



**2023 -2025 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program  
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 24, 2023**

NOGA ID

Authorizing legislation

**GAA, Article III, Rider 40, 87th Texas Legislature**

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, April 24, 2023**.

Application stamp-in date and time

Grant period from

**August 1, 2023-April 30, 2025**

Pre-award costs permitted from

the award announcement date to the grant start date

**Required Attachments**

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Signed Letter of Commitment or MOU
3. Letter from EPP Partner(s)

**Please the program guidelines for further details on the required attachments.**

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization  CDN  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 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.
- 2. The applicant provides assurance to adhere to all the Statutory and TEA Program Requirements and Program-Specific Assurances as noted in the 2023-2025 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program Program Guidelines.
- 3. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2025 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

**Program Priority Requirement**

For districts/charters that are or have engaged in an ESF diagnostic process during or before the 2022-2023 school year, please provide the year the district went through the diagnostic and the priority focus area in the space below.

N/A

**Summary of Program**

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

The mission of Pleasant Grove ISD is to ensure high levels of learning for all students. Although there is a teacher shortage, we are determined to provide the very best educators for our students. We are a PLC District, and we value collaboration between teachers as well as professional growth so much so that we have taken over 100 educators last summer and have even more who have volunteered to go this summer to PLC Institutes out of state for professional learning of best practices. We also provide a period in addition to the teacher's conference period for them to hold Collaborative Team Meetings with the support of a dedicated Campus Learning Coordinators. We believe that the program and grant funds will allow us to recruit and retain teacher residents before they graduate so we can familiarize them with the mission of Pleasant Grove. The goal beyond that will be to retain them through hiring for positions (especially in high needs areas) and have them easily transition from a co-teach model with a mentor to their own classrooms with a mentor to support them through the first year as a certified teacher. Through exposure to the dialogue and work of teams daily in the PLC Process while serving as residents as well as serving as a co-teacher in the classroom, they will grow immensely and our students will benefit from them joining the faculty upon graduation.

Through our partnership with our Educational Preparation Provider, it is our goal to address specific needs in the areas of Special Education and Secondary Mathematic Teachers. Through this year-long co-teaching experience with a mentor teacher it is our goal that the residents will take feel supported and part of a team and not isolated. Research shows that the number one reason teachers get out of the profession is they feel isolated and alone. The Strategic Staffing Grant allows us to put sustainable systems in place that will disallow feelings of isolation, and instead provide systems of support, professional growth, and belonging to Pleasant Grove ISD.

This grant supports our mission to ensure high levels of learning for all students with the ability to put first year ready teachers in the classroom. Also at Pleasant Grove ISD, we are in our third year of a District Wide Literacy Initiative. We are seeing great growth in all grades. With the data that shows a yearlong residency program, we believe that this grant will help us further this initiative benefiting even more students.

**Qualifications and Experience for Key Personnel**

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
Program Manager - Attend all required meetings, review key deliverables, support delivery of summer training, manage all aspects of grant requirements	Principal or Superintendent Certificate - Minimum three years leadership experience
Mentor Teacher - Attend trainings, model best practices and work in partnership with the EPP	Minimum Classroom Teaching Experience
EPP - Educational Preparation Provider - Coordinate with the District to meet grant requirements and program success	University with a yearlong paid teacher residency program
Technical Assistance Provider (ESC) - Coordinate with District and EPP to build sustainable, yearlong teacher residency	Trained in year-long residency strategic staffing model

**Goals, Objectives, and Strategies**

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

The main objective of the proposed program is to create a highly effective and sustainable pipeline of high quality teachers that will be professionally grown within our district. Residents will attend collaborative team meetings daily as well as other professional development with their mentors. Mentors will be trained and the objectives of the program will be clear as well as measurable. Mentors will model highly effective instructional practices and provide a gradual release to the residents when it is evident that they are ready to achieve a co-teach environment. Residents will serve as substitutes in classrooms once or twice weekly in order to have a diverse experience and to become familiar with the total campus culture. Mentors and residents will debrief regularly about goals, performance, progress, and areas of needed growth. Through this process, the District will ensure by retaining the residents as classroom teacher an increased access for all students to a high quality teacher. As we have learned in Solution Tree training, one of our main goals is to eliminate the educational lottery. We want all students to have a high quality, effective teacher, and this grant provides the opportunity to do so.

**Performance and Evaluation Measures**

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Teacher residents will be evaluated using the T-TESS model. This will measure their ability to build pedagogical content knowledge practices and apply them in an instructional setting. By the end of the residency year, residents should demonstrate the ability to design clear, well-organized sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners. The level of mastery will be determined by the T-TESS criteria in relation to student performance.

Students across grade levels will be given pre-assessments, formative assessments, and common assessments at the end of each unit of study. Data from these assessments will be compared between the control group of classrooms without residents in addition to a classroom teacher to classrooms with a resident and mentor teacher to evaluate the effectiveness of our program.

Overall successful student growth and program effectiveness will be measured by resident retention rates within the district. Residents who show evidence of success in their residency through student performance will be given strong consideration for retention by the District. The performance measure will be hiring data from Human Resources.

**Budget Narrative**

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The entire grant budget will be allocated to the salary of the project manager to ensure that the program guidelines and goals of the grant and District are met. This grant funds will allow the District to leverage and reallocate local funds to compensate our residents and mentors. This will also cover non-contracted days of training in the summer of our mentor teachers. The grant funds allow the district to build our system for a sustainable, yearlong paid residency program. Adjustments will be made in the future to reallocate placements and funding to meet our highest areas of need.

**Statutory/Program Requirements**

**1. Description of partnership foundations:** Applicants may have one or more EPP partners on the 2022 Vetted Teacher Residency Program List (link located on TEA Grant Opportunities page). Please list your partner(s) and the following partnership foundations information:

- How many years have you been engaged in a residency partnership?
- How many residents have you placed each year of that partnership?
- Describe your practices for shared governance, or the review of residency program data to inform shared decision-making about teacher candidate and mentor teacher supports. How often do you meet with your partners to review this data? As a partnership, how do you manage follow-up and response to data?
- Please describe any other key features of your partnership's progress toward building a residency program.

We have been in conversation with Texas A&M - Texarkana about a residency partnership over the past year. This will be our first year to engage in the program.

Being a recipient of this grant, will allow the District to improve our current mentor teacher program. Through partnership with the EPP and technical assistance provider, we will be able to collaborate, perform a needs assessment, and use this data to drive the blueprint of our strategic staffing plan. We are excited about the possibilities that this grant will provide us for improvement and high quality staffing in high needs areas.

**Statutory/Program Requirements (Cont.)**

**2. Description of goals for paid teacher residencies and strategic staffing models:** After reviewing the Program Elements section beginning on page 7, describe you and your EPP partner's existing or proposed shared goal for teacher resident placement. How will paid teacher residencies support your broader talent strategy as a component of your overall strategic plan and goals?

Being able to offer a paid residency will do several things to support our broader talent strategy as a component of our overall strategic plan and goals. One of the biggest needs that has increased tenfold over the past few years is the need for a qualified teacher. So many are turning to Alternative Certification Programs in order to obtain their certification. While this is helpful, those participating in these alternative certification programs are not as prepared (overall) as the teachers who went through the traditional programs that involved a residency. The answer is simple as to why this is happening. People are struggling in this economy. They need jobs that pay. It is not feasible that someone will choose a nonpaying position if they have the option in the same field for a paying position. Once we get residents placed, this allows us to broaden the talent strategy that we currently have in place. Our shared goal will be to provide quality training for the mentor teachers that the residents are placed with so that the residents can have an exemplary experience. Throughout shared partnership with TAMU-T, our residents will grow with the guidance of their professors, mentors, and through daily collaborative team meetings as part of a professional learning community which has been in place for four years. We will work towards a co-teach classroom where mentors and residents work as a team to better serve the students in the class. Ultimately the goal is to hire the residents to fill the vacancies as they occur and they will already be equipped for the mission of the district which is to ensure high levels of learning for all Pleasant Grove ISD students.

**Statutory/Program Requirements (Cont.)**

**3. Commitment of local resources:** Please review the Program Elements section on page 7 of the program guidelines. How will you, alongside your partner EPP, commit resources and time to 1) the year-long design process and 2) the implementation supports year? Be sure to provide information about the designation of a strategic staffing design lead, whose role will be co-funded by this grant opportunity. Provide a description of your plan to track and maintain evidence of that staff member's time and effort toward strategic staffing project management.

Strategic Staffing Design Lead Responsibilities (Grant funded)

Year One - Year Long Design Process

- Participate in all design meetings and provide all requested data needed in order to design the residency program
- Meet deadlines
- Share documents with EPP and Technical Assistance Provider
- Ensure appropriate campus and district personnel attend design meetings
- Manage grant program requirement submissions to TEA
- Support delivery of summer trainings for teacher residents and mentors

Year Two - Implementation Year

- Ongoing monitoring of staffing model implementation on a weekly basis
- Manage communication across district and EPP
- Co-lead and prepare implementation visits with technical assistance provider and EPP partner
- Attend and contribute to quarterly governance meetings
- Manage grant program requirement submissions with TEA

Time and Effort Log with a brief description of activities that pertain to strategic staffing duties



**Statutory/Program Requirements (Cont.)**

**4. Commitment to shared communication:** Describe how you will maintain strong communication throughout the design and implementation of the sustainable teacher residency program with your EPP partners and your technical assistance provider. How will you demonstrate evidence of communication and ongoing engagement with your partner and provider? For example: evidence of communication logs, shared meeting agendas, etc.

We will create a shared drive with a Strategic Staffing Hub that will be shared with the District, EPP, and technical assistance provider. All communication will be linked throughout the duration of the grant.

Evidence collected will be:

- communication logs
- communication plan for District personnel, teacher residents, and mentor teachers
- meeting agendas
- strategic staffing models
- timelines and strategic staffing documents (mentor and resident job descriptions, EPP requirements, principal launch information
- And any other pertinent information

**5. Strategic staffing technical assistance:** The program elements describe how teacher residencies will be made sustainable through strategic staffing models where residents support other instructional needs in the district, such as, for example, substitute teaching or para-professional responsibilities. How do you see the design and implementation of strategic staffing models with teacher residents as a way to support immediate instructional needs in your LEA? Additionally, please describe the rationale you share with your partner(s) for seeking technical assistance for the purpose of designing and implementing strategic staffing models.

One immediate instructional need is we have experienced an increase in teachers abandoning their contracts mid-year leaving students vulnerable in classrooms without a certified effective teacher. The design and implementation of the strategic staffing model will allow for a sustainable system to be established where residents have quality experiences in preparation of taking on their own classroom as first year teachers. They will have a mentor as well as already be familiar with the campus and district. This strong knowledge base and sense of belonging in the District will lead to teacher retention and in turn students will not be abandoned midyear by people leaving contracts.

Another immediate instructional need is the shortage of substitutes. Through the substitute teaching model, we will utilize our residents one day a week as substitutes and this will benefit them with diverse experiences as well as meet the need that is caused by a shortage of substitute availability. Also with the use of the residents, we can reallocate and reinvest the funds previously needed to pay subs to sustain future paid residents.

**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**