



**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



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Authorized Official Name Title

Email Phone

Signature Digitally signed by Darol Hail
Date: 2023.05.01 11:43:08 -05'00' 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.

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.

New Waverly ISD has had great success in transitioning student teacher candidates into first year teachers. Our challenge has been attracting student teachers due to our location and size. We believe that if we can attract more students teachers, we will have a larger pool of candidates for teaching positions. This will also allow us to select students teachers on a more competitive basis as well. Our intent is to develop a program that would allow us to us grant funds to help providing funding for teaching candidates.

Our district is rural and relatively small; however, we are bordered to the north and south by much larger, better paying districts. We believe that our success and culture help to create a district where staff feels valued and important. The challenge is getting candidates to allow us the opportunity to show them who we are.

We would like to use the funds in a way that would attract candidates to consider coming here for their year long experience. This will expand our brand and reputation while helping to maintain a great culture. Additionally, in areas such as math or science where the talent pool is limited to begin with, any advantage we can leverage can lead us to greater success for our 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 coordinator (existing administrator)	We want to provide an experienced administrator to oversee and develop the program. This person will already have 5+ years of teaching experience and will also have served in admin position.
Curriculum direction	Our Curriculum Director will provide indirect/direct support as needed in helping candidates with content, teaching strategies etc. They are already an experienced person in these areas.

Goals, Objectives, and Strategies

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

Our goal is to recruit, develop and retain highly prepared first-year teachers. All of this aligns with our vision of empowering every student for success. The better our teaching candidates are and the more familiar they are with our culture and community, the more successful our students will be.

We are very close to Sam Houston State University and have had a strong relationship in the past with the college of Education. However as there are less and less candidates, it becomes more vital for us to reach students. Due to our rural nature, many students are now aware of our district. This will allow us to reach out to candidates and in particular a greater variety of candidates than ever before. Students who come from backgrounds where financial needs meant they needed to return closer to their home would now have an option to consider our district. This helps us in hard to staff areas and increases our chances of hiring a more diverse staff. We desire to have our staff continually reflect the make up of our students. As a small, rural district we need more help in achieving this goal. We want our students to seem themselves in their teachers. Additionally this helps students who need to work while teaching.

We also wish to strengthen our mentoring process by providing incentives and focused dedication to improving our mentors. We believe that this opportunity will allow us to persue these goals and help us strengthen our relationships with both Sam Houston State and Educational Region Service Center 6. We also hope that the increase diversity and stronger candidates will inspire our own students to consider teaching and helps us develop a grow our own program as well.

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.

Our most obvious performance goals will involve increased student teaching candidates and increased diversity among those candidates. In addition we will see improved retention rates among our teaching staff. the tools we will use for this will be demographic studies of our candidates and staff, along with retention data. We also will expect continued increase in our student achievement data as we expect higher quality candidates.

Tool wise, we use a variety of tools to gain this information. We will have surveys, formative and sumative assessments, teacher evaluations, and anecdotal data as well.

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.

We have no program like this and is the main driving reason for our need with this grant. We want to design a program that meets a great need. We will use these funds to dedicate to the design and implementation of a program that will give us higher quality teaching candidates and as a result better teachers. Our goal is develop the program for our needs and then use continual assessment and course correction to make a highly successful program. As a result we plan to use local funds to eventually make the program even more robust and to continue the program once the grant period concludes. In fact, we hope to expand the program as we grow as a campus.

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.

Paid year-long residencies will allow for district to recruit from a wider range of teacher candidates and best prepare them the New Waverly way so that they will want to remain with us after clinical teaching because of the relationships and supports that have been built during the year. Our hope is that our residents will become our mentors after their three years of teaching with us so that our excellence in our teacher pipeline continues and strengthens. We have been partnering with Sam Houston State for over 20 years and likewise we have partnered with ESC6 for even longer. However, those partnerships have been for many other programs, not this particular one. With Sam Houston we have placed all levels of education students from prestudent teaching experience through the preservice experience. We meet with SHSU continually informally and formally twice a year as well. We review placement data, experience surveys, and program strengths and weaknesses.

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?

Our goal is to provide an opportunity for a teacher resident to develop into a strong first year teaching candidate, while also providing the students of New Waverly access to better first year teachers. We will work with our partners to find candidates that will be a good fit for our culture while at the same time finding candidates that expand our diversity and help us recruit in hard to fill areas such as math and science. Again, many of the teaching candidates do not know who we are due to our smaller, rural nature. Further many candidates need to be able to create a stable living situation in order to complete a residency. Providing funds for a resident helps in both of these areas....we expand our name recognition and attract candidates who could not otherwise work in our schools. We have a long history of working well with SHSU and the Region Center in placing and developing personnel and we look forward to expanding our partnership with this grant.

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.

We do everything with a team approach. We will be using our entire administrative team to help plan and direct our program. Our 4 campus principals will be involved in discuss areas of need and helping to recruit and recommend good mentor candidates. Our Curriculum director will be involved in supplementing curricular needs and partnership needs with our partnering entities. The superintendent will be involved with various aspect of the Human Resource component to include financial support and overall support of program to include but not be limited to meeting with candidates and helping review applications etc. Additionally we plan to help expose candidates to more of the business and support side of our profesion by reviewing insurance materials, other benefits etc.

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 involve many methods of both informal and formal communication. We will have many shared meetings in a formal setting that will involve agendas as discuss and review our plan, strengths, needs, and areas of growth. We will also maintain open informal communication through emails, phone calls, and personal meetings. We will invite collaboration from partners to attend campuses, visit with candidates, and strengthen the program as equal partners.

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.

New Waverly understands that a variety of strategic staffing models will be discussed during our Design Year and we are open and looking forward to ways in which the district can best prepare residents and support some of the district's instructional needs also. As we understand it, SS models can assist in the facilitation of making this program sustainable and scalable in the upcoming years.

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
<input type="text"/>	<input type="text"/>
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