



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

NOGA ID [Redacted]

Authorizing legislation **Elementary and Secondary Education Act of 1985 (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): [Redacted]

Applicant Information

Organization **Education Service Center, Region 20** CDN **015950** Campus [Redacted] ESC **20** UEI **JNV3BK8MKLE**

Address **1314 Hines Avenue** City **San Antonio** ZIP **78208** Vendor ID **1741587461**

Primary Contact **Demetrio Garcia** Email **demetrio.garcia@esc20.net** Phone **210-370-5470**

Secondary Contact **Yvette Gomez** Email **yvette.gomez@esc20.net** Phone **210-370-5420**

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 **Jeff Goldhorn, Ph.D.** Title **Executive Director**

Email **jeff.goldhorn@esc20.net** Phone **210-370-5600**

Signature  Date **10/21/2022**

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
- 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.
 - The grantee will ensure that all National Board Candidates have at least 3 years of teaching experience upon completion of National Board certification.
 - 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.
 - 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.

Since September 2020, and at the request of LEAs in our region, our team has provided support to four LEAs in building NB Certification Cohorts. Our partnerships have supported six cohorts to date. ESC-20 created a formal partnership via an MOU agreement with the Texas National Board Coalition for Teaching (TXNBCT). This formal partnership provides, support and resources needed for those LEAs who initially worked through TIA efforts focusing on building cohorts of National Board certified teachers.

As recipients of this grant, we will focus our regional efforts on establishing an ESC-20 National Board Candidacy Cohort. This inaugural regional cohort for ESC-20 will allow teachers across the region to partake in NB Certification. We will continue our partnership with the TXNBCT as we embrace this grant and will market this new certification path, once awarded, as a means to support our regional retention efforts and assist in our efforts to support high-quality teaching.

The regional Cohort will be supported via our MOU with the TXNBCT. All sessions will be facilitated by TXNBCT Professional Learning Facilitators (PLFs) who are a NB certified educators. The cohort will begin September of 2023 and will run through May of 2024, with candidates receiving 30 hours of support via 9 two-hour sessions led by a PLF. NB Mentor support will consist of 10 hours of support/ candidate and will assist candidates with peer feedback, video review, and assessment support. Documentation of PLF-led session topics, participant attendance, and mentor sessions for each candidate will be documented, and retained, by ESC-20 staff. ESC-20 staff will coordinate all aspects of this cohort to ensure goals/expectations of this cohort are monitored and met.

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
Existing Position: Coordinator-Program vision and internal staff oversight, budget management, contract creation and management, among others.	Educator and Mid-Management Certification - over 5 years of experience as Campus/District leader, experience with program management and monitor program effectiveness.
Existing Contracted Position: TXNBCT PLFs: Lead and facilitate cohorts by explaining the National Board foundational documents and certification process.	PLFs must be National Board Certified educators. PLFs must complete various training sessions including Stanford University PLF training and TXNBCT training.
Existing Contracted Position: TXNBCT Mentors: Provide differentiated feedback on written components and videos, assisting candidates, etc.	Mentors must be National Board Certified educators. Mentors must complete various training sessions to include: Stanford University PLF training and TXNBCT training.

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.

- * ESC-20 will implement a rigorous recruitment and selection process for educators with at least three years of experience to include: an awareness session that will vet the candidate's deep understanding and commitment to the rigors and time demands of pursuing NB certification, an application for admission with an embedded writing component that includes descriptive and analytical writing prompts, a panel interview, and a commitment letter.
- * All regional cohort sessions will be facilitated by a TXNBCT PLF who is a NB certified educator. Sessions will follow a scope and sequence aligned to candidate component submissions with established expectations for meeting time between Mentors and candidates, including the cadence and type of check-ins. ESC-20 staff will set up a system to track mentor-candidate interactions, including the number, duration, and frequency of meetings.
- * The cohort will begin Sept. 2023 and will run through May 2024 with candidates receiving 30 hours of support via 9 two-hour content sessions and 4 three-hour writing sessions led by a PLF. Mentorship will consist of 10 hours of support per candidate and will assist candidates with peer feedback, video review, and assessment preparation. Documentation of PLF-led session topics, participant attendance, and Mentor sessions for each candidate will be documented and retained by ESC-20 staff.
- * ESC-20 will publicize the NB Cohort on its website and through other communication means. In addition, ESC-20 staff will support the administration of participant surveys provided by TEA and monitor outcomes and completion rates, etc.

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 ESC-20 team understands the importance of performance and evaluation measures as we embrace an annual continuous improvement model. ESC-20 staff will gather data as outlined in this LOI as we currently have processes in place with existing LEAs. Both qualitative and quantitative data will be collected as this cohort is implemented.

Data on the recruitment and selection process will include the number of applicants for NB cohort participation. ESC-20 staff will work alongside our partners to ensure a selection process for qualified PLFs and Mentors and will maintain the number of PLFs and Mentors who will be supporting this work.

Quantitative data collected will include: participant information (name and demographics), assigned PLF and Mentor, data on participant attendance, data on participant progress, the number of components each candidates will submit, submission date for each component, scores for each participant once released, attainment of NB certification, and scores on individual components, as well as completion rate of cohort participants.

Qualitative data collected will be collected and will include: participant reflection surveys, mentor feedback surveys, PLF feedback surveys, and will capture anecdotal data between PLFs, Mentors, and candidates.

ESC-20 staff will establish a monthly cadence with our partner to ensure timelines and activities are met, and cohort participants are on track. This will be a critical component of the partnership as candidate success is the priority.

A high-quality scope and sequence will be utilized to support the minimum of 8 candidate support meetings. NB Rubrics will be used indicating what candidates "should know and be able to do," along with writing prompts that candidates will utilize for self-assessment and guidance. Our staff will monitor sessions by participating in scheduled sessions to ensure quality and effectiveness of content delivery and support. The ESC-20 team will work closely with our LEA partners to continue to monitor performance across goals regarding the retention of NB teacher candidates and will inquire on data connected to student outcomes and performance. This tracking will be critical to supporting recruitment/retention efforts.

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.

To continue our regional efforts in supporting the recruitment and retention of high quality teachers, ESC-20's goal of establishing a regional cohort of National Board Certified teachers will be met utilizing the following financial model below. When it comes to fiscal management and oversight of budgets, the ESC-20 internal team has extensive experience. ESC-20 budget managers embrace a conservative approach and are extremely mindful of all aspects of budgets and funding, and are cautious as to our spending patterns.

The information provided below will provide details of the various expenditures for ensuring grant deliverables are met. The items listed below are the basic requirements needed for the successful launch of this regional cohort and therefore expenses listed are reasonable and necessary.

Indirect Costs: \$3,839 - Grantee indirect costs are based on ESC-20's current approved, restricted indirect cost rate of 7.678%.

6200 - Professional and Contracted Services: \$39,199 - ESC-20 uses a contract-for-services model for staff time allocated to meeting the needs, goals, management of the grant and its deliverables. Costs related to contracting with the NBCT will also come from Professional and Contracted Services.

6400 - Other Operating Costs: \$6,962 - Costs include two substitute coverage days for candidates to work on their National Board component submissions, meet with their NB mentors, or pursue other learning experiences specifically related to their candidacy or development on certification components, and for travel that is reasonable and necessary to support the goals of the grant.

As the activities of the grant are executed, budgets will be monitored. If internal adjustments need to be made, staff will modify and ensure that any adjustments to the budget are allowable. Should adjustments be needed that are questionable, ESC-20 staff will communicate immediately with TEA.

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 Barrier

Group Barrier

Group Barrier

Group Barrier

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
<input type="text"/>	
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