



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.

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.

Spring 2022 - Levers 5:1 and 5:3, and Lever 1.1; Lever 2.1 was self identified as an additional priority in the 22-23 school year.

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.

Bay City ISD is partnering with a vetted university teacher residency program, University of Houston Victoria (UHV), and spending one year designing a successful teacher residency program, where they will conduct a needs assessment, set goals for resident placement, determine the best fit model to meet instructional needs, identify funding sources for resident wages, and design parameters, communication, and training to support implementation. There is currently no other partnership like this in the immediate area of Bay City ISD. During the implementation year, the district and UHV will work together with the TEA Technical Assistance staff member to ensure strong implementation of the staffing model and make adjustments where needed. Student teachers will be placed in the classroom with certified Bay City ISD mentor teachers for one year residencies.

The mission of Bay City ISD in relation to staffing is that the district will recruit, attract, retain, and train diverse, high-quality staff to carry out the district's beliefs, goals, and call to action, for the purpose of prioritizing long-term teacher effectiveness. These goals include: Improve student outcomes through the implementation of high quality staff; Create a comprehensive plan to recruit staff; Establish a partnership network that will create community benefits to prospective and current employees; Implement a comprehensive mentorship program for new and continuing staff. This program will address all of these goals by utilizing the districts greatest mentors, who will in turn train successful student teachers, leading to better student outcomes.

Implementing this program, with the support of this grant, will help address critical areas in the district. For the 2022-2023 SY, Bay City ISD employed 37 uncertified teachers under the DOI. Bay City ISD also serves a large economically disadvantaged population. With 78% of the student population labeled economically disadvantaged, supporting these students with a full staff of certified teachers is vital to their success in life.

Other notable details about the district include that Bay City ISD has not participated in TCLAS Decision 5 for the 21-22, 22-23, or 23-24 SY, and the district is designated as rural, receiving Title V funds from the state. This further supports how impactful this grant will be to the district.

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
Bay City ISD Central Office Curriculum Instruction Representative and Human Resource Representatives	Knowledge of: curriculum and instruction on the campuses; Interpreting data and evaluating instructional programs and teaching effectiveness; Selection, training, and supervision of personnel; Staffing possibilities and current staff
Region 3 Technical Assistance	Understanding of the strategic staffing model designs and how to implement in order to support sustainable residencies; Ability to coordinate and provide project management to Bay City ISD and UHV regarding design objectives, key
University of Houston Victoria Academic Dean/ Associate Academic Dean	Knowledge of teacher placement needs; Knowledge of requirements needed to complete student teaching
University of Houston Victoria Site Coordinator	Knowledge of student eligibility and assessment requirements; Knowledge of services and activities student teachers need to fulfill requirements of a student teacher residency
Bay City ISD Campus Administrator and Business Office Representative (as needed)	Authority to pair student teacher residents with teacher mentors; Knowledge of funding for staff salaries and stipends knowledge of current budget for teachers and staff

Goals, Objectives, and Strategies

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

Goal 1. Establish a comprehensive plan that includes a design and management structure: (Obj.) Collaborate on a share vision with EPP partner; Year-long design year; Establish clear metrics for measuring program sustainability.

Goal 2. Create equal educational opportunities for all Texas students through a high quality teacher residency program: (Obj.) Give student teachers access to year-long teacher residency program; Market the program effectively.

Goal 3. Recruit and train quality mentor teachers: (Obj.) Utilize the district's most successful teachers; Provide quality training and regular feedback.

Goal 4. Provide quality training to student teachers in order to prioritize long-term teacher effectiveness: (Obj.) Mentor teachers will guide student residents to develop the necessary skills and competencies of an effective teacher; Collection of student teacher data to improve the effectiveness of the teacher mentor and the student teacher.

Goal 5. Develop a plan to sustainably fund teacher residencies: (Obj.) Create a lasting plan to fund student residents with the intention of growing the program over time.

Strategies to carry out these goals and objectives include articulating roles and creating a plan for a model selection, funding selection, mentor and resident guidelines, timeline of events, recruitment plan, application process, training and implementation plan, and other necessary aspects of the program. Other strategies include building performance benchmarks and a regular review of creative funding for the program.

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.

Performance Measure 1: Maintain and submit a time and effort activity log of engagement in strategic staffing model training and technical assistance support activities during the duration of the grant.
Tools and Processes: Formal evaluation; Time and effort log; In classroom evaluations

Performance Measure 2: In SY 2023-2024, provide regular (at least quarterly and as requested) report(s), documenting progress towards strategic staffing design milestones, including examples of key deliverables.
Tools and Processes: Formal evaluation; In classroom evaluation; Walk through and observations

Performance Measure 3: In SY 2024-2025, provide regular (at least quarterly and as requested) report(s), documenting implementation year monitoring and related implementation data.
Tools and Processes: Formal evaluation; Site Coordinators will conduct POP (pre observation, observation, and post observation) cycles on a regular basis to evaluate resident proficiency and growth; Student achievement data review of student residents

Performance Measure 4: Conduct other program evaluation as requested by TEA, including submission of resident placement data during SY 2024-25.
Tools and Processes: Formal evaluation; Student achievement data will be discussed in regular data meetings with mentor, site coordinator, resident, and supervising campus administrator to assess impact on student learning

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.

Bay City ISD will utilize the Strategic Staffing Grant primarily to fund district project coordinators, more specifically the grant will support the salary of the Bay City ISD Central Office Curriculum Instruction Representative and the Bay City ISD Human Resources Representatives. Because Bay City ISD is using existing staff members, these representatives will share the responsibility of one full time project coordinator and take on a leadership roles in the design team process for the district. By supporting the salaries of these representatives, the funding normally budgeted for part of their salaries can be redirected to first year resident stipends. This will allow the district time in the budget process to start planning for sustainability.

The support of the Strategic Staffing Grant will allow Bay City ISD the necessary time and funding to take the program from a well planned design year to a strong first implementation year.

Bay City ISD is also looking at adjustments and reallocations that could be used in the future to support the sustainability of the program, including the funding initially used to support the project manager.

- Federal funds for a possible time release model - used for mentors if they are coaching other teachers
- Federal funds for possible learning acceleration model if the residents will be tutoring or working with small groups
- Possible reallocation of local funds if the co-teach model becomes viable during the design process and staffing needs indicate the use of this model

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:

- o How many years have you been engaged in a residency partnership?
- o How many residents have you placed each year of that partnership?
- o 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?
- o Please describe any other key features of your partnership's progress toward building a residency program.

Bay City ISD is partnering with University of Houston Victoria from the vetted teacher residency program list.
 -The 2023-2024 school year will be the first year engaging in the residency partnership and it will serve as the design year for the program.

-Bay City offers a Grow Our Own program, which is a scholarship program that covers the cost of tuition and fees for selected Bay City ISD employees that would like to further their careers in education with the district. In this program, the district is currently working with one candidate that is in the UHV education program. In addition to the Grow Our Own program, over the past 3 years, Bay City ISD has worked with other UHV students: 1 current Grow Our Own candidate; 1 student teacher for student teaching semester; 2 additional student teachers for observation hours

-There has already been collaboration on identifying and utilizing a local retired BCISD administrator living nearby to serve as a site coordinator or adjunct faculty for UHV. This is addressing the barrier of a current UHV faculty member having to travel to Bay City on a regular basis.

-Prior to the 2022-2023 design year, the district has already begun discussions on shared governance with the University of Houston Victoria. This includes a suggested shared governance meeting 3 times per semester that would include the implementation team - Campus Administrator, Curriculum representative, HR representative, Region 3 representative, the site coordinator, and any other appropriate team member. In these meetings, there will be a review of: The pre-conference, observation, and post-conference (POP) cycle data: Student resident data; Each meeting will include an action plan for follow up to the date, with timelines and outlines responsibilities of the site coordinator, mentor(s), campus administrator(s), resident(s), and any other appropriate UHV or BCISD staff

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?

Bay City ISD will utilize the district's most successful teachers and provide them with the appropriate training in order to best carry out this program. The district's selection of these teachers will take into consideration which staff is ready for leadership and can manage more responsibility, while also having a strong teaching background. This utilization of the district's strongest teachers will better support the development and growth of University of Houston Victoria's student residents' instructional strategies and implementation. Beyond working with experienced teachers, UHV and Bay City ISD have put an emphasis on pairing students with mentor teachers that are best suited for each other.

Collaboration on the process includes:

- Resident placement that would involve an application to the UHV residency program. This application may include a video interview that principals or campus administrators could view to pair a student with a mentor.
- The student resident would be paired with the strongest mentor teacher available.
- Residents will only be placed on a campus where the principal fully understands the residency model and has been involved in the design process. It is imperative that the campus administrator(s) understand the roles of the mentor and the resident.

This planning and implementation supports the district's broader talent strategy by allowing student residents to be molded by the district's most valuable teachers. This supports growing the local teacher pool with highly qualified teachers that in turn could be utilized by the district.

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.

The district will be utilizing Region 3 technical assistance to facilitate these processes.

1. The year-long design process will be planned out in advance through an agreed upon calendar that includes all design sessions with agendas and objectives. During the design year, Bay City ISD and University of Houston Victoria will conduct a needs assessment, set goals for resident placement, determine the best fit model to meet instructional needs, identify funding sources for resident wages, and design parameters, communication, and training to support implementation. This will be facilitated by Region 3 technical assistance.
2. For the implementation year, an agreed upon calendar will be created that includes mentor training, district professional development that includes residents and mentors, and all ongoing data collection timelines and governance meetings.
3. The designated strategic staffing roles that will be co-funded by this grant will be split between the Bay City ISD Central Office Curriculum Instruction Representative and the Bay City ISD Human Resource Representatives.
4. In order to track the time and effort toward the strategic staffing project management of these staff members, a Time and Effort log will be completed monthly. The district has similar logs that have been utilized in the curriculum department and will be used as a model for how to track this information.

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.

Bay City ISD staff is well trained in utilizing electronic shared drives. The district has proposed working within a Google shared drive that can be accessed by Bay City ISD, University of Houston Victoria, and Region 3. This shared drive will include:

- Shared meeting agendas
- Design session templates
- Final design session documents, including parameters for the program, recruitment plan, teacher resident companion guide, and training documents
- Timeline (also supported by a shared Google calendar)
- Job descriptions
- Communication logs with mentors, residents, and campus administrators for the site coordinator

Similarly, the district has also proposed to work within a shared Google calendar that would be created at the beginning of the design process in order to ensure all parties can adequately prepare for the year ahead.

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.

After analyzing the 2022-2023 school year, Bay City ISD is looking at the co-teach model to best suit the needs of the district while still supporting the program. As previously reported, Bay City ISD operated this school year with 37 uncertified teachers, under the district D.O.I. The district is working tirelessly to eliminate these numbers, but it needs the support of creative strategies like this teacher residency program.

Collapsing a vacant position that would otherwise be filled by a long term substitute who is uncertified, and filling that position with a high quality resident under the supervision of a master mentor teacher provides a much more stable and quality learning environment for our students.

Region 3 technical assistance brought this opportunity to the University of Houston Victoria and Bay City ISD, and started the conversation with both schools in the spring semester of 2023. Through the recommendation of Region 3 technical assistance, UHV agreed that Bay City ISD would be a good fit for the residency program - geographically, quality of teachers and administrators, the size of the district, and the innovative culture of the district. Region 3 has already established a working relationship with both Bay City ISD and UHV separately, and has observed the work UHV has done with their teacher residency program partnership with Lamar CISD and Victoria ISD. Region 3 is currently assisting Bay City ISD with this grant application, working as a liaison between UHV and Bay City ISD during the entire grant process. They have facilitated every meeting between UHV and Bay City ISD, including the first meeting regarding the residency partnership.