



**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.

At Goliad ISD, we strive to provide not only a demanding curriculum to the students, but we also strive to develop students as leaders. By reinforcing the development of teachers as leaders, students will in turn be better prepared to enter various post-secondary opportunities more prepared to lead and become influential in their chosen fields of expertise. The development of NBCT at Goliad ISD, will ensure we recruit and retain highly qualified teachers who are serious about best-practices in education; furthermore, these teachers will be able to lead many of the professional development offerings teachers need on an annual basis. Goliad ISD will be a premier educational institution in South Texas, this grant would allow us to achieve this goal sooner than we will without the additional funding.

Teachers at Goliad ISD will self-identify as interested in the attaining the prestigious NBCT title. Collectively, the ISD and teachers will meet monthly as a cohort to become familiar with the multiple steps and domains of study and to learn from consultants at the Texas National Board Coalition for Teaching and ESC3. Upon successful completion of the NBC, Goliad ISD teachers will be reimbursed for the initial certification. The grant would allow the ISD to be reimbursed for these initial certification, training costs, and the cost of substitute teachers used while training is occurring.

**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
Texas National Board Coalition for Teaching Board Certified Educators for 1:1 mentorship and monthly training sessions	The NBCTs at this organization will be hired as consultants to guide the process, train, and mentor the LEAs teacher-leader cohort/ Proposed position
Educational Service Center: Region 3	Guidance to the LEA and clarification as needed/ Existing position

**Goals, Objectives, and Strategies**

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

The major goals of attaining NBCTs at Goliad ISD is recruiting and retaining highly qualified teacher-leaders and providing exceptional educational opportunities for students. In order to attain these goals, the ISD would like to have 20% of the teaching staff attain their NBCT license. The proposed NBCT cohort of 20 teachers will meet this goal and provide a solid foundation to educational best practices at Goliad ISD for our 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.

Two types of performance measures will be used to ensure the proposed plan is effective and implemented properly. The first performance measure is a steady increase in teacher T-TESS observational data over the course of five years. The NBCTs will be implementing educational best practices and leading professional development which will allow other teachers to also increase their performance based on the same observational instrument. The second performance measure used will be an increase in standardized student performance at a rate of 3% per year on STAAR, EOC, SAT, ACT, and PSAT exams. Student outcomes on these exams will steadily increase when the instruction improves by having 20% of the staff become National Board Certified Teachers.

**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.

Currently the ISD is designating local funds to recruit and retain highly qualified staff and send the teachers to vetted training that is based on both the teacher's individual goals and the goals of the campus improvement plan. The district has also developed and adopted HB3 performance goals for increased student performance in the areas of reading, math, and college, career, and military readiness outcomes. The ISD will provide support to teachers who register for and attend PD and purchase the necessary materials and manipulatives for classroom use. As more teachers attain NBCT licensure, more funds will be allocated to sustain the certifications for the MOC.

**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.

In order to recruit and select a diverse group of teachers, Goliad ISD will ensure that preference is given to any teachers who most closely align with the ethnicity and race of the student population. The application window will open in February of 2021 and will include a principal and peer recommendations, evidence of increased student outcomes, a resume which includes community services or organizations the teacher is involved with, and a narrative why the teacher wishes to become national board certified will all be used to ensure the most qualified and aligned staff are selected for this grant.

The most important aspect of any self-development opportunity is application. The cohort will be required to teach one professional development lesson each semester. The lesson will be selected by the teacher-leader from a list created based on the campus and district improvement plans. These teacher-leaders will document how they are maintaining their certification through their campus principal so there is no lapse in certification over the five year period.

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 20 teachers would be required to attend eight training sessions to prepare for the NBCT exam for their content area. Once the teacher has completed the training and taken the exam, he or she will then be required to present one professional development training each semester. By having these teacher-leaders share best practices with their colleagues which are aligned to the CIP or DIP, the student outcomes increase. The eight monthly training sessions will vary in time; however, will generally be six-eight hours long each. The success of the teacher-leaders will be measured in student outcomes in their classes, in the T-TESS observation data from the teacher-leaders, and in the impact of the professional development these teacher-leaders will provide within the district.

**Program Requirements (Cont.)**

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

[Empty response box for item 2]

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.

Goliad ISD will partner with the Texas National Board Coalition for Teaching to ensure the eight training sessions are productive and aligned with the NBCT standards. The Texas National Board Coalition for Teaching will also provide the necessary 1:1 mentors for the NBCT program; there are currently no NBCTs employed with the district. The group of 20 GISD teachers will meet each month, including the summer of 2021, to complete the required eight training modules to prepare for and attain the highly recognized NBCT certification. The approximate time commitment of the training is 60 classroom hours plus another 60-80 hours of preparation and studying. Each teacher will be given time away from the classroom to complete the training. GISD is not qualified to provide this training; however, the Texas National Board Coalition for Teaching is highly qualified and will be contracted to provide this training, mentorship, and other certification services.

**Program Requirements (Cont.)**

3. Teacher Leader Training & Support (cont.)

[Empty response box for item 3]

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.

Keeping highly effective teachers in Goliad ISD classrooms is the driving purpose behind seeking this grant. These teacher-leaders are instrumental in increasing student outcomes in their classes and across each campus within the district. The cohort of 20 GISD teacher-leaders who are selected to be positively impacted by this grant will be comprised of a proportionate representation of the overall GISD student body. The members of the cohort will meet eight times monthly to ensure each is prepared to challenge the NBCT exam in their chosen discipline of study. These teacher-leaders will be influential in sharing instructional best practices through continued PD while being accountable for maintaining the credentials of the National Board Certification. Each NBCT within this cohort will be required to select an area identified by the CNA and included in the CIP or DIP to train other teachers or staff on twice each year, once in the fall and again in the spring. By increasing the income of these teachers through TIA, increasing their leadership capacity, and by providing a meaningful avenue to increase student outcomes the overall retention of these teacher-leaders will increase exponentially.

[Empty response box for item 4]



**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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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**