



2023-2024 National Board Candidacy Cohort
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 31, 2022

NOGA ID

Authorizing legislation

Elementary and Secondary Education Act of 1965 (ESEA) as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title II, Part A, Section 2101 (c)(4)(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, October 31, 2022**.

Application stamp-in date and time

Grant period from

December 8, 2022 - August 31, 2024

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)

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 UEI

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.

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 2023-2024 National Board Candidacy Cohort Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 National Board Candidacy Cohort 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. Candidate Eligibility, Recruitment, & Selection
 - a) The grantee will implement a rigorous recruitment and selection process for the National Board candidates. As part of this process, the grantee will vet the candidate's deep understanding and commitment to the rigors and time demands of pursuing National Board Certification.
 - b) The grantee will ensure that all National Board Candidates have at least 3 years of teaching experience upon completion of National Board certification.
 - c) If this is the grantee's first time running a National Board candidacy cohort, the grantee will use the grant funding to support no more than 15 National Board Candidates.
 - d) The grantee will monitor the outcomes and completion rate of candidate, mentor, and facilitator perception surveys provided by TEA and administered not more than three times per year

Statutory/Program Assurances cont'd. 7. National Board Cohort & Support Sessions

- a) The grantee will implement a National Board Candidate Cohort of current classroom teachers pursuing National Board Certification in 2023-24.
- b) The grantee will publicize the National Board Cohort on its website and through other communication means. Communication must include, but is not limited to, details about National Board Certification and the Candidacy Cohort.
- c) The grantee assures that it will identify its external partner, if applicable, during the negotiation process.
- d) If partnering with an external entity, the grantee will develop a Memorandum of Understanding (MoU) with that entity before engaging in work for which grant funds are used. The grantee will ensure that the MoU includes partnership costs and commitment to meeting program assurances. In addition, the MoU will include all major activities for which grant funding will be used and the dates for which those activities will occur, which will be within the start and end dates of the grant period.
- e) The grantee will provide National Board Candidates at least 8 meeting sessions over the course of the year with a Board-Certified facilitator that provides guidance and feedback on the development and submission of National Board Components.
- f) The grantee will track attendance of National Board Candidates at each of the 8 meeting sessions over the course of the year and retain the attendance tracking in case of an audit.
- g) The grantee will create a scope and sequence of the 8 meeting sessions and submit it to TEA upon request.
- h) The grantee will support National Board candidates in submitting two components for certification to National Board in the 2023-2024 school year. The scope and sequence for the meeting sessions must be aligned to the component submissions.
- i) The grantee will support the administration of participant surveys, which may include candidates, mentors, and facilitators, administered by TEA up to three times per year.

 8. Mentors, Facilitators, & Compensation

- a) The grantee will adhere to the [Policy Guidelines for Ethical Candidate Support](#) and other guidelines for supporting candidates provided by the National Board for Professional Teaching Standards.
- b) The grantee will provide each National Board Candidate a mentor who will meet with the candidate to provide mentorship and guidance on National Board Certification per the guidelines available through National Board.
- c) The grantee assures that each of the mentors and facilitators hired with grant funds have been certified by the National Board for Professional Teaching Standards.
- d) The grantee will ensure all mentors and facilitators have received training for their positions prior to working with candidates.
- e) The grantee will create a job description with the role and responsibilities of facilitators and mentors.
- f) The grantee assures that each candidate will receive at least 10 hours of mentor support during the year focused on the National Board components.
- g) The grantee will establish expectations for meeting time between mentors and candidates (e.g., cadence, types of check-ins, etc.). The grantee will set up a system to track mentor-candidate interactions, including the number, duration, and frequency of meetings. The grantee will retain this documentation in case of an audit.
- h) Grantees that hire teachers within their organization to serve as facilitators or mentors will provide them with additional compensation.

Summary of Program

Describe the proposed National Board Candidacy Cohort to be implemented with grant funds. Include the overall mission and specific needs of the organization as they relate to teacher retention and effectiveness. Describe how the National Board Candidacy Cohort will address the organization's mission and needs.

There is a distinct gap in the number of districts able to support their own cohort and those who currently do not have the capacity to do so. This is especially true in the rural and low socioeconomic LEAs across Texas. Funding of the Region 10 ESC National Board Track 1 Cohort will allow our dedicated National Board team to help close this gap by providing candidacy training and support to teacher candidates. By increasing the opportunity for teachers to gain National Board Certification, especially those in rural and low socioeconomic status districts, there is the potential for greater retention of teachers due to the financial incentives through TIA. Our cohort model will give high preference to those candidates in rural and low socioeconomic status districts within the Region 10 ESC, where the need for accomplished teachers is the greatest. All candidates accepted into the Region 10 ESC Cohort must attend the Jump Start Program (book study, conference, and summer follow-up sessions) to prepare for the 2023-2024 Cohort. The fifteen (15) sessions throughout 2023-2024 will be designed to support the candidates as they work toward certification. High-quality sessions will include topics such as: dissecting the National Board Standards, the 5 Core Propositions of accomplished teaching, analysis of student work, specific content pedagogy, the three types of National Board writing, and how to provide claims and evidence of accomplished teaching. Dates and times will be determined by Region 10 and NBCT facilitators. Candidates in this cohort will submit two components during this grant term, with the remaining submitted in year 2. This grant funding increases the potential for creating a large cadre of National Board Certified Teachers within our ESC (and possibly that of others) who then, in turn, can support future candidates within their respective districts. This ultimately leads to more students being taught by accomplished teachers with a greater likelihood of substantial learning growth. The National Board financial incentives through the TIA can lead to greater retention of teachers.

Qualifications and Experience for Key Personnel

Referring to the program-specific assurances, outline the required qualifications and experience for primary project personnel and any external partners projected to be involved in the implementation and delivery of the National Board Candidacy Cohort. These positions may include but are not limited to district grant manager, external partner (if applicable), Facilitator, mentor, and candidate. Include whether the position is existing or proposed. Consider any other key personnel not listed in the table below.

Title and Responsibilities of Position	Required Qualifications and Experience
Region 10 ESC National Board Professional Learning Facilitator. Responsibilities: Manage and facilitate Region 10 ESC National Board Cohort.	Experience with establishing, managing, and facilitating National Board Cohorts. This is a current position.
National Board Professional Learning Facilitators Responsibilities: Facilitate the professional learning of National Board candidates	National Board Certified Teacher with experience working with National Board for Professional Learning Standards Organization and with teacher candidates.
National Board Mentors. Duties-Assist with National Board candidate sessions and conduct additional sessions with individual candidates	National Board Certified Teachers in certification areas matching those of the candidates. Mentors and candidates are assigned based upon certification areas.

Goals, Objectives, and Strategies

Referring to the program-specific assurances and performance and evaluation measures within the program guidelines, describe the major goals/objectives of the proposed National Board Candidacy Cohort. Describe activities/strategies that will be implemented to meet those goals/objectives.

The primary goal of the Region 10 ESC Cohort program is to increase the current number of National Board Certified Teacher in our region with special emphasis on those LEAs considered to be in rural areas or having low socioeconomic status. While TEA has recognized the importance of having Texas students taught by accomplished teachers, many LEAs, especially those rural and low socioeconomic areas, request support in having teachers consider and go through the certification process. The Region 10 ESC National Board Cohort will enable our ESC to support candidates across our region, and possibly those in other regional areas as well. Research has shown that being taught by accomplished teachers as determined by National Board Certification criteria leads to greater student academic outcomes. As well, through the TIA, NBCTs now qualify for additional funding, which can lead to greater teacher retention. Candidates in rural and low socioeconomic LEAs areas, that typically will have fewer resources, will now have access to support as they go through their certification journey. Their mentorship to other teachers within their LEA allows for an increased numbers of students to be taught by more reflective and analytical thinking teachers.

In order to achieve the above stated goal, LEAs must be equipped with the knowledge and the understanding of the national board process. The fifteen sessions in year 1 will include: National Board Jump Start – 1. Identification of Candidates, Book Study, Jump Start Conference, and summer follow-up meetings (five meetings – May - July) and specific component monthly meetings (ten meetings). Additional meetings for feedback purposes (office hours) will take place between candidates and their respective similar certification mentors throughout the year.

Performance and Evaluation Measures

Describe the plan for collecting, evaluating, and responding to data on performance measures identified for this grant. Include the descriptions of tools used to measure and evaluate performance, as well as the processes that will be used to ensure the effectiveness of the National Board Candidacy Cohort objectives and strategies.

The evaluative tools and processes used to ensure the effectiveness of the Region 10 ESC Cohort Program in meeting the afore-referenced goals and objectives are two-fold: tracking the progress of candidates as each proceeds through the submission cycle(s) and the scores earned on each submission once received.

Documentation will be kept on all aspects of the Region 10 ESC Cohort Program. The acceptance of interested candidates in the selection process all undergo will be documented through rubric scoring of both the applications and the interviews. Those interested candidates who do not gain acceptance into the program will also be notified. Once the number of candidates, the number of facilitators and mentors will be selected accordingly. A scope and sequence syllabus will be created to document professional growth components for both the candidates. This syllabus will list meeting dates, topics for professional growth homework/outside study expectations, and the National Board submission component requirements. This syllabus will be a document that can be adjusted based upon the needs of the candidates as they work through the certification process.

Attendance logs will be kept to document session meeting attendance, candidate-mentor meetings, and other meetings as required. Additionally, a second component of the attendance log requires that feedback be given so that the session meeting can be adjusted to better meet the needs of those going through the candidacy cohort. Each mentor will be required to submit a form after each support meeting with candidates to document those in attendance, topics discussed, and needed follow-up conversations and/or activities. The session feedback information and documentation hold all stakeholders accountable for active participation.

Documentation of meeting attendance and active participation in the certification process will again be collected during the cohort. When candidate scores are released, correlations to session attendance and other meeting/mentor feedback documentation will be made. Candidates can then be given retake information to help each determine what component, if any, should be considered for a possible retake, when applicable.

Budget Narrative

Refer to the lines from the Application Part 2 Budget Workbook to describe how the proposed budget will meet the needs and goals of the National Board Candidacy Cohort grant program. Be sure to include why each item included in your budget (Application Part 2 Budget Workbook) is reasonable and necessary to achieving the goals of your National Board Candidacy Cohort. 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.

Our Region 10 ESC Cohort Program is designed to support candidates with the use of two Professional Learning Facilitators (PLFs) and up to twenty-three NBCT mentors. In order to support candidates effectively, monthly meetings led by PLFs are crucial. These PLFs are the first point of contact for candidates as they begin and work toward their national board certification. Two PLFs at a salary of \$6500.00 each (total \$13,000.00) will plan, coordinate, and lead each monthly session on topics that correlate to the National Board certification process and each component being submitted. There are twenty-three National Board certification areas; therefore, NBCT mentors in those respective certification areas will be needed. There are nuances that are certification specific and the mentors will meet with candidates in these various areas support candidates. The twenty-three mentors at a salary of \$1500.00 each (\$37,500 total) are vital to the success of our Region 10 ESC Cohort. These mentors assist the PLFs and then conduct "office hours" meetings. This method allows candidates to receive more specific feedback as the candidate and their mentors are looking at component work through the same lens. Without funding for both PLFs and mentors, the goals and objectives of our cohort model can not be reached. Candidate support by both PLFs and NBCT mentors is crucial for the success of candidates as they go through their certification process. If the candidates are not successful, then students lose the opportunity to be taught by an accomplished reflective practitioner.

Indirect cost totaling six percent of the direct expenditures is included in the budget summary. This is less than the TEA allowable rate of 7.152%.

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