



2021-2022 Teacher Leadership Cycle 2
Letter of Interest (LOI) Application Due 11:59 p.m. CT, December 7, 2020

NOGA ID

Authorizing legislation

ESSA, Title II, Part A

This LOI application must be submitted via email to loiapplications@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, December 7, 2020**.

Application stamp-in date and time

Grant period from

March 1, 2021 - July 31, 2022

Pre-award costs permitted from

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. Refer to the Program Guidelines for required attachments by Pathway.

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: Teachers as Instructional Leaders
- Pathway 2: National Board Candidacy Cohorts
- Pathway 3: Teacher Policy Fellowships

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 2021-2022 Teacher Leadership Cycle 2 Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 Teacher Leadership Cycle 2 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
6. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Teacher Leadership Cycle 2 Program Guidelines.

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 Houston Independent School District (Houston ISD) is one of the most diverse districts in the nation and the largest school district in the state. Houston ISD's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential. The vision is that every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Some of the district's relevant belief statements include:

- We believe that equity is a/the lens through which all policy decisions are made
- We believe that recruitment and retention of qualified and effective personnel are keys to enhancing the quality of education and increasing student achievement.
- We believe that the community has a right to transparent operations across the district in all schools, departments, and divisions.
- We believe that meaningful engagement with the community is important in all major decision-making.

The proposed Houston Education Policy Fellowship program will develop systems to identify highly effective teachers to become active contributors to education policy principles. Through the Teacher Leadership Cycle grant-funded program, ten Education Policy Fellows will participate in a year-long journey of better understanding the inputs and outputs of education policy. Their year culminates with each fellow presenting a proposed policy change to improve student outcomes in the district. Teachers and students are the most impacted audience of education public policy, yet they tend to be the least informed and their voice is frequently missing from the critical conversations while developing public policy. The Houston ISD looks to remedy this by building an Education Policy Fellowship program that educates and empowers teachers in the public policy realm. Education policy at the local, state, and federal level culminate in the teaching and learning expectations in the classroom. The Education Policy Fellowship program will allow teachers to learn the ins and outs of education policy and become empowered to actively participate in policy creation and execution. Education Policy Fellows will learn about informal and formal opportunities to participate in policy making and implementation.

The proposed Education Policy Fellowship supports the district's mission, vision, and beliefs by creating a cadre of practitioners who represent students and teachers in the decision-making process, through the lens of meeting the needs of diverse learners. Better policies lead to better climate and culture that allows teachers to actualize the district vision.

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
Senior Manager, Teacher Career Development (existing position); Responsible for beginning teachers, mentors, teacher leaders support and dev.	Teacher Certification; at least 5 years experience in teacher leadership and education policy
TNTP, Inc., External Partner (new)	TNTP, Inc. is a national non-profit founded by teachers who work alongside educators in schools and district offices. They are partners for change in public education and help school systems achieve their goals for students.

Goals, Objectives, and Strategies

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

Goals of the Education Policy Fellowship: 1) Create an Education Policy Institute and identify ten Education Policy Fellows. Activities: a. Partner with an approved provider to create a curriculum, scope and sequence, including a minimum of eight skill building trainings on how to engage other teacher stakeholders on policy issues; b. Create a job description that clearly outlines the role and responsibilities of the Education Policy Fellows; c. Utilize surveys and focus groups to capture input/ feedback from stakeholders; d. Develop the communication skills of teacher fellows to ensure their interactions with senior leaders are meaningful and action oriented e. Prioritize equity as the driver of the fellowship. 2) Create and execute a rigorous application/screening process to identify teachers best suited to participate as fellows. Activities: a. Identifying multiple measures that reflect student impact; b. Create a selection rubric that includes elements to ensure the demographics of fellows mirror the demographics of the district; c. Develop marketing materials to ensure highly effective teachers are aware and apply for this opportunity. 3) Educate teacher fellows on public policy development and implementation at the campus, district, state, and federal level. Activities: a. Build the calendar including formal learning, interaction with leaders in education policy, change management, effective communication and opportunities for practice, collaboration, and reflection; b. Creation of a culminating project where fellows convert their learning into action with a focus on increasing students' access to highly effective teachers. 4) Reward Education Policy Fellows with a stipend. 5) Develop opportunities for Education Policy Fellows to interact with district and state level education policy. Activities: a. Hold quarterly Roundtables with district decision makers; b. Serve as an advisory committee to Teacher Incentive Allotment decision makers; c. Offer opportunities for fellows to interact and learn from state leaders in ed policy.

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.

Performance measures for the Education Policy Fellows will include, but are not limited to:

- Completion of Education Policy Fellows Institute program expectations evidenced by attendance at meetings, skill-building training, etc. Tools used to measure performance will be attendance logs, submission of evaluations /feedback of training, end of course "quizzes" to check for understanding.
- Completion and successful presentation of a Education Policy Fellows Institute culminating project to senior district leaders. A rubric will be used as a tool to assess the impact of the project.
- Completion of surveys and the facilitation of focus groups will be used to assess education policy implementation in the district. These tools, utilized to measure program performance, will be shared with all district stakeholders to determine impact on student outcomes.

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 goal of this grant is to increase the retention of highly effective teachers in Texas classrooms. We propose to divide the reward for participating in the Education Policy Fellowship into a stipend for completion of program expectations and a retention bonus for returning to the district classrooms. A component of the budget will be used to provide fellows with the time necessary to participate with excellence. The remaining budget will be used to enroll a high quality external partner in the development and learning of the program.

Proposed budget includes :
Stipend of \$2,500 for 10 teacher leaders and \$1,000 retention bonus for 10 teacher leaders returning to the classroom in the following year. The stipends will be paid half in December 2021 and half in May, 2022. The retention bonus will be paid July 2022.
Total: \$35,000

Substitute Pay to allow fellows to attend learning opportunities and meet with education policy decision makers
Total: \$10,000

External partnership with TNTP, Inc. and Teacher Incentive Allotment Technical Assistance Provider
Total: \$25,000

Total Program Costs: \$70,000

A quarterly review of program implementation will be conducted to assess compliance with grant requirements. Adjustments will be determined and made appropriately to address the original needs of the program.

Program Requirements

1. Teacher Leader Recruitment & Selection: Consider the degree to which the diversity of your LEA's leadership mirrors that of the student population in your district. Describe the following: a) how you will recruit and select a diverse group of teacher leaders representative of the LEA's student population; b) research-based best practices you will use related to recruitment and selection; c) how you will ensure teacher leaders have a demonstrated track record of excellence improving student outcomes, exhibit strong interpersonal skills and leadership potential, and demonstrate an interest in the teacher leadership model of the pathway you have chosen.

To be a good teacher leader, you must first be a good teacher. The development of the application and selection rubric will include components that include representative demographics, Teacher Appraisal and Development (TADS) scores, including the Instructional Practice and the Student Performance and recommendations from school leaders. Candidates will be required to submit a video showing their impact on improving student outcomes.

Houston ISD, in the 2018-2019 school year, had 209,040 students. The district received an accountability rating of B. 65.3% of students were considered at risk of dropping out of school. 32.4% of students were enrolled in bilingual and English language learning programs. The Education Policy Fellowship Institute program will prioritize addressing the specific needs of our diverse district.

The recruitment process for Education Policy Fellows will begin by targeting the most effective teachers in the district, based on their Teacher Appraisal and Development (TADS) scores -which reflects their instructional practice, professional expectations, and student performance. Individual invitations will be sent to highly effective teachers on high needs campuses where teachers are most representative of district demographics. This is also important because we want to retain our best teachers on our highest needs' campuses.

Interested teachers will complete an application and submit a video showing their impact on student outcomes. Their applications will be scored twice and teachers who meet the threshold will be invited to an interview to gauge their interpersonal skills. Rubrics will be used throughout the process.

2. Teacher Leader Role & Responsibilities: Describe in detail the following: a) the main role and responsibilities of teacher leaders in your grant pathway, b) the main activities in which teacher leaders will engage each month of the school year and approximate time commitments for each month, and c) how you will measure the success of teacher leaders in their respective roles.

The main responsibilities of the Education Policy Fellow are to cultivate their understanding of education policy and influence the district decision making process.

Fellows will participate in the Education Policy Institute during the summer of 2021.

During the 21-22 SY, monthly expectations include:

- Attending their campus School Decision Making Committee meetings and/or District Advisory Committee
- Monthly forums to continue their learning
- Monthly problem-solving communities to collaborate on their priority areas and culminating projects
- Monthly Roundtables with district and state decision makers
- Participate in the Teacher Incentive Allotment committee meetings

Program Requirements (Cont.)

2. Teacher Leader Role & Responsibilities (Cont.):

Success will be measured by completion of program expectations using a completion checklist, observations, active participation, engagement, and retention of teacher leaders within the district by the end of the grant period.

3. Teacher Leader Training & Support: Indicate whether you will partner with an external entity to provide training and teacher leader support specific to your pathway (required for pathways one and three). Describe in detail the following: a) the content, frequency, duration (total hours), and measures of success of your teacher leader training over the course of school year, which may include summers, b) additional supports your LEA, campus leadership, and external partner (if applicable) will provide teacher leaders to ensure a strong onboarding process and success in this program, and c) the qualifications you and your external partner, if applicable, have to provide these supports.

The Houston ISD proposed external partner is TNTP, Inc. Their mission is to ensure that poor and minority students get equal access to effective teachers. They believe that effective teachers have a greater impact on student achievement than any other school factor. TNTP develops customized programs and policy interventions that enable education leaders to find, develop and keep great teachers. They specialize in helping urban school districts retain teachers who have demonstrated the ability to raise student achievement. TNTP is well suited to support our Education Policy Fellowship because they share the urgency of improving student outcomes for poor and minority students.

The Education Policy Institute will take place over two days during the summer. Learning continues throughout the year during monthly forums (2 hrs). Fellows will also come together monthly (2 hrs) to collaborate on their projects and attend roundtables (1 hr) with senior education leaders at the district and state level.

Topics will include:

- Education policy principles
- Current education policies
- Influences of local, state, and federal education policy on academic goals
- Change management
- Self-assessment and reflection of individual leadership stories – making a personal connection to advancing systems of change in education
- Research skills and stakeholder engagement, including using focus groups and surveys for input
- Effective communication skills/managing up (influence vs. authority) • Time and task management • Equity in education

Program Requirements (Cont.)

3. Teacher Leader Training & Support (cont.)

4. Highly Effective Teacher Retention Strategies: Describe how you will use this grant to increase the retention of highly effective teachers that are representative of your LEA's student population. Describe: a) your LEA goals related to the retention of highly effective teachers that are representative of your student population, b) the retention strategies will you implement to achieve these goals, including action steps, owners, and timelines, and c) how the design and implementation of this grant program will align to the retention strategies you list in your response.

Retention starts with solid recruiting. Houston ISD will identify candidates who will "stay the course" and are committed to the purpose of the program. Because Education Policy Fellows will be selected to represent the demographics of the district, retention of fellows supports the district's Human Capital goals.

Retention strategies to ensure the district keeps their highly effective teachers participating in this program:

- 1) Identify Education Policy Fellows in Spring 2021 so they commit to returning to the district for the 2021-22 school year.
 - a. Fellows identified by March 1, 2021.
 - b. Identification process will be executed by the Teacher Career Development team.
- 2) Provide a retention bonus for fellows who return for the 22-23 SY.
 - a. Retention bonus payed out late July 2022.
- 3) Ongoing education/training and clear paths to advancement.
- 4) Leverage of adequate and effective technology.
- 5) Touching base with Fellows about what motivates them while they are still on staff.

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. Proceed to the next page.

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. Proceed to the next page.

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"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<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