

Request for Application

Program Guidelines

2025-2026 Pipeline to Leadership (P2L) Cohort 2 Grant

Authorized by General Appropriations Act (GAA), Article III, Rider 39,
88th Texas Legislature

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Introduction to the Program Guidelines

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

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

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

Reference to the General and Fiscal Guidelines

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

Errata Notices

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

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

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

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

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

Contact for Clarifying Information

Grant Program Contact

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U.S. Department of Education and/or State Appropriations

The following is provided in compliance with federal appropriations acts:

Category	Amount
Total funds available for this project	\$480,000
Percentage to be financed with federal funds	0%
Amount of federal funds	0
Percentage to be financed from nonfederal sources	100%
Amount of nonfederal funds	\$480,000

Grant Timeline

Due dates related to the grant, including reporting dates, are available in the Critical Events section listed on the [TEA Grant Opportunities](#) page. Grantees are responsible for regularly monitoring the webpage for updated grant information and for meeting all due dates and other grant requirements.

Grant at a Glance

This section provides detailed information about the grant program.

Program Purpose, Goals, and Objectives

Pipeline to Leadership (P2L) addresses **short- and long-term instructional needs** by reimagining school staff roles and redesigning school schedules and compensation within their existing budget, while simultaneously strengthening educator pipelines and maximizing the impact of the most effective teachers. This program builds on the work of the Teacher Leadership and Strategic Staffing grant and is intended to be a three-year grant program, with 2025-2026 as a design year, and 2026-2027 and 2027-2028 as implementation years. *

Through the grant, a district and campuses commit to improving student outcomes and instructional needs through designing staffing and scheduling plans that address the following objectives:

- Recruit candidates from and advise aspiring teachers to high-quality teacher preparation programs.
- Create heads-on, instructional work experiences and support systems for aspiring teachers in the district.
- Redesign school staffing to expand the impact of effective teachers and promote teacher development.
- Redesign campus schedules to expand the impact of effective teachers and maximize teacher development, instruction, and planning time.
- Align compensation with the designed campus staffing and schedule responsibilities.

Districts participating in P2L recruit and select highly effective teachers to serve in leadership roles in conjunction with campus and district instructional leaders. Through high-quality, job-embedded professional learning, these teacher leaders develop skills in key instructional leadership practices that help drive **peer, beginning, and aspiring teachers' instructional learning and growth**. When administrators place teachers in these leadership roles, they distribute instructional leadership responsibilities, ensuring all teachers, across years of experience and effectiveness levels, receive differentiated and job-embedded supports to maximize their impact on student learning.

This grant also seeks to **improve campus-wide teacher retention** rates where the program is implemented. By distributing instructional leadership responsibilities that generates increased supports for teachers across the campus and creating more robust pre-service experiences, teachers enter the classroom prepared and have opportunities to grow throughout their career.

Lastly, this grant serves to leverage the unique value-add of teacher leaders as key stakeholders in the **implementation of high-quality instructional materials (HQIM)**. If districts recruit and select a group of highly effective teachers with leadership potential, train them in high-leverage instructional leadership practices, provide a reduced teaching load or release time to carry out teacher leader responsibilities, coach and support them in their roles, and compensate teachers for their increased responsibilities, then teacher leaders will serve as critical drivers of HQIM understanding and use and, in turn, instructional improvement.

Ultimately, the goals of the Teacher Leadership and Strategic Staffing Grant are to improve teacher professional growth and student outcomes, teacher retention, particularly for teacher leaders, and HQIM implementation.

**Extending the program to school years 2026-2027 and 2027-2028 is not guaranteed and depends on the availability of funds and successful district completion of grant requirements in school year 2025-2026.*

Eligible Applicants

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

The eligible applicants are:

- Harlingen ISD - \$160,000
- San Antonio ISD - \$160,000
- Spring ISD - \$160,000

Shared Services Arrangement

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

Shared services arrangements (SSAs) are not allowed.

Cost Share or Matching Requirement

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

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

Supplement, Not Supplant

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

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

Limitation of Administrative Funds

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

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

Direct Administrative Costs

TEA limits the amount of direct administrative costs for this grant program to no more than 8% of the total grant award.

Indirect Costs

For this grant program, the grantee may claim a maximum for allowable indirect costs equal to its current approved unrestricted indirect cost rate.

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

Pre-Award Costs

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

Pre-award costs are permitted, if requested, from June 1, 2025, to stamp-in date.

Application Requirements and Assurances

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

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

Statutory Requirements

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

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

TEA Program Requirements

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

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

Staff Commitments

1. Districts must maintain a district grant manager to serve as the project lead and main point of contact with TEA. This individual must monitor grant implementation, ensure requirements are met, and submit necessary documentation to TEA.
 - a. If districts use this grant to partially, or fully fund a district grant manager role, they must submit:
 - i. a job description to TEA for approval before commencing recruitment for that position; and
 - ii. a sustainability plan with a source of funds for how that role would be funded after the end of the grant.
 - b. If the school system is using local funds to support their district grant manager, they must submit:
 - i. a job description to TEA for approval for that position.
2. District grant managers and principal supervisors for participating campuses in this grant will attend all TEA webinars for this grant.
3. District and campus staff participating on the implementation year team will participate in all design and implementation year activities as outlined by the technical assistance provider, US PREP.
4. As part of this grant application, district grant managers will submit the following documents after the 2025-2026 school year.

- a. Implementation plan for 2026-2027 (including participating campus schedules and teacher leader and aspiring teacher roles)
- b. Selection criteria
- c. Training and support plan for any teachers participating in the P2L implementation plan for 2026-2027, including the training name and vendor

Teacher Leader Participation

- 5. District and participating campus design teams, with input from stakeholders and school system leaders, will
 - a. develop and execute a rigorous recruitment and selection process for teacher leaders with clear job descriptions and compensation for their roles;
 - b. provide guidance and support for campus leaders to onboard teacher leaders to the instructional leadership team prior to the start of school year 2026-2027;
 - c. codify a training and support plan, including a description of structures and systems within a campus to ensure teacher leaders receive coaching in their role for school year 2026-2027; and
 - d. create a plan for school year 2026-2027 to ensure teacher leaders have at least five hours monthly within the school day to support their teacher peers through activities such as co-teaching, modeling, or leading PLCs. For teacher leaders who are given release time, a reduced teaching load, or other strategic staffing strategies.
- 6. District grant managers will ensure teacher leaders selected for this grant meet the following requirements. Teacher leaders must:
 - a. Have two years of experience as a teacher of record;
 - b. Demonstrate interpersonal skills, instructional effectiveness, and leadership skills;
 - c. Demonstrate a commitment to the growth of their colleagues and aspiring teachers;
 - d. Demonstrate a commitment of fidelity of implementation to high-quality instructional materials in their classroom and across the campus;
 - e. Intend to serve as a teacher of record for at least 25% of the school day in school years 2026-2027 and 2027-2028; and
 - f. Demonstrate a commitment to continuous improvement.
- 7. District grant managers will develop a plan and clear criteria to guide campus leaders in intentionally matching teacher leaders to support at least two other teachers on their campus.
- 8. The district will provide teacher leaders with additional compensation for training completed and any additional responsibilities as part of this grant.
- 9. Teacher leaders, district grant managers, and other district and campus leaders will participate in surveys as required by TEA not more than three times over the grant period.

Teacher Leader Training and Support

10. District grant managers, with input from stakeholders and leaders, must identify an external training provider to train teacher leaders, and necessary campus and district leaders, in at least one of the following areas. For this grant period, the training must commence prior to the start of the 2026-2027 school year, and district grant managers must maintain documentation of attendance.
 - a. How to lead teacher peers through materials internalization processes for High-quality instructional materials (HQIM).
 - b. How to observe and provide feedback to teacher peers on HQIM-specific lessons.
 - c. How to lead teacher peers in student work analysis and data-driven instruction protocols/practices aligned to HQIM.
 - d. How to drive fidelity of implementation and instructional improvements by serving as a model classroom for HQIM implementation.
 - e. How to co-teach with beginning or aspiring teachers to build their capacity for instructional delivery.
11. District grant managers will codify their training and support plan, including a description of structures and systems to scale within a campus and to new schools, to ensure teacher leaders receive coaching in their role for school year 2026-2027.

Additional Requirements

12. The grant program will be funded by reimbursement once the NOGA has been issued and the grantee submits payment requests through the Expenditure Reporting (ER) system. See [Expenditure Reporting](#). The grantee is required to regularly request payment for allowable expenditures as grant program requirements are carried out.

Program-Specific Assurances

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

The program-specific assurances for this grant program are listed in the Application Part 1.

Allowable Activities and Use of Funds

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

Note regarding travel costs, if allowable per guidance below: Any personnel approved in this grant must be reimbursed for travel according to the applicant's written policies and procedures; however, reimbursement may not exceed State of Texas mileage allowance, General Services Administration

(GSA) hotel rate, and per diem rate existing in the current Texas State Appropriations Act. The state travel guidelines require only reimbursement of actual costs paid and, therefore, prohibit per diem payments to travelers without reconciliation to actual costs expended. Note: Contractor travel is paid as it is described in the individual contract, not to exceed the State rates, and may or may not be delineated out specifically in the contract.

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

General Allowable Activities and Use of Funds

- Payroll costs
- Professional and contracted services
- Consumable and durable supplies and materials, up to no more than 10% of the total grant budget
- In-state travel as necessary to meet the program requirements of this grant. Travel costs must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section.
- Training for aspiring teachers, teacher leaders, and instructional leaders at the campus and district level to meet requirements outlined in this grant
- Teacher leader stipends with a minimum of \$4,000 per year, which may include extra pay days
- Compensation for one district employee to serve as the district grant manager, who must meet the requirements listed in these guidelines
- Extra duty pay for teacher leaders or other district staff to carry out the requirements of this grant

Unallowable Activities and Use of Funds

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

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

- Debt services (lease liabilities for terms greater than 12 months) — unallowable costs include:
 - Subscription-based Information Technology Arrangement (SBITA) — Principal Costs (6514)
 - Subscription-based Information Technology Arrangement (SBITA) — Interest Costs (6526)
 - Capital Lease Liability — Principal Costs (6512)
 - Capital Lease Liability — Interest Costs (6522)

- Interest on Debt Costs (6523)
- Audit services for state-funded grants
- Out-of-state travel costs
- Travel for students to conferences
- Educational field trips
- Stipends for non-employees other than those included in 6419
- Non-employee costs for conferences
- Travel costs for officials such as executive director, superintendent, or board members
- Cost of membership in any civic or community
- Hosting or Sponsoring of Conferences
- Advisory Council
- Capital Outlay
- Furniture
- Any activity not specified above in the Allowable Activities and Use of Funds section

Performance Measures

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

1. Documentation of meeting grant requirements such as evidence of plans for recruitment, selection and assignment of teacher leaders and plans for onboarding teacher leaders onto the instructional leadership team, as requested
2. Teacher identification numbers for all teachers on each campus supported by the grant, which TEA will use to track teacher effectiveness and retention, among other outcomes.

Attachments

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

Required Fiscal-Related Attachments

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

Required Program-Related Attachments

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

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