



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

NOGA ID

Authorizing legislation

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, October 31, 2022**.

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

**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  UEL

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.

The mission of El Paso Independent School District (El Paso ISD) is to graduate every student prepared for higher learning and careers to empower them as knowledgeable and engaged citizens, innovators, and drivers of a robust, bicultural economy. Strong teachers are critical to fulfilling this goal, but they are increasingly hard to find and retain in the wake of the COVID-19 pandemic. El Paso ISD currently has over 100 teaching vacancies listed on their website; those numbers were even higher at the end of the fall and spring semesters. The potential benefits of National Board Certification, which include professional development, positively affecting student outcomes, and earning up to \$11,000 in stipends per year, make the designation a valuable tool to incentivize local teachers to remain in El Paso ISD schools. El Paso ISD will support up to 15 teachers with a stipend as they seek National Board certification. The district will also partner with a technical assistance provider to bring in Board Certified group facilitators and mentors to guide candidates through the process of preparing their National Board Components. EPISD teachers who choose to take part in the program will document their practices through reflection and analysis and challenge themselves to improve their teaching skills, which in turn helps their schools and community. Thus, cohort members are not only completing their required components but are also learning about other teachers' practices and further developing their own instructional effectiveness. This structure is similar to the National Board Cohort program which El Paso ISD piloted for the 21-22 school year, but this funding opportunity will allow El Paso ISD to include more candidates in the coming cohort, offer candidates a stipend, and receive programmatic support from TEA to further develop the existing program. Ultimately, by providing institutionalized support to candidates that will help them become National Board Certified Teachers, El Paso ISD aims to create a growing pool of highly qualified instructors who will remain within the district to share their expertise.

**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
District Program Manager- coordinate candidate recruitment, selection, and activities; work with external partner to evaluate candidate performance	El Paso ISD Executive Director of Teaching and Learning (to be hired); Master's degree and valid Mid-Management or Principal Certification, 5 years of teaching experience and 5 years of administrative experience
External Partner Liaison- manage facilitators and mentors; work with district program manager to evaluate candidate performance	TEA-approved technical assistance provider with specialization in national board certification; can provide candidate support via certified facilitators and mentors
Facilitator- lead 8 meeting sessions and provide guidance to candidates working on National Board Components	National Board Certified Teacher with experience supporting candidates through certification process; preference for facilitator with the same certificate area as the candidate they work with
Mentor- meet one-on-one with candidates to provide more individualized feedback on components in progress	National Board Certified Teacher with experience supporting guiding candidates through National Board Components; preference for mentors with the same certificate area as the candidate they work with
Candidate- complete at least two components toward becoming a National Board Certified Teacher	Meets National Board for Professional Teaching Standards requirements of having a Bachelor's degree and 3 years of teaching experience; teachers from Title I, low-representation, and Improvement Required campuses preferred

## 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.

Goal 1) Strengthen and Diversify Leadership Pipelines: El Paso ISD will select highly qualified candidates who meet the eligibility criteria for National Board certification, with preference given to teachers who work at Title I and low-performing campuses and who are demographically representative of the student population. The district will contract with an external partner to offer local support from National Board Certified Teachers via group meetings and individual mentoring sessions. Successful candidates will serve as role models for other teachers who want to become stronger instructors. Goal 2) Improve Teacher Retention: National Board Candidates will earn a \$2,000 stipend to compensate them for the time dedicated to pursuing their certification. National Board certification will automatically qualify teachers for a Recognized designation and accompanying funding up to \$9,000 annually through the Teacher Incentive Allotment. El Paso ISD policy already allows for National Board Certified Teachers to receive a yearly stipend of \$2,000, while new candidates employed by the district can be reimbursed for certification expenses if they stay with El Paso ISD for at least two years. Goal 3) Improve Student Outcomes: The group cohort meetings allow candidates to observe their peers' approaches to instruction, exposing them to different methods to help students succeed. 1:1 meetings with NBCT mentors and working on certification components will help candidates reflect on their work and identify strengths and areas of improvement to become more effective instructors. Goal 4) Teachers Shaping the Profession: Participating in cohort meetings gives candidates the opportunity to collaborate with their peers and learn from others' component content. Facilitators and mentors working with the cohort share their own perspectives as teachers who have been through the certification process.

## 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.

Data collection will be a collaborative effort between the district program manager, facilitators, mentors, and candidates themselves to be performed throughout the grant. The following information will be used to evaluate the program's effectiveness: documentation of the candidate selection process, including the number of applicants candidates, how each candidate's application was scored using the rubric provided to the selection committee, and the number of candidates selected for the cohort; the number of components each candidate submits in school year 2023-24; the number of candidates achieving certification over the course of the year, if any; attendance and participation in the eight group meeting sessions facilitated in cooperation with the selected external partner; attendance and participation in the one-on-one mentor meetings facilitated in cooperation with the selected external partner (number, duration, and frequency of meetings); qualitative measures of candidate performance and satisfaction with the program, as measured by candidate, mentor, and facilitator perception surveys to be administered at the beginning and end of the year; ratings of facilitator and mentor materials, including the scope and sequence for group candidate support meetings and one-on-one sessions longitudinal study of cohort to track candidates' effectiveness and retention over time; and the number of National Board Certified Teachers at the district receiving extra pay via the certification stipend or the Teacher Incentive Allotment.

**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.

6100- The program will provide National Board candidates with a stipend to incentivize participation.  $\$2,000 \times 15$  candidates =  $\$30,000$ . The fringes calculated for that stipend amount come out to  $\$3,825$ . The program will also cover  $\$200$  worth of substitute coverage for 2 days  $\times 15$  candidates =  $\$6,000$ . Because this is the maximum amount allowed for substitute coverage per the program guidelines, this amount is broken down into  $\$5,914$  in substitute pay and  $\$86$  in fringes. These bring the total payroll costs for the program to  $\$39,825$ .

6200- El Paso ISD plans to contract with an external technical assistance provider to provide National Board supports to candidates, as the district does not have many National Board Certified teachers to serve as facilitators or mentors. The district has worked with the National Board Resource Center (NBRC) at Stanford University in piloting a National Board cohort in the past year, so this may be the provider that will be used in this expansion. The NBRC website lists the price of participating in their support group cohort at  $\$500$  per candidate.  $\$500 \times 15$  candidates =  $\$7,500$ . An additional  $\$579$  has been included in the budget in case a candidate drops out and their original registration cannot be refunded or transferred to a new candidate. The total amount for contracted services is  $\$8,079$ .

Indirect- Using El Paso ISD's restricted rate of 4.192%, the indirect amount for the  $\$50,000$  budget is  $\$2,096$ .

$\$31,132$  in Title II funds are currently allocated to El Paso ISD's pilot cohort. The primary costs in that budget are paying candidates' certification fees ( $\$14,850$ ) and contracted services for guidance in establishing the cohort ( $\$15,600$ ). The proposed budget for the new National Board Candidacy Cohort focuses more on supporting candidates with stipends and substitute coverage. If awarded, the cohorts may merge to address barriers to National Board Certification more comprehensively and better meet the needs of candidates as they emerge through subsequent cohorts.

**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