



**2022-2023 Strategic Compensation Fellowship and Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, February 4, 2022**

NOGA ID

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

This LOI application must be submitted via email to **competitivegrants@tea.texas.gov**.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, February 4, 2022**.

Application stamp-in date and time

Grant period from **April 15, 2022 to June 30, 2023**

Pre-award costs are **not** permitted for this grant.

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Current salary pay scale as detailed on page 5 of the program guidelines
3. Attachment A

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are **not** permitted for this grant.

Pathway Selection

Please select **ONE** pathway.

- Pathway 1
 Pathway 2
 Pathway 3 (ESCs only)

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2022-2023 Strategic Compensation Fellowship and Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Strategic Compensation Fellowship and Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. **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.
- 6. **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 and Compensation Handbook
- 7. **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.
- 8. **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.
- 9. **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.
- 10. **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.
- 11. **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.
- 12. **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.
- 13. **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.

Statutory/Program Assurances Cont'd

- 14. **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.
- 15. **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.

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.

The proposed budget will meet the needs and goals of the program by assisting the district in staffing a dedicated individual to oversee the TIA program to ensure fidelity of implementation and program effectiveness. The Strategic Compensation Grant Coordinator will assist LCISD in ensuring the district recruits, retains, and rewards exceptional teachers through the Teacher Incentive Allotment program.

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.

The Strategic Compensation Grant Coordinator (SCG) will assist in ensuring the district recruits, retains, and rewards exceptional teachers through TIA, which provides a stated goal of a six figure salary for teachers who prioritize teaching in high need areas and rural district campuses. The district's advertisement for the position will be posted from June 30, 2022 - July 13, 2022. Screening will be conducted July 14th - 15th and candidates will be contacted for interviews. Interviews will then be conducted July 18th - 22nd. The SCG Coordinator official start date will be August 15, 2022. The SCG Coordinator will report to the Chief Academic Officer who will report to the superintendent of schools.

The SCG Coordinator will collaborate with the Chief Academic Officer, HR Coordinator and Campus Principals to ensure the integrity of beginning, middle, and end of year universal screener assessments to evaluate student growth; calibrate the teacher evaluation system (T-TESS); correlate the significance between student growth and T-TESS observation data; calculate the teacher leadership and other measure scores; train campus and district staff on district TIA processes; and track the progress of each qualifying teacher and their cohort of students.

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.

Title and Responsibilities of Position	Required Qualifications and Experience
<p>The Senior Leader for the district is an existing position that will be held by the Chief Academic Officer who has at least five years of experience with the district. The Strategic Compensation Grant Coordinator will be a proposed position for the district. He/She will be responsible for coordinating, tracking, and presenting project information; collaborating with campus principals, HR Coordinator, and Chief Academic Officer to ensure the success of the Teacher Incentive Allotment program at the district; develop and sustain partnerships with internal and external stakeholders; establish systems and structures to support planning, in alignment with grant deliverables.</p>	<p>The Senior Leader holds a social studies composite certification, Masters in Education Leadership and Principal Certification. The Senior Leader has 19 years of educational experience that includes secondary teacher, instructional facilitator, assistant principal, principal, HR Director, and Curriculum and Instruction Director. The Strategic Compensation Grant Coordinator will require a bachelor's degree, master's degree preferred, three years teaching experience, leadership experience preferred, strong long term planning and project management skills experience preferred, excellent written and oral communication skills, outstanding interpersonal teamwork and management skills.</p>

Goals, Objectives and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Lyford CISD will recruit, develop, support and retain highly qualified educators, through effective leadership and planning. by providing develop and implement an incentive plan to recruit and retain teachers.

- *Provide high quality staff development to teachers as it relates to their content area, grade level and pedagogy.
- *Support campus establishment/implementation of systemic vertical and/or horizontal alignment teams for content area and subjects across campuses.
- *Provide leadership training and support for campus, district and teacher leaders.
- *Identify grants to support local initiatives and develop new programs for district employees and students.

Performance and Evaluation Measures

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.

Lyford CISD will utilize the state-adopted Texas Teacher Evaluation and Support System (T-TESS) to ensure a valid and reliable teacher observation instrument. Lyford CISD will utilize CIRCLE, M-CLASS, STAR Renaissance, and STAAR assessments to measure classroom student growth in eligible teaching assignments. THE CIRCLE, M-CLASS and STAR Renaissance assessment processes have a built-in growth target for each student based on how they perform at the beginning of year assessment for each subject. The district will utilize the STAAR Progress Measure as determined by TEA to measure student growth in relative teaching assignments. The weights and measure to determine designations for Lyford CISD include 40% for teacher observation, 30% for classroom student growth, 15% for teacher leadership and 15% for other measures. The district will use a teacher's score on Teacher Observation, Classroom Student Growth, Teacher Leadership and Other Measures and apply the weights using percentages described above to determine a final score based on a point system. Lyford CISD is committed to implementing this process with fidelity to ensure validity and reliability of teacher scores. Lyford CISD has ensured that there is a system of support for this plan. This includes human resource support for teacher recruitment and retention, budget and finance support tied to managing the allotment funds the district receives each year, including planning for potential changes to the allotment funds the district might receive from year to year. Lyford CISD ensures that there is curriculum and instruction and assessment support tied to valid and reliable student growth measures. There is also professional development support tied to earning TIA designations, reviewing and using student growth data, etc. The district has a plan for ensuring that there is technology support for tracking student growth measures and teacher observation data. Lyford CISD will ensure that teachers receive support to improve their practices and increase their potential earning a designation. To support teacher professional growth, the district will continue to implement individual coaching & mentoring, professional learning communities, and professional development.

TEA Program Requirements

1. Strategic Compensation Planning: What role does compensation play in the district's teacher recruitment and retention strategy? Describe the current work and outcomes around teacher recruitment and retention. Include specific data points on each. What are the goals and current challenges for recruitment and retention? What strategies are currently being used to meet these goals? 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? How will the applicant ensure a high-quality candidate is selected for the Strategic Compensation Coordinator role? ESCs should respond based on planned work for districts.

This compensation plan plays a critical role in the district's teacher recruitment and retention strategy through the TIA process. LCISD coordinates orientation for newly hired employees to facilitate their successful transition to employment. The orientation is reviewed annually based on the individual's needs. The district also offers ongoing training support for its employees, implements supportive job training and offers employees professional development and training opportunities to enhance their skills, knowledge and productivity. The district is diligent in continuously providing updates and reminders regarding procedures, policies and other compliance related topics. Training opportunities are provided for successful leadership. Employees are provided staff development opportunities through in-house training, online modules, onsite observations, peer to peer mentorship and/or support, out of district training, meetings or conferences. The district has an established evaluation process for employees to promote expected performance. Employee performance growth and expectations are provided by department supervisors and principals and all employees are evaluated fairly and consistently. LCISD communicates and provides employees a layered system of assistance to provide support and ensure success. Support is provided through assigned peer support staff/mentor and through campus/department meetings, professional learning communities, planning periods and individual support/coaching. For recruitment purposes, current employees are provided a list of current District job openings and encouraged to share with family, friends, and acquaintances. In addition, the district continues to seek opportunities to advertise job vacancies on District Webpage, Facebook, Twitter, Instagram, Workforce Solutions, Community Business, Region One, and Specialized Skilled Programs. Furthermore, the district collaborates with alternative education programs, higher education institutions, and workforce programs. The current challenges for recruitment and retention is remaining competitive with pay plans in our rural school district.

TEA Program Requirements Cont'd

1. Strategic Compensation Planning: Cont'd

The goals and decision making processes will be aligned to district level processes through training the candidate on expectations and following up through collaboration and planning meetings every six weeks. The district will ensure a high quality candidate is selected for this position by implementing our current screening for qualifications and the hiring processes which includes campus administrators and the department supervisor in screening and interviews.

2. Payroll and Compensation Implementation: Pathway 1 and 2 applicants submit the current salary structure and method for calculating a teacher's salary and annual changes. Pathway 3 applicants should submit the current salary structure of their partnering districts and may provide additional narrative. All applicants must describe the organization of the payroll work and how the payroll team partners with other relevant teams, including finance, teacher recruitment, and school leaders. How will sustainability planning be approached? How will the applicant ensure all the grant timeline and all grant goals will be met?

Teacher Salary is determined based on the number of years of completed teaching experience, to include a 90 day equivalent to one teacher year in mid-year staffing scenarios. Collaboration between campus principals, senior leader, HR Coordinator, Chief Financial Officer and Payroll clerk will assist in the effort to maintain sustainability and accuracy of the Teacher Incentive Allotment funding.

Monthly budget grant meetings with HR, CFO, senior leader and SGC Coordinator will also assist in the sustainability of the grant timeline. Program grant goals will be progress monitored every six weeks during collaboration with campus and district administration to ensure grant goals will be met.

TEA Program Requirements Cont'd

2. Payroll and Compensation Implementation: Cont'd

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section.

Are any private nonprofit schools participating in the program?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
4. Total current-year program allocation or grant award	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section	Reason for Amendment
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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