



**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.

At KIPP Texas, we are committed to the retention of our highest-performing teachers and we strive to retain 90% of these teachers each year. Through listening tours and surveys, we have identified differentiated development for high-performing teachers as a key lever in meeting this goal. Our KIPP Texas National Board Certified Teacher Cohort is one of the differentiated development options that we are now offering to teachers as part of our larger teacher retention strategy.

The KIPP Texas NBCT Cohort's mission is to support teachers to achieve the highest and prestigious career credential - National Board Certification. We help our teachers achieve this by providing cohort-specific professional learning retreats and mentor support to 1. Guide participants to understand the National Board for Professional Teaching Standards and the NBCT process 2. Provide time and space for participants to prepare strong components to submit for and achieve certification 3. Connect participants to a network of colleagues for support and accountability.

**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
Program Director - Sets vision for program and oversees program execution, including managing facilitators and mentors	This person should have at least three years of teaching experience, as well as experience as a program manager, learning designer and facilitator, and coach or manager.
Cohort Facilitator, Year 1 - Designs and facilitates cohort-specific professional learning retreats and asynchronous learning for cohort members	This person should be an NBCT with at least five years of teaching experience. This person should have experience designing and facilitating learning for adults. Virtual facilitation experience a plus.
Cohort Facilitator, Year 2 - Designs and facilitates cohort-specific professional learning retreats and asynchronous learning for cohort members	This person should be an NBCT with at least five years of teaching experience. This person should have experience designing and facilitating learning for adults. Virtual facilitation experience a plus.
Mentor, Year 1 - Provides individualized support and feedback for cohort members in Year 1 of the program	This person should be an NBCT with at least five years of teaching experience. This person should have experience with mentoring or coaching adults.
Mentor, Year 2 - Provides individualized support and feedback for cohort members in Year 2 of the program	This person should be an NBCT with at least five years of teaching experience. This person should have experience with mentoring or coaching adults.

**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.

Currently, only one of our nearly 2000 KIPP Texas teachers is an NBCT. Over the next three years, we want to provide access to support and accountability for teachers who wish to pursue the certification and exponentially increase the number of NBCTs in teaching roles at KIPP Texas. With this grant, KIPP Texas can more immediately fund the expansion of this programming.

We have three specific goals we are driving toward in 23-24: 1. 90% retention of high-performing teachers, as identified by our internal Teacher Career Pathway and Teacher Incentive Allotment designations 2. 70% of teachers who are members of the NBCT cohort will grow .5 points on Domain 4 of our district instructional rubric from beginning of year to end of year. 3. 90% of NBCT cohort members will agree or strongly agree to the following questions on an internal employee survey: Is there someone at work who encourages your development? In the last year, have you had opportunities to learn and grow? To meet our teacher retention goals, KIPP Texas has several initiatives planned: 1. Creating and executing a matriculation strategy to target high-performing teachers across the district; 2. Explicitly aligning the NBCT cohort scope and sequence to the district instructional rubric. This will ensure the work teachers do toward NBCT component submissions will have an impact on teacher effectiveness and student outcomes in the district; 3. Prioritizing community, connection, individual work time, and consistent feedback cycles in our cohort professional learning programming and 4. Training and checking in with mentors on a consistent basis to ensure they are clear on how to best support cohort members.

**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.

- 1. 90% retention of high-performing teachers, as identified by our internal Teacher Career Pathway and Teacher Incentive Allotment designations  
To evaluate progress toward this goal, KIPP Texas collects data on teachers ' intent to return to the teaching role via survey each winter. We identify high-performing teachers who responded " maybe " and engage the teachers, their coaches, and their school leaders to offer support, including sharing opportunities for growth and development, such as the NBCT Cohort. In the summer, we use actual Human Resources data to identify final retention rates and tailor our retention strategy to these numbers for the following year.
- 2. 70% of teachers who are members of the NBCT cohort will grow .5 points on Domain 4 of our district instructional rubric from beginning of year to end of year.  
To evaluate progress toward this goal, coaches are required to observe and evaluate teachers through the district-created instructional rubric least six times during the school year. This rubric is grounded in student outcomes. We monitor the implementation of this rubric and provide training to ensure coaches evaluate teachers in a normed manner. We use the SchoolMintGrow platform to capture all observation evaluation data. We pull reports quarterly to monitor progress toward this goal. We engage in a data stepback to identify actions to take in the design and facilitation of cohort professional learning to address the areas of growth. We use the final quarter data to inform our cohort scope and sequence for the following year.
- 3. 90% of NBCT cohort members will agree or strongly agree to questions on an internal employee survey  
KIPP Texas uses the Gallup Q12 survey to measure employee engagement. This survey is administered three times per year in October, February, and May. We review this data and adjust cohort professional learning and mentor support to address and areas of growth. We also provide a survey to cohort members at the conclusion of each professional learning session to gauge their engagement. On this survey we ask cohort members to share the level of their agreement with the following statements: 1. Today ' s cohort retreat was conducted in a way that made me feel safe and connected. 2. Learning from today ' s retreat will positively impact my work with students in the classroom 3. Today ' s cohort retreat supported me in completing components of the NBCT certification process. From this data, we identify wins and areas of growth and name action steps to implement in the design and facilitation of the next professional learning experience.

**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.

We believe it is critical to provide cohort members with the support of teachers who have successfully gone through the NBCT process, and that the 1-on-1 mentorship experience, in particular, is a necessary component for accountability and individualized feedback and support. As our program moves forward into Year 2, the biggest budget need we have is compensation for additional mentors and facilitators to support our growing program.

Payroll 6100 and Prof. and Contr. Services 6200

Our current staffing structure is one facilitator and three mentors supporting 15 cohort members. For 23-24, we need to bring on an additional facilitator and three additional mentors to support candidates moving to Year 2 of the program. We have created a facilitator job description. Based on this and market research, we have determined that \$3000 per facilitator is reasonable and competitive compensation for this role. We would use funds from this grant to compensate an additional facilitator needed for our program: 1 Facilitator x \$3000 = \$3000

We have also created a mentor job description. Based on this and market research, we have determined that \$750 per mentee is reasonable and competitive compensation for this role. Based on our market research, we believe that a 5:1 candidate to mentor ratio is appropriate. For a program of 30 candidates across Year 1 and Year 2, we need six mentors to execute effectively. We would use funds from this grant to compensate three additional mentors needed for our program. We anticipate hiring one mentor internally and contracting with two external mentors, so this accounts for the \$3750 on the 6100 tab and the \$7500 on the 6200 tab of the budget workbook: 3 Mentors x \$750 per mentee x 5 mentees per mentor) = \$11,250; 1 Internal Mentor = \$3,750; 2 external contractor mentors = \$7500

Another item in our budget is substitute pay. We are requesting funds to cover substitutes for 15 candidates for two of the six cohort retreat days: \$200 x 15 candidates x 2 retreat days = \$12,000. This will allow cohort members to step away from the classroom to engage in cohort retreats, in which they work directly on completing components for National Board certification. This will ease the burden of coverage at campuses across the district so that cohort members can successfully engage in the NBCT work.

Supplies and Materials 6300

To support the best experience for our participants, we anticipate some material costs - namely materials to support teacher practice improving and to support the execution of various in-person and virtual experiences. We plan to provide a text to all Year 1 cohort members to support them in the written components of certification. We are also planning to execute an in-person professional learning experience 3 to celebrate KIPP Texas teachers who have earned certification and provide a launch for cohort members beginning Year 1 and Year 2 of the program. To do this, we will use funds to cover travel expenses for 30 cohort members.

In the future, we will fund this cohort through funds generated by TIA. Our policy at KIPP Texas is that our district receives 10% of the allotment a teacher generates.



**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**