



**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**

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 National Board cohort we intend to lead through candidacy will be comprised of teachers across content areas and grade levels from the districts that comprise ESC6 ' s region. Our focus will be to identify and recruit teachers within the 20 more rural and smaller districts as they often do not have the personnel or financial resources to offer support for NB candidacy. We would use an application process to vet 15 candidates who demonstrate the dispositions necessary to pursue and persevere in this endeavor. We are seeking representation across multiple districts because part of our mission is to develop capacity in teachers to subsequently serve as teacher leaders within their districts. By establishing NB teachers within small and rural districts, we are able to not only impact students who have traditionally not had access to highly accomplished teachers, but we also begin to develop a cadre of teacher leaders who can mentor future cohorts within their districts. This can lead to teacher retention with these harder-to-staff school districts since they will gain valuable professional development, value, and leadership status through the process. ESC6 will be able to build on this grant by continuing to support these teachers by providing leadership and coaching training to the teacher leader for them to lead the next cycle of candidates. Because our cohort will likely be from geographically diverse and distanced districts, cohort support sessions will be virtual. This will also allow for recording of sessions for candidates to revisit as needed. We will offer at least one in-person session at the beginning of the cohort for candidates to meet and gain trust within the group. Individual mentoring may be virtual or in-person at the discretion of the mentor and individual teacher.

**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
Dr. Jennifer Graves - Dir of Ldrsp, Lrng & Acctblty Grant Facilitator: manage grant funding, distribute moneys, ensure grant implementation fidelity	Existing position Experience with grants, ability to write and communicate effectively, ability to manage fiduciary responsibilities
Dr. Jennifer Morrison, NBCT Specialist / NB Cohort Facilitator – conduct support sessions; liaison of candidates, ESC, and LEA; provide support, coaching and guidance for required components; vet applicants	Existing position National Board certified, ability to communicate effectively, ability to design and conduct high quality professional development with and for adults
NB Candidates – complete 4 components of NB certification within time indicated by grant funding	Proposed position of 15 educators from smallest and most rural ESC 6 districts Have the dispositions and desire to fully engage in and persevere through the NB process
NB Mentors – provide ongoing small-scale support such as 1-on-1 sessions or reading drafts of candidates ' components	Existing/projected - TXNBCT members and trained coaches; Hold National Board certification, able to effectively coach adults
District Liaison - communicate with ESC and candidates, provide district level information as needed	Projected - dependent upon which candidates are selected and their districts HR or staff/professional development office staff, able to effectively communicate between groups

**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.

Aligned to Grant Goal 1: Strengthen and Diversify Leadership Pipelines and Grant Goal 2: Improve Teacher Retention  
 \*100% of cohort members will complete and submit two components for the 2023-2024 school year by creating short & long-term goals at initial support session through the use of high quality scope & sequence; 10 hours of individual mentoring; bi-monthly check-ins to ensure candidates are on track and address barriers and/or challenges.  
 \*Attendance at candidate sessions will average 90% over the course of 8 sessions  
 \*80% of cohort members will agree that whole group and mentoring sessions were "helpful" or "very helpful" by ensuring scope and sequence matches components; ensuring use of high-quality instructional strategies with candidates; allowing time for interactions, check-ins to address concerns/anxieties, etc.

Aligned to Grant Goal 3: Improve Student Outcomes  
 80% of cohort members will state the NB process positively impacted their teaching efficacy, dispositions toward students, and professional identity by allowing time for candidate reflection through cohort interaction and journaling; sharing of artifacts.

Aligned with Grant Goal #4: Teachers Shaping the Profession  
 80% of cohort members will demonstrate a desire to help others in their district pursue NB certification in the future by providing recruitment materials, providing professional learning to build capacity in teacher leadership, providing skills and resources to ease cohort members into a paradigm of teacher leadership.

**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.

These are performance and evaluation measures aligned numerically with the Goals, Strategies, and Objectives section.

Aligned with Grant Goal #1: Strengthen and Diversify Leadership and Grant Goal #2 Improve Teacher Retention:  
 1. Measured by portfolio submissions to NB website; formative assessments will be bi-monthly check-ins to make sure everyone is on track; degree of meeting long- and short-term goals  
 2. Attendance records of whole group and mentoring sessions, emails or written documentation of phone calls for any necessary absences  
 3. Post-session feedback (exit slips, conversations), mid-point and end of sessions surveys with selected response questions on quality of sessions provided to cohort members

Aligned with Goal #3: Improve Student Outcomes  
 4. Post-session feedback (exit slips, conversations), mid-point and end of sessions surveys with constructed response questions on teaching impact; ongoing cohort member journaling; end of session interviews with candidates

Aligned with Goal #4: Teachers Shaping the Profession  
 5. Mid-point and end of sessions surveys with constructed response questions on experience and teacher leadership; ongoing cohort member journaling; end of session interviews with candidates

**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.

The proposed budget will address the overall needs of cohort members by providing sessions that unpack the NB Core Propositions and individual certification area standards; conduct "deep dives" into component requirements; coach successful writing commentaries; provide advice about materials and students to select; foster self-reflection; and offer opportunities for peer review and sharing. Additionally, it provides individuals with 1-to-1 mentoring through a TXNBCT partnership and other mentors recruited from the NB directory pool. To support teachers' individual work, the budget builds in one full-day substitute for each cohort member to take time to work on their candidacy materials. Finally, they have access to the ATLAS database that provides high-quality examples of accomplished teaching to guide their writing and choices. By using the budget to build a cadre of National Board certified teachers within small and rural school districts, we can develop teacher leadership capacity that moves toward our service center goal of in-district support models. To help reach this end, we will also provide learning opportunities for candidates to gain leadership skills. This model is similar to what is often negotiated with our larger districts. We are looking to fund 15 teachers across a targeted area of 20 small, rural districts that meet criteria established in earlier narratives.

- Funding for 4 componenets of NBCT for 15 candidates - \$28,500
- ESC 6 Facilitation Services for 15 candidates - \$9,750
  - Recruitment & Interest meetings (\$1,500)
  - 8 session of unpacking the components, understanding standards, etc (\$6,000)
  - Small Group sessions, individual coaching hours; open office hours, submission support, leadership support, etc. (\$2,250)
- Individual External Coaching Hours by TxNBCT Coaches - \$6,000
  - \$50/hr x 8 hrs x 15 candidates = \$6,000
- Substitute pay - \$1,425
  - 1 day per candidate at \$95/day
- ATLAS Subscription - \$150

**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**