

Results of Survey Contracted by Illinois State Board of Education
Illinois NBPTS Withdrawal Candidates: Barriers and Reasons for Withdrawal
 Submitted by Dr. Lynn Gaddis, NBCT
 National Board Resource Center at Illinois State University
 April 30, 2008

This report shows the results of a Select Survey online questionnaire of 160 Illinois National Board Certification (NBC) candidates who taught outside of Chicago Public Schools (CPS) and who withdrew from the NBC assessment process from September 2002 through March 2008. Data was also compiled from the NBPTS Candidate Subsidy Site that showed the reasons for withdrawal cited by the withdrawal candidates in the 2007-2008 NBC cycle. The purpose of the survey was to identify the barriers to Illinois teachers in completing the NBC process, the candidates' reasons for withdrawal, and their suggestions to enable themselves or other candidates to complete the process. The results showed that withdrawal candidates identified reasons for withdrawing from the National Board Certification (NBC) process as barriers: (1) personal responsibilities, crises, and illness; (2) time; and (3) quality of support.

About the Respondents

1,000 + Illinois withdrawal candidates were identified from the NBPTS candidate subsidy website and invited to participate in the online survey through email. About 250 email addresses were undeliverable and 750 Illinois withdrawal candidates received the invitation to participate. Twenty-one percent (160) of those receiving the invitation completed the survey. Less than ten withdrawal candidates in each year of 2002, 2003, and 2004 completed the survey and 74% of the respondents withdrew in 2006-2008. The 160 respondents taught in schools in each region of Illinois outside of CPS.

Area 1	Area 2	Area 3	Area 4	Area 5	Area 6
84	23	8	21	16	8

Eighty-three percent of the candidates taught in schools with less than five NBCTs and 58% of the candidates taught in districts with less than ten NBCTs. One-half of the candidates taught in targeted schools -- Academic Early Watch Status (AEWS), Academic Warning Status (AWS), 50% or more students on free or reduced lunch, or in the 29 counties in 2007 with no National Board Certified Teachers (NBCTs).

The responses showed the two most selected reasons for seeking National Board Certification (NBC) were “to improve my teaching” (80%) and “to receive the \$3,000 stipend from the state” (66%). Twenty-one percent of respondents wanted “to complete requirements for recertification,” 19% wanted “to receive the incentive money from the district,” and 13% wanted “to move up on the salary schedule.” Almost one-third of the respondents wanted to move forward on their career path by recertifying, adding NBC to their resume, or moving to another state.

There was no pattern in how many months the responding withdrawal candidates were enrolled in the NBC process before they withdrew. Sixteen percent withdrew in the first month and 58% withdrew in the second through sixth months.

Barriers and Reasons for Withdrawal

Summary

The respondents identified three categories of barriers and reasons for their withdrawal from the NBC process: personal responsibilities, time, and dissatisfaction with support.

Personal responsibilities were barriers to completing the NBC process that included taking away time from family and unexpected illness, death, divorce, legal issues, and other personal responsibilities. Time was identified and explained as a barrier to candidates meeting the NBC requirements by due dates when personal issues arose.

Both personal and professional responsibilities were identified as reasons to withdraw from the NBC process and caused candidates to prioritize their activities and time resulting in withdrawing from NBC. Candidates cited the professional responsibilities of their commitments to their teaching and extra-curricular responsibilities and changes in teaching assignments as barriers to having the time required to complete the NBC process to their level of expected performance. The withdrawal candidates also described how starting late did not enable them to understand the time and criteria of the process and they felt lost and behind in completing the requirements.

Though most candidates responded that they had access to support, one-third of the respondents were dissatisfied with support. They described their lack of preparation for candidacy before applying for NBC and their misunderstandings about the time and requirements. As a result, some withdrawal candidates did not believe in the NBC process or requirements. Candidates also identified barriers to their completing the process as lack of availability of NBCT mentors and cohorts and inequity of mentors' expertise in specific certificate areas and in supporting candidates. Candidates also identified administrators' lack of understanding of the NBC process and necessary support as a barrier to completion of the NBC process.

Results

1. Personal Responsibilities. One-fourth of the survey respondents cited unexpected personal or family crisis or illness as a reason for withdrawal and 39% of 2007-2008 withdrawal candidates cited the same in completing the NBPTS withdrawal form. In open-ended responses, candidates shared descriptions of illness, death, accidents, legal issues, divorce, planning weddings, pregnancies, and other personal issues that caused the candidates to decide they could not finish the process.

“Due to family illness and increased stress and responsibilities to take care of our family members, my time outside of my regular teaching has become much more consumed by caring for my family. I did not feel that I was able to spend the time needed to show the quality of my teaching. If I had to sacrifice something, I did not want it to be my students. It had to come from me.”

“The time and energy needed to succeed were too great at this juncture. With little kids at home, a sick mom, and coaching responsibilities, I couldn't give a 100%.”

“Teenage children and lack of time. I had no time at school to work on anything and once I got home, I was busy being a mom.”

“I experienced an unexpected death of a younger sibling while still somewhat grieving over the death of my father and handling the estate along with an unwanted change in teaching assignment. I realized and felt it would have been difficult to complete the project.”

“Even though I think the process is doable, I feel that it would be easier to complete if a candidate had an entire academic year to complete the portfolio process. The time constraints of getting the permission forms twice a year from students because of class changes and working around finals and other scheduling problems make it difficult to get the videos completed in the time allotted. However my experience with lack of time was mainly due to the student teacher situation and the fact that my mother became ill when I was finally able to start the classroom work.”

2. Time. Time was a reason for candidates to withdraw in both the survey and NBPTS data. Only eight percent of candidates’ reasons for withdrawing cited in the NBPTS data stated the process was too time-consuming, but half of the respondents to the survey selected “The NBC process was too time-consuming” for a reason for withdrawing from NBC. Candidates responded to open-ended questions about the barriers and reasons for withdrawal and stated that time was an issue when personal crises or illness arose. However, other patterns of responses emerged about time as a barrier to completing the NBC process: (a) professional responsibilities and (b) learning about and completing the NBC requirements.

(a) Professional Responsibilities. Over 50% of the respondents selected that they did not have any professional time to work on the process. One reason for withdrawing from the NBC process identified by candidates was that they had difficulty in balancing professional and personal responsibilities while seeking National Board Certification.

“The increase of workload and the family illness-- If I had had more hours in a day so that I could get everything done and still have some aspect of a life. Maybe professional time would have helped.”

“I work in a very stressful inner city school. This year was my most challenging group of students in 15 years. I could barely make it through each day before physically collapsing because of the needs of my group. That left me very little energy for filming and reflecting beyond my daily reflective practices as a classroom teacher. I wish that I had the opportunity to not withdraw but rather extend my portfolio to a second year to actually work during the summer on the reflection pieces. I could gain so much from this process but I am not capable of doing it all and doing my best teaching with such a stressful teaching position.”

“I was teaching a full load and a head coach for boys’ basketball. I tracked my hours worked for the year and it was around 2600. I felt I could not add that many more hours to doing this.”

The fact that 52% of the respondents selected that they had no professional time to work on the NBC process was supported by the pattern of responses about their reasons to withdraw because of limited or no time during the school day to work on the NBPTS requirements. Candidates explained that they could not balance professional responsibilities with meeting all of the requirements for NBC.

“While we do have one NBCT in our district, our teachers here are not given support and/or time to work on the NBC process during school in-services or on school improvement days. Had additional in-school support been available to me, it would have been more likely for me to complete the National Board process.”

“To get my new position, I also took on a sixth grade after-school group which explored the area once a month and met twice per month (new idea for this school - I wanted to do it for NBPTS). I was expected to coach the Scholastic Bowl team, and to co-direct the high school play. Having to basically create curriculum where none exists also ate hours every week; hours which should have been spent writing for NBPTS work. Because my students struggle so much, I spend my planning period as a tutor on most days. No time for NBPTS work.”

“It got to the point that I had to choose between trying to be professionally certified and being professional and prepared in my own classroom each day.”

“My wife was also working on her PhD. When she started her program we had decided that her education would take priority. At the same time I also became our local Union President, the chief negotiator for our contract, and my teaching duties changed. Needless to say I had a lot on my plate and something had to go.”

Withdrawal candidates also found that changes in their professional responsibilities caused them to make choices about how to prioritize their time. Almost a quarter of the respondents to the survey said that their professional responsibilities had increased after applying for NBC. The data showed that candidates selected increases in professional responsibilities equally as much as personal responsibilities for reasons why they decided to withdraw. In response to open-ended questions about reasons for withdrawing, candidates identified a variety of unexpected professional responsibilities.

“I did not have enough time to devote to the process; plus, my professional responsibilities increased, which I did not anticipate before I started the NB process.”

“I was placed on a team with 2 first-year teachers, and spent a great deal of time planning with and mentoring them.”

“I had taught Social Studies for the last nine years, and this year I am not - I'm teaching Science. I also have been given the gifted clusters for Math and Reading for the first time. It would not have been a good year to take a close look at what I was doing, since I was really still learning the curriculum.”

“I had changed schools at the beginning of the 2005-06 school year, gotten married in June 2005, and moved to a completely new area. My new teaching assignment was a change in levels, as well, so I was adapting to new curriculum. I was taking too much on and couldn't give it the time it needed.”

“I was promoted to Dept. Team Leader about same time I applied for candidacy to National Boards in the spring. Once the school year started, I was juggling more responsibilities and a jealous Team Member who was making life tougher than it needed to be. That situation siphoned off extra time and energy all year.”

(b) Completing the NBC Requirements. Respondents showed a pattern of reasons in that they withdrew from the NBC process because there was not enough time to complete all that NBC required. Only 14% of respondents to the survey selected that they started too late and another 14% selected that they fell behind and could not complete the process. However, a pattern emerged in responses to open-ended questions that time was a barrier to the candidates completing NBC when they perceived they started late or could not complete the process at their own level of expectation.

“Again, time was my main problem and with beginning the process late I began to realize I would not complete the process to my satisfaction. Rather than rushing through and producing mediocre work I decided to complete it another year.”

“I’m a special education teacher with several extra duties involved in my teaching assignment. Those duties along with the amount of work required was more than one person could handle.”

“I am extremely involved with my school and professional growth in other ways. I could not spread myself any thinner.”

“I was unable to complete with satisfaction my reflections and videotaping while working in a very stressful inner city situation while also dealing with personal health issues.”

“I withdrew because there was nothing else I could do. I wanted to file an extension, I had a lot of work done; however, I was told I either had to submit or drop out. Since I wasn’t done, I dropped out.”

“The biggest barrier was time. I applied late because I was waiting to receive financial help in paying for the process. I was worried that I would not have the time to complete the process successfully while at the same time teaching full time, and keeping up with a busy family schedule. I decided to wait the few years until both of my children would be out of high school before I attempted the National Board Process. I worked with several teachers who were in the process themselves, and I did realize how time consuming it could be.”

“I felt that I was behind. My colleagues and I started the process together and they had already attended three cohort meetings before I heard anything. Due to this, I started to lose interest in the program and decided to try again next year.”

“Not enough time to complete the process when we started in August.”

“I did not have enough time starting late December and finishing by the following March.”

“I was not able to truly start working on the process until late November. With the classes I teach, I missed some good opportunities to redesign lessons that might fit the requirements. My students are independent, bright and Honors/AP level. I have to cover a lot of material with them, which does not give a lot of wiggle room for designing new projects to "meet the requirements."

3. Support. Though 77% of the respondents said they had support, no respondent said they had daily support and only 13% had weekly support. Sixty-two percent had support available monthly or bi-monthly. Even though the teachers knew they had support, 68% participated in their support system less than five times. Almost one-third worked with a mentor and one-quarter had access to a combination of an NBCT mentor and cohort. Only 20% of respondents had access to a cohort at a school, 8% had access to a cohort through an ROE/ISC, and only 3% had access to a university class. Though 77% of respondents to the survey selected that they had support and 94% knew there was support in the region, and less than 10% stated they could not find available NBCTs in their certificate or region, only 34% were satisfied with their support. Patterns emerged in the open-ended responses to show reasons for dissatisfaction with the support: (a) lack of preparation for candidacy, (b) quality and availability of mentoring support, and (c) administrator’s lack of understanding.

(a) Lack of Preparation for Candidacy

Responses from candidates showed that they withdrew from NBC because of a lack of preparation for candidacy. While two-thirds of the respondents selected that they initially learned about NBC from teachers in their department, grade level, school or district or from an NBCT, only 19% attended an awareness session. 47% visited the NBPTS website. One-third knew or worked with an NBC candidate, 30% knew or worked with an NBCT, and 26% participated in professional development experiences focused on NBC prior to applying. Almost half of the respondents did not have any access to opportunities to learn about the NBC process other than flyers, emails, websites, or publications. Only 2% participated in the TAKE ONE process and 12% of the respondents selected that they had no preparation for the NBC process. In response to open-ended questions, withdrawal candidates explained that lack of preparation for candidacy was a reason to withdraw and a barrier to completing the NBC process.

“I read the flyer and sat in on a meeting at my ROE, and felt like it would be a good career move. When I took another job I still signed-up not understanding what I had to do or the time frame.”

“I was extremely confused. I did not want to jump into this process not understanding everything involved.”

“We began too late and the process is very long. Once I dropped the full candidacy I applied for Take One and that is much better fit for me.”

“I was not prepared coming to the 1st cohort meeting with materials even though I had read and had met with a NB holder from my district I was not prepared.”

“Once we started looking at the requirements and all that was involved, we really felt we needed to be more prepared before actually starting the process, especially since we were pretty well doing it all on our own.”

“Because we started too late, I felt I was not mentally prepared to begin the process. Had we started early in the spring of the previous year or even the summer, I probably would have been okay. I was never quite sure what they were looking for.”

“I did not understand the time frame. With no support in my area I found the web site too long to understand for a person with basic understanding. I should have waited.”

“I did not understand the process fully and it was a lot to accomplish in just a few months.”

“I did not fully understand the time that this type of writing would actually take. Currently, there is very little true mentor support given within the district. I felt very isolated in this process and I never truly found a mentor that truly connected with me. In addition, we have outdated camera equipment to film ourselves. Every part of the process was difficult. Then finally, there was the possibility of not passing all of the parts and having to incur more financial costs.

Responses about the lack of preparation for candidacy revealed that candidates showed they did not understand the requirements or the process for NBC. A pattern emerged in the open-ended responses that candidates withdrew because they did not understand the scope and requirements of the NBC process when they applied. Only 9% of the respondents to the survey selected that their reason for not completing the NBC process was because they did not understand the requirements of the process. However, responses to the question about barriers revealed another reason candidates withdrew was because they did not understand the NBC requirements and the amount of time required to complete the process.

“The process is very time consuming. You focus on the NBCT language and process and miss teaching to the students. I felt like I could not get my regular teaching done and still find time for ‘matching’ the language and mode of the program.”

“I was under the understanding that I only needed to complete one portfolio by the March deadline and would be able to complete the rest the following year by paying an additional fee.”

“The time element is very hard to do. I was led to believe you had one full year to complete everything. It appears that the NBCTs think it to be a 2 to 3 year process. I think I jumped in too fast, thinking I would use one year's class to do the whole process. It looks like you could use many different years' examples of classes. The paperwork was overwhelming when you are teaching full time.”

In open-ended questions, when asked why they withdrew, some withdrawal candidates made statements questioning the validity of the NBPTS criteria and requirements and stating they did not value the NBC process. A pattern of responses showed that the respondents withdrew because they did not believe completing the process would improve their teaching and that continuing to work in the process would be “jumping through hoops.” Respondents cited a reason for withdrawing was that once they began the

process, they did not believe in the NBPTS process or requirements portrayed misunderstandings in what they believed about the NBC process.

“I realized that the NBC process was not really assessing whether I was a good teacher, but only if I knew how to jump through the right hoops and write up unimportant things as if they were significant.”

“I do have to add that while I found the philosophy behind the process interesting, there was a perceived "arrogance" about the process, as well. This did put me off a little bit.”

“The process was mostly about jumping through hoops and trying to prove the extent to which my teaching meets the standards. There was no vehicle for real analysis and improvement of what was happening in the classroom. I am better off taking additional college courses to get better at my profession. I still don't know how that process results in anything more than trying to prove what someone knows to the NBPTS people.”

“I found the process to be completely overbearing, confining and far too time-consuming. I could not see how completing the process would help me to become a more effective teacher when absolutely no part of the process was beneficial to me or my students.”

“After hearing about so few candidates actually passing and some of the petty reasons they did not pass, I know it wasn't for me. My time is too precious to waste.”

“I believe the National Board process is stacked against teachers with 3-4 preps and 125-150 students. In our district, the teachers most likely to gain Board certification are at the elementary and middle school level. They do not have the massive student numbers.”

(b) Quality and Availability of Mentoring Support

Though withdrawal candidates responded that they had support, a barrier to completing the NBC process emerged from their responses that there was a lack of expertise and accessibility to NBCT mentors. As stated above, 77% of the respondents selected that they had access to support with 58% of respondents in a cohort or working with a mentor. However, a pattern emerged in responses to questions that withdrawal candidates identified that they had limited or no access to structured mentoring programs. Only 13% of respondents had access to support weekly and 68% of respondents accessed support less than five times. About one-third of respondents worked with individual mentors only and 30% worked in combination with a cohort and mentor. However, the responses to open-ended questions showed a pattern of issues surrounding the availability and quality of mentors were proximity, expertise, and similar certificate.

“I just didn't have time to meet with my support group--meeting with them involved driving a minimum of 2 hours roundtrip. Also, my teaching assignment changed and I was too involved in learning new curriculum to devote time to the National Board process.”

“I was growing so much as a teacher during the process and I hated having to pull out, but it was getting overwhelming, especially since we had started so late. I didn't have anyone to talk to who had completed the science portfolio and so I was at a loss of what to do.”

“We started too late, and did not know where to get help in our region. There are NO NBCT's in our district that I know of, and only a few who had attempted it, but did not achieve certification.”

“There was no one available or willing to serve as a mentor in my subject area. The other teachers in my building earning certification are all math teachers, and most of the efforts were geared toward them. Since the requirements for math and English are different, I was lost.”

“There were about six of us who were encouraged to pursue the certification, but instead of giving us release time and a little mentoring to get everything done, the district imported a handful of teachers in the next district to work with us after school. We were a group of middle school teachers spending ninety minutes after school for some first grade teachers to spend two hours "working" with us. It was a joke. There was also some difficulty with the "official" mentoring available -- notices didn't always come in a timely fashion. You would find out about nearby meetings the week after they happened, but with plenty of time to make the one 40 miles away.”

“There was a lack of mentoring and direction from those who had previously earned National Board Certification.”

(c) Administrator's Lack of Understanding. In response to open-ended questions, some candidates identified a reason for withdrawing from NBC was because of a lack of administrative support. The data outlined above about the change in teaching assignments or additional professional responsibilities and in the lack of professional time to prepare the portfolio showed that administrators' decisions about staffing and schedules influenced the candidates' decisions to withdraw.

“Small schools in rural areas need to have the administrators on board and possibly do this process as a school staff cohort. Being miles from any support with no one in the district in on the commitment required makes the task seem nearly impossible. No one understands what a huge amount of work this is. Candidates need the administrators to support them, not expect even more because they are super-teachers. This process takes a world of work. It is not to be undertaken lightly.”

“More support and more time. I would have to feel as if I have staff to lean on that wanted to help a lot. I would also want to feel as if administration would understand the time and stress of going through it as well.”

“I need fewer responsibilities at school and more support from administrators at my school.”

Further Questions

“If I’m wishing... It is too much to do in one school year. Family and work commitments leave little time for completing projects. Also, I would like to do it with a group or at least another person IN MY AREA and in my school. I would love to do the Take One but sign up for it in the spring of the year to have the summer to work/plan it with course support. I think courses are beneficial to assist participants on the way. If I could have my way, I would have a group working together on one portion for one year with planning classes in the summer, biweekly meetings during the year, submit the project, take the test and repeat for four years, and have it paid for.”

This quote from an Illinois withdrawal candidate exemplifies the patterns of responses from withdrawal candidates that identified barriers and reasons to withdraw. This teacher also describes recommendations to overcome the barriers so she and other teachers may complete the NBC process. Through responses to the survey, the Illinois withdrawal candidates identified three categories of barriers: personal responsibilities, time, and availability and quality of support. Candidates prioritized their time and allocation of time for personal and professional responsibilities superseded time to complete the NBC process. Besides time issues for responsibilities, candidates identified that the lack of effective support became a barrier. The withdrawal candidates identified the following barriers related to support: access to mentoring support with NBCT mentors, opportunities for cohorts; the inequity of the expertise among mentors; and support from administrators. The following questions are presented to begin the conversation of how to alleviate the barriers identified by the respondents to the survey. These questions are not complete. Additional questions and recommendations should emerge as supporters of NBC make decisions to support candidates to complete the NBC process.

The term “supporters” includes NBCTs and institutions that support the professional growth of teachers: ISBE, ROEs/ISCs, districts, schools, universities and contractors for the Illinois National Board Program.

1. Professional Time for NBC. Candidates described not only the personal and professional situations that arose but also explained how they had been working on the NBC process during personal time. When faced with additional responsibilities during their time outside of the school day and with the fact there was no professional time to complete the NBC process, candidates had to prioritize that time and withdraw from the NBC process. State, district, and school policy makers cannot foresee and alleviate the course of teachers’ lives and personal experiences but can take actions to support candidates’ professional time.
 - How can supporters enable teachers to have professional time during the school day to work on the components of the NBC process?
 - How can supporters enable teachers to lessen their professional responsibilities outside of the teaching day and avoid assignment changes to enable candidates to set NBC as a priority for their time?
2. Preparation for Candidacy. Candidates described a barrier to completing the program was that they did not understand the timeline and requirements. As a result they did not value the NBC process. One withdrawal candidate wanted “a clearer idea about how this was going to make me a better teacher.”

- How can supporters enable Illinois teachers to participate in preparation activities to learn more about the requirements and the process beyond the logistical information in awareness sessions?
 - How can supporters enable teachers to participate in the NBPTS TAKE ONE process so they may learn about the NBPTS directions, rubrics, question structure, and logistics of completing an entry?
 - How can supporters design and implement a high quality professional development continuum that supports teachers to learn about and experience the analytical and reflective thinking of NBC prior to applying for the process?
3. Early Beginning of Candidate Support. Candidates described as a barrier how starting late caused them to feel lost, unprepared, confused, behind in progress, and frustrated with what they did not understand about the NBC process while trying to complete the parts. The withdrawal candidates could not complete the parts of the portfolio by the due date and cited the lateness in beginning the process as a reason for withdrawing.
- How can supporters set application dates to support candidates to have optimal time to learn about and complete the NBC process?
 - How can supporters arrange schedules for candidate support that begin in the spring and enable candidates to have an entire year to participate in the process?
4. NBCTs in Certificate Area. Candidates identified that they withdrew because they did not have access to NBCTs or NBCTs in their certificate area. Withdrawal candidates explained that they withdrew because they worked with NBCTs who did not understand the uniqueness of their subject area, age of student, or NBPTS requirements.
- How can supporters network NBCTs in unique certificates to candidates throughout the state?
 - How can supporters engage professional organizations to network NBCTs in their subject area to candidates throughout the state and in regions?
5. NBCTs with Expertise in Mentoring. Candidates identified a barrier and reason to withdraw from the NBC process was that they could not find support from an NBCT mentor with expertise in how to mentor candidates for NBC. Candidates stated they withdrew because mentors were not available in their school, district, or area or NBCTs in their area were unwilling to mentor candidates. Another barrier to completing the portfolio was identified by withdrawal candidates was that the NBCT mentor did not have the expertise to offer quality support.
- How can supporters enable NBCTs to participate in quality training that will enable them to effectively mentor NBC candidates?
 - How can supporters enable candidates to network with NBCTs who have participated in quality training?
 - How can supporters identify the NBCTs who are willing to mentor candidates that do not submit paperwork for the Illinois Teacher Excellence Payments?
 - How can supporters offer opportunities and engage NBCTs in mentoring candidates?

6. Proximity of Support in Schools. Candidates identified that the proximity of the candidate support was a reason for withdrawing and stated that candidate support at their school would have supported them to complete the process. Candidates found it difficult to drive distances to participate in cohorts or work individually with NBCT mentors.
 - How can supporters develop systems to enable candidates in isolated areas to have access to trained NBCT mentors or cohorts?
 - How can supporters support districts, schools, and NBCT mentors to arrange preparation and candidate support within the district and schools?
 - How can supporters enable local institutions to develop systems of support for candidates?
7. Consistent Support. Withdrawal candidates had access to support but most worked with a mentor or cohort less than five times and the support was only available every three or four weeks. Candidates cited that the infrequency of the support was a reason for withdrawal and a barrier to completing the process.
 - How can supporters enable candidates to have access to ongoing frequent support through cohorts and mentors?

Additional Questions

Do candidates who complete the process identify similar barriers that they overcome to complete the process? What factors help them to overcome the barriers?

Do candidates who complete the process experience personal and professional responsibilities that limit their time and what strategies do they use to find the time to complete the process?

What do candidates who complete the process identify as factors that influence their decisions to complete the NBC process?