



**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**

Application stamp-in date and time

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**.

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.

Not applicable

**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.

At Caddo Mills ISD, we celebrate the past and create the future. Like our long-standing motto, the Strategic Staffing Grant will create the future by adding highly trained staff to our Fox Family. Caddo Mills ISD has maintained a partnership for over twenty years with Texas A&M University-Commerce to support and grow aspiring teachers in all grade levels through exceptional learning opportunities in a mentoring program. Grant funds will help Caddo Mills ISD to create a paid residency teacher program by supporting the salary of a Program Coordinator. Paid residencies will increase the district's leverage to sustain a robust resident teacher program.

As educators, we must encourage teachers to enter the education field by providing experienced mentor teachers and a rich learning environment. Caddo Mills ISD mentors are trained to allow resident teachers to participate in valuable learning experiences such as parent meetings, data analysis, the student referral process, teacher strategies in whole and small group instruction, and professional development. The Strategic Staffing Grant will provide a paid residency program for future educators and stipends for mentor teachers. With the paid residency program and our strong partnership with Texas A&M University-Commerce, CMISD will help increase the number of highly trained future educators ready for recruitment.

**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
Elementary Curriculum Director	3 years of teaching experience 5+ years of administrative experience Experience with the Resident Teacher program
Director of Human Resources	3 years of teaching experience 5+ years of administrative experience Experience with the Resident Teacher program
Director of Finance and Operations	5+ of administrative experience Experience with funding codes and budget
Teacher Mentors	3+ years of teaching experience Resident Mentor Training

**Goals, Objectives, and Strategies**

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

Essential areas to target for the district will be creating and implementing district systems that support growing future educators for recruitment and retention. Caddo Mills ISD has hired many student teachers that has resulted from our partnership with Texas A&M University-Commerce and views the year of residency as a valuable opportunity for the mentor and resident. Should the resident be hired, they have already received training specific to the district and will continue to grow in the First Year Mentorship Program. The mentor and the resident will both complete the appropriate training at the start of the resident's year-long program. In addition, the mentor will provide constructive feedback throughout the year and meet with Texas A&M University-Commerce Educator Prep Program to ensure the success of the program and the resident's future as an educator. Funds will be allocated to allow a district-level employee to oversee the program, train the mentor and resident teachers, and be the main point of contact with Texas A&M University-Commerce Educator Prep 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.

With the Strategic Staffing Grant, Caddo Mills ISD will increase the number of days that highly trained individuals are in classrooms while a certified teacher is absent. Highly trained and effective resident teachers will directly support quality instruction and student performance. This will be monitored by the number of days that resident teachers are in classes serving as substitute teachers and the students' yearly growth. Additionally, resident teachers can provide targeted instruction during small group learning and tutoring times.

The teacher candidate pool will be strengthened related to job openings by providing a paid teacher residency program. As a growing district, having highly trained student teachers that will transition to a teacher role will support consistency and increase student outcomes.

Student outcomes are measured through progress monitoring throughout the year with state mandated assessments and district-created tests.

**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 Strategic Staffing Grant would allow the district to create a Paid Residency Program. The proposed budget will provide payroll costs associated with the Project Coordinator's salary who will be responsible for implementing the Paid Residency Program.

To support the Paid Residency Program, the district will utilize local funding (non-grant funds) as detailed below.

Mentor Teachers to receive a \$1,000 stipend each semester. Residency Teachers will receive \$5,000 at the end of each semester. Residency teachers would spend days not in a seminar or the mentor teacher's classroom in a rich, supportive environment. The student teachers would attend training sessions held in the district, observe other classes, help provide students with small group enrichment and tutoring opportunities, and serve as a substitute in classes. These activities would give the Residency Teacher additional opportunities to develop teaching skills in various environments on campus. In addition, the activities and experiences will help the district meet the goal of recruiting and retaining teachers should the district hire them. After the two-year grant is completed, strategic budgeting and funds for substitute teachers will continue to sustain the Paid Residency Program.

**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.

Caddo Mills ISD has partnered with Texas A&M University-Commerce Educator Prep Program for over twenty years to assist in providing exceptional experiences for future educators in all grade levels. Over 100 student teachers have been trained at Caddo Mills ISD during this time. Many of which were hired and are still employed with the district to this day. Representatives from Caddo Mills ISD and Texas A&M University-Commerce EPP constantly communicate throughout the year to best support the mentor teacher and resident. A meeting is held annually to review the program and make any necessary adjustments. Since a strong relationship has been established and maintained, the two entities plan to continue transparent communication.

**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?

Caddo Mills ISD and Texas A&M University-Commerce are committed to providing future educators with a strong mentor program that fosters relationships, growth, inquiry, rich experiences, constructive feedback, and goal setting. Caddo Mills ISD works hard to create a culture where teachers and staff members want to participate. The strategic staffing model will encourage additional resident teachers to choose Caddo Mills ISD for a paid residency and a positive, supportive atmosphere. Caddo Mills ISD is a fast-growing district, and many positions will be added in the near future. The paid residency program will allow for in-depth training and experiences for residents. Caddo Mills ISD could retain residents as certified teachers upon completing their preparatory program. Highly trained staff directly support student outcomes and academic growth.

**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.

Though Caddo Mills ISD will not create a new position to design and implement the program, a district-level leader will be co-funded through district funds and the Strategic Staffing Grant. District level leadership will restructure to provide the time needed for the Project Coordinator to ensure the success of the Resident Teacher Program.



**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.

Caddo Mills ISD, Texas A&M University-Commerce EPP, and Region 10 will continue to stay in constant communication throughout the year to support the mentor teacher and resident best. Shared communication logs and meeting agendas will be maintained as evidence of dialog and collaboration.

**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.

The Strategic Staffing Grant would allow the district to create a Paid Residency Program. The proposed budget will provide payroll costs associated with the Project Coordinator's salary who will be responsible for implementing the Paid Residency Program. Additionally, it will allow Mentor Teachers receive a \$1,000 stipend each semester. Residency Teachers will receive \$5,000 at the end of each semester. After the two-year grant is completed, strategic budgeting of local funds and for substitute funding will continue to sustain the Paid Residency Program. Resident teachers will have the opportunity to attend trainings held in district for behavior management, curriculum, and effective teaching strategies. Their educator experiences will be enhanced with the time to observe other classes. Resident teachers will apply knowledge and skills acquired through their mentor teacher, professional development, and observations to provide students with small group enrichment and tutoring opportunities. Resident teachers serving in this capacity will produce additional small group time to target students' instructional needs and areas of growth consistently. Resident teachers will also serve as substitute teachers on their days not spent with their assigned mentor. Resident teachers as substitutes will ensure students receive equitable instruction from a highly trained substitute teacher.

**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**