



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.

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 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.

Region 18-TxCEE proposes to support a cohort of National Board candidates from districts in the Southwestern part of the service area (Big Bend NBCT Cohort) to support Alpine ISD, Marfa ISD, Presidio ISD, Terlingua CISD, and Marathon ISD. Through this program, we will support these 5 rural, remote districts in order to certify candidates to improve the teaching practices and student outcomes within the districts. Additionally, we hope to provide a sustainable model that the districts will be able to carry forward to create additional National Board Certified Teachers (NBCT). Each district wishes to be able to provide a pathway for designation in the Teacher Incentive Allotment (TIA) so that they can help recruit and retain high-quality teachers through both high-quality professional development and increased salaries through TIA. For example, Alpine ISD had a turnover rate of 17.6% and Marfa ISD experienced a 26.9% turnover rate, which are above the state average of 14.3%. The Region 18 program will begin with a focus on the selection of candidates and assisting those selected with registration. Candidates will be introduced to the certification process and the five core propositions, which are integral to the success of any candidate, and they will focus on the National Board Standards and the component requirements as well as understanding how the standards connect with their teaching. As part of that process, candidates will plan, work through a self-assessment and analyze their practice, write drafts, share with peers and their mentor for feedback/scoring, and then prepare for submission. This process will be followed for each portfolio entry. As part of the support in the program, each candidate will have access to a mentor who has been through the National Board process and will be able to provide support with entries and analysis of practice. Over the course of the two years, candidates will engage in 19 sessions to help them prepare their submissions and have monthly access to collaborative learning community of teachers going through the process in addition to their mentors.

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
Chief TxCEE Officer - Grant Manager	National Board Certified Teacher. Currently manages 3 federal grants and one state grant.
Instructional Training and Support Specialist - Candidate support and Mentor	National Board Certified Teacher. Proposed position that will lead the cohorts and provide mentoring support to candidates and will have supported NBCT candidates previously.
Business Operations Manager - Financial Management	Provide support for the financial responsibilities of the grant. Currently provides this support for 3 federal grants and one state grant.
Business Operations Specialist - Financial Support	Provide support for reimbursements to the districts for travel or other expenses. Currently provides this support for 3 federal grants and one state grant.
Director of Partnerships - Financial Support	Manages the Business Operations team. Currently provides this support for 3 federal grants and one state grant.
Director of School Training and Support - Content support	This position has provided mentoring support to mentors working with novice teachers and supported collaborative learning communities. This will provide support to the structures of the program and manage the staff.
Candidates - Teachers seeking certification	Proposed cohort - teachers will have 3 years of experience and will have an understanding of National Board Certification

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.

Program Goal 1: The program will select 15 well-qualified, diverse candidates through a rigorous application and screening process. Candidates will be selected from across the 5 participating districts and be known as the Big Bend NBCT Cohort.

Program Goal 2: Teacher candidates will submit all components for certification - This will be accomplished through the monthly training sessions, monthly collaborative learning community, and mentor support. See below for program outline.

Program Goal 3: Teachers will achieve National Board Certification - This will be accomplished through the monthly training sessions, monthly collaborative learning community, and mentor support. See below for program outline.

Program Outline - January- candidates will be introduced to the certification process and the five core propositions.

February/March -candidates will begin focusing on the Standards and the component requirements and connecting standard to their teaching as well as scoring criteria. April - July - candidates will begin work on component four of their portfolio which will be developed and reviewed over the next four months. As part of that process, candidates will plan, work through a self-assessment and analyze their practice, write drafts, share with peers and their mentor for feedback/ scoring, and then prepare for submission. This process will be followed for each portfolio entry. August -December - candidates will prepare and complete component 2 and the recording of a lesson. For year 2 of the grant, candidates will work on component 3 in the portfolio and component 1 with the assessment center. Throughout the program, candidates will receive customized mentoring and support from NBCTeachers and consultants funded through the program.

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.

For grant goal 1 to strengthen and diversify leadership pipelines, we will provide an application that will allow us to track how many teachers are interested. We will also be able to track selection through the screening tools and communication to selected candidates.

For each component, we will track which candidates submit through either a google form or a tracking spreadsheet kept by the mentor with when each component is submitted or if it is not, why and what the plan is for moving forward.

For completion rate, each candidate will agree as part of being in the cohort to share their scores and feedback so we can improve the program moving forward.

For grant goal 2, improve teacher retention, we will monitor the retention rate for the candidates in the cohort.

For grant goal 3, improve student outcomes, we will encourage districts to compare student growth measure performance for candidates that have it available. We will look at performance before candidacy, during candidacy, and after. We will ask districts to share this information with us.

For grant goal 4, teachers achieving NBCT certification and shaping the profession, it is our intention to provide a sustainable model that a regional consortium of rural, remote districts can continue without our support with the newly certified NBCTs. We will provide the scope and sequence and any materials for the participating districts to use to develop their own cohort model. Additionally, this model can serve as a state-wide innovation that other rural districts could learn from, customize, and implement. Many rural districts struggle to launch a successful Teacher Incentive Allotment system and/or NBCT cohort due to unique challenges faced in rural districts (e.g., limited human capital bandwidth, excessive compliance requirements spread across a small administrative staff, limited grant-writing and implementation capacity, role multiplicity, expansive workloads, etc.). This regional, collaborative cohort model provides a scalable model for other rural, remote schools to launch in order to provide teacher leadership pathways and opportunities that no one school could provide on their own.

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.

Professional and Contracted Services - Sessions for successful writing with Bobbie Faulkner which will help candidates craft their portfolio entries and provide a new level of writing skills for those involved. These sessions may be offered periodically throughout the cohort. We also intend to provide additional support and resources through the Stanford NBCT Support Program. Support will be customized to the teachers to meet their needs through the program (\$16,000). Staff salaries and administrative costs were included for the remaining costs in this section. Support for candidates would be \$1,000 for 15 candidates and administrative costs to manage the grant. (\$17,480)

Supplies - This will provide candidates with books related to National Board Certification to help them with their entries. Bobbie Faulkner has written several book about successful strategies for pursuing certification and writing entries. Each candidate will have a budget of \$60 to select books that they believe will support their candidacy. (\$900) Additional supplies may be needed to be supplied by the districts and they can request reimbursement for items such as toner/printer ink, post-its, highlighters, pens/pencils, and other supplies that support the cohort. Each district will receive a supply budget (\$600).

Other Operating Costs - Since districts may want to gather candidates together for some cohort meetings, we have provided travel funds for staff to drive to meetings. Also included in travel are funds for the mentor to provide in-person support to the candidates. Administrative costs were included to process travel reimbursements. (\$7,209). Each candidate will have the ability to use one substitute day per portfolio entry (components 2-4). This would be 45 substitute days at \$100/day plus administrative costs to provide reimbursement (\$4,860)

Indirect Costs - 6.313%

Total Direct Cost - \$47,049

Indirect Cost - \$2,951

Total Cost - \$50,000

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