



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

NOGA ID [Redacted]

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**.

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): [Redacted]

Applicant Information

Organization **Education Service Center Region II** CDN **178950** Campus [Redacted] ESC **2** UEI [Redacted]

Address **209 N. Water Street** City **Corpus Christi** ZIP **78401** Vendor ID **1741587916**

Primary Contact **Elodia Gutierrez** Email **elodia.gutierrez@esc2.us** Phone **361-561-8404**

Secondary Contact **Daniel Ceballos** Email **daniel.ceballos@esc2.us** Phone **361-561-8424**

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 **Dr. Esperanza Zendejas** Title **Executive Director**

Email **esperanza.zendejas@esc2.us** Phone **361-561-8404**

Signature *Esperanza Zendejas* Date **10/31/2022**

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 proposed National Board Candidacy Cohort aims to support teacher effectiveness and retention through a cohort model in region 2. Specifically, the recruitment plan includes efforts to recruit highly effective teachers from diverse backgrounds in rural communities to achieve National Board Certification through a partnership with the Texas National Board Coalition for Teaching. Region 2 currently serves 45 school districts and 199 school campuses which mostly reside in rural areas of South Texas.

In the current educational climate, teacher retention is an obstacle impeding student progress. The Education Service Center Region 2 has embraced the challenge of seeking innovative pathways to support teacher development and retention. This National Board Candidacy Program is directly aligned to the ESC Region 2's mission of empowering communities through innovation which will be catalyst for change in the standard of teaching resulting in improved student outcomes.

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
ESC Coordinator/Manager/Supervisor (Existing): Coordinate the program with the external partner and monitor program implementation.	ESC Administrator for the Teacher Alternative Certification Program. School campus administrative experience. Knowledge and experience in evaluating and coaching teachers in effective practices.
ESC Specialist/Consultant (Existing): Support candidates and conduct monthly check-ins.	Education Specialist for Teacher Alternative Certification program with experience in monitoring progress and supporting candidates in the certification process. Content specialist and knowledge of effective practices.
External Partner (Proposed): National Board Certified Teacher Professional Learning Facilitator to lead cohort sessions.	A NBCT who will lead and facilitate the cohorts, by explaining the NB foundational documents, certification process, provides learning and working space and time for cohorts, and serves as the contact for Candidates.
External Partner (Proposed): National Board Certified Teacher Professional Mentor assigned to support candidates at a 1:1 ratio.	A NBCT who has been trained in how to support candidates with peer feedback, video review, and assessment preparation. Ten hours of support will be provided and contact made through various means such as email and virtually.
National Board Candidate (Proposed): Complete all cohort requirements in Year 1 and submit components 1 and 2.	The candidate will be a highly effective teacher with a minimum of 3 years experience in teaching and currently teaches in a rural community.

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.

In partnership with the Texas National Board Coalition for Teaching, the goal of the National Board Candidacy Cohort is to support candidates in understanding the requirements necessary to achieve National Board certification while they are teaching and growing their mindset of Accomplished Teaching. Additionally, candidates will complete Components 1 and 2 in the pathway towards full National Board Certification.

The ESC Administrator and Specialist will conduct a rigorous recruitment and selection process of teachers from diverse backgrounds in rural districts. ESC staff will communicate and collaborate with NBCT Facilitators and Mentors to monitor program implementation and progress of each candidate.

An NBCT Professional Learning Facilitator will support candidates in monthly cohort sessions that will occur from September and end in May. Total hours of cohort support will be 30 hours. The Scope of Learning will include content focused on the National Board Professional Teaching Standards Body of Knowledge. This will include the 5 Core Propositions, Architecture of Accomplished Teaching, certifications, and content standards.

An NBCT Mentor will be assigned to each candidate to provide support with peer feedback, video review, assessment preparation, and overall support. Ten hours of support will be provided to each candidate at a ratio of 1:1 ratio.

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.

The performance and evaluation plan includes collecting data to measure and evaluate program outcomes. The recruitment plan and selection criteria will be documented as artifacts of the teacher selection process. Documentation of the process and outcomes including total number of candidates that applied and those selected for the cohort will be gathered.

During the year 1, data collected will include demographic data, reflection surveys via Google, submission date of components, component scores, list of matched mentors, and the assigned PLF. For each session with the Facilitator, attendance and session topics aligned with the scope and sequence will be collected. For each mentor meeting, data collected will include attendance, focus of support, type of meeting, and an evaluation scale of 1-4 on candidate's progress from not submitting work to right on track.

ESC staff will monitor candidate attendance at meetings, progress on assignments, and meeting outcomes with both facilitator and mentors. ESC staff will also conduct monthly check-ins 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.

Payroll 6100:

ESC staff will be essential to implement and support the National Board Candidacy Cohort. Specifically, an ESC Coordinator will oversee program implementation and work in partnership with the Texas National Board Coalition for Teaching to ensure program goals and objectives are met. The ESC specialist will provide additional support to both the Texas National Board Coalition for Teaching to monitor progress of candidates such as performance and completion rates. Monthly check-in meetings will be conducted to support candidate needs. To further support candidates throughout the year, \$200 is allocated for substitutes per candidate to meet with mentors and facilitators.

Payroll 6200:

Professional contracted services funding is allocated for the Texas National Board Coalition for Teaching for both the NBCT Facilitator and Mentors. The Facilitator supports candidates in monthly cohort sessions that will occur from September and end in May. Total hours of cohort support will be 30 hours. The Scope of Learning will include content focused on the National Board Professional Teaching Standards Body of Knowledge. This will include the 5 Core Propositions, Architecture of Accomplished Teaching, certifications, and content standards. The Facilitator will also explain the NB foundational documents, certification process, and provide learning and working space time for cohorts. The Mentor will provide support with peer feedback, video review, assessment preparation, and overall support. Ten hours of support will be provided to each candidate at a ratio of 1:1.

Payroll 6300

General supplies and materials are needed for program implementation such as office supplies and printing.

Payroll 6400

Travel expenses are needed to support candidates with traveling to the Education Service Center and for staff to travel to meet with candidates and the Texas National Board Coalition for Teaching for necessary in person meetings.

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 Barrier

Group Barrier

Group Barrier

Group Barrier

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