



**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.

The mission of the Hornet community is to foster and empower students to become confident, productive members of society who pursue excellence with integrity. Our district goals and objectives include: Goal 1- Students Well-Being and Academic Success which includes the following objectives: 1.1 Annually increase Social, Emotional Learning (SEL) and Well-Being; 1.2 Annually increase the Academic Achievement in the four core academic areas: Reading & Language Arts, Math, Science, & Social Studies; 1.3 Annually increase CCMR results; and 1.4 Annually increase Student Engagement. Goal 2 includes- Faculty and Staff Well-Being, Professional Development, and Growth with the following objectives: 2.1 Annually increase Faculty & Staff Engagement; 2.2 Annually increase Faculty & Staff Satisfaction; 2.3 Professional Development Plans are developed and executed for all categories of employees; 2.4 Develop and implement an Annual Plan for Campus and Departmental Personnel on Procurement and Other Business Processes. Through a National Board Candidacy Cohort, we would be able to address our mission and Goal 1 objectives by offering the cohort to 10 teachers, librarians, or counselors who directly impact students. Furthermore, the cohort would address Goal 2 objectives by candidates receiving at least 8 professional development sessions with the program facilitators throughout the 23-24 school year as well as more than 10 hours of mentor support from their designated mentor. Moreover, candidates and mentors will be given two full days of substitute coverage to meet and work on the component submissions. Before the computer-based assessment, our mentors will host a tutoring/review session as well. Through the National Board Certification process our teachers will have the opportunity to gain advanced content knowledge and skills, grow professionally, and reinforce their dedication to our students. We strongly believe this cohort will directly impact teacher effectiveness and retention and will continue to grow as more teachers successfully complete National Board Certification.

**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 Project Coordinators	District-Level Administrative Experience Required (at least 2 years) These responsibilities already exist for the Executive Director of Human Resources and the Executive Director of Curriculum and Instruction.
Program Mentors	Current National Board Certified Teacher & Valid State Teaching License At least 5 full years of teaching experience These positions are proposed and would be added upon receipt of award.
Program Facilitators	Current National Board Certified Teacher & Valid State Teaching License; At least 5 full years of teaching experience required; previous facilitator experience preferred. This position is proposed and would be added upon receipt of award.
National Board Certificate Candidate	Teachers, Librarians, or Counselors who hold a bachelor's degree, have 3 full years of teaching or school counseling, and hold a valid state teaching or school counseling license. These positions are proposed.

## 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 major goals of our National Board Candidacy Cohort is to improve teacher retention and student outcomes, strengthen leadership pipelines, and encourage teachers to shape the profession. Our main objective for improving teacher retention is to increase compensation for our teachers. By successfully completing National Board Certification, our teachers will be identified as "Recognized" through the Teacher Incentive Allotment and will automatically qualify for the correlating allotment each year. Our district has already distributed over \$32,000 in the past two years to our National Board Certified Teachers. We will continue to provide a \$1,500 stipend to all NBC teachers in our district as well as recognize these individuals each year during our June Board Meetings. Additionally, Flour Bluff ISD proudly holds an "A" rating from the TEA; we aim to keep this accountability rating by continuing to improve student outcomes. Through the National Board Certification Cohort, our candidates will participate in at least eight meeting sessions with the program facilitators where they will read, write, listen, think, and collaborate with each other. Candidates will continue to hone their craft by gaining advanced content knowledge, analyzing student learning and achievement, applying new knowledge in their teaching practices, and becoming effective and reflective practitioners. Furthermore, candidates will receive ten or more hours of one-on-one coaching and support from our program mentors. All of these professional growth activities by our candidates will positively impact student growth and success in the classroom. Finally, our last goal is to strengthen the leadership pipeline and encourage our teacher leaders to continue shaping the profession through continuing the NBC Cohort beyond 23-24. The more teachers who achieve NB certification, the more mentors, facilitators, and leaders we are creating.

## 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.

We will utilize TalentEd, Google Suite products (i.e., Google Drive, Google Sheets, etc.), Office products (Outlook), DMAC, and Eduphoria to collect, evaluate and respond to data on the grant performance measures. TalentEd is our district's online application tracking system; we will use it to document the recruitment and selection process for National Board candidates, mentors, and facilitators. All positions (candidates, mentors, and facilitators) will be posted on the district website as internal job postings. Staff will apply using the TalentEd application system; the Executive Directors of Human Resources and Curriculum and Instruction will review applications, principal recommendation letters, and references to select ten candidates for the National Board Candidacy Cohort using the TalentEd application system. Candidates will be notified via district email (Outlook) if they were selected for the National Board Candidacy Cohort. The number of applicants and those selected for the cohort, will be documented on a spreadsheet in a shared Google Drive.

In order to document the number of components each National Board candidate submits to the National Board for Professional Teaching Standards in school year 2023-2024, candidates will submit a final copy of each component and a screenshot of the submitted component to their mentor; the mentor will then use the district Google Drive to store the component submissions and mark completion progress on a Google Sheet in the shared Google Drive. The Executive Director of Human Resources, the Executive Director of Curriculum and Instruction, both mentors and the program facilitators will have access to the shared Google Drive and NBC documents in order to track the progress of candidates. All candidates' completion rates will be documented on the same Google Sheet in the shared Google Drive.

Eduphoria will be utilized to document each of the eight session meetings, including the sign-in sheets and attendance for each session. The scope and sequence, agendas, and handouts for each session will be housed in the shared Google Drive as well. To monitor the performance of grant goals 2 (Improve Teacher Retention) and 3 (Improve Student Outcomes), we will utilize DMAC to collect, evaluate, and respond to appraisal scores and student growth scores on the STAAR or local assessments for the candidates in the National Board Candidacy Cohort. As the year progresses, we will monitor TTESS scores and local assessment scores in DMAC to ensure all candidates are growing professionally (walk-through data) and students are making adequate growth. For librarians, we will use monthly circulation reports as well as pre/post test data to assess TEKS mastered after a series of lessons which will be housed in the shared Google Drive. We will utilize MTSS data and pre/post test data which will be in the shared Google Drive to track student progress for Counselors.

**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.

In order for us to retain our teachers and staff, we must provide them additional compensation to keep up with surrounding districts' compensation. One way we can feasibly do this is through the National Board Certification route funded by the Teacher Incentive Allotment. Furthermore, to maintain our "A" accountability rating, another goal for this grant will be improving student outcomes. Our National Board Cohort candidates will be aiding the district in achieving this goal by improving their impact on students through relevant professional development and changing teacher practice for the better. To help our teachers achieve National Board Certification, we need funding for stipends for the NB Candidacy Cohort mentors (line 21 - \$3,500) and facilitators (line 22 - \$3,500) as well as substitute coverage pay for the candidates and mentors to work on their program component submissions. Our goal is to select 10 candidates for the NB Cohort and provide each with two days of substitute coverage (\$100 per day) which totals \$2,000. We would also like to pay for subs for our two mentors (who are National Board certified classroom teachers) so they are available to provide one-on-one coaching to their assigned candidates while they are working on their submissions. Additionally, we'd like to pay for substitute coverage for our facilitators to plan and prepare for the eight meeting sessions since they are current National Board Certified teachers; our degreed and certified subs earn \$110 per day which is why we are requesting \$1,320 for the mentors' (two days of sub coverage for two mentors) and facilitators' substitute coverage (four full days or eight half days worth of substitute coverage).

Moreover, we want to offer a Saturday or non-contract day for test preparation before our NB candidates take their assessment. In order to make this happen, we are requesting \$750 for the two mentors (\$375 per mentor) to plan for and lead a full day of test preparation; we included this on line 25- Professional Staff Extra-Duty Pay.

To help cover the cost of Employee Benefits (line 27), we are requesting 6% per mentor/facilitator's stipend which totals \$210; since we only have two National Board Certified Teachers in our district, they will be both mentors and facilitators. Again, we'd like to strengthen leadership pipelines and encourage our teachers to shape the profession by continuing the NB Cohort in future years; we want to add more NB mentors and facilitators in the hopes of growing the cohort. This will provide leadership opportunities to those candidates who are successful in achieving National Board Certification through our cohort support program. In order to make our NB Candidacy Cohort a success during the 2023-2024 school year, we will also need funding for supplies and materials for the eight meeting sessions including copy paper, ink, chart paper, markers, binders, dividers, flash drives, pencil boxes, highlighters, sticky notes, pens, and pencils (\$1,000). Since our eight meeting sessions will be 2-3 hours long and our test prep day will be all day, we'd like to be able to give our staff snacks; we are requesting \$1,240 for snacks to feed to our candidates, mentors/facilitators, and program coordinators. Additionally, we are requesting ten Swivls and ten ipads (one for each candidate), including the software and additional hardware needed (\$26,000), so they will be able to efficiently record their lessons for Component 3: Teaching Practice and Learning Environment. These items would be used year after year pending our ability to continue the NB Cohort.

**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**