National Board Candidacy Cohorts provides support for teacher candidates pursuing certification through the National Board for Professional Teaching Standards. LEAs will implement a rigorous recruitment and selection process to identify a diverse group of highly effective teacher leaders that are committed to pursuing Board certification. LEAs will design a National Board Candidacy Cohort model and may use

grant funds to partner with an external entity to execute their model (see *Pathway 2 and 3 External Partners List* posted with this LOI). Through the cohort model, teacher candidates will receive support through a series of at least eight meetings and 1:1 National Board-focused mentoring. Cohort facilitators and mentors must have been previously certified by the National Board for Professional Teaching Standards. For more information on National Board Certification and opportunities for Board-certified teachers to earn designations through the Teacher Incentive Allotment, see the *National Board Texas Flyer* posted with this LOI.

Pathway 3: Teacher Policy Fellowships provides teacher leadership training specific to policy and advocacy at the local level. LEAs will develop a year-long Teacher Policy Fellowship. Through a regular cadence of trainings and meetings with LEA leadership, these teacher policy fellows will develop leadership skills and provide meaningful input on the shape and implementation of the LEA's Teacher Incentive Allotment Plan, ESSA Equity Plan, or other district-initiated work around equity as describe in these guidelines. LEAs must partner with an external entity to provide the teacher leader training and supports related to implementing the fellowship (see *Pathway 2 and 3 External Partners List* posted with this LOI).

Eligible Applicants

See the [General and Fiscal Guidelines](#), *Eligibility To Apply for LOIs*.

LEAs may apply for only one of the three pathways. Charter networks with multiple charter schools (each with an individual CDN) may only apply for one of the charter schools within their charter network. Grant awards will be capped per school district, charter school, or charter network as described in the Application Funding section (pages 12-16) of these guidelines.

Pathway 3 applicants that meet one of the following three requirements are eligible to apply.

1. School districts or charter schools that have submitted a Letter of Intent to apply for the Teacher Incentive Allotment in Cohort E or beyond.
2. School districts or charter schools that have been identified, notified, and required to create and submit an ESSA Equity Plan for the 2020–2021 school year (see *List of LEAs Required to Submit ESSA Equity Plans* posted with this LOI).
3. School districts or charter schools who intend to analyze and create plans for improving the extent to which all students have access to highly effective teachers.

APPLICATION ATTACHMENTS

This section describes the required attachments that must be included with the application.

Required Attachments

See the following section of the [General and Fiscal Guidelines](#): *Required Program-Related Attachments*

Pathway 1: Teachers as Instructional Leaders

All Pathway 1 applicants must complete and submit the *Participating Campus List Template*, posted with this LOI, as part of this grant. In the list, they must clearly indicate if the instructional leadership team on that campus has attended Texas Instructional Leadership training. The LEA must also clearly indicate that it has a commitment from the campus leadership to participate in this grant.

LOI APPLICATION REQUIREMENTS AND ASSURANCES

This section describes the types of requirements that applicants must assure adherence to in order to be eligible to be considered 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 TEC §22.0834, 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](#), *Program Requirements*.

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following requirements.

1. Teacher Leader Recruitment & Selection: Consider the degree to which the diversity of your LEA's leadership mirrors that of the student population in your district. Describe the following:
 - a. how you will recruit and select a diverse group of teacher leaders representative of the LEA's student population;
 - b. research-based best practices you will use related to recruitment and selection; and
 - c. how you will ensure teacher leaders have a demonstrated track record of excellence improving student outcomes, exhibit strong interpersonal skills and leadership potential, and demonstrate an interest in the teacher leadership model of the pathway you have chosen.
2. Teacher Leader Role & Responsibilities: Describe in detail the following:
 - a. the main role and responsibilities of teacher leaders in your grant pathway;
 - b. the main activities in which teacher leaders will engage each month of the school year and approximate time commitments for each month; and
 - c. how you will measure the success of teacher leaders in their respective roles
3. Teacher Leader Training & Support: Indicate whether you will partner with an external entity to provide training and teacher leader support specific to your pathway (required for pathways one and three). Describe in detail the following:
 - a. the content, frequency, duration (total hours), and measures of success of your teacher leader training over the course of school year, which may include summers;

- b. additional supports your LEA, campus leadership, and external partner (if applicable) will provide teacher leaders to ensure a strong onboarding process and success in this program; and
 - c. the qualifications you and your external partner, if applicable, have to provide these supports.
- 4. Highly Effective Teacher Retention Strategies: Describe how you will use this grant to increase the retention of highly effective teachers that are representative of your LEA's student population. Describe:
 - a. your LEA goals related to the retention of highly effective teachers that are representative of your student population;
 - b. the retention strategies you will implement to achieve these goals, including action steps, owners, and timelines; and
 - c. how the design and implementation of this grant program will align to the retention strategies you list in your response.

Program-Specific Assurances

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

Pathway 1: Teachers as Instructional Leaders

Teacher Leader Eligibility

- The LEA will assure that all teacher leaders selected for this pathway have at least three years of experience as a teacher of record.
- The LEA assures that teacher leaders selected for this role will serve as a teacher of record for at least 50% of the instructional day in school year 2021-22.

Role & Responsibilities

- The LEA assures that it will provide teacher leaders at least five hours per month within the school day, through release time or a reduced teaching load, to support other teachers based on the TIL training content (e.g., data-driven instruction, observation/feedback, etc.).

Teacher Leader Compensation

- The LEA assures that it will provide at least \$3,000 of additional compensation for its teacher leaders in the 2021-22 school year.
- By May 14, 2021, the LEA will have all teacher leaders sign agreements to serve in their role for the upcoming school year.

Texas Instructional Leadership (TIL) Training

- The LEA assures that it will partner with one of the Texas Instructional Leadership providers (see *Pathway 1 External Partners List* posted with this LOI) to deliver training as outlined in these assurances. The LEA must identify its partner during the grant negotiation process.
- The LEA commits to sending teacher leaders and the instructional leadership teams of each participating campus to at least two of the four TIL training contents using one of the providers listed above. The four training contents are (1) observation and feedback, (2) data-driven instruction, (3) student culture routines, and (4) lesson planning and formative assessments.
 - If instructional leadership teams on participating campuses have already attended TIL training for two of the four training contents listed above, the LEA

must ensure all teacher leaders participating in this grant also attend training for the same training contents in the 2021-2022 school year.

- For example, Center ISD's instructional leadership team attended the observation/feedback and data-driven instruction TIL training in the 2020-2021 school year. Teacher leaders have not yet attended the observation/feedback and data-driven instruction training yet, so the LEA commits to sending them as part of this grant in the 2021-22 school year.
- The LEA assures that at the time of this LOI submission, it has identified campuses for participation in Pathway 1 and has documented each campus leadership team's support in implementing this grant.
- The LEA will track attendance of its teacher leaders, and instructional leadership team as applicable, at each of the TIL training sessions over the course of the year and retain the attendance tracking in case of an audit.
- The LEA assures that it will identify its TIL training partner during the negotiation process.

Campus & Teacher Leader Participation

- The LEA assures that it will use funding from this grant on no more than 10 campuses.
- The LEA assures that it will send at least 1 teacher leader to TIL training for every 20 teachers of record on participating campuses.
- The LEA assures that it will match teacher leaders to other teachers they will support on campus. Teacher leaders must be assigned to support between 3-8 teachers on their campus.

Teacher Leader Supports

- The LEA will implement structures and systems to ensure campus administrators support teacher leaders in their roles. Supports must include a meaningful onboarding process for teacher leaders to join the instructional leadership team, periodic check-in meetings between administrators and individual teacher leaders, and predictable and consistent release time for the teacher leader.

Pathway 2: National Board Candidacy Cohorts

If the LEA chooses to work with a Teacher Incentive Allotment Technical Assistance Provider, the LEA may ask the provider to design, implement, and/or support with any of the following assurances and work these into their Memorandum of Understanding. However, the LEA is ultimately responsible for each assurance below.

Candidate Eligibility, Recruitment, & Selection

- The LEA will develop a rigorous recruitment and selection process for National Board Candidates, facilitators, and mentors. As part of this process, the LEA develops a way to vet the candidate's deep understanding and commitment to the rigors and time demands of pursuing National Board Certification.
- The LEA will ensure that all National Board Candidates have at least 3 years of teaching experience before joining a cohort.
- The LEA will use the grant funding to support no more than 15 National Board Candidates.
- All National Board Candidates for whom grant funds are used must be a teacher of record and be coded as a role 087 in PEIMS.

National Board Cohort & Support Sessions

- The LEA assures it will create a National Board Candidate Cohort of current classroom teachers pursuing National Board Certification.
- The LEA will publicize the National Board Cohort on its website and through other communication means. Communication must include, but is not limited to, details about National Board Certification and the Candidate Cohort.
- If partnering with an external entity, the LEA will select a Teacher Incentive Allotment Technical Assistance Provider, approved to support the LEA with National Board Certification. See *Pathway 2 and 3 External Partners List* posted with the LOI.
- The LEA assures that it will identify its external partner, if applicable, during the negotiation process.
- The LEA will provide National Board Candidates at least 8 meeting sessions over the course of the year with a Board-Certified facilitator that provides guidance and feedback on the development and submission of National Board Components.
- The LEA will track attendance of National Board Candidates at each of the 8 meeting sessions over the course of the year and retain the attendance tracking in case of an audit.
- The LEA will create a scope and sequence of the 8 meeting sessions and submit it to TEA upon request.
- The LEA assures it will support National Board candidates in submitting two components for certification to National Board in the 2021-22 school year. The scope and sequence for the 8 meeting sessions is aligned to the component submissions.

Mentors, Facilitators, & Compensation

- The LEA will adhere to the [Policy Guidelines for Ethical Candidate Support](#) and other guidelines for supporting candidates provided by the National Board for Professional Teaching Standards.
- The LEA will provide each National Board Candidate a mentor who will meet with the candidate to provide mentorship and guidance on National Board Certification per the guidelines available through National Board.
- The LEA assures that each of the mentors and facilitators hired have been certified by the National Board for Professional Teaching Standards.
- The LEA will provide training for both mentors and facilitators prior to the beginning of each school year.
- The LEA will create a job description with the role and responsibilities of facilitators and mentors. By May 14, 2021 facilitators and mentors will sign an agreement to serve in their roles for the 2021-22 school year.
- The LEA assures that each candidate will receive at least 10 hours of mentor support each year focused on the National Board components.
- The LEA will establish expectations for meeting time between mentors and candidates (e.g., cadence, types of check-ins, etc.). The LEA will set up a system to track mentor-candidate interactions, including the number, duration, and frequency of meetings. It will retain this documentation in case of an audit.
- The LEA will provide additional compensation for its facilitators, not to exceed \$3,000 per year.
- The LEA will provide additional compensation for its mentors, not to exceed \$1,500 per year.

Pathway 3: Teacher Policy Fellowship

Teacher Fellow Eligibility

- Teacher fellows selected for this pathway must have three years of experience as a teacher of record.
- The LEA assures that teacher fellows will serve as a teacher of record for at least 50% of the instructional day in school year 2021-22.

Training & Support

- The LEA assures that it will provide teacher fellows with a series of eight skill-building trainings on how to engage other teacher stakeholders on policy issues through varied strategies including focus groups, surveys, and meetings.
- The LEA will create a scope and sequence for its training and meetings with fellows and submit this upon request to TEA.
- The LEA assures that it will provide training for teacher fellows on how to engage with senior LEA leadership and propose recommendations specific to their area of focus (ESSA Equity Plans, Teacher Incentive Allotment plan, or increasing students' access to highly effective teachers).
- The LEA will select a Teacher Incentive Allotment Technical Assistance Provider, approved to support LEAs specifically with change management/communication. See *Pathway 2 and 3 External Partners List* posted with the LOI.
- The LEA assures that it will identify its external partner during the negotiation process.

Teacher Fellow Role & Responsibilities

- The LEA assures that it will develop a job description for its teacher fellows, clearly outlining their role and responsibilities.
- Teacher fellows will attend all skill-building trainings.
- Teacher fellows will conduct focus groups with other educators on their area of focus (ESSA Equity Plans, Teacher Incentive Allotment, or increasing students' access to highly effective teachers) and will create reports to share their collective findings with senior LEA leadership.
- Teacher fellows will present recommendations for LEA leadership on local policy, guidelines, programming, and/or actions related to the Teacher Incentive Allotment, ESSA Equity Plans, or increasing students' access to highly effective teachers.

LEA Commitment

- The LEA assures that teacher fellows will work on one of the three areas of focus outlined in the LEA eligibility section: ESSA Equity Plans, Teacher Incentive Allotment plan, or increasing students' access to highly effective teachers.
- The LEA assures that senior LEA leadership will meet with teacher fellows at least quarterly over the course of school year 2021-22 on topics specific to the group's area of focus. The meetings must include the opportunity for teacher fellows to share input and recommendations.
- The LEA assures that this Letter of Intent has the support of the superintendent and other senior LEA officials, who understand their commitment to meeting and working with teacher fellows over the course of school year 2021-22.

PROGRAM ELEMENTS

This section provides detailed information about the LOI.

Description of Program

This grant aims to increase (1) the retention of highly-effective teachers in Texas classrooms, (2) the instructional effectiveness of teachers through campus-based distributed leadership models, (3) the number of National Board Certified teachers earning a recognized designation through the Teacher Incentive Allotment, and (4) opportunities for teachers to meaningfully engage with and influence local policy and program decisions related to the Teacher Incentive Allotment, ESSA Equity Plans, and students' access to highly effective teachers. This grant program has three distinct pathways.

LEAs may apply for only one of three pathways to address one or more of the goals listed above. For a description of each pathway, please see pages 4-5 of these guidelines.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Grants Administration Division's [Administering a Grant](#) page.

The supplement not supplant provision **applies**.

QUALIFICATIONS AND EXPERIENCE

The applicant agrees to provide data on the qualifications and experience of the existing or future staff members, as required per the program guidelines as follows:

LEAs must select a group of highly effective teachers to serve in the teacher leader roles across the three pathways. Pathways 1 and 3 require the teacher leaders selected to have served as a teacher of record for at least three years. Pathway 2 teacher leaders must have three years of certified teaching experience as a teacher of record, must be a teacher of record coded as role 087 in PEIMS, and must meet the other requirements for National Board Certification.

PERFORMANCE AND EVALUATION MEASURES

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

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

Pathway 1: Teachers as Instructional Leaders

1. Documentation and outcomes of the recruitment and selection process for teacher leaders, including:
 - the extent to which teacher leaders reflect the LEA's student population
 - the number of teacher leader applicants
 - the number of teacher leaders selected to participate in the grant.
2. The ratio of teacher leaders to teachers they support on participating campuses and teacher leader effectiveness data
3. The number of teacher leader observations and coaching conversations with other teachers on campus throughout the course of the year
4. The retention of highly effective teachers and teacher leaders by demographic
5. The outcomes and completion rate of staff perception surveys provided by TEA and administered not more than three times per year

6. The number and percent of teacher leaders and other instructional leaders having completed all training dates for the Texas Instructional Leadership program

Pathway 2: National Board Candidacy Cohorts

1. Documentation and outcomes of the recruitment and selection process for National Board candidates, including:
 - the extent to which teacher leaders reflect the LEA's student population
 - the number of mentors, facilitators, and candidates that apply to participate
 - the number of each selected to participate in this grant
2. A high-quality scope and sequence for at least 8 candidate support meetings
3. The number of components each National Board candidate submits to the National Board for Professional Teaching Standards in school year 2021-22
4. The completion rate of National Board Cohort members over the course of the year
5. The ratio of National Board cohort facilitators and mentors to National Board candidates
6. The outcomes and completion rate of staff perception surveys provided by TEA and administered not more than three times per year

Pathway 3: Teacher Policy Fellowship

1. Documentation and outcomes of the recruitment and selection process of teacher policy fellows, including:
 - the extent to which teacher leaders reflect the LEA's student population
 - the number of teacher leader applicants, and
 - the number of teacher leaders selected to participate in the grant
2. A high-quality scope and sequence for the teacher fellow trainings
3. Teacher policy fellow activity log, including the type and duration of activities fellows participated in over the course of the year
4. High-quality evidence of impact by teacher policy fellows (e.g., reports, the LEA's adoption of teacher recommendations in the ESSA or TIA plans, teacher policy fellow presentations to LEA leadership and the outcomes of those presentations, etc.)
5. The outcomes and completion rate of staff perception surveys provided by TEA and administered not more than three times per year

Limits on Contracted Evaluators

Applicants should make every effort to ensure that contracted evaluators be independent and objective.

APPLICATION FUNDING

See the [General and Fiscal Guidelines](#): *Continuation Funding, Fund Management, and Use of Funds*

It is anticipated that approximately 60 will be awarded ranging in amounts from \$10,000 to \$100,000.

Selection of Applicants for Funding

LEAS will be selected in rank order according to the following process.

Step 1: Pathway-Specific Ranking

Once applicants have passed the pre-compliance and eligibility checks, they will be sorted into the pathway for which they applied. Applicants in each pathway will be ranked according to the total points they have earned. Pathway 1 applicants will be funded in rank order until the total LEA awards reaches \$1,250,000. Any remaining Pathway 1 applicants will be moved to the general pool (see below). Pathway 2 applicants will be funded in rank order until the total LEA awards reaches \$375,000. Any remaining Pathway 2 applicants will be moved to the general pool. Pathway 3 applicants will be funded in rank order until the total LEA awards reaches \$875,000. Any remaining Pathway 3 applicants will be moved to the general pool. It is possible for an LEA to receive a partial award in this step of the funding process if the grant funding cap for their pathway is reached. In these cases, the applicants will be moved to the general funding pool (see below).

Step 2: General Pool

If any grant funding remains after Step 1 is complete, funding will continue according to the following process. First, any partial awards granted from Step 1 will be ranked in order of their priority points, regardless of pathway. Applicants will be funded in order of rank based on the availability of funds. Next, if grant money remains, all other applicants moved to the general pool will be re-ranked based on their total points, regardless of their pathway. Applicants will be funded in rank order until the total LEA awards reaches the grant funding cap of \$2,500,000. It is possible for an LEA to receive a partial award if the grant funding cap is reached.

Cost Share or Matching Requirement

See the [General and Fiscal Guidelines](#), *Cost Share/Match Requirement*.
There is no cost share or matching requirement.

Limitation of Administrative Funds

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

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

Direct Administrative Costs

The authorizing statute permits applicants to budget reasonable and necessary direct administrative costs for this grant program.

Indirect Costs

The grantee may claim a maximum for indirect costs equal to its current approved restricted indirect cost rate for this federally funded grant.

To calculate the maximum indirect costs that can be claimed for a grant, complete the [Maximum Indirect Costs Worksheet](#), posted on the Administering a Grant page, under the Handbooks and Other Guidance section.

Pre-Award Costs

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

Pre-award costs **are not** permitted.

Activities and Use of Funds

See the [Administering a Grant](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds may include but are not limited to the following:

General Allowable Activities and Use of Funds

Pathway 1: Teachers as Instructional Leaders

School District, Charter School or Charter School Network Award Cap	Use of Funds	Suggested Cost
Up to \$100,000 per school district, charter school, or charter school network	Substitute coverage for teacher leader release time to observe and coach other teachers	Up to \$800 per teacher leader
	External partnership (required): Texas Instructional Leadership (TIL) training provider	Up to \$10,000 per participating campus for teacher leaders and the instructional leadership team to attend TIL training, if they have not previously attended.
	See <i>Pathway 1 External Partners List</i> for required partnerships	Up to \$3,000 per teacher leader to attend TIL training, if the campus' instructional leadership team previously attended TIL training. Up to 10 participating campuses per LEA.
	Additional compensation for teacher leaders	Up to \$3,000 per teacher leader

Pathway 2: National Board Cohort

School District, Charter School, or Charter School Network Award Cap	Use of Funds	Suggested Cost
Up to \$20,000 per school district, charter school, or charter school network	External partnership (optional): Teacher Incentive Allotment Technical Assistance Provider, approved to support the LEA with National Board Certification	In addition to facilitator and mentor compensation listed below, the LEA may use grant funding to cover partnership costs with a Teacher Incentive Allotment Technical Assistance Provider that is approved to provide National Board supports. Partnership costs vary.
	See <i>Pathways 2 and 3 External Partners List</i> for partnership opportunities 2 days of substitute coverage per National Board candidate	Up to \$200 per candidate to pay for two substitute coverage days for candidates to work on their NB component submissions, meet with their NB mentors, or pursue other learning experiences specifically related to their candidacy or development of certification components.

	National Board ATLAS subscriptions	LEAs may utilize grant funding to purchase ATLAS subscriptions through the National Board for Professional Teaching Standards
	Additional compensation as outlined in these guidelines	<p>Additional compensation for facilitators not to exceed \$3,000 per year</p> <p>Additional compensation for mentors not to exceed \$1,500 per year</p> <p>*Cohort facilitators and mentors must have been certified by the National Board for Professional Teaching Standards</p>

Pathway 3: Teacher Policy Fellowship

School district, charter school, and charter school network awards will be capped based on student enrollment for the entire school district, charter school, or charter school network according to the chart below. Budget submissions must not exceed the cap below, based on 2019-2020 student enrollment.

School District, Charter School, and Charter School Network Award Cap	2019-2020 School District, Charter School, or Charter School Network Student Enrollment	Suggested Number of Teacher Fellows
\$30,000	<25,000	4
\$45,000	25,001-50,000	6
\$60,000	50,001-75,000	8
\$70,000	>75,000	10

Use of Funds	Suggested Cost
<p>External partnership (required): Teacher Incentive Allotment Technical Assistance Provider, approved to support the LEA with change management and communication</p> <p>See <i>Pathways 2 and 3 External Partners List</i> for partnership</p>	Training and support costs vary by provider.
Additional compensation as outlined in these guidelines	At least \$1,000 per teacher fellow

General Unallowable Activities and Use of Funds

In general, refer to the Budgeting Cost Guidance Handbook on the [Administering a Grant](#) page for unallowable costs.

Field Trips

Field trips may not be funded under the grant program.

Cost of Membership in Any Civic or Community Organization

The cost of membership in any civic or community organization may not be funded under the grant program.

Hosting or Sponsoring of Conferences

Hosting or sponsoring conferences may not be funded under this grant program.

Out-of-State Travel

Out-of-state travel costs may not be funded under this grant program.

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

Travel costs for officials such as the executive director, superintendent, or board members may not be funded under the grant program.

Advisory Council

An advisory council may **not** be funded under the grant program.

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

- Debt service (lease-purchase)
- Computers or other technology devices
- National Board for Professional Teaching Standards certification fees
- Employee compensation other than those listed in these program guidelines
- Travel

FEDERAL GRANT REQUIREMENTS

Equitable Access and Participation

See the [General and Fiscal Guidelines](#), *Equitable Access and Participation*.

This requirement **does** apply to this federally funded program.

Private Nonprofit School Participation

See the [General and Fiscal Guidelines](#), *Private Nonprofit School Participation*.

This requirement **does** apply to this federally funded program.

Maintenance of Effort

See the [General and Fiscal Guidelines](#), *Maintenance of Effort*.

This requirement **does** apply to this federally funded program.

LOI SCORING AND REVIEW

This section provides information on the scoring and review of LOI applications.

LOI Review and Funding Criteria

See the [General and Fiscal Guidelines](#), *LOI Review Criteria*.

Standard Review Criteria

Area Scored	Points Possible
Summary of Program: Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.	10

Qualifications and Experience for Key Personnel: Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.	10
Goals, Objectives, and Strategies: Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?	10
Performance and Evaluation: Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.	10
Budget Narrative: Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.	10
Total Standard Review Points Possible	50

Specific Review Criteria

Area Scored	Points Possible
Teacher Leader Recruitment & Selection	20
Teacher Leader Role & Responsibilities	20
Teacher Leader Training & Support	20
Highly-Effective Teacher Retention Strategies	20
Total Specific Review Points Possible	80

Priorities for Funding

In addition to the factors considered in awarding competitive grants as outlined in the previous sections above, TEA will award grants according to the following priorities. Applicants that receive 70% of the points available through the standard and specific review criteria will have priority points added, if earned and if available, per the program guidelines.

Area Scored	Points Possible
LEAs that are defined as rural per NCES or TEA Reporting Categories.	10

LEA average of students that are economically disadvantaged per the 2018-2019 TAPR Reports. <ul style="list-style-type: none"> • 71-85% economically disadvantaged (5 points) • 86-100% economically disadvantaged (10 points) 	10
LEAs that have been identified, notified, and required to create and submit an ESSA Equity Plan for the 2020-2021 school year.	5
LEA submitted a Teacher Incentive Allotment Letter of Intent for Cohort E or beyond.	5
Total Priorities for Funding Points Possible	30
Total Possible Points	160

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