

LETTER OF INTEREST (LOI)
PROGRAM GUIDELINES:
2022–2023
STRATEGIC COMPENSATION
FELLOWSHIP AND GRANT

LOI Application Due Date

11:59 p.m. Central Time, Friday, February 4, 2022

Program Authority

ESEA as amended by P.L. 114-95, ESSA, Title II, Part A, Section 2101(c)(4)(A)

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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	\$750,000
Percentage to be financed with federal funds	100%
Amount of federal funds	\$750,000
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:

Matthew Holzgrafe, Director of Teacher Compensation Strategy
Instructional Support
Matthew.Holzgrafe@tea.texas.gov
Phone: (512) 463-2617

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
December 2, 2021	LOI available
December 10, 2021	Last date to submit questions to TEA contact person (matthew.holzgrafe@tea.texas.gov) to be addressed in the applicant's Conference/Webinar
December 15, 2021	Strategic Planning Fellowship and Grant Webinar at 9 am – Registration Details
December 22, 2021	Last date to submit FAQs to TEA contact person (matthew.holzgrafe@tea.texas.gov) See General and Fiscal Guidelines , Frequently Asked Questions
December 22, 2021	Due date for the Notice of Intent to apply: https://tea.co1.qualtrics.com/jfe/form/SV_a2C5stpRyvzDgYS
December 28, 2021	FAQs posted to TEA Grant Opportunities page
February 4, 2022	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
February 7, 2022– March 31, 2022	LOI review period See General and Fiscal Guidelines , LOI Review Process
March 9, 2022 – March 23, 2022	Oral Interviews
April 15, 2022	Anticipated award announcement
April 15, 2022	Beginning date of grant (if selected for funding) See General and Fiscal Guidelines , Grant Period
March 31, 2023	Final date to submit an amendment (if selected for funding)
June 30, 2023	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 ESEA as amended by P.L. 114-95, ESSA, Title II, Part A, Section 2101(c)(4)(A).

Where to Submit the LOI Application

See the Where to Submit the Competitive Application section of the [General and Fiscal Guidelines](#).

Submission Requirements

See the Submission Requirements for the Competitive Grants section of the [General and Fiscal Guidelines](#).

Note: TEA requires applications to be emailed. Multiple applications per applicant must be submitted in separate emails.

Purpose of Program

The Strategic Compensation Fellowship Grant provides Local Education Agencies (LEAs) and Education Service Centers (ESCs) the opportunity to plan and implement salary-based strategic compensation systems, in alignment with funds received through the Teacher Incentive Allotment and supplemented with local funds. The purpose of this grant program is to provide the opportunity for planning and implementation for strategic compensation with the goal of rewarding, retaining, and recruiting the best teachers to serve the students who need the most support. Grantees will be districts or ESCs supporting districts that do not currently have a salary-based strategic compensation system in place.

For the purpose of this grant, salary-based strategic compensation includes systems that change total salary based on effectiveness or other external factors, but do not include systems that change salary based on additional responsibilities (e.g., department chair add-on) or systems that include targeted stipends.

To allow for a range of applicants, this program has three potential pathways for applicants. Applicants should apply for one of three pathways:

- Pathway 1: Approved TIA Districts (Cohorts A-D) will work to modify their existing TIA spend plan, through TIA annual modification process, and implement a strategic compensation system, based in salary, for the **2023-24** school year. Prior to implementation of a new strategic compensation system, grantees will meet milestones for model development, change management, and stakeholder engagement. After implementation, grantees will work to integrate strategic compensation into their existing human resource function (recruitment, retention, strategic staffing) and plan for long-term sustainability.

- Pathway 2: Districts Planning for TIA (Cohort E) will work to modify their existing TIA spend plan and implement a strategic compensation system, based in salary, for the **2024-25** school year. Prior to implementation, grantees will meet milestones for model development, change management, and stakeholder engagement. After implementation, grantees will work to integrate strategic compensation into their existing human resource function (recruitment, retention, strategic staffing) and plan for long-term sustainability.
- Pathway 3: ESCs supporting three or more districts eligible for pathway 1 or 2, but not those districts applying to this grant. ESCs will support a cohort of districts with modify their existing TIA spend plan and implement a strategic compensation system, based in salary, for the **district-specific** school year, based on the above pathway information.

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.

LEAS applying for Pathway 1 must be an approved Cohort A-D district that has met all Title I, Part A cohort-specific requirements to date, as applicable, including application approval, data submission, data submission approval and annual certification.

LEAS applying for Pathway 2 must have submitted their intent to apply for the Teacher Incentive Allotment Cohort E (as detailed on [our website](#)) by December 31, 2021 and submit the attachment commitment to apply (attachment A) for Cohort E as part of their application.

ESCs applying for Pathway 3 should include documentation for the three or more districts they plan to support. At least half must be LEAs that are classified by TEA district type as rural. On behalf of the districts, ESCs should submit documentation that demonstrates commitment to partner (Attachment A). Note, ESCs are responsible for ensuring all districts work to meet appropriate performance measures.

Note, LEAs with existing salary-based strategic compensation systems that apply to all teachers are not eligible. For the purpose of this grant, salary-based strategic compensation includes systems that change total salary based on effectiveness or other external factors, but do not include systems that change salary based on additional responsibilities (e.g., department chair add-on) or systems that include targeted stipends.

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*

- All participating LEAS should attach their current salary pay scale. ESCs should provide on behalf of LEAs.
- All applicants should submit completed pathway information from Attachment A

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:

1. Strategic Compensation Planning: Applicant must present a coherent plan to adopt or support the adoption of a new strategic compensation system that meets goals for teacher recruitment, selection, and retention and work to increase the quality of the student experience. Additionally, applicants should establish a clear plan for hiring a Strategic Compensation Coordinator (see attachment b). Note, ESCs should respond based on planned work for districts.
 - a. What role does compensation play in your district's teacher recruitment and retention strategy?
 - b. Describe your current work and outcomes around teacher recruitment and retention, including specific data points on each. For example, data around recruitment, retention, or other examples.
 - c. What are the district's goals and current challenges for recruitment and retention? What strategies are you currently employing to meet these goals?
 - d. Describe the reporting structure for this work and how the applicant will ensure goals and decision-making align with the timeline and district-level processes?
 - e. How will the applicant ensure a high-quality candidate is selected for the Strategic Compensation Coordinator role?
2. Payroll and Compensation Implementation: The applicant should demonstrate a clear understanding of the process for adopting strategic compensation systems and adapting salary plans to meet their goals. This also includes establishing a clear reporting

structure within the district or ESC to ensure that this initiative can work across team functions (program, finance, human resources). This includes completing long-term engagement and planning around compensation, partnering across relevant teams, and adopting considerations for implementation and sustainability.

- a. Pathway 1 and 2 applicants should submit their current salary structure and method for calculating a teacher's salary and annual changes. Pathway 3 applicants should submit current salary structure of their partnering districts and may provide additional narrative.
- b. For the applicant or the applicant's partnering districts, describe the organization of the payroll work and how the payroll team partners with other relevant teams, including finance, teacher recruitment, and school leaders.
- c. How will the applicant approach sustainability planning?
- d. Describe how the applicant will ensure they are able to meet the timeline of the grant and its goals?

Program-Specific Assurances

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

- *All Applicants:* The LEA or ESC, on behalf of partnering LEAs, assures that they understand and agree to make all efforts to make salary updates to their current compensation system, to align with the goals of rewarding and recruiting high-quality teachers. LEAs assure that any changes will apply to all teachers in the district.
- *All Applicants:* The LEA or ESC, on behalf of partnering LEAs, assures that they will make available to the public the following items:
 - Engagement Reports
 - Strategic Compensation Options
 - Compensation Handbook
- *All Applicants:* The LEA or ESC, on behalf of partnering LEAs, assures that it will remain in compliance with all requirements related to the Teacher Incentive Allotment.
- *All Applicants:* The LEA or ESC, on behalf of partnering LEAs, assures that this Letter of Intent has the support of the superintendent and other relevant senior LEA officials.
- *All Applicants:* The LEA or ESC, on behalf of partnering LEAs, assures that they will make every effort to publish materials and make them publicly available for stakeholders and other districts.
- *All Applicants:* The LEA or ESC assures that it will make every effort to hire a staff member by August 15, 2022, to serve as the primary point of contact and implementer of this grant.
- *All Applicants:* The LEA or ESC, on behalf of partnering LEAs, assures that its Chief Financial Officer (CFO), or applicable role, will remain aware of this work and involved in matters related to compensation and finance. Additionally, the LEA assures that the CFO will join quarterly check-ins where there are financial matters to discuss, including relevant milestones.
- *Pathway 1 or 2 Applicants only:* The LEA assures that a Senior Leader, who reports to the Superintendent, will be identified to oversee this work, and will meet quarterly with the TEA program to review outcomes, milestones, and obstacles.
- *Pathway 2 Applicants only:* The LEA assures that they will submit an application for Cohort E Teacher Incentive Allotment and work to meet all TIA requirements.
- *Pathway 3 Applicants only:* The ESC assures that a Senior Leader will be identified to oversee this work and will meet quarterly with the TEA program to review outcomes,

milestones, and obstacles. ESC will also work to identify a senior leader at each partnering district.

- *Pathway 3 Applicants only:* The ESC assures to provide ongoing support to identified LEAs and to work to maintain a cohort of at least three LEAs.

PROGRAM ELEMENTS

This section provides detailed information about the LOI.

Description of Program

The grant will allow districts or ESCs on behalf of Districts to employ a dedicated staff member whose primary responsibility will be engagement, coordination, implementation, and documentation creation related to strategic compensation systems (*see supplemental Attachment B: Position Description*). This staff member will participate in regular cohort sessions around planning and implementation and be responsible for implementing engagement, planning and cross-team work at the district-level. They will receive training and technical support in model development, engagement, change management, and human capital integration. The grant will also support districts with securing additional technical assistance around strategic compensation, as needed. This work will be done in conjunction with a programmatic senior leader and the Chief Financial Officer.

The goal for this fellowship grant includes 1) the engagement of district stakeholders around options for strategic compensation, 2) the adoption of strategic teacher compensation systems, based in salary and aligned with district priorities, 3) the creation of public-facing human resources supports for strategic compensation 4) incorporating sustainable salary and budget practices. Ultimately, the grant works to support districts with teacher retention and recruitment, in order to improve student outcomes.

This grant is intended to be a three-year program with grantees meeting milestones for continuation. Major work areas and milestones are available in the table below:

	Year 0 (2021-22)		Year 1 (2022-23)		Year 2 (2023-24)		Year 3 (2024-25)		
Grant Support Phases	Grant planning and Posting	Award/ Start Update	Training and Technical Support - Model Development and Engagement		Intent Check -in	Training and Technical Support – Engagement and Change Management		Intent Check -in	Sustainability and Planning – Budgeting, Addressing Risk, Long-term Capacity
Pathway 1 (Cohort A-D)			Model Development	Change Management	Goal for New Comp	Human Capital Integration and Execution	Reflection and Refinement	Sustainability Planning	
			Ongoing Engagement						
Pathway 2 (Cohort E)			Model Option Development	Engage	Change Management	Infrastructure and Final Planning	Goal for New Comp	Human Capital Integration/ Execution	Sustainability Planning

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** to this grant program.

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:

Pathway 1 and 2:

- Senior Programmatic Leader
- Chief Finance Officer
- Grant and Fellowship Coordinator

Pathway 3:

- Pathway 3 candidates should submit qualifications for a senior programmatic leader.
- Grant and Fellowship Coordinator

PERFORMANCE AND EVALUATION MEASURES

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

Planning and Logistics

- Documentation and outcomes of the recruitment and selection process for the Grant and Fellowship Coordinator

Engagement

- Date, logistics and attendees for any engagements around teacher compensation
- Survey results for engagements

Strategic Compensation Model

- All final model options considered
- Rational for model selection
- All financial modeling associated with model options

Teacher Recruitment and Selection

- Vacancy data by school, subject
- Annual Narrative on recruitment and selection efforts
- District-specific Goals

Teacher Retention

- Annual teacher retention metrics (beginning in 2018-19) by district, school, tenure, and grade-level.

Salary Plans

- Annual compensation plan and guidelines
- Teacher Salary Data

Note: pathway 3 candidates should submit on behalf of partnering LEAs.

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*

Pathways 1 and 2 may apply for awards up to \$75,000. Pathway 3 may apply for awards up to \$100,000. It is anticipated that there will be approximately 10 awardees.

Selection of Applicants for Funding

Pathway-Specific Rankings

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 awards reach \$225,000. Any remaining Pathway 1 applicants will be moved to the general pool (below). Pathway 2 applicants will be funded in rank order until the total awards reach \$225,000. Any remaining Pathway 2 applicants will be moved to the general pool (below). Pathway 3 applicants will be funded in rank order until the total awards reach \$300,000. Any remaining Pathway 3 applicants will be moved to the general pool (below).

For the general pool and if any available grant funding remains after Step 1 is complete, funding will continue according to the following process, in rotation:

- The next highest-ranking pathway 3 applicant
- The next highest-ranking pathway 1 applicant
- The next highest-ranking pathway 2 applicant

Cost Share or Matching Requirement

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

TEA requires a 20% cost share/match for this grant program.

Limitation of Administrative Funds

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

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

Direct Administrative Costs

TEA permits applicants to budget reasonable and necessary direct administrative costs for this grant program.

Indirect Costs

Indirect costs are not permitted for this grant.

Pre-Award Costs

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

Pre-award costs **are not** permitted. Pre-award costs are permitted from the award announcement date to the start date.

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:

- Personnel costs associated with the Strategic Compensation Coordinator position
- Technical Assistance related to strategic compensation and from the list of approved vendors. Approved list of vendors will be posted on the [TEA Grant Opportunities](#) page by January 31, 2022.
- Travel (in-state) for strategic compensation fellowship needs (i.e., attend cohort meetings or conferences related to strategic compensation)

Field Trips

Field trips may not be funded under the grant program.

Advisory Council

An advisory council 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.

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.

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

- Debt service (lease-purchase)

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.

Title II, Part A state level activity funds require the provision of equitable services to private nonprofit schools (PNPs), to the extent any funds are allowed for professional development, technical assistance, and/or other potentially allowable activities that could reasonably be provided as equitable services.

If the school district within whose boundaries the PNP is located chooses to apply, those PNPs must be 1) included in consultation, 2) included in the grant application, and 3) provided equitable services when eligible.

Consultation for a discretionary grant, at a minimum, requires that the school district include eligible private school officials to actively participate in consultation meetings prior to submission of a grant application. By participating, the private school officials will have an opportunity to:

1. provide input in the development of a timeline for consultation;
2. provide data and information about the needs of their students and teachers;
3. offer suggestions regarding program design, implementation, and evaluation;
4. inquire about participation in any discretionary grant programs;
5. address the use of third-party providers, if appropriate; and
6. complete any appropriate forms needed by the LEA to ensure the delivery of equitable services.

If the school district within whose boundaries the PNP is located does not choose to apply for the specified discretionary grant, then the PNP is not eligible for equitable services.

To calculate the dollar amount of equitable services the PNP is eligible for under a discretionary grant, the district will use the same calculation formula as is required in the formula grant program to determine equitable services, normally a per pupil calculation based on the number of PNP students as a percentage of the total number of students in the district (public + PNP).

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*.

Area Scored	Points Possible	Criteria for Full Points
Summary of Program	10	<ul style="list-style-type: none"> • Providing personnel hiring timeline that allows for August 15th start date. • Providing information around organization structure and staffing. • Providing management structure that has both cross team informal relationships and formal reporting structure. • Formal reporting structure has grant coordinator reporting to senior leader who reports to superintendent.

Qualifications and Experience for Key Personnel	10	<ul style="list-style-type: none"> Senior Leader has more than 5 years of experience with the district OR more than 10 years' experience with an LEA OR experience with strategic compensation.
Goals, Objectives, and Strategies	10	<ul style="list-style-type: none"> Includes link to district's current strategic plan. Identify new goals or strategies associated with this grant. Includes relevant data points on retention, compensation, and recruitment.
Performance and Evaluation	10	<ul style="list-style-type: none"> Describes plan to address all performance measures Describes plan for review and adjustments as needed.
Budget Narrative	10	
Program Requirements: 1. Strategic Compensation Planning	20	<ul style="list-style-type: none"> Provides information for all parts of question. Clearly articulates goals for recruitment and retention and links them to strategic compensation. Provides clear rationale for strategic compensation. Provides reasonable plan for hiring high quality coordinator candidate.
Program Requirements: 2. Payroll and Compensation Implementation	20	<ul style="list-style-type: none"> Provides information for all parts of question. Provides evidence of cross-team collaboration. Provides systems for accountability with cross-team collaboration. Provides clear thinking around sustainability. Demonstrates ability to meet goals and timeline of the grant.
Total Standard Review Points Possible	90	

Priorities for Funding

Pathway 1 or 2:

Area Scored	Points Possible
LEAs that are defined as rural per NCES or TEA Reporting Categories.	6

LEAs submitting a letter supporting the strategic compensation grant and salary planning from Board of Trustees	6
Total Priorities for Funding Points Possible	12

Pathway 3:

Area Scored	Points Possible
Partnering LEAs that are defined as rural per NCES or TEA Reporting Categories.	1 point per LEA, maximum 3
Partnering LEAs submitting a letter supporting the strategic compensation grant and salary planning from Board of Trustees	1 point per LEA, maximum 3
Each additional partner LEA above 3 and up to 6	2 points per LEA, maximum 6
Total Priorities for Funding Points Possible	12

Oral Interviews for Funding

See the [General and Fiscal Guidelines](#), *LOI Oral Interviews for Funding*.

The following criteria will be used to identify applicants eligible for oral interviews:

- Pathway 1: Top 8 Scoring Applicants
- Pathway 2: Top 8 Scoring Applicants
- Pathway 3: Top 5 Scoring Applicants

Identified applicants will be invited to attend an oral interview which will be conducted virtually, from *February 14, 2022, through March 11, 2022*. Scores from the Oral Interviews will be added to the scores from the initial review and priority points to calculate the final score that determines preliminary award selection.

Applicants will have the opportunity to elaborate and be evaluated on the following topics.

- 1) Teacher Recruitment and Selection and Strategic Compensation (10 points)
- 2) District-Specific Goals for Strategic Compensation Systems (10 points)
- 3) Partnership between Finance and Instructional Programs (10 points)