



**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](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

**December 8, 2022 - August 31, 2024**

Pre-award costs permitted from

**Pre-Award costs are not permitted for this grant.**

**Required Attachments**

- 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.

Mansfield Independent School District has had little success in the past for teachers applying and completing the application for National Board Certification. As a destination district, committed to excellence this is unacceptable. Our updated focused approach is to provide an organizational framework which includes effective communication and strategically designed lessons. Our goal is to utilize this strategy to increase our previous numbers by 100%. This program will not only raise our application and completion rate, but advance our mission to encourage teachers to grow and improve. Through the advancement of our teachers, and through this program we will strive to embody the values of MISD: students first, continuous improvement, integrity, communication, positive relationships and resiliency. The culmination of this program will not only create a better environment for teachers, but ultimately allow our students to reap the benefits of learning from committed master 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
Catherine McGuinness- Director of Teaching and Learning	Project Coordinator, facilitator and organizer.
Rena Boyd- Teacher in Mansfield and NBCT	Program Facilitator and Candidate Mentor
Christine Taylor- Teacher in Mansfield and completed NBCT candidate	Program Facilitator and Candidate Mentor
Sefinat Onimago-Ishiaka- Special Revenue Accountant	Accountant

**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.

Our primary goal is to increase the participation in our National Board Certification Program by 100%. Previously we have only had one teacher successfully complete this program; through the use of strategic communication, Mansfield ISD's refocused program will target the growing future leaders and continue to strive for our teachers to represent the diversity of our student body. Our first goal is to increase the participation of our teachers in this program by 100%. Last year MISD only had one teacher complete the program. Through the use of strategic communication, this cohort will focus on growing future teacher leaders and continue to strive for our teachers to represent our student body in diversity. Our teachers are our greatest asset and allowing them to form strong relationships with each other, and to become thought-partners will lead to the next pillar of teacher-leaders within our learning community. Through the use of our thoughtfully designed program, our growth of our own leaders will allow our district to provide a platform for stronger teacher-voice and help shape the future of additional programs to aid in the retention of high-quality teachers. Through a very detailed plan, a minimum of 10 meetings will take place in 2023 alone, that will allow teachers to collaborate and strengthen their craft. These meetings are designed to continually foster motivation, build camaradery and use this opportunity of professional development to become better educators. Ultimately, having teachers within this cohort who are growing and striving to improve their craft; we will have students who will have the opportunity to reap those benefits. Moreover, by analyzing the data provided, those participants will be able to aid in student growth- moving that student achievement goal ever closer.

**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.

This program has begun recruitment for the 2022-2023 school year. Teachers must be informed about this opportunity, and to understand that completion is possible and within their reach. Oftentimes, teachers may feel that such opportunities are unreachable, either through little support, difficulty of completion, or difficult independent work. To combat these perceived obstacles, we will establish cohorts for support, have teachers who have previously completed the National Board Certification mentor participants, as well as provide customized continuous support as needed. Correspondence about these programs was shared with all campuses, with special focus on our Title I schools, personal emails were sent to principals of those schools to help us aid in recruitment. All were encouraged to attend the informational seminars to learn more about the program and cohort opportunities. Ultimately, having teachers within this cohort who are growing and striving to improve their craft; we will have students who will have the opportunity to reap those benefits. Moreover, by analyzing the data provided, those participants will be able to aid in student growth- moving that student achievement goal ever closer. The program design of mentorship, cohorts, and support on-demand will allow for not only celebration of success but also have thinking partners to navigate the program and apply the learning. Our teachers are our greatest asset and allowing them to form strong relationships with each other, and to become thought-partners will lead to the next pillar of teacher-leaders within our learning community. Through the use of our thoughtfully designed program, our growth of our own leaders will allow our district to provide a platform for stronger teacher-voice and help shape the future of additional programs to aid in the retention of high-quality teachers.

**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.

Successful programs have costs. The costs and budgets proposed though are thoughtfully and intentionally streamlined for efficiency and effectiveness. Below you will find the proposed items and justifications:

Proposed: Two stipends for mentor teachers for candidates. Estimated cost for 15 candidates to receive 15 hours of mentoring each at \$25 an hour with a total cost of \$5625. This will be entered as extra duty pay for accounting purposes, in addition our master teachers will be assisting candidates on their own time, and we must honor and supplement their time accordingly. It is essential that we utilize the expertise of our master teachers to allow our candidates to feel supported in their certification journey.

Proposed: Two stipends for program facilitators. These selected teachers will lead multiple sessions, prepare materials, communicate and coordinate with participants, as well as collaborate and build the program framework. Estimated cost for two program facilitators with a minimum of 10 sessions of 2 hours each, preparation time of 2 hour per session, and the program organization and facilitation estimated of 5 hours at \$25 per hour for a total of \$2250. Again these program facilitators will be master teachers assisting on their own time and we must honor and supplement their time accordingly.

Proposed: Project Coordinator Position. Estimated cost is \$2000. This person will coordinate and complete all required paperwork, create and disseminate promotional materials, manage the preparation and facilitation of the program. This centralized strategy will guarantee consistent messaging and give all those involved a go-to contact.

Proposed: Material Costs. A program of this magnitude will require many essentials such as printing, binders, and other peripheral materials. The estimated cost of such materials with 15 participants, 2 mentor teachers, 2 program facilitators, 10 meetings, and additional communications the total estimated cost is \$3000. This will allow for candidates to receive quality materials, and for those mentors and facilitators to not feel constrained or limited in providing those materials.

**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**