



**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](mailto: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.

As a community who believes that our teachers' voices are vital to education policy conversations, we are committed to ensuring that they are empowered to engage with stakeholders at the local, school, and state levels. This program provides a unique opportunity for our teachers to learn how to utilize their voices towards the policy outcomes that will benefit our community, schools, and state.

Given the need for teacher leadership within our community we are pursuing the opportunity to work with an external provider, and TEA, to enable the growth of our teacher leaders. To that end, we are seeking a program that will allow us to create a job description for clear roles and responsibilities for Teacher Policy Fellows, provide Teacher Policy Fellows with 8 skill building trainings on how to engage and support teacher stakeholders, provide a scope and sequence for the trainings and meetings, support Teacher Policy Fellows in conducting focus groups, and support Teacher Fellows in presenting recommendations to senior LEA leadership.

This program will enable us to foster not only leadership from our teachers, but it will enable them to better serve our students and community as a whole. By empowering our best teachers to engage in the formation, creation, and implementation of policy we are ensuring that our most salient voices are not left out of the conversation. This grant will enable our teachers to engage in these conversations, advocate to stakeholders, build consensus, and ultimately ensure that we are enacting the best possible policies.

By investing in our teachers in this way, this grant also allows our district to demonstrate our continued commitment to their professional growth. We believe the best teachers are those that are most fully engaged inside and outside of the classroom. This program grants us the unique opportunity to facilitate thinking that otherwise may have pulled a great teacher away from the profession.

**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
Macy Satterwhite, Ph.D-Deputy Superintendent	Dr. Satterwhite has 29 years of experience in public education. She served as an teacher, instruction coach, professional development leader, campus administrator and has served in district leadership for the last 10 years.
Jeremy Wagner, Ed.D.-Director of STEM and Advanced Academics (and leader of TIA Initiative)	Dr. Wagner has 14 years experience in public education. He has developed teacher leaders for 5 years in his current Central Office position and will be instrumental in onboarding and building capacity for LCISD Teacher Fellows.
Sandra Beilue, MS-Executive Director of Curriculum & Accountability	Mrs. Beilue has 17 years of experience in public education. She has a decade of experience in developing teacher leaders.

**Goals, Objectives, and Strategies**

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

In service of our continued commitment to empowering our teachers to use their voices towards improving of our district, we are seeking a program that will prepare our Teacher Fellows to make recommendations for our district-wide TIA plan. To do this, we want to partner with a program that will leverage their innate leadership abilities, grow their capacity to collaborate with stakeholders, and prepare them to successfully advocate for their recommended TIA Plan.

Major Goals and Objectives: Recommendation for Increasing students' access to highly effective teachers Activities/ Strategies:

1. Foundational Leadership - Development and leveraging of their strengths in leadership
2. Collaborative Partnerships: Facilitating Growth in Others - Build relationships within school that impact instruction and enhance student learning
3. Data-Driven - Utilizing data and reflection to consider potential growth measures aligned to district needs
4. Instructional Expertise - Capitalizing on experience and review of potential teacher pipeline and retention plans
5. Professional Advocate - Reflecting on experience to determine an advocacy plan of action for the TIA plan
6. Engaging Stakeholders - Conduct meetings, surveys, and a focus group of stakeholders to gain feedback and buy in
7. Change Management and Communication - Examine and determine what district level communication looks like
8. Informing District Leadership - Develop and present a recommendation for LEA leadership

**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.

Evaluation Measures consistent with the purpose of the program:

- o Documentation of the extent to which Teacher Policy Fellows reflect the LEA's student population
- o Documentation of the number of Teacher Policy Fellows applicants
- o Documentation of the number of Teacher Policy Fellows selected to participate in the grant
- o Teacher Policy Fellow activity log, including the type and duration of activities fellows participated in over the course of the year
- o High-quality evidence of impact by Teacher Policy Fellows (e.g., reports, the LEA's adoption of teacher recommendations in the TIA plans, teacher policy fellow presentations to LEA leadership and the outcomes of those presentations, etc.)
- o The outcomes and completion rate of staff perception surveys provided by TEA and administered not more than three times per year

Performance measures consistent with student outcomes from TIA Planning Fellows: We expect to see long-term changes in two or more years: We expect to see a significant decrease in the gap between our student groups in the progress measure of the STAAR portion "all students both subjects" specifically closing the gap between AA - W and district - eco dis.

**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 allow our district to contract services with an approved vendor. The contracted vendor will provide 8 days of sequenced support. They will provide sufficient staffing, supplies, materials, and travel costs to facilitate training on the agreed upon calendar. The budget will also provide for a \$1420.00 stipend for each teacher fellow selected for the program and substitute coverage for the training and work that our teacher fellows will carry out.

**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.

a) To recruit the best possible candidates we will first work with our school leaders to develop an initial list of potential Teacher Policy Fellows that 1) represent the diversity of our student population 2) have a demonstrated track record of improving student outcomes across multiple measures 3) exhibit strong interpersonal skills 4) have leadership potential and 5) have demonstrated interest in the TIA Plan. We will then reach out to, and hold informational meetings with, each of the identified teachers. Finally, during the selection process we will prioritize ensuring that our selected Teacher Policy Fellows represent the student population of our district.

b) We will leverage research on relationship building to help build an initial list of potential applicant based on school leader experience and advisement. We will do this hand in hand with evidence that shows that a clear criteria for success (based on items above) limits opportunities for bias to inhibit performance measures. We will further leverage evidence on relationship building to build trust with potential Teacher Policy Fellows by reaching out to each of them individually. Finally, we will utilize a research based rubric as well as a survey to assess their fit with our desired policy focus to ensure that our selection is objectively the most qualified to represent our district.

c) We will use a number of indicators to determine that a potential Teacher Policy Fellow has a demonstrated tracked record of excellence in improving student outcomes, exhibits strong interpersonal skills and leadership potential, and demonstrates an interest in the TIA Plan. First, we will work with school leaders to build our initial list of teachers who they believe have the desired interpersonal and leadership potential. We will then, in consultation with the school leader, analyze student and classroom level data to determine how well the Teacher Policy Fellows has met our expectations for improving student outcomes. Finally, we will utilize a survey to determine their interest and experience with our desired policy focus.

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.

a) The main role and responsibility of Teacher Policy Fellows for our district would be attend all trainings, conduct focus groups, create reports on their findings to share with LEA leadership, and present a recommendation on the TIA Plan.  
 b) March 2021: Teacher Policy Fellows receive foundational leadership training (8 hours of vendor training)  
 April 2021: Teacher Policy Fellows will create a plan to leverage their leadership strengths (8 hours application of learning)  
 May 2021: Teacher Policy Fellows receive collaborative partnerships training (8 hours of vendor training)  
 June 2021: Teacher Policy Fellows will create a modified coaching plan (8 hours application of learning) July 2021: Teacher Policy Fellows receive data driven training (8 hours of vendor training)

**Program Requirements (Cont.)****2. Teacher Leader Role & Responsibilities (Cont.):**

August 2021: Teacher Policy Fellows will determine data aligned policy objectives (8 hours of application of learning)  
 September 2021: Teacher Policy Fellows receive instructional expertise training (8 hours of vendor training)  
 October 2021: Teacher Policy Fellows will develop a list of guiding instructional priorities to drive policy formation (8 hours of application of learning)  
 November 2021: Teacher Policy Fellows receive professional advocacy training (8 hours of vendor training)  
 December 2021: Teacher Policy Fellows will outline how to tell their story as a part of professional advocacy (8 hours of application of learning)  
 January 2022: Teacher Policy Fellows receive stakeholder engagement and focus group training (8 hours of vendor training)  
 February 2022: Teacher Policy Fellows conduct focus group and surveys (8 hours of application of learning)  
 March 2022: Teacher Policy Fellows receive change management and communication training (8 hours of vendor training)  
 April 2022: Teacher Policy Fellows develop plan for presentation outline and communication structure (8 hours of application of learning)  
 May 2022: Teacher Policy Fellows receive training for and complete draft of report and presentation (8 hours of vendor training)  
 June 2022: Teacher Policy Fellows finalize report and presentation (8 hours of application of learning)  
 July 2022: Teacher Policy Fellows execute policy presentation to LEA leadership (8 hours of application of learning)

c) Attendance at trainings will be measured by the Teacher Policy Fellow's presence, preparedness, and active participation in the trainings as well as the quality of their work product in the subsequent month. We will also assess the Teacher Policy Fellows activity logs for the depth to which they engaged with the content. Focus groups will be measured by their representativeness of the sub population, the quality of the information that is learned, and the product produced. The report will be measured by it's timeliness, how will it addresses the task, and it's ability to be adopted by the LEA. The presentation will be measured on it's persuasiveness, it's focus, and how well it aligns with the report.

**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.

Because we are applying for pathway three, we do anticipate working with an external provider. We would expect that:

a) The provider would focus bi-monthly trainings on: Foundational Leadership, Collaborative Partnerships, Data-Driven, Instructional Expertise, Professional Advocate, Engaging Stakeholders, Change Management and Communication, and Informing District Leadership. These should be day long (8 hour) sessions in which Teacher Policy Fellows would learn the requisite skills and techniques to complete aligned work products in by-monthly sessions (8 hours) without the provider present. These work products would spiral to culminate in the execution of the final report and presentation. Each training, and related work product, would serve as it's own measure of success in both completion and quality. We will assess Teacher Policy Fellow satisfaction at least three times throughout the program to measure their views of the success at given intervals.

b) The LEA will provide Teacher Policy Fellows with a clear set of expectations, timelines, and deliverables from the beginning of the program to ensure that this opportunity serves to enhance their work as a classroom instructor. Teacher Policy Fellows will be able to backwards plan their years to ensure that they can fully commit the time necessary to see success within the program as well as continuing to do so in the classroom. Campus leadership will provide Teacher Policy Fellows with adequate time once per month to meet their time obligation to the program. The external provider will provide clear and consistent training that allows for the Teacher Policy Fellows to successfully build the skills necessary to create and present their final report. While on boarding Teacher Policy Fellows, the provider will align meeting schedules, duration, and expectations to ensure that all participants are able to be as productive and take as much away as possible.

**Program Requirements (Cont.)**

**3. Teacher Leader Training & Support (cont.)**

Our provider has taken best practices and developed options that meet the needs schools face today, including teachers as advocates. They focus specifically on two areas: school improvement and teacher and leader development. Our approved vendor's role and influence have expanded from a few partners to a national movement over the past 20 years. With the recent passage of the Every Student Succeeds Act (ESSA), the organization's core principles are now embedded into K-12 education law and aligned with federal requirements. The organization is seen as a policy leader at both federal and state levels, helping to sustain and expand initiatives that support teacher leadership and keep educator effectiveness at the forefront of the national agenda to strengthen K-12 education.

**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.**

Through our work with our ESSA equity plan, we realized that LCISD does not have effective systems in place to strategically assign teachers across the district. When teachers are assigned, the goal should be multi-faceted, to reflect proper certification, to reflect diversity, to reflect experience and the availability of mentoring and to place teachers on a campus in ways that ensures access to effective teachers for every student. We need teacher input into this process as we continue to pursue funding through the teacher incentive allotment which provides teachers the opportunity to earn one of three designation levels that tie to additional strategic compensation based on teacher effectiveness.

LCISD is excited to have the opportunity to develop a cohort of teacher fellows that will strengthen our processes to improve. We will begin the process of developing a compensation plan with teacher and stakeholder input, informed by teacher observation and student growth data. Teacher fellows will be instrumental in guiding this process of input gathering. Teacher fellows will lead in collecting input from stakeholders on plan components. They will review stakeholder meeting notes and agenda notes to ensure stakeholder feedback and comments are reflected in our initial plan. Teacher fellows will also assist in the presentation of LCISD's draft plan to all stakeholders for feedback and input. Teacher fellows will also work with district leadership to review sample data to determine if the TIA working plan needs further refining. We will also depend on teacher fellows to advocate for calibrated teacher walk-throughs, share student growth data, and conduct stakeholder input opportunities. As our district compensation plan is reviewed and vetted by district and community, teacher fellows will be an important part of our team in communicating with LCISD executive leadership.

Our district's goals for the retention of highly effective teachers that are representative of our student population are to put researched strategies in place that have been proven to be effective in retaining the most effective teachers. We are developing our TIA plan so that teachers receive designations and improved compensation. We are developing ways for teacher's voices to be heard so that they impact district level decision making. The teacher fellow program will be instrumental in this endeavor. We have chosen to partner with an assistance provider that has expertise in this area. Our overall goal is to reduce LCISD's teacher turnover rate by 1% per year overall but also to track how the teachers that are leaving are representative of our student population. Our student population is: AA 2.4%, Hispanic 37.4% and White 55.9%. Our teaching population consists of AA 0.2%, Hispanic 9.9% and White 88.5%. It's clear that we need to recruit teachers that reflect our student population and have strategies in place to retain them. In 2018-2019, our turnover rate was 13.9%. We are collecting data now on whether teachers that are leaving are highly effective and how diversity is impacted. We are looking forward to having trained teacher fellows that will help in this data collection.



**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" value="7,060"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="7,060"/>
4. Total current-year program allocation	<input type="text" value="98,757"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="98,757"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="14"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text" value="0"/>

**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**