

LETTER OF INTEREST (LOI)

PROGRAM GUIDELINES:

2022–2023

TEACHER LEADERSHIP CYCLE 3

(DISTRICT PRACTICES FELLOWSHIP)

LOI Application Due Date

11:59 p.m. Central Time, November 19, 2021

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

Contents

LOI Application Due Date.....	i
INTRODUCTION.....	1
REFERENCE TO THE GENERAL AND FISCAL GUIDELINES.....	1
OVERVIEW OF LOI PROCESS.....	2
U.S. DEPARTMENT OF EDUCATION AND/OR STATE APPROPRIATIONS	2
APPLICANT ASSISTANCE.....	2
Contact for Clarifying Information	2
Errata Notices.....	2
LOI TIMELINE.....	3
LOI AT A GLANCE.....	3
Authorizing Legislation.....	3
Where to Submit the LOI Application	4
Number of Copies	4
Purpose of Program	4
Eligible Applicants	5
APPLICATION ATTACHMENTS	5
Required Attachments	5
LOI APPLICATION REQUIREMENTS AND ASSURANCES.....	5
Statutory Requirements.....	5
TEA Program Requirements.....	5
Program-Specific Assurances	7
PROGRAM ELEMENTS	9
Description of Program	9
Supplement, Not Supplant.....	10
QUALIFICATIONS AND EXPERIENCE	10
PERFORMANCE AND EVALUATION MEASURES	10
Limits on Contracted Evaluators.....	11
APPLICATION FUNDING	11
Selection of Applicants for Funding	11
Cost Share or Matching Requirement	11
Limitation of Administrative Funds.....	11
Direct Administrative Costs.....	11
Indirect Costs	11

2022-2023 Teacher Leadership Cycle 3 (District Practices Fellowship)
RFA #701-21-131; SAS #605-22

Pre-Award Costs.....	11
Activities and Use of Funds	12
Advisory Council.....	13
General Allowable Activities and Use of Funds	12
General Unallowable Activities and Use of Funds	12
Field Trips	12
Cost of Membership in Any Civic or Community Organization	13
Hosting or Sponsoring of Conferences	13
Out-of-State Travel	13
Travel Costs for Officials such as Executive Director, Superintendent, or Board Members.....	13
FEDERAL GRANT REQUIREMENTS.....	13
Equitable Access and Participation.....	13
Private Nonprofit School Participation	13
Maintenance of Effort.....	13
LOI SCORING AND REVIEW	13
LOI Review and Funding Criteria.....	14

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: Applicants receiving 70% of available points through the standard and specific review 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	\$521,089
Percentage to be financed with federal funds	100%
Amount of federal funds	\$521,089
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
tl@tea.texas.gov

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. 13, 2021	LOI available
Oct. 5, 2021	Last date to submit questions to be addressed in the applicant's Conference/Webinar See General and Fiscal Guidelines, Applicants' Conference/Webinar
Oct. 11, 2021	Applicants' webinar posted to the TEA Grant Opportunities page
Oct. 20, 2021	Last date to submit FAQs to TEA contact person See General and Fiscal Guidelines, Frequently Asked Questions
Nov. 2, 2021	FAQs posted to TEA Grant Opportunities page
Nov. 19, 2021	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. 6, 2021– Jan. 26, 2022	LOI review period, including oral interviews, as needed See General and Fiscal Guidelines , LOI Review Process See General and Fiscal Guidelines, Oral Interviews for Funding
Jan. 27, 2022	Anticipated award announcement
Feb. 21, 2022	Beginning date of grant (if selected for funding) See General and Fiscal Guidelines , Grant Period
May 2, 2023	Final date to submit an amendment (if selected for funding)
July 31, 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 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 3 Teacher Leadership Grant provides Local Education Agencies (LEAs) the opportunity to plan and implement teacher fellowships. The intent of this program is to further professionalize teaching and provide teachers leadership pathways within local school systems. The Cycle 3 Teacher Leadership Grant is intended to be a two-year program. However, extending the grant to school year 2023-24 is not guaranteed and depends upon, among other factors, the availability of funds, LEA interest, and LEA progress with grant implementation in its first year.

Program Goals: This grant aims to (1) strengthen leadership pipelines, (2) improve teacher retention, (3) improve student outcomes, (4) and increase opportunities for teachers to meaningfully influence district practices at the local level. See the Performance and Evaluation Measures section of these guidelines for more information on how information related to these goals will be collected.

Program Overview: LEAs, in partnership with approved partner (see the [Approved Partners List](#), also posted with this LOI), develop and deliver teacher leadership training specific to policy and program design and implementation at the local level. Teacher fellows will then provide input on the design or implementation of policies or practices related to a particular area of district need. The teacher fellowship must focus on LEA prioritized areas of need related to at least one of four areas:

- (1) Human Capital Systems
- (2) Support for Student Readiness to Learn
- (3) High-quality Instructional Materials and Assessments
- (4) Student Access to High-quality Instruction

See the [Fellowship Areas of Focus](#) document, also posted with this LOI, for high-leverage LEA practices related to each of these areas. Comments within the Word document provide examples of possible fellowship topics. The applicant webinar, posted to the TEA Grants Opportunities webpage on October 11, 2021, will walk through some examples.

LEAs will be asked in the application to name the anticipated areas of focus for their fellows. Once LEAs have selected fellows, they may seek their input before finalizing the area(s) of focus. See the Assurances section of these guidelines for requirements and deadlines.

Through a regular cadence of trainings and quarterly meetings with LEA leadership, these teacher fellows will develop content knowledge related to their area of focus and how policy and program decisions are made within the LEA. Additionally, the teacher fellows will develop leadership skills aligned to teacher leadership competencies, including how to gather, analyze, synthesize, and

effectively report out recommendations from stakeholders. These trainings will prepare teacher leaders to meaningfully engage with LEA leaders and decision-makers, delivering high-quality recommendations for the design and implementation of equitable policies and programs.

The long-term goal of this program is for districts to self-sustain the teacher fellowship. Additionally, teachers who gain the content knowledge and leadership skills through the fellowship will be well-positioned to weigh in on other policy and program decisions in the long-term, ultimately creating stronger educational practices and improvement in student outcomes.

Eligible Applicants

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

LEAs, other than Education Service Centers and participants in Pathway 3 of the Cycle 2 Teacher Leadership Grant, may apply for this grant. 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 of these guidelines.

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*

There are no required program-related attachments for this grant. Reference the Priority Points section of these Program Guidelines for information regarding optional attachments.

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*.

Standard Review Criteria

LEAs are encouraged to review the [Implementation Guide](#), also posted with this LOI, when developing responses to the following prompts. The Implementation Guide includes effective practices for building and implementing a strong fellowship. Additionally, information shared on the webinar for this grant, posted to the TEA Opportunities webpage on October 11, 2021, will include information applicants may find useful in developing their responses.

Summary of Program: In detail, respond to each prompt below.

- (1) Describe the District Practices Fellowship that will be implemented with grant funds. What is the LEA's theory of action related to this program? Why is teacher voice important?
- (2) How is this grant program aligned to the mission, vision, and goals of your LEA?
- (3) Describe the specific LEA needs this grant will help address and how the fellowship will help address these needs.

Qualifications and Experience of Key Personnel: Outline the required qualifications and experience for the LEA staff and the approved partners projected to be involved in the implementation of this grant. Be sure to include at least the following individuals: the LEA's grant manager, the LEA leaders that will meet at least quarterly with the teacher fellows, teacher fellows, the approved partner (LEA partner), and any other personnel responsible for implementing the grant.

Goals & Strategies: Describe your LEA's major goals for this grant, aligned to the purpose and goals of the grant program as described in these guidelines (see the Purpose of Program and Performance and Evaluation Measures sections). Describe what activities and strategies will be implemented to meet those goals. List the name and role of the individual ultimately accountable for achieving these goals.

Progress Monitoring and Evaluation Measures: Describe how and when your LEA will monitor progress towards the goals you described in the previous section. Describe how and when will your LEA identify, collect, and analyze performance data related to the metrics you described. Name specific sources of data, processes, and tools your LEA will use.

Budget Narrative: Once you have completed your Budget Workbook (Application Part 2), answer the following questions.

- (1) How many teacher fellows will you hire and how much compensation will you provide each?
- (2) What are the anticipated costs for partnering with your approved partner? What services will they provide?
- (3) How will your LEA sustain this District Practices Fellowship after the grant funding ends?

TEA 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.

Teacher Fellow Recruitment

Describe your plan for implementing a targeted recruitment process for teacher fellows. Describe the steps you will take to ensure the fellowship applicant pool is diverse (i.e., mirrors the student population and represents, to the extent possible, the varied teaching assignments within your LEA). Describe any goals you have related to the number of teachers that apply and are selected for the fellowship.

Teacher Fellow Selection & Onboarding

- (1) How will you ensure fellows understand the benefits, rigors, and time demands of participating in the fellowship?
- (2) What are the criteria and evidence you will use when selecting teacher fellows?
- (3) Describe your selection process. Include a sequence of activities, approximate dates, and individuals involved in the selection process.
- (4) How and when will you onboard teacher fellows so they are set up for success in their role?

Teacher Fellow Role

- (1) What is/are the anticipated area(s) of focus for the teacher fellows? What pressing LEA issues or needs will the fellows provide input on? Reference the *Fellowship Areas of Focus* document.
- (2) Who are the possible LEA leaders fellows will meet with on a quarterly basis? Include their names, positions, and expertise related to the fellows' anticipated area(s) of focus.
- (3) What will be the main responsibilities of your teacher fellows? Reference grant requirements, though make sure your answer is unique to your LEA context.

Teacher Leader Training & Support

- (1) What will be the content, frequency, and duration (total hours), of your teacher leader training over the course of school year (may include summers)?
- (2) How will you measure success of the training sessions?
- (3) Describe any support teacher fellows will receive outside trainings (e.g., feedback and coaching, logistical support for focus groups).

Sustainability Plan: Describe your LEA's plan for sustaining the District Practices Fellowship after grant funding ends.

Program-Specific Assurances

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

The LEA may work with its approved partner on many of the requirements below. In some cases, the actions described below may be completed by the approved partner (e.g., establish a scope and sequence of trainings). However, as the grantee, the LEA is ultimately responsible for these assurances.

Approved Partner

- The LEA will select a Teacher Incentive Allotment Technical Assistance Provider, approved to support LEAs specifically with change management/communication. See the [Approved Partners List](#), which is also posted with the LOI.
- The LEA assures that it will identify its approved partner during the negotiation process.
- The LEA will establish a contract or MOU with the approved partner by **May 3, 2022**, and submit it to TEA upon request.

Teacher Fellow Recruitment, Selection, and Onboarding

- The LEA assures that teacher fellows selected for this pathway will have three years of teaching experience by the start of school year 2022-23.
- The LEA assures that teacher fellows will serve as a teacher of record for at least 50% of the instructional day in school year 2022-23.
- The LEA will implement a targeted recruitment plan to identify diverse teacher fellow candidates representative of the LEA's student population and varied teaching assignments.
- By **May 6, 2022**, the LEA will detail, in a written job description, the specific responsibilities of teacher fellows and submit it to TEA upon request. The LEA will use this job description in its recruitment efforts.
- The LEA will select teacher leaders that have a track record of improving student outcomes, demonstrate strong interpersonal skill and leadership potential, and show an interest in education policy.
- The LEA will use a clear application and hiring process that aligns to the District Practices Fellowship goals, grant requirements, and the LEA's vision, mission, values, and goals.
- The LEA will select teacher fellows that demonstrate a strong understanding of the benefits, rigors, and time demands of participating in the fellowship.
- By **September 2, 2022**, the LEA will provide an onboarding experience for teacher fellows including the topics listed in the Implementation Guide.
- By **September 30, 2022**, the LEA will provide LEA leaders an orientation to the fellowship including the topics listed in the Implementation Guide.

Teacher Fellow Role & Responsibilities

- The LEA will establish and communicate clear, written, and measurable end of year goals and benchmarks for teacher fellows.
- Teacher fellows will attend all eight skill-building trainings.
- Teacher fellows will conduct focus groups with educators and, as necessary, other relevant stakeholders (e.g., students and families) on their area of focus.
- Teacher fellows will create reports or presentations to share their collective recommendations with senior LEA leadership by the end date of the grant.

Teacher Fellow Trainings, Meetings, & Support

- By **September 2, 2022**, the LEA and its partner, will have established dates for all fellowship meetings for school year 2022-23.
- By **September 17, 2022**, the LEA will have finalized its areas of focus for teacher fellows.
- By **September 17, 2022**, the LEA will identify LEA leaders that are responsible for policy and program decisions related to the fellows' area of work. The LEA assures these LEA leaders will participate in fellowship meetings at least quarterly.
- By **October 3, 2022**, the LEA and its partner will have established a scope and sequence for its training and meetings with fellows. The LEA will submit this to TEA upon request. The scope and sequence will reflect knowledge and skills teacher fellows will develop to be successful in their role.

2022-2023 Teacher Leadership Cycle 3 (District Practices Fellowship)
RFA #701-21-131; SAS #605-22

- The eight skill-building sessions must be aligned to teacher leader standards or competencies developed internally, by the approved partner, or another entity. See the [Teacher Leader Competencies](#) and the [Teacher Fellow Rubric](#) document, also posted with this LOI, for examples.
- The LEA will track attendance and outcomes of fellowship meetings (e.g., skill-building practice, exit tickets, work products, surveys) and submit it to TEA upon request.
- The LEA, or its partner, will provide individual or small group feedback or coaching for teacher fellows based on their progress in the fellowship. The LEA will reference the Implementation Guide when developing their approach to coaching teacher fellows.

Other LEA Commitments

- 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 2022-23.
- The LEA assures that its LEA grant manager and a representative from its approved partner will attend all Teacher Leadership Grant required events listed in the following table.

Event	Duration	Frequency
Grant Launch Kick-Off	Half day	Once (start of program)
Virtual Planning & Implementation Webinars	90-120 minutes	5 times from grant start to end date
TEA Collaboration Calls	30-60 minutes	Roughly once every two months

- The LEA will report on mandatory performance measures and self-report the LEA's implementation status on the Implementation Guide up to four times between the start and end dates of the grant.
- The LEA will submit staff contact information for the beginning, middle, and end of year surveys on the timeline provided by TEA. The LEA grant manager will communicate with necessary staff to ensure a high completion rate of the surveys.

PROGRAM ELEMENTS

This section provides detailed information about the LOI.

Description of Program

The Cycle 3 Teacher Leadership Grant provides Local Education Agencies (LEAs) the opportunity to plan and implement a District Practices Fellowship for teachers. LEAs, in partnership with an approved partner, develop and deliver teacher leadership training specific to policy and program design and implementation at the local level. The teacher fellowship must focus on LEA-identified needs in at least one of four areas: human capital systems, support for student readiness to learn, high-quality instructional materials, and student access to high-quality instruction. Teacher fellows gather stakeholder input on the areas of focus, develop recommendations, and present those to senior LEA leadership, ultimately strengthening local policies and practices and leading to improved student outcomes.

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 fellow roles. This grant requires the teacher fellows selected to have served as a teacher for at least three years and teach at least 50% of the instructional day during school year 2022-23.

PERFORMANCE AND EVALUATION MEASURES

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

Aligned to Grant Goal #1: Strengthen and Diversify Leadership Pipelines

- LEAs will submit the number of teacher fellow applicants and those selected to participate in the grant.
- LEAs will submit the number of teacher fellows per race/ethnicity as reported in PEIMS.
- LEAs will submit evidence of teacher fellow growth over the course of the year using a rubric provided by TEA.
- LEAs will submit appraisal data for teacher fellows selected to participate in the grant.

Aligned to Grant Goal #2: Improve Teacher Retention

- LEAs will submit the percentage of teacher fellows that return to their LEA in teacher, instructional coaching, principal, or assistant principal positions in the year following the fellowship.
- LEAs will submit the teacher identification numbers of its fellows to allow TEA to track their long-term retention.

Aligned to Grant Goal #3: Improve Student Outcomes and #4: Teachers Shaping the Profession

- LEAs will submit high-quality evidence of impact by teacher fellows aligned to a rubric provided by TEA. See a drafted example of the [Teacher Fellow Rubric](#), also posted with this LOI; an updated version will be provided during the grant kick-off meeting.

Aligned to Multiple Goals and/or Grant Requirements

- LEAs will submit a high-quality scope and sequence for the eight teacher fellow trainings, including dates, objectives, a brief description, and measures of success for each session.
- LEAs will submit an analysis of survey data provided by TEA and administered to teacher fellows three times per year. LEAs will submit a summary of next steps in response to the survey outcomes. For an example of the survey, click [here](#).
- LEAs will submit a self-assessment of progress on sections of the Implementation Guide identified by TEA up to four times between the start and end dates of the grant.

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 10 grants will be awarded ranging in amounts from \$30,000 to \$90,000.

Selection of Applicants for Funding

LEAS will be selected in rank order. Once applicants have passed the pre-compliance and eligibility checks, applicants will be ranked according to the total points they have earned as part of the application review. If funding requested through LEA applications exceeds the total funding amount available for this grant, oral interviews may be used. Please refer to the Oral Interviews for Funding section for more information. Applicants will be funded in rank order until the total LEA awards reaches \$521,089. 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

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 2020-2021 student enrollment.

School District, Charter School, and Charter School Network Award Cap	2020-2021 School District, Charter School, or Charter School Network Student Enrollment	Suggested Number of Teacher Fellows (LEAs may choose to select more/less)
\$30,000	<25,000	4
\$45,000	25,001-50,000	6
\$60,000	50,001-75,000	8
\$75,000	75,001-100,000	10
\$90,000	>100,000	>10

Use of Funds	Suggested Cost
Approver partnership (required): Teacher Incentive Allotment Technical Assistance Provider, approved to support the LEA with change management and communication See the Approved Partners List , also posted with this LOI	Training and support costs vary by provider.
Additional compensation as outlined in these guidelines	Compensation not to exceed \$1,500 per teacher fellow
Supplies and materials	Supplies and materials are capped to \$1,000 for the grant. If requesting funding for supplies and materials, the Budget Narrative in Application Part 1 (PDF) must include a description of supplies requested for the grant and how these supplies are necessary for carrying out 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.

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
- Other than allowable administrative costs, employee compensation for individuals other than teacher fellows
- Supplies and materials over \$1,000 total
- 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	10
Qualifications and Experience for Key Personnel	5
Goals & Metrics	10
Progress Monitoring	10
Budget Narrative	5
Total Standard Review Points Possible	40

Specific Review Criteria

Area Scored	Points Possible
Teacher Leader Recruitment	10
Teacher Leader Selection	5
Teacher Leader Role & Responsibilities	10
Teacher Leader Training & Support	10
Sustainability Plan	5
Total Specific Review Points Possible	40

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
LEA average of students that are economically disadvantaged per the most recent TAPR report. <ul style="list-style-type: none"> 71-85% economically disadvantaged (5 points) 86-100% economically disadvantaged (10 points) 	10
LEAs that submit a letter of support from the local school board for this grant program and the LOI application.	5
LEAs that submit a letter of support written by a teacher and signed by at least 10 teachers that demonstrates support for this LOI application.	5
Total Priorities for Funding Points Possible	20
Total Possible Points	100

Oral Interviews for Funding

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

If LEA funding requests exceed the amount available for this grant, oral interviews may be used according to the following process. If used, applicants that receive 70% of the total points

available through the sum of the standard and specific review criteria will be invited to attend an oral interview, which will be conducted virtually. Scores from the oral interviews will be added to the scores from the application 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. Both applicant and evaluator may reference any LOI documents, including the Program Guidelines, the FAQs, the posted webinar, and the attachments.

Summary of Program (10 points)

- The District Practices Fellowship theory of action
- The specific LEA needs this grant will help address

Goals & Strategies (10 points)

- The LEA's goals for the grant program
- Strategies for achieving the grant goals

Teacher Fellows' Areas of Focus (10)

- Anticipated area(s) of focus for the fellows
- Rationale for selecting the area(s) of focus and connection to grant goals

Copyright © 2019. Texas Education Agency. All Rights Reserved.

For information contact: Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; email: copyrights@tea.texas.gov.