



**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):

N/A

Applicant Information

Organization Bastrop ISD

CDN 011901

ESC 13

UEI NMGLCSQ2BKE9

Address 906 Farm St.

City Bastrop

ZIP 78602

Vendor ID 1746000230

Primary Contact Jennifer Greene Gast

Email jgreenegast@bisdtx.org

Phone 512-772-7164

Secondary Contact Diana Greene

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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 Jennifer Greene Gast

Title Human Resources Coordinator

Email jgreenegast@bisdtx.org

Phone 512-772-7164

Signature

Date 04/24/2023

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.

We completed an ESF Diagnostic this year for two of our 16 campuses: Bluebonnet Elementary School and Cedar Creek Intermediate School. The focus areas were 1.1, 5.1, and 5.3

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.

Program Mission: The mission of the Bastrop Independent School District is to develop and educate every student so they can make a positive impact on their families, the workforce, and the greater community. Our core values center on student success and well-being, teaching and learning practices, organizational culture, and collaborative partnerships. Our Paid Student Residency Program will positively impact each of these core values. Through this program, we will recruit, support and retain qualified educators, strengthening our teaching and learning practices and improving student success and well-being. The technical assistance provided to our mentor teachers in the Paid Student Residency Program will also build capacity in our current staff, improving our organizational culture. Finally, this program will allow us to further enhance our collaborative partnerships with Educator Preparation Programs in a way that will benefit both the district and our community.

District Statement of Need: Bastrop ISD is one of the fastest growing districts in the Central Texas Area. In addition, we are geographically the second largest district in the state. Our student population is 70% economically disadvantaged and 62% LEP/ESL. The district has an accountability rating of "C." The 2021-2022 turnover rate for the district was 23%, and although this was a decrease from years past, it was still 6% higher than the state average. In fact, in 2021-2022, nearly 10% of our teaching staff were beginning teachers, and another 34.9% percent had 1-5 years experience. All these factors indicate a need for a program to increase teacher efficacy and retention.

Program Overview: The Bastrop ISD Paid Teacher Residency Program would provide a paid, full year of clinical training/co-teaching with a highly effective mentor teacher. Ownership of the Paid Teacher Residency program would be shared between Bastrop ISD and Texas State University. Students in traditional, alternative, or post-bac certification routes would be eligible. Bastrop ISD currently provides and has budgeted for 15 paid student teacher spots each semester, and our initial proposal will be to offer up to 8 of those spots to be Paid Student Residencies in partnership with Texas State University. In the planning stage, we will use the current Student Teacher Program as our guide and expand it to include strategic recruitment of residents and mentors, systems for selection and placement of residents and mentors, and training for mentor teachers. By providing a strong, supported year-long program for residents and training for mentors, we will increase long-term teacher effectiveness, provide equitable access to teacher preparation, improve our retention rate, develop high-quality mentors, and increase student achievement through strong instructional and learning practices.

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
HR Coordinator of Human Capital Development (existing)	Texas Teaching Certification, 5 or more years experience teaching, experience supervising teachers in a capacity such as instructional coach, academic dean, curriculum and instruction specialist.

Goals, Objectives, and Strategies

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

Major Goals, Objectives, and Activities of the Paid Residency Program: Goal 1: Recruit high quality, diverse teachers. Activities: 1. Develop a Residency Program Handbook with job descriptions for residents and mentors, selection and placement timeline and guidelines, expectations for campus administration support, and training expectations for mentors. 2. Create a mentor and resident recruitment plan timeline. 3. Recruit residents in collaboration with EPP through virtual and/or in-person events. 4. Review applications and select residents and mentors. Goal 2: Support residents and mentors to be successful. Activities: 1. Match residents and mentors using criteria that to provide the best match based on subject/grade level, resident preference,s/needs and mentor experience. 2. Train residents and mentors. 3. Provide scheduled opportunities for feedback and district level support. Goal 3: Retain high quality, diverse teachers. Activities: 1. Periodically celebrate resident and mentor effort and successes. 2. Provide opportunities for residents to explore employment opportunities in the district, such as career discussions , visiting other campuses, shadowing other teachers, informing residents of district benefits, such as 2-year mentor program and continuing education opportunities. 3. Celebrate resident completion of program. and graduation from EPP 4. Celebrate the mentor experience and offer opportunities for feedback and reflection. Goal 4: Strategically staff campuses, grade levels, and subject areas with high quality educators to increase student achievement and organizational culture. Activities: 1. Collaborate closely with EPPs to recruit residents seeking certification in areas of need. 2. Provide additional support for mentors and administrators on high need campuses (ex: IR status, high turnover rate, new administration) through district level meetings and collaboration.

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 and Evaluation Measures: 1. Student Outcomes: Using local and state assessment data, we will analyze student performance in the areas of student achievement, school progress, and closing the gaps to determine whether students in classrooms participating in the the Paid Residency Program show improved scores in reading and math in comparison to other students. 2. Student Outcomes: Using local and state assessment data, we will analyze student performance in the areas of student achievement, school progress, and closing the gaps to determine whether students in classrooms with a beginning 1st year or 2nd year teacher who completed the Paid Residency Program show improved scores in reading and math in comparison to other students. 3. Teacher Recruitment: We will compare the percentage of student teacher slots we are able to fill each year, with a goal to increase from 85% to 100% 4. Teacher Recruitment: We will compare the percentage of student teachers hired each year, with a goal to increase from 40% to 75%. 5. Teacher Support: We will analyze teacher and mentor survey data to determine the level of satisfaction with the program and support, aiming for a score of 4 out of 5 or above on a 5 pt. scale. 6. Teacher Support: we will document training attendance and feedback, aiming for a score of 4 or above on a 5 point scale in the areas of training relevance, strategies, presentation, skill/knowledge acquired, ability to implement, and quality of resources. 7. Teacher Retention: we will document the number of residents still working in the district after 1 year through 5 years. 8. Teacher Retention: we will compare our teacher turnover rates to the state, aiming to meet or beat the state average and decrease our turnover rate by 5-10%. 9. Teacher Retention: we will analyze exit interview data of residents and of those hired who leave the district to determine reasons for leaving, aiming to eliminate dissatisfaction with work/workload and lack of support as reasons for leaving.

Data analysis will be a part of the continuous improvement cycle to share with our partner EPPs as we refine and adjust our residency program, mentor program, and district human capital development support.

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.

Current Budget: Currently, BISD has budgeted \$300,000 for paid student teaching. We propose using up to \$160,000 of those funds to pay up to 8 year-long resident teachers. Each resident will receive \$20,000 per year. We also currently pay cooperating teachers \$250.00 per semester/\$500.00 per year, and mentor teachers \$600.00 per year. We will pay resident teacher mentors \$1500.00 per year, and that stipend will be funded with the existing cooperating teacher and mentor stipend funds for a total of \$1100.00 plus \$400.00 from savings from anticipated substitute and tutoring cost decreases.

Proposed Budget: The proposed budget will partially fund the administration of the Paid Teacher Residency Program, and will fund contracted support from the New Teacher Center to train our resident mentors. We are proposing:

- 1) \$9,000 for program administration. This will partially fund the salary of the Human Resources Coordinator for Human Capital Development.
- 2) \$48,000 for contracted services by the New Teacher Center, which provides mentor training, an on-line platform of tools and documentation to capture engagement and progress in mentoring resident teachers, and in-person visits and technical support for mentors. This would allow us to expand the services from the New Teacher Center, which we already provide some mentors in the district under the Mentor Program Allotment. It could potentially allow a resident teacher who gets hired into the district to have three years of documented mentoring and coaching support using a consistent set of tools that grow with the teacher's skills. It would be an amazing opportunity to offer 3 years of high quality systematic support, as well as an opportunity to increase the leadership, coaching, and mentoring capacity of our experienced teachers.
- 5) \$5,000.00 for resources and materials related to program meetings and trainings, such as training supplies, in person coaching resources, resources for collecting data and feedback, and costs of materials for meetings.

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.

Description of partnership foundations:

- We will partner with Texas State University, and plan to partner with Austin Community College in the future if they are added to the list. We have reached out to Prairie View A&M University, but did not receive a letter in time for this grant. We plan to partner with them in the future.
- This will be our first year to engage in a residency partnership. We have partnered with both Texas State and ACC in the past to place student teachers for a semester of student teaching.
- Our practices for shared governance and review of data include a minimum of four meetings per year. In the past, we have met virtually once before each semester to consider candidates for the program. During the second meeting, we match up and place students, and then we meet mid-semester to check in on student progress and program implementation. If needed, we make adjustments to candidate and mentor supports. Since I visit our student teachers and mentors monthly, and the Texas State partners visit classrooms and see the students regularly, we have a pretty good sense of when adjustments are needed. In some cases, I meet with the student's professor to work out adjustments, rather than calling a full meeting with Texas State program directors, so there may be additional meetings depending on need. We have a final meeting to reflect on data and outcomes. We would continue this practice with the Paid Teacher Residency program, and we would include additional meetings to plan the program, as well as to plan visits to students for recruiting/interest sessions. Data is also shared with our district leadership and the school board, which helps to guide our follow-up and response as part of our continuous improvement cycle, and we include these proposed actions in the next planning session with our partners.
- The Paid Student Teacher Residency program is a natural progression of the strong Student Teacher Program partnership we have built with Texas State University. We collaborated to build the Paid Student Teaching program, and I feel confident we can also build an excellent residency program. Since partnering with Texas State University, we have engaged in resume reviews and interview practice with students, we've had great response to our attendance at their job fairs, and have even had students reach out to say that their fellow classmates recommend us. The students we have hired from Texas State are doing a phenomenal job in our district and have become part of our community. And we are still in touch with several students are now employed in other districts, because we support them as educators and want them to succeed in this profession. The teacher shortage affects all of us, and teacher residency program partnership can only make our profession and student more successful. It's a win-win.

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?

Description of Goals: There are three main shared goals for teacher resident placement. 1. High-Quality: We will to place residents on a campus and with a mentor who will provide a high-quality year-long residency experience. This is why mentor training is crucial. In addition, residents will be placed with mentors who are part of a well-functioning professional learning community to further support the resident's learning and development. 2. Sustainable: We will place residents on a campus and with a mentor in a position where the resident can serve in a capacity, when ready as a tutor or substitute that will be beneficial to both the resident and campus, or on a campus with an anticipated opening or vacancy for the resident. 3. Strategic: We will place residents on campuses or in areas that will strategically staff us for the future. That includes areas of focus, such as math, reading, and bilingual education, and areas of growth such as future school openings.

By providing a high-quality experience, we aim to support resident teachers in becoming strong beginning teachers from day one. This will, in turn, build capacity on their campus and within their teams, increasing the efficacy of the school as a whole, and decrease the turnover rate due to burnout. For the EPP, providing a high-quality experience will help to recruit future students to the program.

Creating a sustainable program will not only offer resident teachers the opportunity to be employed immediately upon graduation, but also to gain valuable hands-on experience that will serve them as a beginning teacher. This will positively affect the rate of students who are hired out of the EPP program, which can increase a program's rating and recruitment.

And finally, strategic placement of resident students will alleviate teacher shortages that can lead to burnout among existing staff, especially in cores subjects such as reading and math, increase student achievement, and help to staff new campuses as we grow.

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.

Bastrop ISD is already committed to strategic staffing and providing high-quality student teaching experiences, and building staff leadership capacity. Last year, we created the position of Human Resources Coordinator for Human Capital Development. In this role, I recruit, equip, and retain high-quality teaching staff. Since this role has been established, we have developed a grow-your-own program for high school students and for non-certified staff. We have also developed our paid student teaching program, and partnered with the New Teacher Center to train and support our new teacher mentors. Designing and implementing a year-long Paid Resident Teacher Program is the next step in strategic staffing, high quality student teaching experiences, and building mentor capacity.

This grant will help to continue fund my position so that I can act as a staffing design lead. Grant funds will also allow for contracted mentor support, which I have currently been providing, so that I can commit my resources and time to the Teacher Residency Program.

We will track and maintain evidence of my time and effort through weekly meetings with Penne Liefer, the Associate Superintendent for Human Resources and Student Services, weekly updates to the district cabinet, monthly reports to principals and the school board, and BOY/MOY/EOY feedback from principals, resident teachers, and mentors.

If awarded this grant, we will develop milestones for the design year for Fall, Winter, Spring, and Late Spring, which will be reported out to the Associate Superintendent, cabinet, principals, and school board. These will include milestones for goals, models, and stipends, for the hiring process and program planning, for recruitment and placement, and training and implementation.

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 maintain strong communication throughout the design and implementation stage with our partner EPP and technical assistance provider in several ways. First, we will document meetings through Google Calendar invites and shared agendas with attachments for presentation slides, resources, and materials. Second, any data or stakeholder feedback will be shared as a standing agenda item. Third, action items discussed in meetings will include follow-up communication and scheduled updates until actions are completed.

Our EPP partners and technical assistance provider will also be invited to attend any school board meeting during which we will be presenting information on the Paid Teacher Residency Program if they would like to attend. We will also invite them to our celebrations once we implement the program :-)

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.

Technical assistance will be invaluable in designing a systematic way for resident teachers to support instructional needs on campuses. For our district, we plan to utilize resident teachers as tutors/push-in small group support in areas where small group instruction could accelerate learning and close achievement gaps., then, as needed, as substitutes.

Identifying the subjects, grade levels , and campuses where this support would be most beneficial, and correlating that with resident and mentor availability, will be a complex task. Our 2021-2022 TAPR report indicates that we are scoring 20% or more below the state average in 3rd and 4th grade reading and math, but we also are 30% below the state average in 7th grade math.

In addition, while our percentage of substitute requests filled is tracked daily, and we are able to fill requests at 80% or above, our Monday and Friday fill rate hovers around 60%, particularly at the secondary level.

Scheduling of targeted tutoring/push-in support will need to work around the resident teacher's own educational/class requirements.

Technical assistance can help to develop a plan that allows for tutoring/push in support at the elementary level and substitute support on Mondays and/or Fridays on the secondary level.

Ideally, the plan might also allow resident teachers opportunities to see other teachers, classrooms, or campuses.

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