



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.

Lufkin ISD's mission statement is to educate and equip all students for success through exceptional learning experiences. The key to this success is aligning our educational foundation to maintain a rigorous TEKS aligned curriculum. Teaching and learning is central to all we do within Lufkin ISD, as exemplified through staff participation in weekly Professional Learning Communities, a district Leadership Academy, Neuhaus training, and partnerships with Stephen F. Austin State University that include a program to pay Student Teachers. Participation in the National Board Certification program would afford our district the opportunity to further 'grow' our current teachers through relevant professional learning communities to ensure they have the content specific and pedagogical tools to offer those exceptional learning experiences. This is critically important, as 86% of our students live at or below the poverty level.

With the statewide teacher shortage, our district has been forced to hire teachers who have not gone through formal teaching certification programs at the university level. The result is a teaching staff of approximately 53 teachers, almost 10%, who may be lacking the pedagogical expertise to meet the needs of our students. This statistic is further impacted with over 31% of our staff, with teaching experience of five years or less.

Currently, we are Cohort E in the TIA program through TEA. Our TIA plan does not reach the scope of our teachers as we are focusing on STAAR/EOC grade bands/subjects that include a growth measure. Through a National Board Certification Cohort, we would be able to build a stronger teacher mentorship program for a wide range of subject areas that are not represented through our current TIA plan.

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
In-Kind: TIA / NBC Coordinator; Oversee NBC grant implementation, provide support for candidates, and collect/evaluate data on performance measures	Master of Education degree in Educational Leadership & certification, T-TESS certification, district and campus based leadership experience (existing)
Grant Funds: NBPTS Coordinator; responsible for providing 14 sessions w/high quality scope & sequence agendas	Master of Education in Educational Leadership, Education Service Center Curriculum Specialist, Principal Certification, ESL, & Special Education Certifications (proposed)
In-Kind: Director of Budget/Audit; ensure expenditures meet the allowable funds requirements	Master's degree in Public Accounting, Registered Texas School Business Administrator Certification, 10 years of experience in school business (existing)
In-Kind: Asst. Supt. of Ed. Services & Accountability; oversee the implementation/data collection to track the retention/effectiveness of NBC teachers	Master of Education degree in Educational Leadership, Superintendent Certification, BA in Psychology/Sociology, MA in Counseling, Licensed Professional Counselor Supervisor, 26 years in education (existing)
In-Kind: Human Resource Services Director; oversee the substitute coverage for candidates as they pursue learning experiences related to the grant	Master of Educational Administration, Educational Leadership Certification, Elementary Education, ESL, & Technology Certification, 24 years of experience (existing)
In-Kind w/Grant Support: NBC Candidates; Must participate in monthly meetings and office hours	At least 3 years successful teaching experience, must hold a valid teaching license (proposed)
Grant Funds: NBC Mentors; Attend grant mentorship training, provide at least 10 hours of mentor support, submit meeting notes as documentation	Must hold National Board Certification (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 candidate eligibility, recruitment & selection process for the cohort will involve several layers. First, Lufkin ISD will partner with Region VII to offer two informational sessions in Jan. 2023; potential applicants will be required to attend at least one session. Candidates will also be required to complete the following components: formal application, contractual agreement, principal recommendation, lesson video by second round applicants, and a formal interview.

A late Spring 2023 Kick Off meeting will be required which will lay the foundation and serve as an onboarding opportunity. Content may include items from the NBC website including the Quick Start Guide and Canvas Course: "Preparing for National Board Certification."

Monthly collaborative work sessions will include identified scope/sequence/agendas that are aligned to the NBC component module topics. There will be about 14 meetings consisting of one in Summer 2023, monthly August-February and then moving to twice monthly March-May. Candidate attendance will be required and tracked over the scope of the NBC program. Each NBC candidate will be assigned an NBC mentor who will meet with the candidate to provide mentorship and guidance. As an extra layer of support, the LISD NBC Director will hold virtual, weekly Office Hours to provide assistance and guidance throughout the two year program. The project coordinator will record attendance for office hours throughout the life of the grant and will follow up with participants that are not on target to achieve completion of the NBC 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.

Data tracking will be an integral part of the success of the LISD NBC Grow Your Own Cohort and ensure alignment to the overarching goals of the grant: 1) Strengthen and Diversify Leadership Pipelines, 2) Improve Teacher Retention, 3) Improve Student Outcomes, and 4) Teachers Shaping the Profession.

Goal #1 listed above, "Strengthen & Diversify Leadership Pipelines" will be taken into account during the recruitment and application process as there is a commitment to seek NBC Cohort Candidates across the demographic employment pool to ensure equitable access for all ethnic groups.

Data will be collected to record attendance at all meetings including recruitment sessions, monthly cohort meetings, Zoom Office Hours, Mentoring opportunities, and such. These attendance forms will include the scope and sequence of each monthly NBC session offered in the partnership with Region VII. Further data collection and management of the timeline and completion of the four modules will be available. Finally, yearly reports will be utilized to view teacher retention over time as a result of participation in the NBC program.

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.

Budgetary needs for the implementation of a National Board Candidacy Grow Your Own Cohort within Lufkin Independent School District would consist of shared allocations from both the school district and National Board Candidacy Cohort grant funds.

In general, the majority of the funds needed would be utilized for partnership fees, compensation for mentors, and substitute pay. A large portion will include In Kind contributions from Lufkin ISD including a District NBC Project Coordinator to assist with the external partnership as well as local training opportunities.

The fees associated with our partnership with Region VII's National Board Certification program include a two-year comprehensive program to aid teachers on their journey to NBPTS certification. Each member of this cohort will receive mentorship, peer support, and specific component guidance. The cohort fees payable to Region VII are \$1400 per candidate payable over the two year program. In addition, there will be a fee for the mentorship portion of the program. Each NBC mentor will be compensated at a rate of \$50 per hour for the required 10 hours of mentorship for the NBC candidates. These mentors will be teachers who have recently completed the National Board Certification program through Region VII and Lufkin ISD. The NBC cohort members will be required to pay the \$75 yearly membership fee to NBPTS.

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